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VEER NARMAD SOUTH GUJARAT UNIVERSITY

University Campus, Udhna-Magdalla Road, SURAT - 395 007, Gujarat, India.

વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી

યુનિવર્સિટી કેમ્પસ, ઉધના-મગદલા રોડ, સુરત - ૩૯૫ ૦૦૭, ગુજરાત, ભારત.

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ક્રમાંક:એકે/પરિપત્ર/૫૭૯૮/૨૦૨૦
તા. ૧૫/૦૭/૨૦૨૦

પ્રતિ,
વડાશ્રી,
ડિપાર્ટમેન્ટ ઓફ સોસિયોલોજી,
વી.ન.દ.ગુ.યુનિવર્સિટી,
સુરત.

વિષય:- M.S.W. સેમેસ્ટર-૩ અને ૪ નો અભ્યાસક્રમ બાબત.

સુજાશ્રી,

સવિનય જણાવવાનું કે, શૈક્ષણિક વર્ષ ૨૦૨૦-૨૧, જુન ૨૦૨૦ થી અમલમાં આવનાર M.S.W. સેમેસ્ટર-૩ અને ૪ નો સુધારા વધારા સહિતનો અભ્યાસક્રમ નિયુક્ત એડહોક બોર્ડનાં કન્વીનરશ્રીએ બોર્ડની મંજૂરીની અપેક્ષાએ બોર્ડવતી મંજૂર કરી તે મંજૂર કરવા વિનયન વિદ્યાશાખાને કરેલ ભલામણ વિનયન વિદ્યાશાખાના અધ્યક્ષશ્રીએ વિનયન વિદ્યાશાખાની મંજૂરીની અપેક્ષાએ વિદ્યાશાખાવતી મંજૂર કરેલ છે. જે એકેડેમિક કાઉન્સિલે તેની તા. ૩૦/૦૬/૨૦૨૦ની સભાનાં ઠરાવ ક્રમાંક: ૭૧ અન્વયે મંજૂર કરેલ છે. તેની સંબંધકર્તા શિક્ષકોને અને વિદ્યાર્થીઓને કરવી. તદઉપરાંત તનો અમલ કરવો.

એકેડેમિક કાઉન્સિલની તા. ૩૦/૦૬/૨૦૨૦ની સભાનાં ઠરાવ ક્રમાંક: ૭૧

:: આથી ઠરાવવામાં આવે છે કે, એમ.એસ.ડબલ્યુની નિયુક્ત સમિતિના કન્વીનરશ્રીએ સ્વીકારેલ તેમજ વિનયન વિદ્યાશાખાના અધ્યક્ષશ્રીએ વિનયન વિદ્યાશાખાની મંજૂરીની અપેક્ષાએ મંજૂર કરેલ શૈક્ષણિક વર્ષ ૨૦૨૦-૨૧, જુન ૨૦૨૦ થી અમલમાં આવનાર M.S.W. સેમેસ્ટર-૩ અને ૪ નો સુધારા વધારા સહિતનો અભ્યાસક્રમ મંજૂર કરવામાં આવે છે.

બિડાણ : ઉપર મુજબ

R. S. R.
20/07/20

ઈ.ચા. કુલસચિવ

પ્રતિ,

- ૧) અધ્યક્ષશ્રી, વિનયન વિદ્યાશાખા.
- ૨) પરીક્ષા નિયામકશ્રી, પરીક્ષા વિભાગ, વીર નર્મદ દ. ગુ. યુનિવર્સિટી, સુરત.
- ૩) પી.જી. વિભાગ, વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી સુરત.

...તરફ જાણ તેમજ અમલ સારૂ.



Syllabus

Semester III and IV – 2020 June onwards

MSW Programme,
Department of Sociology,
Veer Narmad South Gujarat University,
Surat.

Index/Context

Proposal of Revised Syllabus in MSW Programme to be implemented from the Academic Year, 2020-21

Semester – III

Basic Courses

- BC – 7 Disaster Management and Social Work
- BC – 8 Community Organization
- BC – 9 Research Methodology

Elective Course: (Any **one** of the following will be obtained by the Student)

- EC – 5 Law and Social Work
- EC - 6 Medical Psychiatric Social Work

Field Work

Semester – IV

Basic Courses

- BC – 10 Social Policy and Planning
- BC – 11 Correctional Social Work

Elective Course: (Any **one** of the following will be obtained by the Student)

- EC – 7 Environmental Issues
- EC – 8 Rural Studies and Development

Dissertation

Field Work

Semester – III

Semester III

BC-7: Disaster Management and Social Work

Objectives:

- To understand the basic concepts of disasters and how it is affecting human and natural overall.
- To understand the role of Professional Social Workers, Policy Makers and general masses on how to reduce such disasters.
- To teach students about legal remedies on disaster and its management.
- To make aware students how to be change agent about various types of disasters.

Unit-I: Concepts and Understanding of Disasters

- Ecosystem equilibrium and disequilibrium factors
- Concept, classification natural and man-made (Technological) disaster.
- Analysis of factors: Political, Economic, Social, Technological, Cultural-Contributing to disaster,
- Stages of disaster.

Unit-II: Disaster Management, Prevention and Mitigation

- Prevention and Mitigation of disaster,
- Management of relief Operation, Reconstruction and Rehabilitation
- Disaster Management System in India.
- Disaster Response Operations.
- Role of Various Agencies in Disaster Management i.e. Government, Voluntary Organizations. Role of National Disaster Management Institute and NDRF.
- Role of the Social Work Profession at the different Levels.

Unit-III: Long and Short Terms Disaster Warning Systems:

- Consequences of disaster, Community Participation
- Human Disaster Behaviour: Individual, Community, Family
- Usefulness, Types, Impacts, Effective Warning Messages & Schemes.
- Disaster Operation Centres:

- Organizational model, Human Resources and Training, Alerting and Notification Communication, Warning Operation.
- Short Term Disaster Operations: Evacuation, Shelter, Mass-feeding, Search, Rescue, Damage Assessment, Debris-Clearance, Removal & Dispositions Facilities.

Unit-IV: Remedies (State, National and Global) and Role of Social Work Profession

- Role of Mass Media to aware people related to pre, during and post disasters.
- Role of Social Work Profession at three levels to address the disasters matters.
- Importance of Counselling: with Special Population, Special interest Groups, Public health Issues in Large Scale Disaster.
- Legal Remedies: Legal Environment Act, National Disaster Management Act and Gujarat State Disaster Management Act.
- Global Perspective: Role of various governments at International levels and International Constituted Bodies to address the disasters at different levels.

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BC – 8: Community Organisation

Objectives:

- Develop the student's interest in studying community organizing and development as a generalist social work practice.
- Enhance the student's understanding of human diversity forces that influence the process of community organizing and development;
- Assist student's learning of various theories of community, Models of intervention, ethnic organizations, and political-economic institutions, required skills, and strategies for community organizing and development;
- Foster the student's attitude and professional responsibility toward social justice, and human diversity involved in changing communities, organizations, institutions, policies and legislation.

Unit I

- Concept and Definition: Community, community Organisation and community Development.
- Characteristics, values and principles underlying community practice.
- Historical Development of community organization as a method of social work in the West and in India.
- Scope and objectives of community organization.
- Types of community, Methods of identifying community Problems.
- Factors affecting integration and disintegration of Community life.

Unit II

- Community Organization and other Methods of Social Work Profession,
- Process of community organization, phases of community organization, tasks and role in each phase
- Identification, Mobilization and utilization of Community resources within and outside the community
- Skills & techniques of Community Organization.

Unit III

- Models of Community organization, Social action as a model of intervention to bring social change in different community settings.
- Developing sensitivity towards social injustice particularly of the marginalized sections of the society- SC, ST, and OBC etc.
- Social Welfare Programmes: Definitions, Scope and Tasks of Social Welfare
- Programme/Project Planning, implementation and Evaluation;
- Recording and Documentation.

Unit IV

- Legislations and Policies relevance to the issues in the community like urban-rural ceiling, Minimum wages, contract and banded labour, Child labour
- Community organization as a non- party political process: Voluntary organization in relation to people's movements, government, media, Corporate Sector, Civil Society Groups.
- Community Development Programmes and Panchayate Raj; Indigenous approaches like Gandhian and/or Sarvodaya;

References:-

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BC –9: Research Methodology

Objectives:

- To help the student to understand Social research as a method of social work and to develop conceptual framework to understand research processes, to acquire appropriate skills to implement the research methods and techniques in the field.
- To facilitate better understanding of the current trends and practices in Social work research.
- To enable the students to understand the importance of statistics application in Social work research.

Unit I:

- Introduction to Social Science Research and Social Work Research –Assumptions, Steps, Scope of Social Work research,
- Research Review in Social Work Research
- Research Process I: Formulation of Research Problem- concepts and operationalization of concepts, variables- types, hypotheses; formulation, types and functions
- Research Process II: Preparing a Research Proposal

Unit II

- Introduction to Methods of Research : Survey and Census
- Research Methods I: Quantitative methods- Descriptive, Exploratory, Diagnostic, Evaluation and Action Research
- Research Methods II: Experimental Research
- Research Methods III: Qualitative Research – Definition, Characteristics, Case Study, Life Study, FGD , Social Mapping, Participatory Rural Appraisal (PRA)

Unit III:

- Universe and Sampling: Need, types, Process of Sampling and determination of sampling.
- Research Tools: Questionnaires, Rating Scales, Interview; types, schedule and guide, Types of Observation
- Data: Primary and Secondary, Sources and Techniques of data collection.

Unit IV:

- Data Processing and Analysis –Excel, SPSS, and content Analysis
- Use and types Statistics – levels of measurements, -nominal, ordinal, interval and ratio
- Measures of Central tendency; mean, mode and median etc.
- Ethical Issues in Social Research. Anonymity & Confidentiality
- Reporting of Research

- **References:**

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- Rao Hanumantha K. & Pasumarti Srinivasa Subbarao. (2012) Research Methodology – Techniques and Applications, Discovery Publishing House PVT. LTD. Darya Ganj, New Delhi.

EC – 5: Law and Social Work

Objectives:

- Develop an understanding of Human Rights and of Institutions that enforce them at National and International Level.
- Understand and appreciate the Indian Constitution and Judiciary System.
- Develop understanding of the legal System and get acquainted with the process of Legal System.

Unit I

- Concept of Rights; Legal Rights, Civil Rights, and Human rights
- Human Rights Issues related to vulnerable groups like women, children, working class, disabled, scheduled castes, minorities and Scheduled Tribes.
- Indian Constitution; Preamble; Fundamental Rights; Directive Principles.
- Criminal Justice System in the country; Police structure, reporting, registration Investigation, Arrest, Warrant, Bail, Charge Sheet, and Criminal Judgment, Appeal, Review and Revision. District Court; Sessions Court, High Court and the Supreme Court, Judicial Activism.

Unit II

- Civil Procedure Code; Notice, Affidavit, Plaints judgment and Decree. Settlement of issues and disposal and admission, pleading, appeals, review and revision, role of notaries.
- Legal Aid- concept, need and schemes; Lok Adalat and its functioning
- Public Interest Litigation – Definition, processes and problems
- Family Courts- set up, procedure of applying cases, functions of Family Courts
- Consumer rights; Characteristics
- Role of Social Worker- Social Work Intervention needs, methods, challenges at micro and macro level using legislation to ensure justice and equality for all.

References:-

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EC – 6 : Medical Psychiatric Social Work

Objectives:

- To understand the concepts of health and illness and learn about interplay of health and Socio- Cultural Dimensions.
- To learn skills of social work interventions and ability to work in hospital teams. To plan psycho-social interventions in preventive, developmental and curative services
- Develop a holistic perspective of the various approaches and interventions in the field of mental health.

Unit I

- Concept of Health and Health care and Socio- Cultural dimensions of health
- Various Health Models and Approaches; Institutional, Non institutional, Government, Non-Government Services.
- Health policies: WHO, and National
- Disease; Concept and Types - Communicable Diseases (T.B., Leprosy, HIV) Scope of Treatment and Prevention
- Non-Communicable Disease-(Nutritional disorders, Cancer) Rehabilitation and Management Approaches.
- Overview of Social Work Practice in Health field, Health Social Work in Communities – ICDS and School health, Nutritional Programmes

Unit II

- Concepts of mental health, Understanding Mental health Problems from different Perspectives; Bio-Psycho-Social, Behavioristic and Interpersonal
- Concept of Normality and abnormality, Existing mental health care services OPD, Ward and hospitals, and their access to the needy population;
- Legislations related to mental health;
- Chronic and Mild Psychiatric Disorders- causes and assessments
- Curative, Preventive and Rehabilitative Services for Stress related Disorders,
- The significance of counseling and supportive Systems,
- Overview of Social Work practice in the field of mental health

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FIELD WORK: SEMESTER III

FIELD WORK OBJECTIVES FOR MSW:

Overall objectives of MSW education is need to be parallel with field work practice.

1. Understand the problem situation, profile of the client system and the relatedness of agency's intervention.
2. Learn to situate the problem and the agency in the context of larger social systems.
3. Based on a critical analysis of the problem and the agency's intervention learn to utilize an integrated approach to the problem-solving process.
4. Appreciate and utilize the administrative process as an effective strategy for service delivery.
5. Understand and assess one's own role as a facilitator and a change agent in collaboration with the agency and the interdisciplinary team.
6. Develop self-awareness and sensitivity to situations of vulnerable individuals, groups and communities and recognize their capacities to deal with their life situations.
7. Develop understanding of systematic factors affecting the functioning of individuals, groups, and communities at micro and macro levels.
8. Selectively Utilize different models of Intervention in relation to Individuals, Groups and Communities.
10. Effectively function as an administrator Utilizing Skills of Management, Supervision and Training.
11. Enhance self-awareness leading to the assume leadership role in one's Professional and Interdisciplinary Team.
12. Appreciate the importance of Professional responsibility and commitment to human rights Issues.
13. Utilize Field instruction for functioning independently as a Professional Social Worker.

FIELD WORK AGENCIES

The field work placement at agencies in Social Work education are like the laboratories for testing, experimenting, observing and understanding behavior of various natural phenomena in the field of physical sciences. The agencies provide excellent opportunities for learning the complex techniques and skills for observing, recording, analyzing, understanding, explaining and reforming human behavior in different settings. These techniques and skills are learnt by

the students as a part of their theory learning in the classrooms. They are simultaneously to be practiced in fieldwork agencies of different settings.

1. **Criteria for Selection of Fieldwork Settings:** A variety of learning opportunities available for students to practice all the methods of social work as far as possible. Opportunities available to work on issues of rural / urban poor and other vulnerable groups, GOs and NGOs various departments of Social Justice as well.
2. Field work placement should in **one agency per term /semester** (concurrent field work).
3. The Department / College encourages student placements in group of 2-3 students because of the greater learning potential provided by the group process. It also gives the field supervisor an opportunity to develop group projects which can contribute to the agency.

DURATION OF FIELD WORK

1. The students are expected to put in **minimum of 160 hours per Term**. The expected total days of field work for the every term are **30 to 35 days**.
2. Field work days are **Thursdays and Fridays**.
3. **Attendance sheet (month and date wise) should** be sent to the agencies, indicating exams, vacation and camp/ tour dates.

HOLIDAYS / LEAVE

1. Hundred per cent attendance at field work is mandatory.
2. The student will observe holidays as per the University and Agency calendar. If the agency is closed on any field work day, the student may deduct those hours from the total of the minimum hours required. If student is absent from the field for any genuine reason, he/she must put up these hours during the term in consultation with the instructor and faculty advisor.

RECORDING

1. Student are required to record the work done in the field and submit these recordings to the field supervisor every week. Summary Recordings are expected from the students at the end of every term.
2. Field Instructors are required to make comments on the students' Recordings in order to guide and help them in their work. These serve as a feedback to students and a weekly evaluation of the students' Performance.

3. Students are required to submit summary recordings at the time of semester viva voce along with weekly recording file to the Department / institution.

EXPENDITURE RELATED TO FIELD WORK

Field work related expenses, namely home visits, travels undertaken for agency related tasks are usually borne by the students.

CAMPS / EDUCATIONAL TOUR

Educational tour / camp is organized every year to give student an exposure to urban and rural life, issues and problems. Visits to various organization working with the marginalized sections of the society are organized to give the student and understanding of various interventional strategies used by different development organization. The expenses of the tour / camp is solely borne by students.

SUPERVISION

A. Individual Conferences

1. Pre-scheduled conferences should be taken once a week with the student. The field supervisor may use individual and group conferences alternately, according to student's learning needs. The field instructor/faculty supervisor should maintain a monthly attendance form for students' field work hours. The Semester time sheet must be duly signed by the field instructor/faculty advisor. It should be submitted with summary recording at the time of viva voce.
2. Supervisors are required to read the records prior to the conference. The student should be encouraged to share and discuss his/her thinking, feeling and actions in the field work.
3. The student should be encouraged to do reference reading pertaining to his/her field work (by way of giving written assignments related to placement settings).
4. If a student does not attend field work / individual and group conferences, and / does not submit recordings regularly even after repeated warnings, the matter should be referred to the Co-ordinator of the Programme / Principal.
5. To enhance the student's learning, field supervisors are requested to maintain education resources such as articles, students recording and newspaper cuttings pertaining to the subject area. Students are also encouraged to collect reading material/documents related to the field work.

B. Group Conferences

Group conferences are a very effective tool for student' learning, as they provide mutual sharing. For Group Conferences student placed in the same agency may from a group under one field instructor/faculty advisor regardless of their class. Student placed in the same setting, e.g., Education, but belonging to different agencies may from a group.

EVALUATION CRITERIA FOR MSW (SEMESTER III) refer Field Work Manual, June 2019.

Semester – IV

BC –10 Social Policy & Planning

Objectives:

- To gain knowledge about Social policy and Social development
- To explore various theoretical approaches to development.
- Develop knowledge about planning commission, its functions, policy formation and implementations.
- To understand the welfare policies of the government related to various vulnerable groups.
- To associate need for RTI, Good Governance, and Advocacy.
- Develop relevance of Social Policy and Planning to Social Work Practice.

Unit I

- Social Development & Policy: the concept, definition, and philosophy of Social Development; Theories of development; Pre- capitalism, capitalism, Globalization, Sustainable Development.
- Social Policy: Definition, significance, the role of the state, market and civil society.

Unit II

- Policy and Planning: Meaning; Objectives and Goals of Planning; the history of planning in India; Values underlying social policy formulation emerging from the Constitution. Structure and functions of Planning Commission (now NITI Ayog)
- The Planning Process: The planning commission; the state planning machinery and district planning; Pandhayat Raj institution; Centre-state relations. Financial aspects of plans. Specific Policy programmes for women, children, aged & disabled categories.

Unit III

- Five year plans in India: Broad overview of five year plans with specific reference to poverty alleviation approach in relation to Health, Education & Environment.
- Implementation of plans, monitoring and evaluation of planning. Need for decentralization and people's participation.

Unit IV

- Planning & Governance: Concept of good governance; role of legislature, bureaucracy and judiciary in good governance.
- Transparency and accountability in governance. Social advocacy as a tool for strengthening democratic institutions for good governance.
- Role of civil society organizations – political parties, voluntary organizations, research organizations in good governance.
- Right to Information Act 2006; Salient Features

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BC-11: Correctional Social Work

Objectives:

- To understand the basic concepts of crimes and how it is affecting to individuals and their families.
- To aware the students about various correctional legislations and institutional services available for criminals and their families.
- To understand the role of jail and their management to rehabilitate the criminals.
- To train students as Professional Social Workers on how to deal with criminals and crimes as well as their family members.

Unit I: Basic Understanding of Crimes

- Concept and Definition, Classification of Crime, Meaning and Types, Juvenile Delinquency, Crime and Gender;
- Psycho-social causes of Crime, Theories of Crimes and Contributing Factors of deviance.

Unit II: Correctional Legislations

- Correctional Legislations, Role of Juvenile Court, Police and Probation Officer.
- Various Methods, Rehabilitation Plans and Programme, Candidate of Jails, Jail Reforms.
- Criminals and their Human Rights.

Unit III: Institutional Services and Its Management

- Institutional Service, Management Institutions, Policy and Planning of Correctional Services.
- Preventive Programmes and Community based Corrections.
- Importance of Counselling to Criminals and their families.
- Various support Schemes available for families of criminals like Educational services, career counselling.

Unit IV: Legal Remedies for Justice

- Role of Social Worker in Criminal Justice System, Social Work Practice at Individual, Group and Community Level in improving services of Correctional Institutions, Role of Volunteers in Correctional Social Work Services.

References:

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- Ahuja, Ram. (2005). Criminology. Rawat Publications. Jaipur.
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- Raju, M.V. (2017). Human Rights Today and Tomorrow (The Role of Human Rights Commission and Other Organization). Swastik Publications. Dehli.
- Vyas, Rajesh, S., Shroff, Ashok M. (2013). Juveniles and Crime in India. Shree Nivas Publications Jaipur.

EC -7: ENVIRONMENTAL ISSUES

OBJECTIVES:

- Acquire an understanding of the development process and perspective about the interrelatedness of human life and environment.
- Develop an understanding of problem arising out of environmental degradation, causes and Environmental Protection Laws.
- Understand the role of government and Voluntary Organization in dealing with the resettlement and rehabilitations of Project Affected People (PAP).
- Develop understanding about role of social work in conservation, preservation of environmental resources, focusing on concept of sustainable development.

Unit I

- Environment and Ecology: Definition and philosophy. The inter-relatedness of living organisms and natural resources; Bio diversity and its conservation. Environment and social development, process of globalization and its impact on environment.
- Environment and Social development; the process of Globalization and its impact on environment.
- Natural Resources, their utilization and management. Joint Forest Management, Alienation of common property rights. Project Displacement of People (PAP – Project Associated People).
- Pollution; Types - Soil pollution, Air pollution, Water pollution and Noise pollution, Marine and Nuclear Pollution; Factors Contributing to Pollution, effects, control and preventive mechanisms.

Unit II

- Solid waste and waste water management: Issues and problems
- Sustainable Development; Concept and Viability.
- Environment Protection Laws. Specific legislation related to Environment Protection and their significance.
- Ecology and Social Work: Role of voluntary organization and ecological movements in furthering environmental issues; Role of women in ecological movements.

References:--

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EC-8: Rural Studies and Development

Objectives:

- Students should be familiar about rural structure and its issues existing across India.
- Aware students about various developmental programmes carried out by State, Central governments and NGOs over the years.
- Prepare students about how to address and solve the rural issues through participatory development approaches.

Unit I:

- **Rural Structure:** Hierarchy/structure of Social, Economic, Educational, Political of rural India. Challenges (issues/problems) face by rural communities in general and specific. Characteristic features of agrarian society and changes in land tenure system. Impact of Land legislations and reforms in rural India. Situation of labour force in the agrarian sector.
- **Rural Development and its Philosophy:** A historical overview of approaches to rural development, Community Development Programme, Integrated Rural Development Programme (IRDP), SGSY, SHGs and their roles. TRYSEM, SFDP. Drought – Prone Area Programme, Tribal Development Programmes / TSP, Minimum needs Approach, MGNREGA. Review of Rural Development Programmes. New Approaches of Rural Development - Watershed Programmes, Wadi Programmes, Dairy Industry.
- **Participatory Rural Appraisal (PRA) Technique:** Importance of technique for assessing new strategies for rural and agricultural development.

Unit II:

- **Co-operatives in the Agrarian Sector:** Role of Council for People's Action in Rural Technology (CAPART), NGOs intervention in rural development.
- **Role of Rural Administration:** Village Panchayat, Taluka Panchayat, District Panchayat, District Rural Development Authorities (DRDA). Zilla Parishads (ZPs) and their role in implementation of programmes.
- **Credit Institutions in Rural Development:**
 - (i) **Credit Societies:** District Co-operative Banks, Gramin Banks.
 - (ii) **Commercial Banks:** National Bank for Agriculture and Rural Development (NABARD) and accessibility of the institution for the rural poor

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FIELD WORK: SEMESTER IV

FIELD WORK OBJECTIVES FOR MSW:

Overall objectives of MSW education is need to be parallel with field work practice.

1. Understand the problem situation, profile of the client system and the relatedness of agency's intervention.
2. Learn to situate the problem and the agency in the context of larger social systems.
3. Based on a critical analysis of the problem and the agency's intervention learn to utilize an integrated approach to the problem-solving process.
4. Appreciate and utilize the administrative process as an effective strategy for service delivery.
5. Understand and assess one's own role as a facilitator and a change agent in collaboration with the agency and the interdisciplinary team.
6. Develop self-awareness and sensitivity to situations of vulnerable individuals, groups and communities and recognize their capacities to deal with their life situations.
7. Develop understanding of systematic factors affecting the functioning of individuals, groups, and communities at micro and macro levels.
8. Selectively Utilize different models of Intervention in relation to Individuals, Groups and Communities.
9. Effectively function as an administrator Utilizing Skills of Management, Supervision and Training.
10. Enhance self-awareness leading to the assume leadership role in one's Professional and Interdisciplinary Team.
11. Appreciate the importance of Professional responsibility and commitment to human rights Issues.
12. Utilize Field instruction for functioning independently as a Professional Social Worker.

FIELD WORK AGENCIES

The field work placement at agencies in Social Work education are like the laboratories for testing, experimenting, observing and understanding behavior of various natural phenomena in the field of physical sciences. The agencies provide excellent opportunities for learning the complex techniques and skills for observing, recording, analyzing, understanding, explaining and reforming human behavior in different settings. These techniques and skills are learnt by

the students as a part of their theory learning in the classrooms. They are simultaneously to be practiced in fieldwork agencies of different settings.

1. **Criteria for Selection of Fieldwork Settings:** A variety of learning opportunities available for students to practice all the methods of social work as far as possible. Opportunities available to work on issues of rural / urban poor and other vulnerable groups, GOs and NGOs various departments of Social Justice as well.
2. Field work placement should in **one agency per term /semester** (concurrent field work).
3. The Department / College encourages student placements in group of 2-3 students because of the greater learning potential provided by the group process. It also gives the field supervisor an opportunity to develop group projects which can contribute to the agency.

DURATION OF FIELD WORK

1. The students are expected to put in **minimum of 160 hours per Term**. The expected total days of field work for every term are **30 to 35 days**.
2. Field work days are **Thursdays and Fridays**.
3. **Attendance sheet (month and date wise) should** be sent to the agencies, indicating exams, vacation and camp/ tour dates.

HOLIDAYS / LEAVE

1. Hundred per cent attendance at field work is mandatory.
2. The student will observe holidays as per the University and Agency calendar. If the agency is closed on any field work day, the student may deduct those hours from the total of the minimum hours required. If student is absent from the field for any genuine reason, he/she must put up these hours during the term in consultation with the instructor and faculty advisor.

RECORDING

1. Student are required to record the work done in the field and submit these recordings to the field supervisor every week. Summary Recordings are expected from the students at the end of every term.
2. Field Instructors are required to make comments on the students' Recordings in order to guide and help them in their work. These serve as a feedback to students and a weekly evaluation of the students' Performance.

3. Students are required to submit summary recordings at the time of semester viva voce along with weekly recording file to the Department / institution.

EXPENDITURE RELATED TO FIELD WORK

Field work related expenses, namely home visits, travels undertaken for agency related tasks are usually borne by the students.

CAMPS / EDUCATIONAL TOUR

Educational tour / camp is organized every year to give student an exposure to urban and or rural life, issues and problems. Visits to various organization working with the marginalized sections of the society are organized to give the student and understanding of various interventional strategies used by different development organization. The expenses of the tour / camp is solely borne by students.

SUPERVISION

A. Individual Conferences

1. Pre-scheduled conferences should be taken once a week with the student. The field supervisor may use individual and group conferences alternately, according to student's learning needs. The field instructor/faculty supervisor should maintain a monthly attendance form for students' field work hours. The Semester time sheet must be duly signed by the field instructor/faculty advisor. It should be submitted with summary recording at the time of viva voce.
2. Supervisors are required to read the records prior to the conference. The student should be encouraged to share and discuss his/her thinking, feeling and actions in the field work.
3. The student should be encouraged to do reference reading pertaining to his/her field work (by way of giving written assignments related to placement settings).
4. If a student does not attend field work / individual and group conferences, and / does not submit recordings regularly even after repeated warnings, the matter should be referred to the Co-ordinator of the Programme / Principal.
5. To enhance the student's learning, field supervisors are requested to maintain education resources such as articles, students recording and newspaper cuttings pertaining to the subject area. Students are also encouraged to collect reading material/documents related to the field work.

B. Group Conferences

Group conferences are a very effective tool for student' learning, as they provide mutual sharing. For Group Conferences student placed in the same agency may from a group under one field instructor/faculty advisor regardless of their class. Student placed in the same setting, e.g., Education, but belonging to different agencies may from a group.

EVALUATION CRITERIA FOR MSW (SEMESTER IV) refer Field Work Manual, June 2019.
