



ADIKAVI SRI MAHARSHI VALMIKI UNIVERSITY,
Krishna Tunga Campus, Yergera 584133, Raichur
Department of Social Work

REGULATIONS AND SYLLABUS FOR
MASTER OF SOCIAL WORK (MSW)
(III Semesters)

**Applicable to All Social Work Departments Offering MSW Post-Graduate
Degree, Affiliating to ASMV University, Raichur**

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To be effective from the Academic Year
2025-26

Semester III

Paper Code	Title of the Paper	Credits	No of Hours/ week Theory/ Practical	Duration of Exam (SEE)	Marks		Total
					IA	Theory Exam	
	Hard Core						
HC3.1	Human Resource Management	4	4	3	20	80	100
HC3.2	Medical Social Work	4	4	3	20	80	100
HC3.3	Social Work with Urban, Rural and Tribal Communities	4	4	3	20	80	100
HC3.4	A. Social Work Practicum – III (Concurrent Field Work)	4	6	Viva- Voce	20	80	150
	B. Research Project	2			10	40	
	Soft Core (Any One)						
SC3.1	Criminology and Correctional Administration	4	4	3	20	80	100
SC3.2	Counselling :Theory and Practice	4	4	3	20	80	100
	Open Elective (Any One)						
OE3.1	Mental Health and Counselling	2	2	2	10	40	50
OE3.2	Stress Management and Emotional Well-being	2	2	2	10	40	50
	Total	24					600

THIRD SEMESTER

COURSE CODE: HC-3.1

Total-64 hours

COURSE TITLE: HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

Course Objectives:

- To help the students in building a knowledge base, perceive and develop the skills and attitudes appropriate to Human Resource Management theory and practice
- Develop managerial skills in different functional areas of management with practical focus on HRM& HRD
- Develop interpersonal skills/competence and leadership qualities to work in a group with team building approach.
- To develop multi-Facets of the Personality and to build Self-Confidence

Course Outcomes:

- To understand HRM and the role of HRM in effective business administration.
- To understand the role that HRM has to play in manpower planning, job analysis and forecast the human resource requirements.
- To understand the role of recruitment and selection in relation to the organization's business and HRM objectives.
- To understand job-based compensation scheme and performance management system and appraisals.
- To recognize the emerging horizons of HRM and also enduring international HRM, e- HRM, HRIS.

Unit I: Introduction to Human Resource Management

Hours: 12

- Concept, Nature, Scope, Objectives, and Importance of HRM
- Evolution and Functions of HRM
- Role and Responsibilities of HR Managers
- Strategic vs. Traditional HRM
- Structure of HR Department
- Challenges of HRM in the changing organizational environment
- HRM in the context of social work and human services organizations

Unit II: Human Resource Planning and Procurement

Hours: 14

- Human Resource Planning: Concept, Process, and Importance
- Job Analysis: Job Description and Job Specification
- Recruitment: Sources and Methods
- Selection: Steps and Procedures
- Placement, Induction, and Orientation
- Promotion, Transfer, and Separation Policies
- Recent trends in recruitment and talent acquisition

Unit III: Training, Development, and Performance Appraisal

Hours: 14

- Human Resource Development (HRD): Concept, Need, and Significance
- Difference between HRM and HRD
- Training: Need Assessment, Methods, and Evaluation
- Career Planning and Development
- Performance Appraisal: Purpose, Methods, and Limitations
- Modern Appraisal Methods: 360 Degree Feedback System, BARS (Behaviourally Anchored Rating Scale), SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound)
- Succession Planning and Leadership Development

Unit IV: Motivation, Communication, and Leadership in HRM**Hours: 12**

- Concept and Theories of Motivation (Maslow, Herzberg, McGregor)
- Communication in Organizations – Types, Process, and Barriers
- Conflict Management and Negotiation Skills
- Leadership – Concept, Styles, and Theories
- Group Dynamics and Team Building
- Emotional Intelligence and Work-life Balance
- Role of social workers in industry

Unit V: Emerging Trends and HR Challenges**Hours: 12**

- HR Information Systems (HRIS)
- E-HRM and Technology in HR
- Diversity and Inclusion in the Workplace
- Corporate Social Responsibility (CSR) and Ethical Issues in HRM
- Employee Engagement and Retention Strategies
- Stress Management and Employee Well-being
- Future of Work: Artificial Intelligence, Remote Work, and Gig Economy

Reference

1. Gary Dessler (2021). *Human Resource Management*. Pearson Education.
2. Decenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2020). *Fundamentals of Human Resource Management*. Wiley.
3. Rao, T. V. (2014). *Human Resource Development: Experiences, Interventions and Strategies*. Sage Publications.
4. Aswathappa, K. (2017). *Human Resource Management: Text and Cases*. McGraw Hill Education.
5. Armstrong, M. (2020). *A Handbook of Human Resource Management Practice*. Kogan Page.
6. Subba Rao, P. (2019). *Personnel and Human Resource Management*. Himalaya Publishing House.
7. Pareek, U. (2010). *Training Instruments in HRD and OD*. Tata McGraw-Hill.
8. Mathis, R. L., & Jackson, J. H. (2019). *Human Resource Management*. South-Western College Publishing.
9. Werther, W. B., & Davis, K. (2015). *Human Resource and Personnel Management*. McGraw-Hill.

COURSE TITLE: MEDICAL SOCIAL WORK

Total -64 hours

Course Objectives

1. To provide comprehensive knowledge of health, illness, and healthcare systems from a social work perspective.
2. To develop professional competencies required for medical and hospital-based social work practice.
3. To equip students with skills in psychosocial assessment, counseling, and rehabilitation of patients and families.
4. To enhance understanding of national health policies, programs, and ethical issues in medical social work.

Course Outcomes

1. **Understand and explain** the concepts, principles, scope, and ethical foundations of Medical Social Work within healthcare and hospital settings.
2. **Apply social work methods** such as case work, group work, counseling, and crisis intervention in addressing psychosocial needs of patients and their families.
3. **Analyze health problems** from a bio-psycho-social perspective and effectively collaborate with multidisciplinary healthcare teams.
4. **Interpret and evaluate** national health policies, programmes, and institutional mechanisms relevant to medical and health-related social work practice in India

UNIT I: Conceptual Foundations of Medical Social Work

Hours: 12

- Concept of Health and Illness
 - Biomedical model
 - Psycho-social model
 - Bio-psycho-social and holistic approaches
- Determinants of health: Social, economic, cultural, environmental, and behavioral factors
- Meaning, Scope, objectives and Functions (preventive, promotive, curative, and rehabilitative healthcare) of Medical Social Work
- Relevance of Medical Social Work in contemporary healthcare
- Evolution and historical development of Medical Social Work
 - Global perspective
 - Growth of Medical Social Work in India

UNIT II: Healthcare System and Hospital Social Work Practice

Hours: 12

- Health care delivery system in India
 - Public health system (Primary, Secondary, Tertiary levels)
 - Private and corporate healthcare
- Organization and functioning of hospitals
 - OPD, IPD, Emergency, ICU, specialty departments
 - Referral system and discharge planning
- Role and functions of Medical Social Worker in hospital settings
 - Patient intake and registration support
 - Psycho-social assessment and need identification
 - Resource mobilization and financial assistance
- Interdisciplinary and multidisciplinary teamwork
- Medical social work documentation
 - Case records
 - Medical reports
 - Confidentiality and record maintenance

UNIT III: Social Work Methods and Interventions in Medical Settings

Hours: 14

- Medical Social Case Work
 - Social case history
 - Psychosocial diagnosis
 - Intervention planning and follow-up
- Counseling in medical settings
 - Pre- and post-operative counseling
 - Counseling for chronic and terminal illnesses
 - Family and caregiver counseling
- Crisis intervention
 - Emergency care
 - Trauma, accidents, disasters, and sudden illness
- Medical Social Group Work
 - Support groups for patients (Cancer, HIV, TB, dialysis)
 - Caregiver groups and self-help groups
- Community linkage and referral services

UNIT IV: Medical Social Work in Specialized Health Settings

Hours: 14

- Diseases
 - Communicable Diseases
 - Non Communicable Diseases
 - Cancer care
 - HIV/AIDS and TB
 - Renal failure and dialysis care
- Medical Social Work in Psychosomatic Disorders
- Maternal and Child Health Services
- Geriatric and disability care
- Rehabilitation services
 - Physical, social, and vocational rehabilitation
 - Community-Based Rehabilitation (CBR)
- Palliative and end-of-life care
 - Pain management
 - Grief and bereavement counseling

UNIT V: Health Policies, Programmes, and Professional Issues

Hours: 12

- Health policy framework in India
 - National Health Policy
 - Health-related legislation and patient rights
- National health programmes
 - National Health Mission (NHM)
 - Ayushman Bharat
 - National TB Elimination Programme's
- Role of NGOs, voluntary organizations, and CSR in healthcare
- Ethical issues and challenges in Medical Social Work practice
- Professional stress, burnout, and self-care of medical social workers
- Emerging trends and career opportunities in Medical Social Work

Reference

1. **Park, K.** – *Park's Textbook of Preventive and Social Medicine*, Banarsidas Bhanot, Jabalpur.
2. **Skidmore, R. A., Thackeray, M. G., & Farley, O. W.** – *Introduction to Social Work*, Pearson Education.
3. **Friedlander, W. A.** – *Introduction to Social Welfare*, Prentice Hall.
4. **Barker, R. L.** – *The Social Work Dictionary*, NASW Press.
5. **Reamer, F. G.** – *Social Work Values and Ethics*, Columbia University Press.
6. **Desai, Murli & Chandra, A.** – *Social Work with Individuals and Groups*, Rawat Publications.
7. **Misra, P. D.** – *Social Work: Philosophy and Methods*, Inter-India Publications.
8. **Srinivas, M. N.** – *Social Change in Modern India*, Orient Longman.
9. **Government of India** – *National Health Policy*, Ministry of Health and Family Welfare.
10. **WHO** – *Health Systems and Social Determinants of Health* (Selected Publications).
11. **UNICEF & UNDP** – Reports on Health, Disability, and Social Development.

PAPER TITLE: SOCIAL WORK WITH URBAN, RURAL AND TRIBAL COMMUNITIES**Course Objectives:**

- Develop an understanding of rural, urban and tribal communities.
- Understand the characteristics and problems of rural, urban and tribal communities.
- Acquire knowledge about the contribution of Governmental and Non-governmental Organizations to rural, urban and tribal development.
- Gain knowledge about the application of Social Work in rural, urban and tribal development programmes.
- Develop a critical understanding of the infrastructure and the schemes and programs of urban, rural and tribal development in India.

Course Outcomes:

- The learners will be able to understand basic concepts and theoretical perspectives on urban, rural and tribal communities and their development.
- Enable the students to understand the grass root communities, their issues and resources.
- The students will be able to get an in depth knowledge about the social work practice and intervention with urban, rural and tribal communities.
- The learners will be able to enhance their knowledge and skills related to programmes and schemes for community development.
- The social work trainees will be skilled to use various community development processes and strategies in resolving the community issues and challenges.

UNIT I: Urban Communities – Concepts, Structure and Problems**Hours: 12**

- Meaning, concept, and characteristics of urban communities
- Urbanization: Trends, causes, and consequences
- Social structure and institutions in urban areas
- Urban poverty and inequality
- Problems of urban communities:
 - Housing and slums
 - Migration and unemployment
 - Health, sanitation, and environmental issues
 - Crime, substance abuse, and social disorganization
- Impact of globalization and industrialization on urban life

UNIT II: Social Work Practice and Urban Development Programmes**Hours: 14**

- Role of social work in urban community development
- Urban local self-government: Municipal Corporations, Municipalities, Urban Local Bodies
- Urban development policies and programmes in India:
 - Smart Cities Mission
 - Atal Mission for Rejuvenation and Urban Transformation (AMRUT)
 - Pradhan Mantri Awas Yojana (Urban)
 - National Urban Livelihoods Mission (NULM)
- Role of NGOs, CBOs, and voluntary organizations in urban development
- Social work interventions in slums and marginalized urban communities

UNIT III: Rural Communities – Structure, Problems and Development Issues**Hours: 12**

- Meaning and characteristics of rural communities
- Rural social structure: Caste, class, kinship, and power relations
- Agrarian economy and rural livelihoods
- Problems of rural communities:
 - Poverty and unemployment
 - Illiteracy and health issues
 - Landlessness and indebtedness
 - Migration and rural distress
- Role of Panchayati Raj Institutions in rural governance

UNIT IV: Social Work Practice and Rural Development Programmes**Hours: 14**

- Role of social work in rural development
- Rural development approaches: Community development, participatory development, sustainable development
- Rural development programmes in India:
 - Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)
 - National Rural Livelihoods Mission (NRLM)
 - Pradhan Mantri Awas Yojana (Rural)
 - Swachh Bharat Mission (Gramin)
- Role of Government agencies, NGOs, and SHGs in rural development
- Application of social work methods in rural settings

UNIT V: Tribal Communities – Structure, Issues and Development Interventions**Hours: 12**

- Concept and characteristics of tribal communities in India
- Tribal social organization, culture, and belief systems
- Problems of tribal communities:
 - Displacement and land alienation
 - Poverty, health, and education issues
 - Exploitation and marginalization
- Constitutional safeguards and policies for tribal welfare
- Tribal development programmes and schemes
- Role of social workers and NGOs in tribal development
- Challenges and ethical issues in working with tribal communities

REFERENCES:

1. Aziz Abdul 1984 Urban Poor and Urban Informal Sector, New Delhi: Ashish Publishing House.
2. B, Ashish 1973 Studies in India's Urbanization (1901 to 1971), New Delhi: Tata McGraw- Hill.
3. Barnabas, A.P 1987 Rural Community Development in India in Encyclopedia of Social Work in India Vol. II, New Delhi: ministry of Welfare, Government of India Bahalla, Alok and Bumke, Petter J.(Eds.) 1992
4. Bharadwaj K.R. 1962 Urban Development in India, New Delhi: National Book Trust.
5. Bharadwaj, A.N. 1979 Problems of schedule Castes and Scheduled tribes in India, New Delhi: Light and life publishers.
6. Bhargava, Gopal (Ed.) 1981 Urban Problems and Policy perspectives, New Delhi: Abhinav Publications.
7. Bose, Nirmal kumar 1971 Tribal Life in India, National Book Trust India, New Delhi. Brahmanada. {R., Nayan.,K and Kalappa, A.(eds.(1987)
8. D AR. PillaiS.D.(Eds) Slums and Urbanisation, Bombay: Popular Prakashan.

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10. Dimensions of Rural Development in India Bombay: Himalaya Publishing House, Development, Bombay: Himalaya Publishing House.
11. Diddec, Jaymala and Rangaswamy Vomla (Eds.) 1993 Urbanisation — Trends, Perspectives
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13. Epstein Scarlet J. 1973 South India: Yesterday, Today and Tomorrow; Mysore Villages Revisited, London and Basingstoke: Macmillan press.
14. Gangrade, K.D. 1971 Community Organization in. India, Bombay popular Prakashan. Images of Rural India in the 20th Century, New Delhi; Streling Publishers Pvt. Ltd.,
15. Institute of Economic Growth India's Urbanisation 1901- 2001, Part Two, Concepts, Definitions and Sources of Data, Second Edition, No.10
16. Karamer. R.M. & Specht, H. 1983 Readings in Community Organisation Practice, Englewood Cliffs: prentice- Hall .
17. Kundu. Amitabhr 1987 Urban..Community. Development, In. Encyclopaedia of Social Work in India, Vol. III, New Delhi: Ministry of Welfare, Government of India.
18. Kutumba Rao, M.and Perraju Sharma, P. (Eds.) 1989 Human Resource Development for Rural
19. Mahajan, V.S(Ed.) 1993 Employment through Rural Development –Towards sustainability, New Delhi: Deep & Deep Publications.
20. Maurya. S.D. (Ed.) 1989 Urbanisation and Environment Problems, Allahabad: Chugh Publications
21. Panwalkar, V.G.1987 Social Work in Rural settings, in. Encyclopedia of Social Work, Vol.III, New Delhi: Ministry of Welfare, Government of India.
22. Prakasa Rao, V.L.S. 1983 Urbanisation in India — Spatial Dimensions, New Delhi: Concept Publishing Company.
23. Ramachandran, R. 1989 Urbanisation and urban Systems in India, Bombay: Delhi Oxford University Press.
24. Rani Singh Sundra 1979 Urban Planning in India, New Delhi: Ashish Publishing House.
25. Rao, M.S.A. Bhat, Chandrashekar And Kadekar Laxmi Narayan. 1991 A Reader in Urban Sociology, New Delhi: Orient Longman.
26. Ross, Murray G. 1955 Community Organisation: Theory, Principles and Practice, New York: Harper and Row.
27. Singh, K. 1986 Rural development: Principles Policies and management, New Delhi: Sage Publications.
28. Sinha, B.V 1982 Society in Tribal India, Delhi, B.R. Publishing Corporation.
29. Sodhi. J.S 1990 Poverty Alleviation of Rural Development, New Delhi: Criterion Publications.
30. Srivastava, A.K.1989 Urbanisation Concept and Growth, New Delhi: H. K. Publishers and Distributors.
31. Swaminatham, M.S.1982 Science and Integrated Rural Development Delhi: Concept Publishing Company.
32. Turner, Roy (Ed.)1962 India's Urban Future, Bombay: Oxford University Press.

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 understanding 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.

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 counselling 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 Field Work 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:

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:

After completion of the field work BoE Chairman has to schedule viva-voce examination for concurrent field work as follows..

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 student's learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted at the Main Campus, Department of Social Work, ASMV Raichur for all the Affiliated MSW Colleges for Eighty marks (80) marks at the PG- Department of Social Work, ASMUV Raichur each student is expected to give a presentation on field work.
4. Maximum 20 students Viva-voce examination may be scheduled during morning and afternoon each session.

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. Fieldwork 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

3 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		

4 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 1
				SatisfactoryVeryGood
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 2
				SatisfactoryVeryGood
	Total	03		

5 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: • 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 • Personallearning • Professionallearning • Socialproblemsandtheroleof social work	Ratingscale <1 2
				Satisfactory Good
	Total	02		

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.	AssessmentDomains	Marks	Assessment tool		
1	FieldWorkDiaryandReport	16	Ratingscale		
			<4	5-10	11-16
			Satisfactory	Good	VeryGood
			Ratingscale		
2.	Understanding about the community/ Organization/industry:structure,target group and Programmes	16	<4	5-10	11-16
			Satisfactory	Good	VeryGood
3.	Actionplan(Preparationofactionplan and implementation)	16	Ratingscale		
			<4	5-10	11-16
			Satisfactory	Good	VeryGood
			Ratingscale		
4.	Learningoutcome(Professionaland personal)	16	<4	5-10	11-16
			Satisfactory	Good	VeryGood
5.	Theoretical and conceptual knowledge (Social Work Practice linkage)	16	Rating scale		
			<4	5-10	11-16
			Satisfactory	Good	Very Good
	Total	80			

HC 3.4 B:Practicum-IIIResearch Project

InternalAssessment:10Marks

SemesterEndExamination:40 Marks

The students are expected to select a theme relevant to the current social issues in consultation with the supervisor and make an exhaustive survey of literature on the chosen theme including empirical studies made on the same. The candidate shall also collect the experiences or opinions of people on the issue and make a presentation which becomes a second part of the Research Project.

Flexibility is accorded in planning and executing the Research Project. Creativity and analytical approach are the hallmarks of designing project. However, the activities are to be carried out under the direct supervision of the faculty supervisor. The report has to be submitted before the end of theory examination of that semester to the University, through the Supervisor and Chairman. Evaluation of the Research project will be done along with the viva- voce examination by the viva- voce committee, constituted for the assessment of social work practicum or similar committee may be constituted, if required.

Objectives:

The objectives and outcomes of conducting Research Project during III semester of Master of Social Work program are:

1. Develop ability to conceptualize, formulate and conduct a simple research project to increase their employability.
2. Learn to make informal assessment and judicious use of research studies and findings on a particular subject/ area.
3. Develop skills for use of statistics, library (inclusive of ICT) and documentation services for research
4. Develop attitudes favourable to the judicious integration of practice, research & theory and develop ability for logical reasoning and critical analysis.

Outcomes:

1. Students will be able to conceptualize, formulate and conduct a simple research project.
2. Able to apply the required statistical methods and tool
3. Capable of presenting the research findings to the stakeholders to bring changes in the community and policy level.
4. Make use of library (inclusive of ICT) and documentation services for research and practice judicious integration of practice, research & theory. 6. Develop logical reasoning and critical analysis.

GENERAL GUIDELINES:

Nature of Research Project: The student will have to identify a project work in the student's area of Social Work fields.

Submission of report: Students from the Main Campus and affiliated colleges of Raichur and Yadgir must submit their final research reports to the Department of Social Work, Main Campus, at least two weeks before the commencement of the theory examinations.

GUIDELINES FOR PREPARATION OF DISSERTATION

Aspects that need to be considered in designing and conducting a research study:

1. Selection and formulation of a Research problem
2. Identifying and defining concepts, variables
3. Formulation of hypothesis and testing hypothesis
4. Preparation of a study proposal
5. Understanding Research Design patterns

Scope and Coverage:

1. Population/Universe of a study.
2. Need for studying a cross section of the Universe (Sample)
3. Study of the Available Sampling patterns (Probability/Non-Probability)
4. Deciding the sample size and assessing error
5. Problems and advantages of sample studies

Planning and Implementation of data collection:

1. Identification of data needs
2. Use of secondary data
3. Primary data collection schemes and choice of a scheme
4. Preparation of a tool of data collection
5. Problems in data collection

Data processing methods:

1. Steps involved in data processing
2. Preparing a data processing scheme
3. Taking decision on how the data are to be organized and presented
4. Analysis of data and use of Statistics in data analysis
5. Use of computer in data processing and analysis

Application of Logical Reasoning and Statistics:

1. Use of logical reasoning
2. Application of Statistical modules
3. Study of available statistical programme and their application on research data
4. Understanding the uses and misuse of statistical procedures

5. Study Designs (A student can carry out research by using one of the following methods or combination of methods: Casestudy, Survey and Experimental study)

Format of the Research Report:

Each research shall consist of the following sections:

Section I	Preliminaries
Section II	Body of the Report
Section III	Annexures

Section I Preliminaries: It is a formal general section and shall have following details:

1. Title page
2. A Face sheet having details regarding the title of the study name of the researcher, name of the guide, Head of the department, institution through which the study has been undertaken university and year of the work
3. Forward/ Acknowledgement
4. Table of contents with page Nos
5. List of tables charts, graphs and Certification from the guide

Section II Body of the Report: It is a formal technical section which shall consist of following chapters.

1. Introduction
2. Review of Literature
3. Methodology
4. Data presentation and Analyses
5. Major Findings and conclusion

However, the number of Chapters appearing in the body of report can be more, if the student decides to increase chapters. The aim of each chapter shall be considered while preparing the chapter.

CHAPTER 1 Introduction: The purpose of this chapter is to introduce the problem/topic of research. Here the student has to discuss the problem under analysis in relation to its importance and highlight need for undertaking the study. The Concepts, Variables, Hypothesis used in the study have to be explained in this Chapter.

CHAPTER 2 Review of Literature: The purpose of this chapter is to gather information review literature and studies conducted earlier on the same topic based on which one can draw out the relevance of the present study.

CHAPTER 3 Methodology: In this chapter the student has to outline as clearly as possible the, procedure used by him/her in the project undertaking.

I.	The objectives of the research should be clearly stated following which the other issues are to be discussed
II.	Coverage i.e. Population and Sample.
III.	Data collection: Time duration; methods and tools used, difficulties faced in data collection.

IV.	Scheme involved in data processing and mode of data presentation. (Editing, classification, coding tabulation, graphs). If processed by the computers, a brief discussion on the scheme has to be explained
V.	Report Design: A brief discussion on the arrangement or chapterization of the report could be included here.

CHAPTER 4 Data Presentation and Analysis: This chapter shall present the findings of research. Appropriate mode of data presentation such as charts, graphs and diagrams and descriptive analysis/ interpretations of data is undertaken here.

CHAPTER 5 Major Findings and Conclusion: This chapter shall present in a summarized form, the major findings as well as the conclusions arrived at, along with recommendations and suggestions if any for further research and intervention in the area of the study.

Section III Annexures:

This section shall consist of all such additional information that are not disclosed in the body of the report a) A copy of the tool/tools of data collection. b) Additional statistical tables c) Bibliography d) Photographs etc.

Submissions and Evaluation of Research Project:

- The candidate has to submit the project/dissertation within the time frame as prescribed by Board of Studies.
- The responsibility of allocating the project work including the topic of the project, duration and the time for the field work etc., shall be decided by the Departmental Council during the previous semester.
- Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. Components of evaluation of the Research Project.
- The marks for report evaluation and the viva voce examination shall be decided by the respective Board of Studies.
- If any difficulty arises in the implementation of these regulations (ASMV University's CBCS regulations governing the Master of Social Work) the regulations governing the PG degree shall be applicable and appropriate clarifications shall be obtained from the competent authorities.

Evaluation:

- The Research Project** of a candidate shall be assessed for maximum of 50 marks [consisting of 10 marks for Research Project evaluation by the internal guide and 40 marks by external guide for viva-voce examination].
- Internal Evaluation:** The internal guide shall evaluate the report for a maximum of Ten (10) Marks based on parameters specified by BOS in Social work.
- Guide:** Internal guide of the project work is a full-time faculty member or guest faculty working in Social Work department of the ASMVUR/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 ASMV University or any other recognized university, shall conduct the external evaluation. The university shall conduct the external evaluation for a maximum of forty (40) marks.
- Viva-voce Exam /Presentation:** A viva-voce examination for all MSW students from the Main Campus and affiliated colleges of Raichur and Yadgir will be conducted at the PG

Department of Social Work, ASMUV, Raichur. Student is expected to give a presentation of his/her work.

6. The Candidate who fails to attend and/or fulfill the requirements of the course shall not be eligible and he/she shall re-register for the course when offered.

External Marks allocation

Max Marks=40

Report Evaluation by external examiner for 20 Marks		
Sl. No	Aspects	Marks
1	Introduction and Methodology	4
2	Profile of the study area	4
3	Theoretical Background of the Study	4
4	Data Analysis and interpretation	4
5	Summary of Findings, suggestions and Conclusion	4
	Total	20

Viva-Voce examination by external examiner for 20 Marks

Sl. No	Aspects	Marks
1	Presentation skill	4
2	Communication skill	4
3	Subject knowledge	4
4	Methodology	4
5	Analysis, findings and suggestion	4
	Total	20

COURSE CODE: SC3.1

PAPER TITLE: CRIMINOLOGY AND CORRECTIONAL ADMINISTRATION Total-64 hours

Course Objectives

- Develop foundational and applied understanding of criminology and correctional administration.
- Analyze criminal causation from sociological, psychological, and legal perspectives.
- Explore laws, institutions, and processes in the criminal justice system.
- Equip students for rehabilitative and preventive intervention.
- Promote critical thinking, rights-based, and restorative approaches in correctional practice.

Course Outcomes

1. Upon completion, students will be able to:
2. Explain and critique major criminological theories.
3. Describe and evaluate the workings of correctional administration.
4. Apply knowledge to analyze and solve practical problems in offender rehabilitation.
5. Recommend policy and strategies for crime prevention.
6. Demonstrate ethical and evidence-based reasoning as future practitioners.

Unit 1: Introduction to Criminology

(12 hours)

- Meaning, scope, and relevance
- Historical development and Indian context
- Relationship between law, crime, and society
- Crime typologies: violent, property, white-collar, cyber, juvenile, organized
- Crime statistics: sources, interpretation, limitations
- Socioeconomic and cultural influences
- Social work in crime prevention and management

Unit 2: Theories of Crime Causation

(14 hours)

- Classical & Neo-classical theories: free will, deterrence
- Positivist school: biological, psychological, sociological factors
- Sociological theories: strain, disorganization, differential association, labeling, control
- Psychological theories: development, learning, personality
- Biological bases: genetics, neurology, biochemistry
- Contemporary: conflict, feminist, critical
- Case studies, critique, theory application

Unit 3: Criminal Justice System in India

(14 hours)

- Police: organization, duties, procedures
- Judiciary: structure, processes
- Correctional institutions: types and management
- Key legislations: IPC, CrPC, Juvenile Justice Act, Probation Act
- Rights: accused, victims, fair trial, legal aid
- Special courts, delays, under trial challenges
- Social workers and NGOs: intervention strategies

Unit 4: Correctional Administration and Rehabilitation

(12 hours)

- Correctional philosophy and history
- Institutional types: prisons, juvenile homes, borstal, open prisons, parole, probation
- Admission, classification, treatment, discharge
- Rehabilitation programs: counseling, education, vocational training, drug rehabilitation
- Social work methods: casework, group work, community approaches
- Aftercare, reintegration, employment, stigma
- Institutional challenges: overcrowding, lack of resources, staff training, abuse

Unit 5: Crime Prevention, Restorative Justice, and Policy

(12 hours)

- Prevention models: primary, secondary, tertiary
- Community strategies, situational interventions
- Restorative justice: theory, practices, mediation, conferencing
- Victimology, victim rights, assistance programs
- Indian and global policies, UN standards
- Ethics and human rights in justice and correction
- Social work roles in prevention and policy advocacy

Reference Books

1. Sutherland, E.H., & Cressey, D.R. — Criminology
2. Siegel, L.J. — Criminology: Theories, Patterns and Typologies
3. Williams, F.P., & McShane, M.D. — Criminological Theory
4. Vold, G.B., Bernard, T.J., & Snipes, J.B. — Theoretical Criminology
5. Conklin, J.E. — Criminology
6. Indian Context & Criminal Justice System
7. Paranjape, N.V. — Criminology and Penology
8. Sethna, M.J. — Society and the Criminal
9. Mohanty, M. — Criminal Justice System in India
10. Das, J. — Indian Penal Code
11. Chakraborty, D.K. — Indian Criminal Justice System
12. Rao, G.S.B. — Indian Criminal Justice: A Critical Analysis
13. Correctional Administration & Rehabilitation
14. Tripathi, K.M. — Correctional Administration in India
15. Srivastava, S.P. — Correctional Administration
16. Prasad, K.N. — Modern Correctional Services in India
17. Sharma, R.M. — Perspectives in Correctional Administration
18. Bhattacharya, S. — Social Defence and Correctional Institutions
19. Social Work Practice in Criminal Justice
20. Singh, Y. — Social Work in Criminal Justice
21. Harris, J., & Webb, D. — Social Work and Social Justice: A Critical Approach to Practice
22. Sinha, P.K. — Social Work and Criminal Justice in India
23. Bhattacharya, S.K. — Social Work: An Integrated Approach
24. Specialized and Recent Works
25. Braithwaite, J. — Restorative Justice and Responsive Regulation
26. Zehr, H. — The Little Book of Restorative Justice
27. Bedi, K.S. — Cyber Crimes and Cyber Laws
28. Hawkins, G. — Prisons and Prisoners
29. Healy, K. — Social Work Theories in Context: Creating Frameworks for Practice

Course Objectives:

1. To understand the meaning and importance counselling
2. To describe dominant theories in counselling and psychotherapy
3. To develop a holistic understanding of counselling as a tool for helping process.
4. To familiarize learners with theoretical understanding regarding different theories and approaches under-pinnings for goals, values, processes and techniques.
5. To develop skills, attitudes and competencies required for counselling.

Course Outcomes:

1. Upon completion of this course, students will be able to:
2. Understand the nature of individual and group counselling and comprehend the various roles (social, emotional, and personal) of the counselor and client within the therapeutic relationship.
3. Acquire knowledge of various approaches: their theoretical underpinnings for goals, values, process and techniques.
4. To expertise as a effective counsellor and enable to set up a counselling centers in indigenous settings.

UNIT I: Introduction to Counselling**(Hours: 12)**

- Meaning, nature, scope, and objectives of counselling
- Counselling and related concepts: Guidance, psychotherapy, and helping professions
- Importance of counselling in individual, family, educational, medical, and community settings
- Values, and ethical foundations of counseling
- Qualities and professional competencies of an effective counselor
- Professional issues and challenges in counselling practice

UNIT II: counselling Process and Core Helping Skills**(Hours: 14)**

- Counselling as a professional helping relationship
- Stages of the counselling process:
 - Relationship building and rapport formation
 - Assessment and problem identification
 - Goal formulation and planning
 - Intervention strategies
 - Termination, referral, and follow-up
- Core counselling skills:
 - Attending, listening, and observation
 - Empathy, genuineness, and unconditional positive regard
 - Questioning, paraphrasing, reflection, and summarization
 - Confrontation, feedback, and problem-solving skills
- Record keeping, case documentation, and confidentiality

UNIT III: Major Theories and Approaches to Counselling**(Hours: 14)**

- Client-Centered Therapy
- Transactional Analysis (TA)
- Rational Emotive Behavior Therapy (REBT)
- Reality Therapy
- Cognitive Behavioral Therapy (CBT)
- Gestalt Therapy
- Family Counseling
- Eclectic and Integrative Approaches to counseling

UNIT IV: counselling relationship and Skill Development**(Hours: 12)**

- Counselling interventions for common psycho-social issues:
 - Stress, anxiety, and depressive conditions
 - Substance use disorders and behavioral addictions
 - Loss, grief, bereavement, and adjustment to life transitions
- Development of counsellor self-awareness:
 - Understanding personal values, biases, and emotional responses
 - Managing transference and counter-transference
- Counselling relationship dynamics and boundaries
- Self-care strategies for counsellors to prevent burnout and compassion fatigue
- Continuous professional development and reflective practice in counselling

UNIT V: Applications of counselling in Social Work Practice**Hours: 12**

- Counselling in family settings:
 - Marital and couple counselling
 - Parenting issues and childhood problems
- Counselling in educational settings:
 - Learning difficulties and behavioral issues
- Counselling in industrial and organizational settings:
 - Substance abuse, absenteeism, and workplace stress
- Counselling in correctional settings:
 - Personality and behavior modification
 - Rehabilitation and reintegration
- Counselling in health settings:
 - Chronic illness and terminal care
- Evaluation, documentation, and ethical accountability in counselling practice

REFERENCES:

1. Association of Psychological and Education Counsellors of Asia (APECA). 1982
2. Becase D (ed) 1997 The family spirituality and Social Work journal of family Social Work, Vol.2. No.4- 1997.
3. Harm E and Shrelber, P – 1963. Handbook of counselling techniques, Oxford Pergamon Press
4. Kennedy E – 1977 On Becoming and Counsellor a basic guide for non-professional counselor, Delhi, Gill and MacMillan.
5. Krumboltz J.D. and Thousen, (E-1942): counselling and Psychotherapy, New York, Hanghton Mifflin, co.
6. Lendeun, S and Syme G: Gift of Tears: A Practical Approach to loss, and prevment counselling London Routledge.
7. Nelson, Jones, R – 1982 The Theory and Practice of counselling Psychology, London, Carsell Education Ltd.
8. Noona, E and Spring L. (eds) 1992 The Making of a counselor London, Routledge.
9. Peitrofersa J.J. etal, 1984 counselling an introduction Chicago, Rand McNally College of Commerce.
10. Samuel T Gladding 2000, Counselling A Comprehensive Profession 4th Edition.

Open Elective Paper (OE 3.1): Mental Health Awareness and Counselling Skills

2 Credits

32 Hours

Course Objectives

1. Develop understanding about the concept of mental health, mental illness, and psychosocial well-being.
2. Promote awareness of mental health issues and reduce stigma associated with mental illness.
3. Introduce the basic concepts, process, and techniques of counselling.
4. Enable students to apply counselling skills in different settings such as schools, families, communities, and workplaces.

Course Outcomes

- 1 Define and explain the concept of mental health and mental illness.
- 2 Identify causes, types, and symptoms of common mental health problems.
- 3 Understand the principles and process of counselling.
- 4 Demonstrate basic counselling and communication skills.
- 5 Apply mental health awareness and counselling concepts in social work settings.

Unit I: Understanding Mental Health and Mental Illness

(Hours: 10)

- Concept, meaning, and scope of mental health and mental illness
- Characteristics of a mentally healthy person
- Determinants of mental health: biological, psychological, and socio-cultural factors
- Mental illness: meaning, causes, and types (neurosis, psychosis, mood and anxiety disorders, substance use disorders)
- Stress and coping mechanisms
- Stigma, myths, and discrimination related to mental illness
- Importance of mental health awareness and promotion in society

Unit II: Counselling: Concept, Principles, and Process

(Hours: 12)

- Counselling: definition, nature, and objectives
- Difference between counselling, guidance, and psychotherapy
- Principles of counselling: acceptance, empathy, non-judgment, confidentiality, and self-determination
- Counselling process:
 - Establishing rapport
 - Identifying problems
 - Exploration and understanding
 - Goal setting and planning
 - Intervention and termination
- Types of counselling: individual, group, and family,
- Role and qualities of an effective counsellor
- Ethical issues in counselling

Unit III: Counselling Skills and Application in Social Work Practice

(Hours: 10)

- Basic counselling skills:
 - Attending and active listening
 - Empathy and unconditional positive regard
 - Observation and questioning
 - Paraphrasing, summarizing, and reflecting feelings
 - Confrontation and feedback
- Barriers to effective communication in counselling
- Self-awareness and counsellor burnout
- Role of social workers in mental health and Counseling.

Suggested Readings

1. Nelson-Jones, R. (2012). *Basic Counselling Skills: A Helper's Manual*. Sage Publications.
2. Corey, G. (2016). *Theory and Practice of Counselling and Psychotherapy*. Brooks/Cole.
3. Rao, N. S. (2013). *Counselling and Guidance*. Tata McGraw Hill.
4. Kapur, M. (2011). *Mental Health in Indian Context*. Sage Publications.
5. Dave, I. (1983). *The Basic Essentials of Counselling*. Sterling Publishers.
6. Coleman, J. C. (1976). *Abnormal Psychology and Modern Life*. Scott, Foresman & Co.
7. WHO (2022). *World Mental Health Report: Transforming Mental Health for All*.
8. Narayana, R. (2015). *Social Work in Mental Health Settings*. Allied Publishers.

OE 3.2 Stress Management and Emotional Well-being

Credits: 2

Hours: 32

Course Objectives

1. Develop understanding of stress, its causes, symptoms, and impact on individual and social functioning.
2. Enhance awareness about emotional intelligence, resilience, and positive coping mechanisms.
3. Equip students with practical techniques for stress reduction and emotional well-being.
4. Enable students to apply stress management approaches in personal and professional life.
5. Foster holistic well-being through preventive and promotive strategies in social work practice.

Course Outcomes

- 1 Define and understand stress and its psychological and physiological aspects.
- 2 Explain various causes, consequences, and theories of stress.
- 3 Understand the concept of emotional intelligence and emotional regulation.
- 4 Learn practical techniques for stress management and coping.
- 5 Integrate stress management and emotional well-being concepts in social work practice.

Unit I: Understanding Stress and Its Impact

(Hours: 10)

- Meaning, concept, and nature of stress
- Types of stress: eustress, distress, acute, and chronic stress
- Causes of stress: biological, psychological, environmental, and social
- Symptoms and signs of stress: physiological, emotional, cognitive, and behavioral
- Stress and its impact on physical and mental health
- Work stress, burnout, and compassion fatigue in helping professions
- Role of social work professionals in addressing stress-related issues

Unit II: Emotional Intelligence and Emotional Well-being

(Hours: 12)

- Concept and components of emotion and emotional health
- Emotional Intelligence (EI): meaning, dimensions, and importance
- Daniel Goleman's model of EI – self-awareness, self-regulation, motivation, empathy, and social skills
- Role of EI in communication, leadership, and decision-making
- Emotional resilience – meaning, characteristics, and development
- Self-awareness, self-acceptance, and positive self-concept
- Relationship between emotional intelligence, stress management, and well-being
- Emotional well-being and mental health promotion in individuals and groups

Unit III: Strategies and Techniques for Stress Management and Well-being

(Hours: 10)

- Coping strategies: problem-focused and emotion-focused coping
- Time management and prioritization
- Relaxation techniques: deep breathing, progressive muscle relaxation, meditation, and visualization
- Mindfulness and self-compassion practices
- Yoga and physical exercise for stress reduction
- Cognitive restructuring and positive thinking
- Building social support and work-life balance
- Institutional and workplace strategies for stress management
- Role of social workers in promoting stress-free environments and wellness campaigns



Suggested Readings

1. Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal and Coping*. Springer.
2. Goleman, D. (1998). *Emotional Intelligence*. Bantam Books.
3. Greenberg, J. S. (2017). *Comprehensive Stress Management*. McGraw-Hill Education.
4. Nelson, D. L., & Quick, J. C. (2013). *Organizational Behavior: Managing Stress and Well-Being*. Cengage.
5. Varvogli, L., & Darviri, C. (2011). *Stress Management Techniques: Evidence-Based Procedures That Reduce Stress and Promote Health*. Health Science Journal, 5(2).
6. Kapur, M. (2011). *Mental Health in Indian Context*. Sage Publications.
7. Sharma, R. R. (2016). *Stress Management through Yoga and Meditation*. Himalaya Publishing.
8. WHO (2022). *World Mental Health Report: Transforming Mental Health for All*.