

REVISED SYLLABUS

SECOND SEMESTER

CourseCode:HC2.1

Course Title: COMMUNITY ORGANIZATION

Total-64 hours

Course Objectives:

- To understand the Critical Elements of Community Organization Practice.
- To understand Power Dynamics of Indian Communities.
- To enhance Critical Understanding of the Models for Community Organisation Practice.
- To develop perspective and skills for participatory processes in the community.

Course Outcomes:

- Students will be able to understand the importance and implications of community organization.
- Students will be able to analyze the community development needs, issues and respective solutions for a given community.
- Students will be able to demonstrate their skills and efficiency in community mobilization as a method of social work.
- Students will be able to describe the need and significance of participation and participatory methods in community development process.

Unit I: Introduction to Community Organization

(12 Hours)

- Meaning, definitions, of community
- Types of communities: Rural, Urban, Tribal, and Virtual
- Community as a system: social, economic, political, and cultural dimensions
- Meaning, definition, nature, scope, and objectives of Community Organization
- Community Organization as a method of Social Work
- Relationship between Community Organization, Community Development, and Social Action
- Values, ethics, and principles of Community Organization practice

Unit II: Indian Communities and Power Dynamics

(14 Hours)

- Social structure of Indian society
- Caste, class, gender, religion, ethnicity, and regional diversity
- Marginalized and vulnerable communities in India
- Concept and sources of power in communities
- Formal and informal power structures
- Local leadership, elites, and institutions
- Inequality, exclusion, discrimination, and community conflicts

Unit III: Models and Approaches of Community Organization

(14 Hours)

- Locality Development Model
- Social Planning Model
- Social Action Model
- Rothman's Typology of Community Organization
- Gandhian approach to community work
- Paulo Freire's conscientization approach
- Rights-based, empowerment, feminist, and sustainability perspectives

REVISED SYLLABUS

Unit IV: Participatory Processes and Skills in Community Organization (12 Hours)

- Concept and importance of community participation
- Participatory methods: PRA, RRA, and PLA
- PRA tools: social mapping, resource mapping, transect walk, seasonal calendar, problem ranking
- Leadership development and capacity building
- Negotiation, advocacy, networking, and conflict resolution
- Ethical challenges in participatory practice

Unit V: Process, Strategies, and Application of Community Organization (12 Hours)

- Process and phases of Community Organization: study, analysis, assessment, action, evaluation, modification, and continuation
- Application of Community Organization in health, education, livelihood, disaster management, and marginalized populations.
- Role of Community Organizer in Community Organization.(facilitator, mobilizer, leader developer, advocate, negotiator, mediator, coordinator, and catalyst)
- Use of technology and digital platforms in community mobilization
- Ethical challenges, professionalism, and future trends in Community Organization.

REFERENCES:

1. Adams,Robert,Oominelli,Lena&Payne,Malcom(ed.1),SocialWork:Thees,Issues&Critical Debates.Ch.17,RadicalSocialWork.
2. CoxM.F.&ErlichL,J.(1987).StrategiesofCommunityOrganization.Illinois:F.E.Peacoc
3. D'Abreo,DesmondA,FromDevelopmentWorkertoActivist.
4. Dayal, R. 1960 Community DevelopmentProgrammeinIndia,Allahabad:KitabMahalPublishers.
5. Dunham,ArthurE.1970TheCommunityWelfareOrganisation,NewYork,Thomas
6. Freire,Paulo.PedagogyoftheOppressed.Adult Education&Liberation.
7. Gandhi,M.K.Sarvodaya(TheWelfareofAll),Ahmedabad:NavjivanPublishingHouse. GandhiM.K.,SocialService.
8. Gangrade,K.D.1971CommunityOrganisationinIndia,Bombay,PopularPrakashan.
9. JackRothmanandothers(2001).StrategiesofCommunityInterventions&MacroPractices– PeacockPublications,6thEdition
10. Lal,A.K.1977PoliticsofPoverty:AStudyofBondedLabour.NewDelhi:ChethanaPublications.
11. MayoH.,JonesD.1974CommunityWork,London:RoutledgeandKeganPaul.
12. McMiller,W.1945CommunityOrganisationforSocialWelfare,Chicago:UniversityofChicago Press.
13. Murphy,C.G.(1954)CommunityOrganisationPractice,Boston:HoughtonMifflinCo.
14. Patnaik,U.andChainsofServitude,BondageandDingwaney,M.1985Slaveryin India. Madras:SangamBooksPvt.Ltd.
15. PolsonandSanderson.1979RuralCommunityOrganisation,NewYork:JohnWiley
16. RossMurray,G.,(1985).CommunityOrganization:TheoryandPrinciples.NewYork: Harperand RowPub.
17. Siddhiqui,H.Y.(1997).WorkingwithCommunity.NewDelhi:HiraPublications.

REVISED SYLLABUS

COURSE CODE–HC 2.2

Total-64hours

PAPER TITLE: SOCIAL WORK RESEARCH AND STATISTICAL APPLICATION

Course Objectives:

- Develop an understanding about the scientific approach to human inquiry
- Develop an appreciation of the value and approach in social work research in addressing problems in the field of professional practice
- Develop attitudes and skills appropriate for social work research
- Develop skills for use of library and documentation in research work
- Acquire the skills for data analysis and research writing
- To understand application of statistical knowledge into research

Course Outcomes:

- The Learner will be able to outline the way to employ scientific approach to human inquiry
- The student will be able to critically use the statistical skills and knowledge to conduct field study.
- He/she may be able to conceptualize, formulate and conduct simple research projects/exercises.
- The learner can apply Quantitative and Qualitative research in Social Work and appropriately use the Statistical Software Packages like SPSS in Social Work Research.

Unit I: Foundations of Social Work Research

(12 Hours)

- Meaning, nature, scope, and objectives of social work research
- Scientific method and its relevance to human inquiry
- Relationship between theory, research, and social work practice
- Ethics, values, and social responsibility in social work research
- Types of research: basic, applied, action, and evaluative research

Unit II: Research Design, Problem Formulation, and Hypotheses

(14 Hours)

- Research process and stages in social work research.
- Identification and formulation of research problems.
- Review of literature: sources, techniques, and critical review.
- Conceptualization and operationalization of variables.
- Meaning, definition, importance, and types of hypotheses.
- Research designs: exploratory, descriptive, diagnostic, experimental, and experimental.
- Qualitative and quantitative research approaches.

Unit III: Sampling, Tools, and Data Collection

(14 Hours)

- Concept, and types of sampling.
- Probability and non-probability sampling techniques.
- Sources of data: primary and secondary.
- Methods and tools of data collection: questionnaire, interview schedule, observation, case study, and scales.
- Pilot study and fieldwork ethics in data collection.

REVISED SYLLABUS

Unit IV: Data Analysis, Statistics, and Interpretation

(12 Hours)

- Data processing: editing, coding, classification, and tabulation.
- Descriptive statistics: measures of central tendency and dispersion.
- Inferential statistics: correlation, chi-square test, t-test, and analysis of variance (basic understanding).
- Testing of hypotheses and interpretation of statistical results.
- Use of statistical software (MS Excel, SPSS).

Unit V: Research Report Writing, Documentation, and Application

(12 Hours)

- Research proposal: meaning, components, and preparation.
- Research report and dissertation writing: structure, style, and presentation.
- Referencing styles, bibliography, and citation methods.
- Use of library resources, e-journals, databases, and documentation techniques.
- Plagiarism, research integrity, and ethical writing.
- Application of research findings in social work practice, policy formulation, and program evaluation.

REFERENCES:

1. Ahuja, Ram (2001) Research Methods, Jaipur: Rawat publication.
2. Alston, M. Bocoles, W. (Indian Edition, 2003) Research for Social Workers - An Introduction to Methods, Jaipur : Rawat publication.
3. Andrews, Richard (South Asia edition 2005) : Research Questions, London: Bailey,
4. Kenneth D. (1978) Methods of Social Research, New York: McNeil Pub.
5. Baker, Therese L. (1994) Doing Social Research, Singapore: McGraw Hill
6. Black, James A & Champion, Dean J. (1976) Methods and Issues in Social Research, New York : John Wiley
7. Chaudhary, C. M. (1991) Research Methodology, Jaipur RBSA Publishers Costello, Patrick (S. Asia Edition 2005) Action Research, London: Continuum.
8. Gillham, Bill (2000) Case Study Research Methods, London: Continuum Gillham, Bill (2000) The Research Interview, London: Continuum
9. Goode, W. J., Hatt, P. K. (1981) Methods in Social Research, Singapore: Mc. Graw Hill
10. Gregory, Ian (South Asia edition 2005) Ethics in Research, London: Continuum
11. Grinnell, Richard M. (Jr.) (1988) Social Work Research and Evaluation, Illinois F. E.
12. Jacob, K. K. (1965) Methods & Fields of Social Work in India, Bombay: Asia Publishing
13. Kidder, Louise H. (1981) Research Methods in Social Relations, New York: CBS College into Holt & Winston
14. Kothari, C. R. (2004) Research Methodology: Methods & Techniques, New Delhi, New Age International.
15. Krishnaswamy, O. R. (1993) Methodology for Research in Social Science, Himalaya, Bombay.
16. Laldas, D. K. (2000) Practice of Social Research, Jaipur: Rawat
17. Lin, Nan (1976) Foundations of Social Research, Singapore: Mc. Graw Hill
18. Mikkelsen, Britha (2005) Methods for Development Work and Research - A New Guide for Practitioners, New Delhi : Sage
19. Nachmias D. & Nachmais C. (1981) Research Methods in Social Sciences, New York St. Martins Press
20. Polansky, N. A. (Ed) (1960) Social Work Research, USA: Univ. of Chicago
21. Ramchandran, P. (1968) Social Work Research and Statistics, Bombay: Allied Publishers

REVISED SYLLABUS

COURSECODE: HC2.3

Total-64hours

COURSE TITLE: SOCIAL WELFARE ADMINISTRATION AND SOCIAL ACTION

Course Objectives:

- Understand the concept of social welfare social welfare administration and social action
- Familiarize the process of establishing and maintaining social welfare organization
- Attaining knowledge and skills to participate in the management of social welfare organization
- Understand programme, project management and implementation of social action.

Course Outcomes:

- Understand the administration of welfare organizations and civil society organization /Non Government organization.
- Understand the scope for social work in welfare administration in various organizations like government organizations, voluntary organizations, NGO's and CBOs.
- Apply contemporary management theory applicable to social work practice
- Develop knowledge about registration procedure of organization
- Remember the management of welfare organization.
- Understand the role of social work practitioners in social welfare administration and social action

Unit I: Social Welfare and Social Welfare Administration

(12 Hours)

- Concept, meaning, philosophy, and scope of social welfare
- Evolution of social welfare and social welfare administration in India
- Social welfare administration as a method of social work
- Principles, values, and ethics of social welfare administration
- Role of the social worker in social welfare administration

Unit II: Social Welfare Organizations – Establishment and Structure

(12 Hours)

- Concept and types of social welfare organizations: governmental, non-governmental, voluntary, and international
- Process of establishing social welfare organizations
- Registration, legal provisions, and statutory requirements (Karnataka Societies Registration Act 1960 -, Indian Trust Act –1882 and Companies Act – 2013,)
- Organizational structure, governance, and administrative systems
- Leadership and decision-making in social welfare organizations

Unit III: Management of Social Welfare Organizations

(12 Hours)

- Administrative process: planning, organizing, staffing, directing, coordinating, and controlling
- Human resource management in social welfare organizations
- Financial administration, budgeting, auditing, and resource mobilization
- Programme administration and supervision
- Monitoring, evaluation, and accountability

Unit IV: Social Action – Concept, Process, and Strategies

(14 Hours)

- Meaning, definition, nature, and scope of social action
- Social action as a method of social work
- Process and stages of social action
- Strategies and techniques of social action

REVISED SYLLABUS

- Role of the social worker in social action
- Ethical issues and challenges in social action practice

Unit V: Programme, Project Management, and Application of Social Action ` (14 Hours)

- Concept and importance of programme and project management
- Need assessment, planning, and implementation of social action programmes
- Monitoring, evaluation, and impact assessment
- Social action in areas of health, education, livelihood, human rights, and marginalized populations
- Role of NGOs, civil society, advocacy groups, and social movements
- Contemporary issues, professionalism, and future trends in social action

REFERENCES:

1. Abha, Vijay and Prakash. (2000). Voluntary Organizations and Social Welfare. ABD Publishers
2. Bhattacharya Sanjay. (2006) Social Work Administration and Development. New Delhi, Rawat.
3. Bulsara J. F. (1984), Perspectives on Social Welfare in India, New Delhi: Chand Company Ltd.
4. Chhabra. T. N. (1999). Principles and Practice of Management. New Delhi: Dhanpat Rai & Co
5. Chowdhary D. Paul. (1992). Social Welfare Administration. New Delhi: Atma Ram
6. Dubey S. N. (1973) Administration of social welfare programmes in India, Somaiya pub.,
7. Ghattas and Sandra L. McKee. (2008) Practical Project Management. New Delhi, Pearson Education.
8. Goel S. L., Jain R. K., (1988). Social Welfare Administration Vol. I: Theory and Practice, Deep & Deep Publication,
9. Kohli A. S., Sharma S. R. (1996). Encyclopaedia of Social Welfare and Administration Vol. 1-7, New Delhi : Anmol Pub. Pvt. Ltd.
10. Laldas, D. K. (2000) Practice of Social Research, Jaipur: Rawat
11. Lawani B. T. (1999). NGOs in Development. Jaipur: Rawat Publication.
12. Leech Corinne. (2004) Successful Project Management Open Learning Programme. Oxford, Elsevier.
13. Nurius Paula S. , Human Services : Practice, Evaluation and Computers : a practical guide for today and beyond.
14. Padgett, D. K. (2008). Qualitative methods in social work research. Thousand Oaks, Calif: Sage.
15. Pasad. L. M. (2000). Principles and Practice of Management. New Delhi: Sultan Chand & Sons.
16. Rao, V. (1987). Social Welfare Administration. Bombay: Tata Institute of Social Sciences.
17. Rubin, Allen & Babbie Earl (4th Ed. 2001) Research Methods for Social Work, USA Wadsworth, West, Brooks/Cole and Schirmer
18. Sachdeva D. R. (2007) Social Welfare Administration in India. Allahabad, Kitab Mahal.
19. K. R. (2002) Research Methodology, Jaipur: National Publishing House
20. Sharma, B. A. V., Prasad, R. D. & Satyanarayana, C. (2002) Research Methods in Social Sciences, New Delhi: Sterling
21. Sidmore Rex A. (1990). Social Work Administration: Dynamic Management and Human Relationships. New Jersey: Prentice Hall.
22. Thyer, B. A. (2010). The handbook of social work research methods. London: SAGE.
23. Wilkinson, T. S. & Bhandarkar, P. L. (1984) Methodology and Techniques of Social Research, Bombay: Himalaya
24. Young, Pauline (Asian students edition 1960) Scientific Social Surveys and Research, Japan: Asia Publishing House.

REVISED SYLLABUS

HC 2.4 A: Practicum-II Concurrent Field Work

Internal Assessment: 20 Marks

Semester End Examination: 80 Marks

FIELDWORK PRACTICUM-II CONCURRENT FIELDWORK

In second semester each student will be placed to organization/community to practice the social work and each student will be monitored by faculty member. This is mentoring the student to become professional.

Objectives of the Concurrent Field Work:

1. To develop an understanding of the application of methods of social work practice in the field and develop a holistic view of social work and related interventions in the community, with special emphasis on the agency's role in human services.
2. To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of positive and maintenance factors of social problems and their consequences.
3. To understand the problems and opportunities in working with diverse populations and develop practice skills appropriate to each phase of the change process and apply them in direct work with people and communities.
4. To develop the self-awareness necessary to assess one's own values, attitudes, feelings, strengths, limitations, interests and performance and understanding the Community and Community dynamics.
5. To enable students to develop core skills of Social Work practice and to help students identify, plan and implement social work instruments and to assess their impact on different client system in various agency settings.
6. To help students appreciate the role of social work profession in empowering individuals, groups and communities and in facilitating social change.
7. To help students to develop skills and appropriate personality required for professional social work practice and provide opportunities to accept challenges and respond to them.
8. Learning by doing is the core of field work practice and practice of community empowerment and intervention programs.
9. To develop the belief to work as a member in a team, reinforce the inherent strength of the people to meet their needs and resolve problems and make conscious use of professional values and ethics.

Attendance and presentation of field-work visits/viva

1. Every student has to attend Maximum concurrent fieldwork days including special fieldwork in each semester and 75 percent attendance is compulsory in fieldwork.
2. Students will have to submit this/her weekly fieldwork report i.e., Two Log Report on every Friday and Two Detail Reports on every Monday.
3. After completion of **24 visits** and the end of the field work, students should present their learning in a special class which will be organized for this purpose.

REVISED SYLLABUS

Individual and Group conferences

To facilitate learning, Individual as well as group conference will be organized every week.

Role of Field Work Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-field work coordination in the department.
2. Providing adequate supervision input to the agency supervisor.
3. Providing counseling support, assistance to the students for effective learning in the field.
4. Another educational responsibility is the assessment of the student's performance, in terms of his/her progress in the field of learning social work perspectives and skills. With the emphasis on participatory learning and consistent interaction between the Field Supervisor and the student.
5. The Fieldwork Supervisor is responsible for workload allocation to ensure that the student has sufficient number and variety of tasks to accomplish the objectives of the education plan.

Internal assessment:

1. **Internal Evaluation:** The internal supervisor shall evaluate the report for a maximum of **Twenty(20) marks** based on parameters specified by BOS in Social work.

Viva Voce examination:

1. Every student has to submit duly signed by internal and external supervisor live visit diary or records to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for **Eighty marks(80)** each student is expected to give a presentation on field work.
4. Viva-voce examination will be conducted at Main Campus Department of Social work, ASMV Raichur for Main Campus and all the Affiliated MSW Colleges of ASMUVR
5. Maximum 20 students Viva-voce examination may be scheduled during morning and afternoon each session.

REVISED SYLLABUS

ASSESSMENT/EVALUATION GUIDELINES

Internal assessment Criteria-Field Work

Concurrent Field Work:

Max marks=20

Sl. No.	Criteria	Marks
1	Field Work Diary and Report	04
2	Action Plan Preparation and Performance	08
3	No. of Live Visits	03
4	Professional Learning	03
5	Field Work Presentation	02
Total		20

*Note: Internal evaluation/Assessments shall be done in two or three stages

1. Fieldwork Diary and Report=Max Marks=04

Sl. No.	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work diary	2	Language, content, logical connection, etc.,	Ratingscale <1 2
				Satisfactory Very Good
2	Fieldwork report	2	Language, content, logical connection, submitted the reports in time, etc.,	Ratingscale <1 2
				Satisfactory Very Good
Total		04		

2. Action plan and performance-Max Marks=08

Sl. No	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	2	discuss with the faculty supervisor, agency supervisor, review the related literature	Ratingscale <1 2
				Satisfactory Very Good
2	Participation in individual conference	2	Participation in individual conference	Ratingscale <1 2
				Satisfactory Very Good
3	Administrative procedures	2	Understanding the knowledge of administrative procedures, programme management.	Ratingscale <1 2
				Satisfactory Very Good
4	Capacity to work in a team. Field work supervision/consultation with agency officials	2	Has adaptable skills in the agency. Periodically meets the agency supervisor, regular in field work, etc.,	Ratingscale <1 2
				Satisfactory Very Good

REVISED SYLLABUS

1. NoofLiveVisits-MaxMarks= 03

Sl. No.	Area	MaxMarks	Dimensionstobeconsideredwhile awardingmarks	Criteria
1	Numberoflivevisits	3	75%-80%	1 Mark
			81%to 90%	2 Marks
			91%to 100%	3 Marks
Total		03		

2. Professionallearning-MaxMarks=03

Sl. No.	Area	Max marks=03	Dimensionstobeconsidered while awarding marks	Criteria
1	Application of theoryintopractical context	1	Integration of theory into practice, able to understand the theory and relates to practice	Ratingscale <0 <hr/> 1 Satisfactory VeryGood
2	Practice of case work/ group work etc.)inthefirst Semester.	2	Practices case work and group work process, skills, etc in first semester.	Ratingscale <1 <hr/> 2 Satisfactory VeryGood
Total		03		

3. Presentationofreportsanddiscussionwithfaculty supervisor-MaxMarks=02

Sl. No.	Area	Max marks=02	Dimensionstobeconsideredwhile awarding marks	Criteria
1	Presentation of report and discussionwith faculty supervisor	02	Part A: Profileofthecommunity/ organization/Industry: <ul style="list-style-type: none"> • Address • Genesis(Historyofthe agency) • Vision and mission (Aim and objectives) • Interventions/Programmes • Targetgroup/s • Organizationalstructure • Fundingsources • Monitoring and evaluation framework Part B: Observational & Experiential learning <ul style="list-style-type: none"> • Personallearning • Professionallearning • Socialproblemsandtheroleof social work 	Ratingscale <1 <hr/> 2 Satisfactory Good
Total		02		

REVISED SYLLABUS

Criterion for Field Work Viva-Voce Examination

The following criterion is designed to assess the MSW student's performance in the Field Work Viva- Voce examination.

Viva-Voce examination:

Maximum marks: 80

Sl.No.	Assessment Domains	Marks	Assessment tool						
1	Field Work Diary and Report	16	Ratingscale <hr/> <table><tr><td><4</td><td>5-10</td><td>11-16</td></tr><tr><td>Satisfactory</td><td>Good</td><td>Very Good</td></tr></table>	<4	5-10	11-16	Satisfactory	Good	Very Good
<4	5-10	11-16							
Satisfactory	Good	Very Good							
2.	Understanding about the community/ Organization/industry: structure, target group and Programmes	16	Ratingscale <hr/> <table><tr><td><4</td><td>5-10</td><td>11-16</td></tr><tr><td>Satisfactory</td><td>Good</td><td>Very Good</td></tr></table>	<4	5-10	11-16	Satisfactory	Good	Very Good
<4	5-10	11-16							
Satisfactory	Good	Very Good							
3.	Action plan (Preparation of action plan and implementation)	16	Ratingscale <hr/> <table><tr><td><4</td><td>5-10</td><td>11-16</td></tr><tr><td>Satisfactory</td><td>Good</td><td>Very Good</td></tr></table>	<4	5-10	11-16	Satisfactory	Good	Very Good
<4	5-10	11-16							
Satisfactory	Good	Very Good							
4.	Learning outcome (Professional and personal)	16	Ratingscale <hr/> <table><tr><td><4</td><td>5-10</td><td>11-16</td></tr><tr><td>Satisfactory</td><td>Good</td><td>Very Good</td></tr></table>	<4	5-10	11-16	Satisfactory	Good	Very Good
<4	5-10	11-16							
Satisfactory	Good	Very Good							
5.	Theoretical and conceptual knowledge (Social Work Practice linkage)	16	Rating scale <hr/> <table><tr><td><4</td><td>5-10</td><td>11-16</td></tr><tr><td>Satisfactory</td><td>Good</td><td>Very Good</td></tr></table>	<4	5-10	11-16	Satisfactory	Good	Very Good
<4	5-10	11-16							
Satisfactory	Good	Very Good							
Total		80							

PracticumHC 2.4 B**SUMMER PLACEMENT****No.ofCredits:02****InternalAssessment:10Marks****Viva-Voce Examination:40 Marks****Summer Placement:**

In addition to Concurrent Fieldwork, students are expected continue Social Work Practicum -II in their respective villages / towns/wards during the Summer Vacation for **Two weeks duration**. (After the MSW II Semester theory Examinations). They may carry out a social analysis of their rural/urban community under the guidance of the Faculty Supervisor, do need identification, prioritization of needs, develop an action plan, and implement the action plan in order to learn to design and practice certain social work interventions for the development of the community. The report of the Social Work Practice done during the Summer Vacation shall be added to reports of Social Work Practicum II and should be made available to the examiner at the time of viva-voce examination.

Objectives

- To enable students to engage in field-based learning by continuing practical exposure to social realities during the summer vacation.
- To facilitate students in conducting a social analysis of their rural, urban, or ward-level communities.
- To help students identify and prioritize community needs through participatory approaches.
- To train students in developing and implementing a need-based action plan for community development.
- To strengthen students' ability to apply social work methods and skills in real-life community settings.
- To promote teamwork, leadership, and professional accountability through field-based problem-solving.
- To encourage critical reflection on social structures, development issues, and grassroots interventions.

A. SubmissionsandEvaluationofSummer PlacementReport:

1. The candidate has to submit the report within the time frame as prescribed by Board of Studies.
2. Thereport should behandwritten.
3. Thereportshouldnot exceed40pages.
4. The reportshouldbe submittedwithin7Days after completionof thesummer placement.

A. Evaluation:

1. The summer placement report of a candidate shall be assessed for maximum of **50 marks [consisting of 10 marks for Summer placement report evaluation by the internal guide and 40 marks by external guide for viva-voce examination]**.
2. **InternalEvaluation:**Theinternalguideshallevaluatethereportforamaximumof **Ten(10)marks**basedonparametersspecifiedbyBOSinSocialwork.

REVISED SYLLABUS

- Internal Assessment:** The internal assessment is done by the Summer Placement Director/Coordinator of the summer placement is a full-time faculty member working in Social Work department of the ASMUV Raichur/ affiliated colleges where **Master Social Work** program offered.
- External Evaluation:** A member of the Board of Examiners (BOE), approved by the Department and the Board of Studies (BOS), from ASMUV University or any other recognized university, shall conduct the external Viva-Voce Examination. The university shall conduct the Viva-Voce Examination for a maximum of forty (40) marks.
- Viva-voce/Presentation:** A viva-voce examination for all MSW students from the Main Campus and all the affiliated colleges of Raichur and Yadgir will be conducted at the PG Department of Social Work, ASMUV, Raichur. Each student is expected to give a presentation on their Summer Placement.
- The coordinator/faculty of the department and an expert appointed by the BOE chairman shall conduct the viva-voce examination.
- The candidate who fails to attend and/or fulfil the requirements of the course shall not be eligible and he/she shall re-register for the course when offered.

Assessment Marks for Summer Placement

Internal Assessment by the Summer Placement Guide for 10 Marks		
Sl. No	Aspects	Marks
1	Attendance and Punctuality	02
2	Field Work Involvement and Initiative	02
3	Learning and Application of Social Work Skills	02
4	Report Writing and Documentation	02
5	Professional Behaviour and Attitude	02
	Total	10

Viva-Voce examination by external examiner for 40 Marks		
Sl.No	Aspects	Marks
1	Presentation skill	08
2	Communication skill	08
3	Subject knowledge	08
4	Practice of social work	08
5	Report writing	08
	Total	40

REVISED SYLLABUS

COURECODE: SC 2.1

Total-64hours

COURSTITLE:FIELD SOF SOCIAL WORK

Course Objectives:

- Provide an exposure to the fields of social work.
- Equip with the necessary information of the existing policies and services in the fields of social work.
- Enable the trainees to develop insights into the theoretical foundations to the fields Social Work.
- Identify the various situations and settings where the social work intervention could be used, in the context of social realities.

Course Outcomes:

- The learners will be able to get in-depth knowledge and theoretical perspective of methods and processes adopted in the various fields of social work.
- The learners will be able to understand the intervention and application of social work and as well as the role of social workers in different fields of social work practice.
- The learners will be able to enhance their understanding of different Emerging Fields of Social Work.
- With the successful completion of the course, learners will be enabled to apprehend the scope of social work practice and opportunities for social workers.

Unit 1: School Social Work and Advocacy

Hours: 12

- Definition, scope, and importance of school social work, Historical development and evolution in India and globally
- School-related psychosocial problems: School dropout, absenteeism, truancy, Learning disabilities and academic underachievement,
- Behavioural problems, bullying, peer pressure, Emotional issues, stress, anxiety, and adolescent mental health.
- Collaboration with teachers, parents, and community agencies.
- Current challenges and future trends in school social work,
- Role and responsibilities of school social worker,

Unit 2: Disability and Rehabilitation Social Work

Hours: 12

- Concept of disability: medical, social, and rights-based approaches.
- Classification of disabilities: Physical, sensory, intellectual, developmental, psychosocial, and multiple disabilities.
- Causes, prevention, early detection, and intervention.
- Concept and principles of rehabilitation. Types of rehabilitation services: Medical, educational, vocational, social, and community-based rehabilitation (CBR)
- National policies and legislations: Rights of Persons with Disabilities Act, 2016.
- Role of social workers in rehabilitation centres, special schools, NGOs, and community settings.

Unit 3: Correctional and Criminal Justice Social Work

Hours: 14

- Meaning, philosophy, and objectives of correctional social work.
- Concepts of crime, delinquency, and deviance.
- Sociological and psychological explanations of criminal behaviour.
- Criminal justice system in India: Police, judiciary, prisons, probation, and parole.
- Correctional institutions: Prisons, observation homes, special homes, open prisons,
- Social work intervention with: Under trial prisoners, convicts, juveniles in conflict with law Victims of crime and families of offenders.

REVISED SYLLABUS

- Challenges and ethical issues in correctional social work practice.

Unit 4: Geriatric Social Work

Hours: 12

- Concept, scope, and importance of geriatric social work.
- Ageing and demographic transition in India.
- Problems of older persons: Physical health issues and chronic illness, Psychological problems: loneliness, depression, dementia, Economic insecurity and social isolation, Elder abuse, neglect, and abandonment,
- Policies, programmes, and legislations for elderly welfare: Institutional and community-based services: Old age homes, day care centres, home-based care, palliative care.
- Role of social worker with aged.

Unit-V. Emerging Fields of Social Work

Hours: 14

- Ecological / Environmental Social Work: Role of social workers in protecting the environment, promoting sustainability, and helping communities affected by climate change and disasters. Green Social Work: Working for eco-friendly development,
- Social Work with Socially Excluded Sections: Helping and empowering people who face exclusion such as LGBTQIA+ persons, migrants, refugees, and displaced groups.
- Agricultural Social Work: Supporting farmers, improving rural livelihoods, and addressing rural and agrarian issues.
- Digital Social Work: Using digital tools, social media, and online platforms for counseling, awareness, and connecting with communities.
- Professional challenges and future directions of social work.

REFERENCES:

1. Adnari L. James, Kata Wilson, 1988, Social work in Family proceedings: A Practice Guide ,London:RoutledgePublications.
2. AshokSehghal (Ed)2005Social Work Vol 1,2and 3 ISHABooks Delhi-110033 India
3. Choudhury D. Paul 2007 Child welfare and Development,New Delhi: Atma Ram & SonsCoontz, S. H. 2007 PopulationTheoriesandeconomic interpretation,London, RoutledgeandKenan Paul
4. Diana M. DiNitto, C. Aaron McNeece and Contributors (2nd Ed) 1977 Social Work: Issuesand Opportunities in a Challenging Profession, Allyn And Bacon A Viacom Company, 160GouldStreet, Needham Heights, Manachusets.
5. Donnision, D.V.2003 The Neglected Child and the social services ,Manchester United PressFriedlanderW.A.ApteRobert,Z.1982Introductiontosocialwelfare,NewDelhi,prentice
6. Gokaran, N.A.2002Familylifeeducation(Monograph),Bombay,TISS
7. Gokhale, S. D. 2009 Child Welfare Policy and Planning Bombay: Popular Prakasam Co.
8. HarishKumar (Ed,)2004SocialWorkVol 1,2and 3 ISHABooksDelhi-110033India
9. JainendraKumarJhaEncyclopediaofSocialWorkVol,2,3and4,instituteforsustainabledevelopment,L acknow andAnmol publications Pvt.Ltd. NewDelhiIndia.
10. LaxmiDevi(EdinChief)EncyclopediaofChildandfamilywelfare;AnmolpublicationsPvt.Ltd.New DelhiIndia.
11. Prof.N.V.Paranjape(1998),*CriminologyandPenology*,CentralLawPublications,Allahabad.
12. Siddique,A(1993),*Criminology,ProblemsandPerspectives(2nded.)*Lucknow,EasternBookHouse.

REVISED SYLLABUS

COURSE CODE: SC2.2

Total-64 hours

COURSE TITLE: SOCIAL WORK WITH DIFFERENTLY-ABLED

Course Objectives:

- To understand concepts of differently abled and disability.
- To understand concepts, models, and issues of disability and challenges faced by disabled.
- To understand policies, programmes and legislation pertaining to disability.
- To assimilate the knowledge of social work practice to disability specific client service.

Course Outcomes:

- Able to learn concepts and models of disability into social work practice.
- Able to understand issues and challenges faced by differently abled persons.
- Able to understand various policies, programmes and legislation pertaining to disability.
- Acquire the specific knowledge about the role of social work in addressing issues of persons with disabilities.
- Understand the relevance of social work practice in the field of disabilities.

Unit I: Disability – Concepts and Contemporary Understanding

Hours: 12

- Meaning and definitions of disability
- Impairment, disability, and handicap: conceptual distinctions
- Evolution of disability perspective: charity, medical, social, and rights-based approaches
- Models of disability: medical, social, bio-psycho-social, and human rights models
- Disability as a development and social justice issue
- Social attitudes, stigma, discrimination, and exclusion
- Changing role of the State and society in disability inclusion

Unit II: Types of Disabilities and Rehabilitation Needs

Hours: 14

- Classification of disabilities:
 - Physical and locomotor disabilities
 - Visual and hearing impairments
 - Intellectual and developmental disabilities
 - Psychosocial and mental disabilities
 - Multiple and chronic disabilities
- Causes and prevention of disabilities
- Disability across the life span
- Educational, health, vocational, and social rehabilitation needs
- Gender, poverty, and rural–urban issues in disability rehabilitation

Unit III: Government Policies, Laws, and Programmes for Differently-Abled Persons

Hours: 14

- Disability welfare and development in India
- Rights of Persons with Disabilities (RPwD) Act, 2016: major provisions
- National Policy for Persons with Disabilities
- Constitutional safeguards, reservations, and social security measures
- Major Government programmes and schemes:
 - Accessible India Campaign (Sugamya Bharat Abhiyan)
 - Deendayal Disabled Rehabilitation Scheme (DDRS)
 - Scholarship and skill development programmes
 - Employment and self-employment schemes
 - Health insurance and pension schemes for persons with disabilities

REVISED SYLLABUS

- Role of Central and State Governments in disability welfare

Unit IV: Institutional Framework and Rehabilitation Services

Hours: 12

- Rehabilitation Council of India (RCI): role, functions, and professional regulation
- National Institutes for disability rehabilitation:
 - Intellectual, visual, hearing, locomotor, and mental health rehabilitation
- Composite Regional Centres (CRCs) and District Disability Rehabilitation Centres (DDRCs)
- Medical, educational, vocational, and social rehabilitation services
- Assistive devices, technology, and support services
- Role of NGOs and voluntary organizations in rehabilitation

Unit V: International Perspectives and Limited Social Work Practice

Hours: 12

- Disability as a global human rights concern
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Role of UN agencies: WHO, UNICEF, UNESCO, and ILO
- Disability and Sustainable Development Goals (SDGs)
- Role of social workers in policy implementation, rehabilitation coordination, and advocacy
- Ethics and professional responsibility in disability-related practice
- Documentation, monitoring, and evaluation of disability programmes.

REVISED SYLLABUS

REFERENCES:

1. Ahuja Ram (1962). Social Problems in India. Jaipur: Rawat Publications. Ahuja Ram (1992). Crime against Women, Jaipur: Rawat Publications.
2. Aries P. (Translated by Robert Baldick) (1962). Centuries of Childhood. New York.
3. Bali A.P. (1995). Role of the Family in Elderly Care Research and Developmental Journey.
4. Bambawale, U. (1993). Growing Old in Young India Snehvardhan Publishing House, Coleman James C.
5. Darshan S. Sharma (1976). Abnormal Psychology and Modern Life. Bombay: Taraporevals
6. Gangrade, K.D (1988). The Aging in India. New Delhi: Abhinav Publications.
7. Hurlock Elizabeth (1968). Developmental Psychology, New Delhi: Tata McGraw Hill Book Co. Ltd.
8. Kalbagh Chetan (Ed) (1991). Women and Development. Women's Struggle for Equality and Emancipation Vol.5. New Delh: Discovery Publishing House,
9. KapurMalvika (1995). Mental Health of Indian Children, New Delhi: Sage Publication. Minhas B.S. (1978). Planning and the Poor, New Delhi: S. Chand and Co. Ltd.
10. Mishra S. (1989). Problems and Social Adjustments in Old Age, New Delhi: Gian Publications.
11. Mittal Mukta (1995). Women in India-Today and Tomorrow. New Delhi: Anmol Publishers Pvt. Ltd.
12. National Youth Policy (1992). Department of Youth Affairs and Sports.G.O.I. New Delhi: Government of India.

REVISED SYLLABUS

Paper Code OE 2.1 Title: Human Rights and Social Justice

Hours 32

Course Objectives

1. Develop a clear understanding of the concept, nature, and evolution of Human Rights.
2. Familiarize students with the constitutional and legal framework for the protection of Human Rights in India.
3. Explore the interrelationship between Human Rights and Social Justice within the context of social work practice.
4. Equip students with the skills to identify, analyze, and address Human Rights violations and issues of injustice.

Course Outcomes

- 1 Explain the meaning, nature, and historical development of Human Rights.
- 2 Identify and interpret Human Rights provisions in the Indian Constitution.
- 3 Analyze Human Rights issues affecting marginalized and vulnerable populations.
- 4 Demonstrate understanding of the concept and principles of Social Justice.
- 5 Apply rights-based and advocacy approaches in social work practice.

Unit I: Introduction to Human Rights

Hours: 10

- Concept, meaning, definition, nature, and characteristics of Human Rights
- Historical evolution: From Magna Carta to the Universal Declaration of Human Rights (UDHR, 1948)
- International Covenants on Civil, Political, Economic, Social, and Cultural Rights
- Classification of Human Rights: First, Second, and Third Generation Rights
- Relevance of Human Rights in Social Work Profession
- Social Work Code of Ethics and Human Rights values

Unit II: Human Rights in the Indian Context

Hours: 12

- Human Rights and the Indian Constitution:
 - Preamble, Fundamental Rights, and Directive Principles of State Policy
 - Constitutional Remedies and Fundamental Duties
- Legal provisions and Acts related to Human Rights:
 - Protection of Human Rights Act (1993)
 - Domestic Violence Act, 2005; Right to Education Act, 2009;
 - Rights of Persons with Disabilities Act, 2016
- Role and functions of National and State Human Rights Commissions, Women's Commission, Child Rights Commission, and Minority Commissions
- Human Rights issues and challenges in India:
 - Gender inequality, caste discrimination, trafficking, child labour, displacement, communal violence, poverty, and environmental injustice

Unit III: Social Justice and Social Work Practice

Hours: 10

- Concept and Principles of Social Justice
- Philosophical foundations: Equality, Freedom, Equity, and Fairness
- Relationship between Human Rights and Social Justice
- Social Justice in the Indian Context: Constitutional, social, and economic dimensions
- Role of Social Workers in:
 - Promoting human rights and social justice
 - Advocacy, policy formulation, and community mobilization
 - Empowerment of marginalized and vulnerable groups (women, children, minorities, disabled, refugees, LGBTQIA+, etc.)
- Approaches to Social Justice: Rights-based approach, participatory development, empowerment model, and restorative justice

REVISED SYLLABUS

Suggested Readings

1. Desai, A. R. (1994). *Violations of Democratic Rights in India*. Popular Prakashan.
2. Iyer, V. R. Krishna (1999). *Human Rights and Inhuman Wrongs*. D.K. Publishers.
3. Reichert, E. (2003). *Social Work and Human Rights: A Foundation for Policy and Practice*. Columbia University Press.
4. United Nations (1948). *Universal Declaration of Human Rights*.
5. NHRC India (Latest Reports & Publications).
6. Bhattacharyya, R. (2018). *Social Justice and Empowerment in India*. Routledge.
7. Indian Constitution (Relevant Articles on Fundamental Rights and DPSPs).

Open Elective Paper (OE 2.2): Sustainable Development and Social Work Hours: 32

Course Objectives

1. Introduce the concept, evolution, and dimensions of Sustainable Development.
2. Examine the inter linkages between social work and sustainable development practices.
3. Understand the Sustainable Development Goals (SDGs) and their relevance to social work practice.
4. Build knowledge and skills among students to promote environmental, social, and economic sustainability through professional interventions.
5. Encourage critical reflection on social workers' roles in achieving sustainable and equitable societies.

Course Outcomes

- 1 Explain the concept and principles of Sustainable Development.
- 2 Analyze global and national initiatives toward sustainable development.
- 3 Examine the role of social work in promoting environmental and social sustainability.
- 4 Identify community-based strategies for sustainable livelihoods.
- 5 Develop advocacy and leadership skills for promoting sustainability.

Unit I: Concept and Evolution of Sustainable Development

Hours: 10

Meaning, Definition, Nature, and Scope of Sustainable Development

Historical Background: Stockholm Conference (1972), Brundtland Report (1987), Rio Earth Summit (1992), and subsequent global initiatives

Dimensions of Sustainable Development: Economic, Social, and Environmental

Principles of Sustainability: Intergenerational equity, inclusion, and participation

Challenges to Sustainability: Climate change, overconsumption, inequality, and social injustice

Unit II: Sustainable Development Goals (SDGs) and India's Initiatives

Hours: 12

- Overview of the **2030 Agenda for Sustainable Development**
- Detailed discussion on key SDGs relevant to social work practice:
 - Goal 1: No Poverty
 - Goal 3: Good Health and Well-being
 - Goal 5: Gender Equality
 - Goal 10: Reduced Inequalities
 - Goal 13: Climate Action
 - Goal 16: Peace, Justice, and Strong Institutions
- National Frameworks and Policies:
 - NITI Aayog's role in SDG implementation
 - National Rural Employment Guarantee Act (NREGA), Swachh Bharat Abhiyan, National Rural Health Mission (NRHM), and Jal Jeevan Mission.

REVISED SYLLABUS

Unit III: Social Work and Sustainable Development Practice.

Hours: 10

- Role of Social Work in promoting Sustainable Development
- Green and Ecological Social Work: Concept and approaches
- Community-based natural resource management (CBNRM)
- Sustainable Livelihoods Approach (SLA) and empowerment of marginalized communities
- Social Work interventions in:
 - Disaster risk reduction and resilience
 - Waste management, water conservation, and energy efficiency
 - Advocacy for policy and environmental justice
- Tools and techniques: Participatory Rural Appraisal (PRA), environmental education, and stakeholder engagement.

Suggested Readings

1. Adams, W. M. (2009). *Green Development: Environment and Sustainability in a Developing World*. Routledge.
2. United Nations (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development*. UN Publications.
3. Rao, M. S. A. (2000). *Social Movements and Social Transformation: A Study of Two Backward Classes Movements in India*. Manohar.
4. Kates, R. W., Parris, T. M., & Leiserowitz, A. A. (2005). *What is Sustainable Development? Environment: Science and Policy for Sustainable Development*.
5. Hall, N. (2016). *Social Work and Social Development: Theories and Skills for Development Practice*. Palgrave Macmillan.
6. NITI Aayog (2022). *India SDG Index Report*. Government of India.
7. Misra, S., & Panda, S. (2017). *Climate Change and Sustainable Development*. Sage Publications.

#30375

REVISED SYLLABUS

7/27/15