



SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Master of Social Work (Human Resource) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A01NCSHR01	Introduction to Management	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Explain fundamental management concepts, including nature, scope, process, levels, and managerial skills.

CLO2: Analyse the evolution of management thought - from Classical to Modern approaches - and relate them to present-day organizational practices.

CLO3: Apply core management functions such as planning, organizing, staffing, directing, controlling, and coordination in practical situations.

CLO4: Evaluate leadership styles, decision-making processes, and organizational practices like delegation and decentralization for effective management.

CLO5: Apply self-management principles rooted in Indian Knowledge Systems (IKS), incorporating the teachings of Swami Vivekananda and Sri Aurobindo, along with yoga and meditation practices, for improving personal effectiveness and managing stress.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	Introduction to Basic Management Concepts <ul style="list-style-type: none">• Concept and Definitions of Management• Nature and Scope of Management• Process of Management• Levels of Management• Managerial Skills• Administration Vs. Management	Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation Collaborative Learning, Group Discussion. Case studies	1



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II	<p>Evolution of Management Thoughts</p> <ul style="list-style-type: none"> • Classical Management Theory - Scientific Management (F.W. Taylor), Administrative Management (Henri Fayol), Bureaucratic Management (Max Weber) • Neo-Classical Theory – Elton Mayo's Hawthorne Experiments • Modern Management Theories - Systems Approach Contingency Approach, Behavioural Approach, Quantitative Approach • Management thoughts in Ancient India 	<p>Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation Collaborative Learning, Group Discussion. Case studies Classroom Lecture (CL) Experiential Learning (Community Engagement, Internship-linked Activities, Practice-based Tasks)</p>	2
III	<p>Functions of Management</p> <ul style="list-style-type: none"> • Planning – Meaning, definitions, Importance & Process of Planning; Decision Making – Meaning, Nature & Process of Decision Making • Organizing – Meaning, definitions, characteristics & Process of Organizing; Centralization and Decentralization – Meaning, Advantages and Disadvantages; Delegation – Meaning, importance, barriers to delegation of Authority • Staffing – Meaning and importance of Staffing, Brief overview of Recruitment and Selection, difference between Recruitment and Selection • Directing – Meaning and importance of Directing, Principles of Directing; Leadership – Meaning, Traits and Styles of Leadership, Leadership Perspectives in the Gita • Controlling– Meaning and Importance of Controlling, Steps in Control Process, Types of Control • Coordination – Meaning, importance, Types and Principals of Coordination 	<p>Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation Collaborative Learning, Group Discussion. Case studies Classroom Lecture (CL)</p>	3 & 4



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		Experiential Learning (Community Engagement, Internship-linked Activities, Practice-based Tasks)	
IV	<p>Perspectives on Self-Management</p> <ul style="list-style-type: none"> • Introduction to self-management - Indian Philosophical perspective by Vivekananda & Aurobindo • Importance of Self-management • Meditation as a tool for self-management • Role of Yoga in addressing stress & burnout of Managers 	Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation Collaborative Learning, Group Discussion. Case studies Classroom Lecture (CL) Experiential Learning (Community engagement Internship-linked Activities, Practice-based Tasks)	5

- **Assessment Methodologies**

- (A) **Internal Assessment**

- a. **Internal Formative assessment (25marks)**

- (a) Case Study Analysis -10
 - (b) Seminar/Presentation -05
 - (c) Quiz -05
 - (d) Group Discussion-05



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b. Internal Summative Assessment (25marks)

- (a) Mid-term tests -15
- (b) Attendance – 10

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	1	30	1	1	10	12
II	2	30	1	1	10	12
III	3 & 4	40	1	1	16	18
IV	5	20	1	1	06	08
		120	4	4	42	50

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	<ul style="list-style-type: none"> • Assignment • Seminar/Presentation • Quiz • Case Studies • Group Discussion/Peer Learning • Mid-term tests • Attendance 	50%
2	End-Semester Examination	Written Examination	50%

(C) CLOs – PLOs Matrix

CLO	PLO											
	PLO 1	PLO2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO8	PLO9	PLO 10	PLO 11	PLO 12
CLO1	3	1	–	2	1	–	1	1	–	–	–	1
CLO2	3	1	2	2	1	–	1	–	–	2	–	1
CLO3	3	2	–	2	2	1	2	3	2	1	–	1
CLO4	2	2	1	2	2	1	2	3	–	2	–	1
CLO5	1	3	–	–	2	–	1	2	2	1	3	–

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	–

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• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Introduction to Management	Dr. Nishikant Jha, Reshma Shaikh & Deepa Jamindar	2014	Himalaya Publishing House
2	Principles of Management	Dr. Rahul Misra	2015	Dr. Babasaheb Ambedkar Open University
3	Introduction to Management	Colin Combe	2014	Oxford University Press
4	Principles of Management	Rajesh Kumar	2020	Jyothis Publishers
5	Principles of Management	Sanjay Gupta	2022	SBPD Publications
6	Principles and practice of management.	L.M. Prasad	2020	Sultan Chand & Sons

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Open Access Study Notes	https://rccmindore.com/wp-content/uploads/2015/06/Management-ConceptsAll-Units-RS.pdf
2	Open Access Study Notes	https://ddceutkal.ac.in/Syllabus/Management-Concepts-Practices.pdf
3	E-book	https://ebooks.inflibnet.ac.in/mgmt05/chapter/indian-thought-and-management/
4	CBSE academic resource	https://cbseacademic.nic.in/web_material/Curriculum21/publication/srsec/UNIT3_BA_XII.pdf
5	Research Article	https://www.researchgate.net/profile/Karminder-Ghuman-2/publication/330923297_IndIan_ManageMent_-_Vol1/links/5c5b868e92851c48a9bfcc07/IndIan-Management-Vol1.pdf



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Master of Social Work (Human Resource) – Semester I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A01NCSHR02	Human Resource Management	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Explain the concepts, nature, scope, evolution, models, and environment of Human Resource Management, including the role and functions of HR personnel and the structure of HR departments.

CLO2: Analyse the strategic role of HRM, including Strategic HRM, global HR practices, and evaluate the relevance of Indian management thought (Chanakya Niti) in modern organizational contexts.

CLO3: Apply HR procurement processes such as job analysis, human resource planning, recruitment, selection, interviewing, induction, and placement in practical organizational situations.

CLO4: Evaluate training and development programmes, career management practices, and performance appraisal systems, including legal and ethical considerations.

CLO5: Evaluate compensation structures, incentive schemes, and productivity management techniques such as TQM, Kaizen, and quality circles for organizational effectiveness.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	<p>Introduction to Human Resource Management</p> <ul style="list-style-type: none"> • Meaning, Nature, Scope, Importance, Objectives, Evolution, Models of HRM & HRM & its Environment • Role of HR personnel and Functions & of HRM • Meaning of Human Capital Management, Personnel Management, Difference between PM & HRM. • Organization of HR Department: Structure of HR Department, Factors influencing HR organizational structure, Personnel policy and Principles. • Strategic Human Resource Management: Nature of Strategic Management, Strategic Management Process, Managing Global HR <p>Indianized Thoughts and Management</p> <ul style="list-style-type: none"> • Chanakya Niti and Its Relevance to Modern Management 	Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation Collaborative Learning, Group Discussion. Case studies	1 & 2



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	<ul style="list-style-type: none"> Chanakya's Principles of Management 		
II	<p>Procurement of Human Resources</p> <ul style="list-style-type: none"> Job Analysis: Nature, Need, Steps & Methods for collecting Job Analysis data, Basics of Job Description & Job Specification Human Resource Planning: Meaning, Significance, Objectives, Process and Factors affecting HRP Recruitment: Meaning, Process, Sources and Factors affecting recruitment Selection: Definition & Process of selection, Types of tests (work sampling technique, test of cognitive ability, achievement tests, situational testing. Interview: Types & Techniques, Mock interview Induction & Placement: Definition, Techniques requisites and evaluation of induction programme. Placement: Definition, Problems in placements. 	<p>Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation Collaborative Learning, Group Discussion. Case studies Classroom Lecture (CL) Experiential Learning (Community Engagement, Internship-linked Activities, Practice-based Tasks)</p>	3
III	<p>Training, Development and Appraisal of Employees</p> <ul style="list-style-type: none"> Training: Definition, Importance, Need, Objectives, Process & Methods, Gaps in Training & Evaluation of Training programme Development: Definition, Need & Importance, Concept of Management Development Programme Managing Careers: Career Planning & Roles for Career Development, Career Management Process Promotion & Transfer: Concepts and Types Performance Management System: Definition, Objectives and Methods of Performance Appraisal, Edward Deming's view on Performance Appraisal Job Evaluation: Definition, Scope, Process and Methods 	<p>Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation Collaborative Learning, Group Discussion. Case studies Classroom Lecture (CL) Experiential Learning (Community Engagement, Internship-linked Activities, Practice-based Tasks)</p>	4
IV	<p>Compensation and Productivity Management</p> <ul style="list-style-type: none"> Wage & Salary Administration: Define Reward, Compensation, Wage, Salary, establishing pay rates, Compensation Trends, Factors affecting employee remuneration, Wage and salary structure (Minimum, Fair and Living wages), Wage policy in India, Preparation of salary structure. Benefits and Services: Nature, Need, Types, Administration of Benefits and Services, Fringe Benefits, Insurance, Retirement, Flexible benefits programmes. 	<p>Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation Collaborative Learning, Group Discussion. Case studies Classroom Lecture (CL) Experiential Learning (Community engagement</p>	5



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<ul style="list-style-type: none"> Nature of incentive schemes, Scope and Types of incentive schemes, Wage incentive schemes and plans in India Productivity Management: Performance productivity management-through TQM, Kaizen, Quality circles 	Internship-linked Activities, Practice-based Tasks)
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Assessment Methodologies

(A) Internal Assessment

a. Internal Formative assessment (25marks)

- Case Study Analysis -10
- Seminar/Presentation -05
- Quiz -05
- Group Discussion-05

b. Internal Summative Assessment (25marks)

- Mid-term tests -15
- Attendance – 10

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned Cos	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	1 & 2	30	1	1	10	12
II	3	30	1	1	11	13
III	4	30	1	1	11	13
IV	5	30	1	1	10	12
		120	4	4	42	50

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	<ul style="list-style-type: none"> Assignment Seminar/Presentation Quiz Case Studies Group Discussion/Peer Learning Mid-term tests Attendance 	50%
2	End-Semester Examination	Written Examination	50%



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(C) CLOs – PLOs Matrix

CLO	PLO											
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1	3	1	-	2	1	-	-	-	-	-	1	1
CLO 2	2	2	1	2	1	2	-	1	-	2	3	1
CLO 3	2	1	-	2	2	-	1	2	3	1	-	1
CLO 4	2	2	1	2	2	2	-	2	2	2	1	1
CLO 5	2	1	-	3	1	2	2	2	1	2	-	1

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Organizational Behaviour and HRM	Dr. H. L. Kaila	Second/2007	A.I.T.B.S. Publishers, India
2	Armstrong's Handbook of Human Resource Management Practice	Michael Armstrong and Stephen Taylor	13 th Ed. 2014	Kogan Page Limited
3	A Text-book of Human Resource Management	C. B. Mamoria & S. V. Gankar	2010	Himalaya Publishing House Pvt. Ltd., Mumbai
4	Human Resource Management Text and Cases	K. Aswathappa	8 th Ed. 2017	McGraw Hill Education (India) Private Limited, Chennai



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5	Human Resource Management	Gary Dessler	10 th Ed. 2005	Prentice-Hall of India Pvt. Ltd., New Delhi
6	Human Resource Management	Biswajeet Pattanayak	3 rd Ed. 2002	Prentice-Hall of India Pvt. Ltd., New Delhi
7	Personnel/ Human Resource Management	David A. Decenzo & Stephen P. Robbins	3 rd Ed. 2002	Prentice-Hall of India Pvt. Ltd., New Delhi
8	Managing Human Resources Productivity, Quality of work life, Profits	Wayne F. Cascio	7 th Ed. 2006	Tata McGraw Hill Publishing Company Limited, New Delhi

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Open Access Article	https://peoplemanagingpeople.com/global-hr/global-human-resource-management/
2	Indira Gandhi National Open University – eGyankosh digital repository for Social Work study material	https://egyankosh.ac.in/bitstream/123456789/25744/1/Unit-2.pdf
3	E book	https://ebooks.inflibnet.ac.in/mgmt01/chapter/types-of-incentives-system/
4	Indira Gandhi National Open University – eGyankosh digital repository for Social Work study material	https://egyankosh.ac.in/bitstream/123456789/35876/5/Unit-2.pdf
5	E book	https://ebooks.inflibnet.ac.in/mgmt01/chapter/meaning-definition-types-significance-administration-future-of-employee-benefits-services/
6	Study Material	https://www.studocu.com/in/document/symbiosis-college-of-arts-and-commerce/individual-and-society/chanakya-niti-and-its-relevance-to-modern-management/144817235
7	E book	https://ebooks.inflibnet.ac.in/mgmt05/chapter/indian-thought-and-management/



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Experiential Learning Hours	Course credits
			L-P-T		
DSC	P2A01NCSHR03	Field Practicum	1-8-0	240	04

A. Field Work Practicum in NGO Setting

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Illustrate the concept of social work and social welfare with special emphasis on the role of agencies in human services.

CLO2: Analyze the vision, mission, structure, systems, and processes of welfare organizations.

CLO3: Apply the methods of social work practice in field settings at the individual, group and community levels.

CLO4: Evaluate social problems and social work interventions through analytical assessment in field situations.

CLO5: Create documentation skills to ensure continuity of service and growth of professional competence in the practice of the methods of social work

	Field Work Module	Pedagogy	CLO(s)
I	Module 1: Orientation to Field Work <ul style="list-style-type: none"> • Introduction to Field Work Practicum • Objectives, importance, and scope • Professional values, behaviour, and ethics • Understanding agency systems • Orientation visits 	(a) Field Orientation Visits (b) Fieldwork Supervision Conferences	CLO1
II	Module 2: Agency Understanding <ul style="list-style-type: none"> • Agency profile: vision, mission, structure, programmes • Understanding target groups and beneficiaries • Community/organizational study • Stakeholders/beneficiaries identification and interaction 	(a) Field Placement (b) Experiential Learning (c) Fieldwork Supervision Conferences	CLO2



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III	Module 3: Field Engagement & Practice <ul style="list-style-type: none">• Rapport building with individuals and groups• Observation and participation in agency activities• Assisting in administrative and programme tasks• Exposure to case work, group work and community organization• Organise awareness programmes in agency's field area.	(a) Field Placement (b) Experiential Learning (c) Fieldwork Supervision Conferences	CLO3
IV	Module 4: Skills Development, Analytical Assessment & Documentation <ul style="list-style-type: none">• Communication and interviewing skills• Observation and recording techniques• Problem identification and need assessment• Resource mapping and utilization• Analytical understanding of field situations• Field Work Report• Field Assignments• Field Activities / Field Project	(a) Field Placement (b) Experiential Learning (c) Fieldwork Supervision Conferences	CLO4 CLO5

• Assessment Methodologies

(A) Internal Assessment

a. Internal Formative assessment (30 Marks)

- Field Work Report -05
- Field Assignments -05
- Field Activities / Field Project -10
- Field Work Conference -10

b. Internal Summative Assessment

- Field work completion certificate – 10 marks
- Internal Viva Voce -10 marks

(B) External Assessment- 50 marks



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• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weight age (%)
1	Continuous Internal Evaluation	<ul style="list-style-type: none"> Field Work Report -05 Field Assignments -05 Field Activities / Field Project -10 Field Conference -10 Field work completion certificate - 10 marks Internal Viva Voce -10 marks 	50%
2	End-Semester Examination	University Examination – External Viva Voce (50 marks)	50%

(A) CLOs – PLOs Matrix

CLO \ PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	2	1	-	1	2	1	-	-	1
CLO2	2	2	2	1	2	2	2	1	1	2
CLO3	3	2	1	1	2	3	2	1	2	2
CLO4	2	2	2	2	2	2	1	1	3	2
CLO5	2	1	-	1	1	3	1	-	2	2

Values to CLO-PLO matrix are assigned by **judging the importance of the particular CLO** in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Fieldwork Training in Social Work	Bishnu Mohan Das & Sanjay Roy	2021	Rutledge, India
2	Social work Practicum and supervision	Bishnu Mohan Das	2021	Rutledge, India



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3	Field Work Training in Social Work	Subedar,I.S.	2010	Rawat
4	Finding Your Way Through Field Work (Social Work in the New Century)	Urania E. Glassman	2015	Sage
5	Social Work : An Integrated Approach	Sanjay Bhattacharya	2008	Deep & Deep

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Indira Gandhi National Open University – e Gyankosh digital repository for Social Work study material	https://egyankosh.ac.in
2	SWAYAM – Online courses on Social Work, development, and community studies	https://swayam.gov.in
3	Field work in Social work	e-PGPathshala



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Master of Social Work (Human Resources) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A01NCSHR03	Field Practicum	1-8-0	240	04

B. Field Work Practicum in Rural Setting

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Understand rural social structure, social institutions, community organization, and dynamics of village life.

CLO2: Analyze socio-economic, cultural, and political realities influencing rural communities.

CLO3: Apply the methods of social work practice (case work, group work, community organization) in rural settings.

CLO4: Examine rural social/community problems, development programmes, and interventions through analytical assessment in field situations.

CLO5: Demonstrate professional skills in documentation, reporting, leadership, and participatory rural engagement.

	Field Work Module	Pedagogy	CLO(s)
I	Module 1: Orientation to Rural Field Work <ul style="list-style-type: none"> • Introduction to rural field work practicum • Objectives, importance, and scope of field work in the rural context • Understanding rural society: social institutions, caste, class, gender, culture etc. • Panchayati Raj Institutions: Role and functions. • Professional values, ethics, and behaviour in field work. 	(a) Field Orientation Visits (b) Fieldwork Supervision Conferences	CLO1
II	Module 2: Rural Community: Understanding & Exposure	(a) Field Placement (b) Experiential Learning	CLO2



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	<ul style="list-style-type: none"> • Village profile: demographic, socio-economic, cultural and historical aspects • Understanding community structure, power dynamics, leadership • Identification of needs, problems, and resources • Stakeholder mapping (PRI members, SHGs, NGOs, etc.) • Study of Ministry of Rural Development in India (government schemes and rural development programmes, NIRD, SIRD) 	(c) Fieldwork Supervision Conferences	
III	<p>Module 3: Field Engagement & Rural Practice</p> <ul style="list-style-type: none"> • Rapport building with individuals, groups, and community • Identification of individuals/groups needing intervention • Formation and strengthening of groups (SHGs, youth groups, etc.) • Planning and organizing community-based programmes • Liaisoning with panchayat and local institutions • Resource mobilization and utilization for interventional programmes • Organize awareness/sensitization programmes 	(a) Field Placement (b) Experiential Learning (c) Fieldwork Supervision Conferences	CLO3
IV	<p>Module IV: Skills Development, Analytical Assessment & Documentation</p> <ul style="list-style-type: none"> • Communication and interviewing skills • Observation and recording techniques • Problem identification and need assessment • Resource mapping and utilization • Analytical understanding of field situations • Communication, interviewing, and interpersonal skills • Observation, recording, and data collection techniques 	(a) Field Placement (b) Experiential Learning (c) Fieldwork Supervision Conferences	CLO4 CLO5



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	<ul style="list-style-type: none">• Problem identification, need assessment, and analysis• Understanding power structure and rural leadership• Evaluation of programmes and interventions• Field Work Report• Field Assignments• Field Activities / Field Project		
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- **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment (30 Marks)

- Field Work Report -05
- Field Assignments -05
- Field Activities / Field Project -10
- Field work Conference -10

b. Internal Summative Assessment

- Field work completion certificate – 10 marks
- Internal Viva Voce -10 marks

(B) External Assessment- 50 marks

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	<ul style="list-style-type: none">• Field Work Report -05• Field Assignments -05• Field Activities / Field Project -10• Field Conference -10• Field work completion certificate - 10 marks• Internal Viva Voce -10 marks	50%
2	End-Semester Examination	University Examination – External Viva Voce (50 marks)	50%



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NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Master of Social Work (Human Resources) Semester-I

(C) CLOs – PLOs Matrix

CLO \ PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	1	2	1	-	2	1	1	1	-	-
CLO2	1	2	2	1	2	1	1	1	1	-
CLO3	3	2	1	1	2	3	2	1	2	2
CLO4	2	2	2	2	2	2	1	1	3	2
CLO5	2	2	1	1	1	3	2	1	2	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Fieldwork Training in Social Work	Bishnu mohan das & Sanjay Roy	2021	Routledge
2	Social work Practicum and supervision	Bishnu Mohan Das	2021	Rutledge, India
3	Field Work Training in Social Work	Subedar,I.S.	2010	Rawat
4	Finding Your Way Through Field Work (Social Work in the New Century)	Urania E. Glassman		Sage
5	Social Work : An Integrated Approach	Sanjay Bhattacharya	2008	Deep & Deep

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Ministry of Rural Development	https://www.rural.gov.in/
2	National Institute of Rural Development & Panchayati Raj	https://nirdpr.org.in/
3	State Institute of Rural Development	https://ruraldev.gujarat.gov.in/Home/SIRD



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NESH01	Methods of Working with People-I	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Apply casework processes, tools for study and assessment, and intervention techniques in diverse socio-cultural settings, including Indian cultural contexts.

CLO2: Analyze different casework models (psychosocial, problem-solving, psychodynamic, evidence-based, and strength-based) and differentiate between Western and Indic approaches in professional practice.

CLO3: Demonstrate sensitivity and willingness to engage with group and community processes, appreciating diverse cultural practices such as Indic traditions (Yajna, Satsang, Bhajan, Kirtan).

CLO4: Demonstrate skills in applying group work techniques (sociometry, psychodrama, programme media) and community organization methods in field-based situations.

CLO5: Evaluate the effectiveness of interventions and recording practices, and *design* context-specific strategies for case work, group work, and community organisation based on field realities.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	<p>Introduction to Social Case Work</p> <ul style="list-style-type: none"> • Concept and Goals of Social Casework, • History of Social Casework in the West and India, Philosophy of Working with Individuals: Western and Indic • Understanding, Casework in Indian Cultural Context: Relevance, Limitations and Future, Psychosocial, Problem Solving and Psychodynamic Models, Evidence Based and Strength Based Casework, Indian Approaches to Casework: Spiritual and Professional, Components of Casework. • Principles and Values of Casework, Process of Social Casework, Casework Relationship: Western and Dharmic, Professional Self in Casework: Western and Indic, Tools for Study and Assessment: Western and Indic. • Techniques of Casework intervention: Western and Indic, Recording in Social Casework, Tools for Evaluation of Casework 	Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, /Webinars), Seminars, Collaborative Learning, Group Discussion.	CLO-1 CLO-2



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II	<p>Introduction to Group Work</p> <ul style="list-style-type: none"> ● Social Groups: Concept, Types, Goals and Functions. ● History of Social Group Work in the UK, USA and India, ● Values and Assumptions of Group Work, Principles of Group Work, Western Models of Group Work, Indic Models: Yajna. Satsang and Shakha, Group Dynamics, Group Development. ● Group Work Process, Programme Media, Sociometry, Psychodrama, and Group Psychotherapy, Indic Techniques: Sharirik and Boudhik, Skills in Group Work, Recording in Group Work 	<p>Lecture method ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars), Seminars, Collaborative Learning, Group Discussion.</p>	<p>CLO-2 CLO-3</p>
III	<p>Introduction to Community Work</p> <ul style="list-style-type: none"> □ History of Community work in UK, USA, and India ● Principles of Community Work, Traditional Community Organization Processes: Temple, Math and Buddhist Sangha, gurudwara, church, and mosque. ● Community Resilience in India: Flood, Draught and Earthquakes, Spiritually Based Community Organization Processes- Bhajan, Kirtan, Pravat Ferry and Meditation, Goals and Purposes of Community Work. ● Models of Community Practice: J. Rothman's Locality Development/ Neighbourhood model, Social Planning model, and Social Action model; M.G. Ross's General content, Specific content, and process content objectives. SEWA, ASHA, Swadhyaya, Kutumbasri. ● Components of Community Work, Politics, Ideology, and Community Work 	<p>Lecture method ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars), ,Field Visit, Group Discussion.</p>	<p>CLO-4</p>
IV	<p>Practice of Case Work, Group Work, and Community Organisation</p> <ul style="list-style-type: none"> ● Practice of Case Work: Family Casework, Casework in Schools, Casework and Mental Health, Casework in Correctional Setting, Disability and Social Casework ● Practice of Group work: working with Children, Youth, Women, Correctional Settings, Self Help Groups ● Practice of Community Organisation: Community Profiling and Needs Assessment: Survey and PLA, Understanding Community Power Structure; Capacity building of Grassroots Organisation, Lobbying, Negotiation, Networking and Collaboration, Skills of Community Work, Recording in Community Work. 	<p>Lecture method ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars), Field Visit, Group Discussion.</p>	<p>CLO-5</p>



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• Assessment Methodologies

(A) Internal Assessment

a. Internal Formative assessment

- (a) Case Study Analysis -05
- (b) Seminar/Presentation -05
- (c) Role Play- 05
- (d) Quiz -05
- (e) Group Discussion-05

b. Internal Summative Assessment

- (a) Mid-term tests -15
- (b) Attendance -10

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned Cos	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	1, 2	28	1	1	09	11
II	2,3	28	1	1	09	11
III	4	28	1	1	09	11
IV	5	36	1	1	15	17
		120	04	04	42	50

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	<ul style="list-style-type: none">• Assignment• Seminar/Presentation• Quiz• Case Studies• Group Discussion/Peer Learning• Mid-term tests• Attendance	50%
2	End-Semester Examination	Written Examination	50%



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(C) CLOs – PLOs Matrix

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	2		2	2	3	1	-	2	2
CLO2	2	3	2	2	2	2	1	-	-	1
CLO3	1	3	1	-	2	3	2	2	-	-
CLO4	3	2	-	2	2	3	2	-	2	2
CLO5	2	2	2	3	2	2	1	-	3	2
CLO6	3	2	-	2	2	3	1	-	2	2

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Perspectives on Social Group Work Practice: A Book of Readings.	Alissi, A. S.	(1980)	New York: The Free Press
2	Papers on social work: An Indian perspective.	Banerjee, Gauri Rani	1973	Bombay: Tata Institute of Social Sciences.
3	Encyclopedia of Community	Christensen, Karen and Levinson David	2003	New Delhi: Sage Publications
4	New Directions in Rural Development	Dash, B.M & Roy, S.	2012	Discovery Publishing House, Delhi.
5	New perspectives in Community Development”,	Dash, B.M & Roy, S.	2015	Atlantic Publisher, New Delhi.
6	Community Organisation Theory and Practices Hall,	Douglas, Bilan	1983	New jersy



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7	An Introduction to Social Casework	Mathew, Grace	1992	Bombay: Tata Institute of Social Sciences.
8	Community Organisation for Social Welfare	McMillan, Wayne	1951	University of Chicago Press, Chicago.
9	Working with Community	Siddiqui, H.Y.	1997	New Delhi: Hira Publication

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Indira Gandhi National Open University – eGyankosh digital repository for Social Work study material	https://egyankosh.ac.in
2	SWAYAM – Online courses on Social Work, development, and community studies	https://swayam.gov.in
3	National Association of Social Workers – Code of ethics and professional standards	https://www.socialworkers.org
4	International Federation of Social Workers – Global standards and definition of social work	https://www.ifsw.org
5	Field work in Social work	e-PGPathshala



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NESHRO2	Business Environment and Entrepreneurship	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Analyze the nature and components of the business environment and evaluate entrepreneurship concepts to reimagine business as a holistic, ethical, sustainable, and community-centric practice beyond mere profit-making.

CLO2: Execute and develop a conceptual framework of the business environment and generate interest in the International business environment and the Economic business Environment

CLO3: Demonstrate knowledge of different business legislation that promotes fair trade, corporate social responsibility, and trustworthy leadership, with a focus on long-term societal balance.

CLO4: Review the nature, scope, principles, and importance of business ethics and analyze the ethical concepts relevant to resolving moral issues in business.

CLO5: Design ethical business strategies or models that integrate Dharma principles with modern governance systems.

Unit	Course Content	Learning Pedagogies*	CLO(s)
1	<p>Business Environment & Entrepreneurship</p> <p>Meaning and Definitions</p> <p>Concept, Significance and scope</p> <p>Types of Environment</p> <p>Techniques of environmental</p> <p>Field work in Social work scanning and monitoring</p> <ul style="list-style-type: none"> Business environment and Decision-making 	<p>Lecture method, ICT-Enabled Learning (LMS-based Digital Resources, Webinars), Seminars, Presentation Collaborative Learning, Group Discussion.</p>	1



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	<p>Entrepreneurship Meaning and Importance. Evolution of the term “Entrepreneurship” Factors influencing entrepreneurship Traits/characteristic of an Entrepreneur Types of an Entrepreneur Barriers to Entrepreneurship</p>	Case studies	
II	<p>International & Economic Environment of Business International Environment Multinational corporations Foreign collaborations and Indian business International economic institutions: WTO, World Bank, IMF (International Monetary Fund) Foreign Trade Policies Economic Environment Significance and Elements Economic planning in India Government Policies: Industrial Policy, Fiscal Policy, Monetary Policy Economic reforms in India: Liberalization, Privatization, Globalization</p>	Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation Collaborative Learning, Group Discussion. Case studies Classroom Lecture (CL) Experiential Learning (Community Engagement, Internship-linked Activities, Practice-based Tasks)	2,
III	<p>Business Laws</p> <ul style="list-style-type: none"> ● Introduction to Business Law ● Indian Contract Act,1872 ● Sales of Good Act,1930 ● Indian Partnership Act,1932 ● Companies Act, 2013 ● Negotiable Instruments Act,1881 ● Special Contracts <p>Legal issues relating to consumer protection</p>	Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation Collaborative Learning, Group Discussion. Case studies Classroom Lecture (CL) Experiential Learning (Community Engagement, Internship- linked Activities, Practice- based Tasks)	3



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IV	<p>Business Ethics & Corporate Governance</p> <p>Business Ethics</p> <ul style="list-style-type: none"> • Meaning, Definition and Importance • Nature a& Scope • Principles of Ethical Business behaviour • Ethical issues in business • Factors affecting ethical decisions • Ethical decision making process and models <p>Corporate Governance</p> <ul style="list-style-type: none"> • Corporate Governance practices in USA, UK and other countries • HR perspective of Corporate Governance • Important Corporate Governance codes and principles • Role of Indian philosophy in shaping business ethics and Corporate Governance <p>IKS – Based Case Study On:</p> <ul style="list-style-type: none"> • Conflict Resolution Between Employees using Panchatantra Ethical Teachings (Communication, team work, moral values) • Counselling a Depressed Employees using Meditation and Mindfulness from Indian traditions (Dhyana, Inner peace, coping skills) 	<p>Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation Collaborative Learning, Group Discussion. Case studies Classroom Lecture (CL) Experiential Learning (Community engagement Internship-linked Activities, Practice-based Tasks)</p>	4
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• Assessment Methodologies

(A) Internal Assessment

a. Internal Formative assessment (25marks)

- (a) Case Study Analysis -10
- (b) Seminar/Presentation -05
- (c) Quiz -05
- (d) Group Discussion-05

b. Internal Summative Assessment (25marks)

- (a) Mid-term tests -15
- (b) Attendance – 10

(B) Weight age of Learning Efforts for External Assessment

Unit	Aligned Cos	Total Learning Hours	Approximate weight age(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	1	30	1	1	10	12
II	2	28	1	1	10	12
III	3	32	1	1	12	14
IV	4	30	1	1	10	12
		120	04	04	42	50

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	<ul style="list-style-type: none"> • Assignment • Seminar/Presentation • Quiz • Case Studies • Group Discussion/Peer Learning • Mid-term tests • Attendance 	50%
2	End-Semester Examination	Written Examination	50%



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(C) CLOs – PLOs Matrix

CLO	PLO											
	PLO 1	PL O2	PL O3	PL O4	PLO 5	PL O6	PL O7	PL O8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1	1	2	1	1	1	-	3	2	2	1	2	1
CLO 2	2	2	1	2	1	1	3	2	2	1	2	2
CLO 3	1	2	1	-	1	3	2	1	1	1	1	1
CLO 4	1	2	1	1	1	1	3	2	2	1	1	1

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Suggested Learning Materials Books:

No.	Title	Author(s)	Edition/Year	Publisher
1	Essentials of Business Environment Text Cases & Exercise	K. Aswathappa	17 th edition 2025	Himalaya Publisher House
2	The International Environment of Business(Competence and Governance in the globaleconomy)	Gerald M Meier	1998	Oxford University Press
3	The International Business Environment Text and cases	Anant K Sundaram/J Stewart Black	1995	Pearson
4	Business Environment Text and Cases	Francis Cherunilam	29 th edition 2022	Himalaya Publising Home
5	Entrepreneurship Theory, Process and Practice	Donald F Kuratko	2024	Cengage learning

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2	The International Environment of Business(Competence and Governance in the globaleconomy)	Gerald M Meier	1998	Oxford University Press
3	The International Business Environment Text and cases	Anant K Sundaram/J Stewart Black	1995	Pearson
4	Business Environment Text and Cases	Francis Cherunilam	29 th edition2022	Himalaya Publising Home
5	Entrepreneurship Theory, Process and Practice	Donald F Kuratko	2024	Cengage learning
6	Entrepreneurship Business and Management	Dr R C Bhatia	2022	Sultan Chand and Sons
7	Business Law	Das & Roy	2021	Oxford University Press
8	Business Environment	C B Gupta	2022	Sultan Chand and Sons
9	Innovation and Entrepreneurship	Peter F Ducker,Harper Business	1985	Harper and Law
10	Corporate Governance: Principles, Policies and Practices	Fernando	2011	Pearson education India
11	Corporate Governance	Robert Monk and Nell	1995	Blackwell,Cambridge
12	Indian Knowledge System and the present Competitive Business scenario	DrSapna Bansal, Dr Sangeeta and Dr Pooja Mehta	2025	Freeman Press



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NESH03	Orientation Visit	0-4-0	90	02

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Illustrate the administrative structure, vision, and mission of various government and non-governmental organizations working in the field of social welfare.

CLO2: Analyze the diverse social issues addressed by different agencies and the specific target groups they serve within the regional context.

CLO3: Apply observational and interviewing skills to document the professional roles and intervention strategies used by social work practitioners in institutional settings.

CLO4: Evaluate the organizational processes, resource management, and the effectiveness of service delivery mechanisms in meeting client needs.

CLO5: Demonstrate professional ethics, observational discipline, and the ability to link theoretical classroom concepts with the practical realities of social work agencies.

	Module	Pedagogies	CLO(s)
I	<p>Foundations of Social Work Field Orientation</p> <ul style="list-style-type: none"> • Introduction to Social Work Profession • Purpose and Importance of Orientation Visits • Types of Social Welfare Agencies • Fields of Social Work Practice <ul style="list-style-type: none"> ○ Child Welfare ○ Health ○ Education ○ Community Development • Code of Conduct during Agency Visits • Professional Ethics and Behaviour • Basic Communication Skills • Observation Skills and Techniques • Note-taking and Field Recording • Group Formation and Planning for Visits 	Interactive Lectures Group Discussions Audio-Visual Presentations Demonstration of Observation Techniques Role Play on Professional Behaviour Orientation Sessions Brainstorming Activities	1, 3, 5



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II	<p>Agency Visits & Field Exposure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child Welfare Agencies <ul style="list-style-type: none"> • Anganwadi Centres • Child Care Institutions • Orphanages <input type="checkbox"/> Health Agencies <ul style="list-style-type: none"> • Primary Health Centres • Community Health Centres • Hospitals <input type="checkbox"/> Educational & Rehabilitation Agencies <ul style="list-style-type: none"> • Special Schools • Rehabilitation Centres • Schools for Children with Disabilities <input type="checkbox"/> Community Development Agencies <ul style="list-style-type: none"> • Panchayat Offices • NGOs • Self Help Groups • Community Development Projects 	<p>Field Visits to Agencies Guided Observation Interaction with Agency Personnel Group Observation Exercises Experiential Learning Community Interaction Reflection Sessions</p>	2, 3, 4
III	<p>Reporting, Skills Development & Evaluation</p> <ul style="list-style-type: none"> • Documentation Skills • Writing Agency Visit Reports • Field Diary Writing • Reflective Writing • Group Discussion on Field Experiences • Preparation of Presentations • Group Presentations • Feedback and Evaluation 	<p>Writing Workshops Supervised Report Writing Group Discussions Reflective Learning Student Presentations Peer Learning</p>	7, 9,10

• **Assessment Methodologies**

(A) **Internal Assessment**

• **Summative Assessment (25 marks)**

Orientation visits report-05

Presentation-05

Attendance-05

Viva Voce-10

External Assessment (25 marks)

External Viva Voce-25



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• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Orientation visits report-05 Presentation-05 Attendance-05 Viva Voce-10	50%
2	End-Semester Examination	Viva Voce	50%

(A) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	2	1	1	2	1	-	-	-	1
CLO2	2	2	2	1	2	1	-	-	1	1
CLO3	3	2		1	1	3	2	-	1	1
CLO4	2	2	2	2	2	1	1	-	3	2
CLO5	3	3	1	1	2	2	1	1	1	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Introduction to Social Work	Misra, P. D.	2022	Uttar Pradesh Hindi Sansthan
2	Social Work Practice: A Generalist Approach	Kirst-Ashman, K. K.	10th Edition / 2017	Cengage Learning



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3	Management of Non-Governmental Organizations	Kapoor, K. K.	2011	Deep & Deep Publications
4	Social Welfare Administration in India	Chowdry, D. P.	2015	Atma Ram & Sons
5	Field Work in Social Work Education	Singh, R. R.	2010	Concept Publishing Company

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Ministry of Social Justice and Empowerment (GOI) - Information on government welfare schemes and administrative structures.	https://socialjustice.gov.in/
2	NGO Darpan (NITI Aayog) - Database and directory of non-governmental organizations in India.	https://ngodarpan.gov.in
3	e-PG Pathshala (Social Work) - Digital learning modules on Social Welfare Administration and Field Work.	https://epgp.inflibnet.ac.in/
4	United Nations Development Programme (UNDP) India - Resources on social issues, sustainable development, and institutional intervention strategies.	https://www.undp.org/india