



## 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] Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A02NCMSW01	Social Policy, Planning and Legislation	4-0-1	120	04

#### • Course Learning Outcomes (CLOs)

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

CLO1: Illustrate the concept, need, scope, and values underlying social policy, including global and Indian perspectives.

CLO2: Evaluate the processes of social policy formulation and implementation, including the roles of various agencies and challenges faced in the Indian context.

CLO3: Critically assess and design strategies for social change using social policy, planning, and legislation, integrating historical perspectives of Indian thinkers.

CLO4: Demonstrate skills in applying procedures related to legal aid, public interest litigation (PIL), social advocacy, and intervention strategies in real or simulated situations.

CLO5: Demonstrate awareness and willingness to engage with the concepts, objectives, and processes of social planning in India, including policy linkages and the federal structure

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	<p><b>Conceptual Analysis: Social Policy and Planning</b></p> <ul style="list-style-type: none"><li>• Concept, need and scope of Social Policy. World view and Indian view, values underlying Social Policy and Planning</li><li>• Related concepts: policy, economic policy social welfare policy, public policy, affirmative action, protective discrimination, social justice, redistributive justice, social development, sustainable development, rights-based approach, Public hearing</li><li>• Social Policy Sources: ideology, public opinion, Constitution, Developmental Plans etc.</li></ul>	Classroom Lecture (CL) Seminars (Student-led and Faculty-moderated) Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars,	CLO-1 CLO-2



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	<ul style="list-style-type: none"> <li>Models: Residual Welfare model, Institutional redistributive model, Developmental Model etc. Approaches: Unified, Integrated, Sectoral approach etc.</li> <li>Social Policy Formulation: Determinants, Structure and Processes.</li> <li>Social policy implementation: Role of different agencies, Problems in formulation and implementation.</li> </ul>	Presentation, Collaborative Learning, Group Discussion. Case studies	
II	<p><b>Social Policy: Indian Perspectives and Dimensions</b></p> <ul style="list-style-type: none"> <li>Evolution of social policy in India, historical perspective: Shukr Niti, Bhishm (Shantiparv), Chanakyaniti, ideology and perspective of Swami Vivekanand, Mahatma Gandhi, Vinoba Bhave.</li> <li>Sources of Indian social policy: Reformers and Thinkers, Indian constitutional provisions, Plan documents. Role of ideology and values in Indian social policy.</li> <li>Overview of the basic structure of the Indian political system: Executive, legislature and Judiciary.</li> <li>Strategies for effecting change: Social policy, planning, and Legislation as instruments of social change: Contemporary challenges and way forward.</li> </ul>	Classroom Lecture (CL) Seminars (Student-led and Faculty-moderated) Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation, Collaborative Learning, Group Discussion. Case studies	CLO-1 CLO-3
III	<p><b>Social Planning in India</b></p> <p>Concept, Objectives, Process, levels and Models. Linkages between Policy, Planning and Social Legislation, Indian Federal Structure and Social Planning.</p> <ul style="list-style-type: none"> <li>Social Policy and Welfare Planning, Centralization and Decentralization, People's Participation.</li> <li>Social Development through Planning: Review of five-year plans. Approaches and Components.</li> <li>Machinery and procedure, NITI Aayog, Monitoring and Evaluation</li> </ul>	Classroom Lecture (CL) Seminars (Student-led and Faculty-moderated) Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources,	CLO-5



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		Webinars), Seminars, Presentation, Collaborative Learning, Group Discussion.	
IV	<p><b>Social Legislation</b></p> <ul style="list-style-type: none"> <li>● Process of enactment of laws at the State and Central levels in India. Law and Social Legislation:</li> <li>● Social Dimensions of Law and Justice in India, social legislation as a tool of social transformation.</li> <li>● Contemporary issues: Agrarian Reforms, Right to Education, Forest laws, Anti-Pollution laws, law for differently Abled.</li> <li>● Role of Social Worker: Legal aid, social advocacy, PIL, Correction and Social Justice, Rights-based approach: Judicial Activism</li> </ul>	Classroom Lecture (CL) Seminars (Student-led and Faculty- moderated) Lecture method, ICT-Enabled Learning (LMS- based Tasks, Digital Resources, Webinars), Seminars, Presentation, Collaborative Learning, Group Discussion. Case studies	CLO-4, CLO-5

**(A) Internal Assessment**

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

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

**b. Internal Summative Assessment (25marks)**

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

**(B) External Assessment : 50 Marks**

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**[Master of Social Work] Semester-II****(C) 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	32	1	1	11	13
II	1,3	32	1	1	11	13
III	5	28	1	1	10	12
IV	4,5	28	1	1	10	12
		<b>120</b>	<b>04</b>	<b>04</b>	<b>42</b>	<b>50</b>

- Assessment and Evaluation**

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

**(D) CLOs – PLOs Matrix**

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

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### [Master of Social Work] Semester-II

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	Social Action through Courts	Anthony, M. J.	1997	_____
2	Law and Social Change towards 21st Century	Bhatia, K. L.	1994	Deep and Deep, New Delhi
3	Development Planning: The Indian Experience	Chakravarty, Sukhamoy	1987	Oxford University Press, Delhi
4	Encyclopaedia of Social Work (Vol. 4)	Ministry of Welfare	2010	New Delhi
5	Social Legislation in India (Vol. I & II)	Gangrade, K. D.	1978	Concept Publishing Co., Delhi
6	Social Policy in Indian Development	Ghosh, Jayati	2002	UNRISD, Geneva
7	Social Policy in India	Jacob, K. K.	1989	Himanshu Publications
8	Social Development: Conceptual Methods- Logical and Policy Issues	Jones & Pandey	1982	St. Mabin Press, New York
9	The Constitution of India	Katalia & Majumdar	1981	Orient Publishing Company, New Delhi
10	Arthashastra	Kautilya	_____	Penguin Books, India
11	Social Policy and Development in India	Kulkarni, P. D.	1978	Association of Schools of Social Work in India, Madras
12	Social Planning: Concept and Techniques	Sharma, P. N.	1983	Print House India, Lucknow
13	Social Planning: The Indian Context	University of Delhi	1985	Delhi



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### [Master of Social Work] Semester-II

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

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### [Master of Social Work] Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A02NCMSW02	Methods of Working with People-II	4-0-1	120	04

#### • Course Learning Outcomes (CLOs)

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

CLO1: Explain the concepts, principles, and approaches of Social Action including rights-based, strength-based, and advocacy-based approaches.

CLO2: Apply knowledge of social action tools and strategies (e.g., PIL, writs, advocacy) to examine contemporary issues and propose appropriate interventions for marginalized groups

CLO3: Demonstrate sensitivity and commitment toward the values and principles of social welfare administration and the concept of a welfare state in India.

CLO4: Execute research techniques effectively, such as sampling, data collection, scaling methods, and report writing, using appropriate tools and procedures

CLO5: Conduct social work research, including problem identification, hypothesis formulation, and ethical considerations.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	<b>Social Action</b> □ Concept and Principles of Social Action.  ● Rights-based approach, Strength-based approach and Advocacy-based approach, Western Models of Social Action: Saul Alinsky and Paulo Friere.  ● Indian Models of Social Action: Gandhi, Ambedkar, Vinoba Bhave and Jayaprakash Narayan, Social Action Groups. PIL, Writs.	Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars), Seminars, Collaborative Learning, Group Discussion.	CLO 1, CLO 2
II	<b>Social Movements</b> ● Concept, meaning, and Types, Social Movements and Social Change.  ● Leadership and Social Movements; Media and Social Movements.	Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual	CLO 3 CLO 4



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	<ul style="list-style-type: none"> <li>● Theories of social movements, Nationalist Movement, Tribal Movement, Peasant Movement, Labour Movement; Ethnic movement.</li> <li>● New Social Movements in India- Dalit Movement; Women's Movement; Environmental Movement</li> </ul>	Labs/Webinars), Seminars, Collaborative Learning, Group Discussion.	
III	<p><b>Social Welfare Administration</b></p> <ul style="list-style-type: none"> <li>● Concepts and definitions of administration, social administration, welfare and welfare state.</li> <li>● Features, scope and history of social welfare administration in India.</li> <li>● Principles and functions of social welfare administration, administrative structure and processes.</li> <li>● Union, state, and district levels, CSWB- Historical background, mission, objectives, core competencies, and services provided by CSWB, Registration of society/non-government organization.</li> </ul>	Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars), Seminars, Collaborative Learning, Group Discussion.	CLO 3
IV	<p><b>Social Work Research</b></p> <ul style="list-style-type: none"> <li>● Social Work Research- Concept, Objectives, Steps, Types, and Scope;</li> <li>● Theory and Research; Theory and Fact; Hypothesis; Problems of Generalization; Reasoning- Inductive and Deductive; Problem of Objectivity in Social Research; Reliability and Validity in Social Work Research; Ethics in Social Work Research.</li> <li>● Types of Research design (Exploratory, Descriptive, and Experimental) Sampling, Methods of Data Collection, Scaling Techniques – Likert, Thurstone, and Bogardus, data analysis and report writing.</li> </ul>	Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars), Seminars, Collaborative Learning, Group Discussion. Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) Field Action Project/Mini Project/ Field Visit.	CLO 4 CLO 5





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### [MSW Program] Semester-II

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	Social Welfare Administration	D. P. Chowdhry	1992	Atma Ram & Sons, Delhi
2	Social Work and Social Welfare Administration: Methods and Practices (Vol. I)	Rameshwari Devi & Ravi Prakash	1998	Mangal Deep
3	Administration of Social Welfare Programmes in India	S. N. Dubey	1973	Somaiya Publications, New Delhi
4	Social Welfare Administration (Volume I)	S. L. Goel & R. K. Jain	—	Deep & Deep Publications, New Delhi
5	Social Movements in Contemporary India	K. Menon & R. Subberwal (Eds.)	2015	Routledge Publication
6	Social Action: An Indian Panorama	J. Samuel (Ed.)	2000	Vani, Pune
7	Social Action	H. Y. Siddiqui (Ed.)	1984	Harnam Publication, New Delhi

#### • 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	<a href="https://egyankosh.ac.in">https://egyankosh.ac.in</a>
2	SWAYAM – Online courses on Social Work, development, and community studies	<a href="https://swayam.gov.in">https://swayam.gov.in</a>
3	National Association of Social Workers – Code of ethics and professional standards	<a href="https://www.socialworkers.org">https://www.socialworkers.org</a>
4	International Federation of Social Workers – Global standards and definition of social work	<a href="https://www.ifsw.org">https://www.ifsw.org</a>
5	Field work in Social work	<a href="e-PGPathshala">e-PGPathshala</a>



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### [MSW Program] Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Experiential Learning Hours	Course credits
			L-P-T		
DSC	<b>P2A02NCMSW03</b>	Field Practicum	1-8-0	<b>240</b>	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	<b>Module 1: Orientation to Field Work</b> <ul style="list-style-type: none"> <li>• Introduction to Field Work Practicum</li> <li>• Objectives, importance, and scope</li> <li>• Professional values, behaviour, and ethics</li> <li>• Understanding agency systems</li> <li>• Orientation visits</li> </ul>	(a) Field Orientation Visits (b) Fieldwork Supervision Conferences	CLO1
II	<b>Module 2: Agency Understanding</b> <ul style="list-style-type: none"> <li>• Agency profile: vision, mission, structure, programmes</li> <li>• Understanding target groups and beneficiaries</li> <li>• Community/organizational study</li> <li>• Stakeholders/beneficiaries identification and interaction</li> </ul>	(a) Field Placement (b) Experiential Learning (c) Fieldwork Supervision Conferences	CLO2



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### [MSW Program] Semester-II

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

### • Assessment and Evaluation

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

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**[MSW Program] Semester-II**

• **Online Resources (Open Source)**

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

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### [MSW Program] Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	<b>P2A02NCMSW03</b>	Field Practicum	1-8-0	<b>240</b>	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	<b>Module 1: Orientation to Rural Field Work</b> <ul style="list-style-type: none"><li>• Introduction to rural field work practicum</li><li>• Objectives, importance, and scope of field work in the rural context</li><li>• Understanding rural society: social institutions, caste, class, gender, culture etc.</li><li>• Panchayati Raj Institutions: Role and functions.</li><li>• Professional values, ethics, and behaviour in field work.</li></ul>	(a) Field Orientation Visits (b) Fieldwork Supervision Conferences	CLO1
II	<b>Module 2: Rural Community: Understanding &amp; Exposure</b>	(a) Field Placement (b) Experiential Learning	CLO2



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### [MSW Program] Semester-II

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



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### [MSW Program] Semester-II

	<ul style="list-style-type: none"><li>• Problem identification, need assessment, and analysis</li><li>• Understanding power structure and rural leadership</li><li>• Evaluation of programmes and interventions</li><li>• Field Work Report</li><li>• Field Assignments</li><li>• Field Activities / Field Project</li></ul>		
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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"><li>• Field Work Report -05</li><li>• Field Assignments -05</li><li>• Field Activities / Field Project -10</li><li>• Field Conference -10</li><li>• Field work completion certificate - 10 marks</li><li>• Internal Viva Voce -10 marks</li></ul>	50%
2	End-Semester Examination	University Examination – External Viva Voce (50 marks)	50%



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### [MSW Program] Semester-II

#### (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	<a href="https://www.rural.gov.in/">https://www.rural.gov.in/</a>
2	National Institute of Rural Development & Panchayati Raj	<a href="https://nirdpr.org.in/">https://nirdpr.org.in/</a>
3	State Institute of Rural Development	<a href="https://ruraldev.gujarat.gov.in/Home/SIRD">https://ruraldev.gujarat.gov.in/Home/SIRD</a>



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### [MSW Program] Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	<b>P2A02NEMSW01</b>	Social Justice and Human Rights	4-0-1	<b>120</b>	04

• **Course Learning Outcomes (CLOs)**

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

- CLO1: Explain the foundational human rights concepts, classifications, and issues.
- CLO1: Analyze the relationship between social justice and human rights in the Indian context.
- CLO1: Examine the legal and constitutional framework for the protection of human rights.
- CLO1: Explore the role of human rights commissions and legal mechanisms in India.
- CLO1: Assess the rights and challenges faced by vulnerable groups in society.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	<p><b>Unit-I: Human Rights</b></p> <ul style="list-style-type: none"> <li>Human Rights: Concept and Meaning</li> <li>Classification of Rights: Moral rights, Legal rights, Civil rights, political rights</li> <li>Other Human Rights issues</li> </ul>	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)	1
II	<p><b>Unit-II: Social Justice and Human Rights</b></p> <ul style="list-style-type: none"> <li>Human Rights and Social Justice: Concept, meaning and relationship</li> <li>Human Rights and Social Justice Concerns in Indian society –inequality, injustice and oppression; social, economic, and political structures of Indian Society.</li> <li>Human Rights of the Weaker Sections, Resource Poor, Marginalized, Excluded and Disadvantaged.</li> </ul>	Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation Collaborative Learning, Group Discussion. Case studies Classroom Lecture (CL)	2



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		Experiential Learning (Community engagement Internship-linked Activities, Practice-based Tasks)	
III	<b>Unit III: Human Rights Concern</b> <ul style="list-style-type: none"><li>Human rights concern- The UN Declaration of Human Rights, Fundamental Rights and duties under the Indian Constitution,</li><li>Directive Principles of State Policy. Human rights commission in India: Administrative structure, functions, power, inquiry procedure and steps, investigations. State commissions and human rights Courts.</li><li>Protection of Human Rights Act 1993</li></ul>	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)	3,4
IV	<b>Unit-IV: Rights of Vulnerable Group</b> <ul style="list-style-type: none"><li>Rights of Vulnerable group: Children's rights, Women, the aged.</li><li>Victims of caste conflicts, human rights for indigenous people, Rights of people living with disabilities, rights of HIV/AIDS infected persons.</li><li>Housing Rights and Rights of prisoners.</li></ul>	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)

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

###### b. Internal Summative Assessment (25marks)

- Mid-term tests -15
  - Attendance - 10
-



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### [MSW Program] Semester-II

#### (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	32	1	1	12	14
III	3,4	28	1	1	10	12
IV	5	30	1	1	10	12
		<b>120</b>	<b>04</b>	<b>04</b>	<b>42</b>	<b>50</b>

#### Assessment and Evaluation

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

#### (C) CLOs – PLOs Matrix

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



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### [MSW Program] Semester-II

- Suggested Learning Materials Books:**

Sr. Number	Title	Author(s)	Edition/Year	Publisher
1	Elements of Social Justice	L. T. Hobhouse	1922	Allen and Unwin, London
2	Administration and Social Change	V. Jagannadhan	1978	Uppal, New Delhi
3	Anthropology Development	M. Malhotra (Ed.)	1992	Mittal Publications, New Delhi
4	Rural Transformation Readings	V. P. K. Paramahansa	1984	Hyderabad
5	Social Justice	Richard B. Brandt (Ed.)	1962	Prentice Hall Inc., New Jersey
6	Social Work and Human Rights	B. Tafan	2003	Rawat Publications, New Delhi
7	Reservation, India Law and The Constitution	Varma	1980	Chugh, Allahabad

- Online Resources (Open Source)**

Sr. No	Description of Resource(s)	Weblink
1	<b>Fundamental rights: Concept and types</b>	<a href="https://pgmdharapur.ac.in/online/attendance/classnotes/files/1716977333.pdf">https://pgmdharapur.ac.in/online/attendance/classnotes/files/1716977333.pdf</a>
2	<b>Universal declaration of human rights</b>	<a href="https://www.un.org/en/global-issues/human-rights">https://www.un.org/en/global-issues/human-rights</a>
3	<b>Human rights and social justice in India</b>	<a href="https://ir.nbu.ac.in/server/api/core/bitstreams/161fd7ba-f367-4b51-b529-a6cc804ed00b/content">https://ir.nbu.ac.in/server/api/core/bitstreams/161fd7ba-f367-4b51-b529-a6cc804ed00b/content</a>
4	<b>Vulnerable Groups &amp; Human Rights</b>	<a href="https://www.scribd.com/document/331148606/Constitutional-and-Safeguards-Provide-to-the-Vulnerable-Groups-in-India">https://www.scribd.com/document/331148606/Constitutional-and-Safeguards-Provide-to-the-Vulnerable-Groups-in-India</a>



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## [MSW Program] Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	<b>P2A02NEMSW02</b>	Areas of Social Work Practice-II	4-0-1	<b>120</b>	04

### • Course Learning Outcomes (CLOs)

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

CLO1: Apply the role of social work in labour welfare, healthcare, education, disability and correctional settings.

CLO2: Assess various labour laws, trade unions, and collective bargaining processes.

CLO3: Develop social work interventions in medical and psychiatric settings.

CLO4: Evaluate social work strategies for disability rights, and school social work.

CLO5: Apply social work techniques in correctional institutions for rehabilitation and reintegration.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	<b>Unit-I: Labour welfare and Industrial social work.</b> <ul style="list-style-type: none"><li>• Labour welfare: Concept, definition and history of labour welfare in India</li><li>• Organized and unorganized labour: concept, characteristics labour welfare measures, industrial relations, human resource management and development.</li><li>• Major labour legislation in India, Trade Union and collective bargaining</li><li>• Social work at the workplace: Concept and relevance.</li></ul>	Classroom Lecture (CL) Seminars (Student-led and Faculty-moderated) Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation, Collaborative Learning, Group Discussion. Case studies	1,2,3,4



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## [MSW Program] Semester-II

II	<p><b>Unit-II: Medical and Psychiatric Social Work.</b></p> <ul style="list-style-type: none"> <li>• Medical and Psychiatric Social Work: Origin, Nature and Scope - Health and Illness: Definition, Concept, Factors Influencing Health, Indicators of Health - Systems of Medicine in India</li> <li>• Sociological Perspectives on Illness, Access to Health Care, Social Epidemiology, Community Health - Primary Health Care, Health Education and Communication</li> <li>• Classification of Mental Disorders: Psychotic and Neurotic Disorders, Psycho-somatic Disorders – Treatment of Abnormal Behaviour</li> <li>• Role and functions of medical and psychiatric social workers.</li> </ul>	<p>Classroom Lecture (CL) Seminars (Student-led and Faculty-moderated) Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation, Collaborative Learning, Group Discussion. Case studies</p>	3
III	<p><b>Unit III: School Social Work</b></p> <ul style="list-style-type: none"> <li>• School Social Work: Definition, scope, and evolution in India</li> <li>• Barriers and facilitators in schools, child and family triad.</li> <li>• Models and initiatives of school social work in India.</li> <li>• School based and community centric intervention programmes.</li> </ul>	<p>Classroom Lecture (CL) Seminars (Student-led and Faculty-moderated) Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation, Collaborative Learning, Group Discussion. Case studies</p>	4
IV	<p><b>Unit-IV: Disability and Correctional Social Work</b></p> <ul style="list-style-type: none"> <li>• Disability: Types, Classification, challenges and problems</li> <li>• Policies, legislative measures, initiatives for</li> </ul>	<p>Classroom Lecture (CL) Seminars (Student-led and Faculty-</p>	4,5



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### [MSW Program] Semester-II

	<p>welfare development and empowerment of persons with disabilities.</p> <ul style="list-style-type: none"> <li>● Concept of crime, criminal, and criminology, classification, crime as a social problem in India</li> <li>● Juvenile justice system, prison system, correctional services, role of social worker in probation, parole, and aftercare</li> </ul>	<p>moderated) Lecture method, ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Webinars), Seminars, Presentation, Collaborative Learning, Group Discussion. Case studies</p>	
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**(A) Internal Assessment**

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

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

**b. Internal Summative Assessment (25marks)**

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

**(B) External Assessment : 50 Marks**

**(C) 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)	
<b>I</b>	<b>1,2</b>	30	1	1	10	12
<b>II</b>	<b>1,2,3</b>	30	1	1	11	13
<b>III</b>	<b>1,4</b>	30	1	1	11	13
<b>IV</b>	<b>4,5</b>	30	1	1	10	12
		<b>120</b>	<b>04</b>	<b>04</b>	<b>42</b>	<b>50</b>



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## [MSW Program] Semester-II

### • Assessment and Evaluation and Evaluation

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

### (D) CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	1	2	1	1	--	1	--	--	--	--
CLO2	--	1	3	1	1	2	2	--	2	2
CLO3	3	3	2	3	2	2	2	2	1	2
CLO4	2	--	1	2	--	--	--	--	3	1
CLO5	3	2	--	--	1	2	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	Areas of social work practice	Kaushik, A., Patil, R.R, Dash,B.M, Prashad, S	2024	Bloombury, New Delhi
2	Modernity, Feminism and Women Empowerment	Abha Avasthi and A. K. Srivastava, (ed.)	2001.	Rawat Publications, Jaipur and New Delhi,
3	Women, Gender Equality and the State	Arya S.	2000.	Deep and Deep Publications Pvt. Ltd., New Delhi
4	Indian Women	Anita Arya	2001	Gyan Publishing House, New Delhi



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### [MSW Program] Semester-II

- Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/ Year	Publisher
1	Areas of social work practice	Kaushik, A., Patil, R.R, Dash,B.M, Prashad, S	2024	Bloombury, New Delhi
2	Modernity, Feminism and Women Empowerment	Abha Avasthi and A. K. Srivastava, (ed.)	2001.	Rawat Publications, Jaipur and New Delhi,
3	Women, Gender Equality and the State	Arya S.	2000.	Deep and Deep Publications Pvt. Ltd., New Delhi
4	Indian Women	Anita Arya	2001	Gyan Publishing House, New Delhi
5	An overview of labour welfare measures in India in response to globalization.	Bhattacharjee, S.	2015	Journal of Developing Societies, 31(1), 66-76.
6	Social work practice in mental health: An introduction.	Bland, R., Drake, G., Drayton, J., & Tullgren, A.	2021	1. Routledge.
7	century of social work in criminal justice and correctional settings.	Brownell, P., & Roberts, A. R.	2002	Journal of Offender Rehabilitation, 35(2), 1-17.
8	School social work: Skills and interventions for effective practice.	Dupper, D.	2002	John Wiley & Sons.
9	Social work practice in health care.	Germain, C. B. (2002).	2002	Simon and Schuster.
10	Social work behind bars: Preparation for fieldwork in correctional institutions.	Ivanoff, A., Smyth, N. J., & Finnegan, D. J.	1993	Journal of Teaching in Social Work, 7(1), 137-149.



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### [MSW Program] Semester-II

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- **Online Resources (Open Source)**

Sr. No	Description of Resource(s)	Weblink
1	Areas of social work practice	<a href="https://www.bloomsbury.com/in/areas-of-social-work-practice-9789361312427/">https://www.bloomsbury.com/in/areas-of-social-work-practice-9789361312427/</a>
2	Areas of social work practice-Essential Text	<a href="https://www.bloomsbury.com/in/areas-of-social-work-practice-9789361312427/">https://www.bloomsbury.com/in/areas-of-social-work-practice-9789361312427/</a>
3	School social work: skills and interventions for effective practice.	<a href="https://www.wiley.com/en-in/School+Social+Work%3A+Skills+and+Interventions+for+Effective+Practice-p-9780471387220">https://www.wiley.com/en-in/School+Social+Work%3A+Skills+and+Interventions+for+Effective+Practice-p-9780471387220</a>
4	Social work practice in health care.	<a href="https://www.simonandschuster.com/books/Social-Work-Practice-in-Health-Care/Carol-B-Germain/9780029115909">https://www.simonandschuster.com/books/Social-Work-Practice-in-Health-Care/Carol-B-Germain/9780029115909</a>

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### [MSW Program] Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A02NEMSW03	Rural Camp	0-4-0	90	02

#### • Course Learning Outcomes (CLOs)

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

CLO1: Clarify the socio-economic, political, and cultural structures of rural communities and the administrative role of Panchayati Raj Institutions.

CLO2: Analyze the lived experiences, systemic challenges, and resource gaps faced by rural populations through direct community immersion.

CLO3: Apply Participatory Rural Appraisal (PRA) tools and social work methods to identify community needs and mobilizes local resources effectively.

CLO4: Evaluate the implementation and impact of government flagship schemes and NGO interventions on rural development and grassroots welfare.

CLO5: Demonstrate professional skills in group dynamics, leadership, and organizing community awareness programs like street plays and health camps.

Unit	Module	Learning Pedagogies*	CLO(s)
I	<ul style="list-style-type: none"><li>• Camp Orientation &amp; Community Understanding</li><li>• Objectives and significance of Rural Camp</li><li>• Rules, discipline, and code of conduct</li><li>• Roles and responsibilities of students</li><li>• Team formation and group responsibilities</li><li>• Introduction to rural community life</li><li>• Ethical behaviour in rural settings</li><li>• Methods of village entry</li><li>• Meeting village leaders and stakeholders</li><li>• Interaction with Gram Panchayat members</li><li>• Rapport building with villagers</li><li>• Informal household visits</li><li>• Transect walk</li><li>• Observation of housing patterns</li><li>• Identification of village landmarks</li><li>• Understanding village environment</li></ul>	<p>Orientation lectures Demonstration Village familiarization visits Transect walk Observation method Informal interaction with community members Group discussion Reflective learning Field-based experiential learning</p>	1, 3, 5



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### [MSW Program] Semester-II

	<ul style="list-style-type: none"> <li>• Informal communication techniques</li> <li>• Traditional village governance practices and community decision-making systems.</li> </ul>		
II	<ul style="list-style-type: none"> <li>• Village Study, Mapping &amp; Institutional Exposure</li> <li>• Meaning and importance of village profile</li> <li>• Methods of data collection</li> <li>• Household listing basics</li> <li>• Introduction to survey methods</li> <li>• Observation techniques</li> <li>• Social Mapping</li> <li>• Resource Mapping</li> <li>• Identification of local resources</li> <li>• Population and household data collection</li> <li>• Gram Panchayat</li> <li>• Anganwadi Centre</li> <li>• Primary School</li> <li>• Primary Health Centre</li> <li>• Self-Help Groups</li> <li>• Local community-based organizations</li> <li>• Cleanliness drives</li> <li>• Environmental awareness</li> <li>• Community mobilization</li> <li>• Participation in village development activities</li> <li>• Health and hygiene</li> <li>• Education</li> <li>• Nutrition</li> <li>• Government schemes</li> <li>• Women empowerment</li> <li>• Environmental awareness</li> </ul>	Participatory Rural Appraisal (PRA) techniques Field-based learning Social mapping exercises Resource mapping activities Institutional visits Observation and recording Small group work Demonstration of data collection tools Guided field practice	2, 3, 4
III	<p><b>Reflection, Documentation &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• Daily diary writing</li> <li>• Group reflection sessions</li> <li>• Preparation of Village Profile</li> <li>• Report writing</li> <li>• Group presentation</li> <li>• Camp evaluation</li> </ul>	Reflective discussions Documentation exercises Presentation-based learning Participatory learning methods	6,9,8



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### [MSW Program] Semester-II

- **Assessment Methodologies**  
**(A) Internal Assessment**
- **Summative Assessment (25 marks)**  
Rural Camp report-05  
Presentation-05  
Attendance-05  
Viva Voce-10

#### External Assessment (25 marks)

External Viva Voce-25

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Rural Camp 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	1
CLO3	3	2	-	1	1	3	2	1	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	-



## 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

### [MSW Program] Semester-II

• **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Rural Development: Principles, Policies and Management	Singh, K.	4th Edition / 2022	SAGE Publications
2	Participatory Rural Appraisal: Principles, Methods and Application	Somesh Kumar	2002SAGE Publications	2002SAGE Publications
3	Rural Sociology in India	Desai, A. R.	5th Edition / 2011Popular Prakashan	5th Edition / 2011Popular Prakashan
4	Panchayati Raj in India	Sahai, S. N.	2015Gyan Publishing House	2015Gyan Publishing House
5	Social Work and Community Practice	Hardcastle, D. A.	3rd Edition / 2011Oxford University Press	3rd Edition / 2011Oxford University Press

• **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Ministry of Panchayati Raj (Government of India) - Resources on Rural Governance	<a href="https://www.panchayat.gov.in/">https://www.panchayat.gov.in/</a>
2	NITI Aayog - Rural Development Reports - Policy frameworks and implementation data	<a href="https://niti.gov.in/">https://niti.gov.in/</a>
3	e-PG Pathshala (Social Work) - Digital modules on Community Organization and Rural Studies	<a href="https://epgp.inflibnet.ac.in/">https://epgp.inflibnet.ac.in/</a>
4	Participatory Methods (Institute of Development Studies) - Guide to PRA and Community Mapping tools	<a href="https://www.participatorymethods.org/">https://www.participatorymethods.org/</a>