PROGRAMME PROJECT REPORT (PPR)

MASTER OF SOCIAL WORK (MSW)

MATS Centre for Distance and Online Education (MCDOE) MATS University, Raipur, Chhattisgarh

MATS UNIVERSITY: VISION

To become a world-class center in providing globally relevant education. MATS will be the Global University, known for the quality academic programs and outstanding faculty, products, and services to students and clients independent of place and time constraints. MATS University will be a benchmark institution for lifelong partnerships with students, the workforce, and public and private enterprises. Building on its proud tradition, MATS University will extend educational opportunities to those who will make our state (Chhattisgarh), our nation, and global society a better place to live and work.

MATS UNIVERSITY: MISSION

To foster an intellectual and ethical environment in which the spirit and skills within MATS will thrive so as to impart high quality education, training, research and consultancy services with a global outlook and human values. To create and develop technocrats, entrepreneurs and business leaders who will strive to & improve the quality of human life. To create truly world class schools of Management Sciences, Engineering Sciences, Information Technology, Life Science, Basic and Applied Sciences, Humanities & Social Sciences and Life Skills.

[Dr. Deena Nath Yadav]
Asst. Professor

[Dr. Chhabinath Yadav]
Asst. Professor

A. Programme: Mission and Objectives:

Mission

The mission of the Master of Social Work (MSW) programme is to prepare graduate-level social workers for advanced, ethical, and evidence-based practice in diverse settings. The programme seeks to develop leaders in social work who are committed to promoting social justice, advocating for marginalized populations, and addressing complex social issues through clinical practice, policy development, and community engagement. The MSW programme emphasizes the integration of theory, research, and practice to foster the skills needed for effective, transformative work with individuals, families, groups, and communities.

Objectives

The objectives of an MSW (Master of Social Work) course in an ODL (Open and Distance Learning) mode are designed to cater to the unique needs of distance learners while maintaining the core goals of social work education. Key objectives include:

1. To gain advanced Knowledge and practice provide students with advanced theoretical knowledge and research-based practices in social work, enabling them to apply these principles in clinical settings, policy-making, and social work leadership roles.

2. To Develop Ethical Leadership and Decision-Making Cultivate a strong ethical foundation by reinforcing the values and principles of the social work profession, including a deep commitment to human rights, social justice, and equity. The program encourages students to develop leadership skills for decision-making in complex and challenging social work environments.

3. To make Specialized Practice Skills Equip students with advanced skills in assessment, intervention, and evaluation, enabling them to work effectively in specialized areas such as clinical social work, mental health, healthcare, child welfare, and community organizing.

4. To do Critical thinking and research competence enhance students' abilities to think critically, engage in reflective practice, and apply research findings to improve practice and outcomes. The program promotes the integration of

research and practice for evidence-based decision-making.

5. To maintain cultural competence and diversity prepare students to work effectively with individuals and communities from diverse cultural, racial, and socio-economic backgrounds. Students learn to apply cultural competence to all aspects of their social work practice, ensuring respect for diversity and the promotion of inclusivity.

6. To bring advocacy and social change train students to become advocates for social justice, empowering them to engage in policy development, community organizing, and systems- level change to address issues such as poverty, inequality, discrimination, and access to resources.

7. To do field education and application provide students with extensive field education experiences in real-world settings, allowing them to apply advanced knowledge and skills under the supervision of experienced practitioners. These placements offer opportunities to deepen clinical and advocacy skills, develop leadership capacities, and engage in meaningful social work practice.

8. To increase lifelong learning and professional development encourage a commitment to ongoing professional growth and lifelong learning. The program prepares students to stay informed of emerging trends, new research, and evolving best practices in the field, ensuring they remain effective and adaptable throughout their careers.

B. Relevance of the Programme with University's Mission and Goals:

The relevance of the Master of Social Work (MSW) programme to the university's mission and goals lies in its alignment with the university's commitment to academic excellence, social responsibility, and community engagement. The programme fosters advanced knowledge and critical thinking, which are core elements of the university's mission to cultivate intellectually capable and ethical professionals. By emphasizing ethical practice, social justice, and advocacy, the MSW programme supports the university's goals of preparing graduates to be leaders in addressing societal challenges and

improving the well- being of individuals, families, and communities. The programme focus on diversity and cultural competence reflects the university's aim to create an inclusive academic environment and promote equity. Furthermore, through hands-on fieldwork and community- based learning opportunities, the MSW programme reinforces the university's dedication to serving the public good and engaging with local and global communities. This alignment ensures that graduates are not only skilled professionals but also socially conscious agents of change who contribute meaningfully to the university's broader vision of advancing human potential and fostering positive social transformation.

C. Nature of Prospective Target Group of Learners:

This Programme is specifically designed to meet the requirement of learners who are not able to accomplish their educational goal through the conventional mode of education. The learners who are working professionals, housewives, reside in tribal or rural areas and not able to join the regular programme due to various reasons, are our target group of learners. Learners who want to enrolled their selves in this particular programme must have completed Graduation or equivalent certificate.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence:

The open and distance learning mode of MATS University system places greater emphasis on the learner, where most of the instruction is delivered through distance mode with only a minimal component of face-to-face communication. Students will have the flexibility to learn at their own pace. They can access course materials and resources online and progress through the programme as per their convenience. It allows students to attend classes from anywhere, eliminating geographical barriers and offering more opportunities for students to learn and acquire specific skills and competencies. The Open and Distance Learning mode will provide an opportunity to learn in a technology-

driven environment for the students where they can access online resources and learning materials, attend virtual classrooms, participate in online discussions, and engage with other students and faculty through various collaborative tools. This provides a highly immersive and interactive learning experience, helping students to develop critical thinking, analytical, and problem-solving skills. The Mater of Social Work (MSW) programme is highly appropriate to be conducted in Open and Distance Learning mode as it offers flexibility, self-paced learning, accessibility, technology-driven learning, and personalized learning. the ODL format promotes the use of technology in social work, a growing area of competence as digital tools and platforms are increasingly used in service delivery, client management, and advocacy. Through online learning, students become adept at using digital resources, conducting research, and engaging with virtual communities, which are valuable skills in modern social work practice.

E. Instructional Design:

Curriculum Design, Detailed Syllabi and Duration:

The MSW programme MATS Centre for Open and Distance Education offers run for the period of two years which is divided in four semesters. This programme comes under the Department of Social work. MSW is a Postgraduate programme to develop leaders in social work who are committed to promoting social justice, advocating for marginalized populations, and addressing complex social issues through clinical practice, policy development, and community engagement.

Credit Points:

All courses under this programme offered by MCDOE carry a certain value as credit-points. A credit point expresses the learning hours required to study a certain unit of a course. One credit point is equivalent to 30 learning hours and these learning hours includes self- learning, contact classes, assignment, project and all the activities comes under the programme to accomplish the Post graduation degree. Total credits of the MSW programme are 100. The Teaching & Examination Scheme is as follows:

Semester-wise distribution of Credits for MSW:

Sr. No.	Semester	Numberof Credits
1	Semester–1	24
2	Semester–2	24
3	Semester–3	26
4	Semester–4	26
	Total Credits	**100**

Teaching and Examination Scheme:

MSW I SEMSSTER						
Subject Code	**Subject**	**Elective**	**Internal Marks**	**Sem Exam Marks**	**Total Marks**	**Credits**
ODLMSW-101	Nature and Development of Social Work	Core Course	30	70	100	4
ODLMSW-102	Human Behavior and Personality	Core Course	30	70	100	4
ODLMSW-103	Social Work with Individuals	Core Course	30	70	100	4
ODLMSW-104	Social Work with Groups	Core Course	30	70	100	4
ODLMSW-105	FIELD PRACTICUM- I	Core Field Work	30	70	100	4
ODLMSW-106	Agency Visit	Core Assignment	….	…..	100	4
Total					**600**	**24**

MSW II SEMSSTER						
Subject Code	**Subject**	**Elective**	**Internal Marks**	**Sem. Exam Marks**	**Total Marks**	**Credits**

ODLMSW - 201	Social Justice & Human Rights	Core Course	30	70	100	4
ODLMSW - 202	Counseling & Social Work Practice	Core Course	30	70	100	4
ODLMSW - 203	Social Work with Communities	Core Course	30	70	100	4
ODLMSW - 204	Social Action & Social Movements	Core Course	30	70	100	4
ODLMSW - 205	FIELD PRACTICUM-II	Core Field Work	30	70	100	4
ODLMSW - 206	Village Camp	Core Assignment	......	....	100	4
Total					**600**	**24**

MSW III SEMSSTER						
Subject Code	**Subject**	**Elective**	**Internal Marks**	**Sem Exam Marks**	**Total Marks**	**Credits**
ODLMSW - 301	Social Work Administration	Core Course	30	70	100	4
ODLMSW - 302	Social Work Research	Core Course	30	70	100	4
ODLMSW -303	Social Work and Tribal Development	Generic Elective I (Any one)	30	70	100	4
ODLMSW - 303	(MSW) Fundamentals of Medical Social Work					
ODLMSW - 304	Social Work and Disaster Management	DS/ID Elective	30	70	100	4
ODLMSW - 305	FIELD WORK PRACTICUM- III	Core Field Work/ Assignment	..	..	100	4
ODLMSW - 306	Blok Placement Field Work	Internship (28 days)		..	150	6
Total		**26**			**650**	**26**

MSW IV SEMSSTER						
Subject Code	Subject	Elective	Internal Marks	Sem Exam Marks	Total Marks	Credits
ODLMSW - 401	Social Policy, Planning and Development	Core Course	30	70	100	4
ODLMSW - 402	Social Work with Family Youth & Aged	Core Course	30	70	100	4
ODLMSW - 403	Rural & Urban Community Development	Generic Elective I (Any one)	30	70	100	4
ODLMSW - 403	Medical and Psychiatric Social Work:					
ODLMSW - 404	N.G.O. Management & Corporate Social Responsibility	DS/ID Elective	30	70	100	4
ODLMSW - 405	FIELD WORK PRACTICUM- IV	Core Field Work/ Assignment	..	..	100	4
ODLMSW - 406	Dissertation	Dissertation	..	..	150	6
Total		26			650	26

Total Theory credit	64	Total Field Work credit	36	Total Course Credit	100

DETAILED SYLLABUS

MSW I Semester

MSW – 101

Nature and Development of Social Work

Module1:Course Content and Social Workand Historical Development: Definition, Scope, Principles, Nature, Goals and Process , Development of Professional Social Work across the world- U.K., U.S.A., and India

Module2: Social Reform and Professional Social Work: Contribution of Social Reformers in 19th and 20th Century in the development of Professional Social Work in India.

Module3:Social Work as a Profession in India: Values, Competencies and Code of Ethics for the Social Work Practioners.

Module4: Social Work Practice in various settings: Family, Child and Youth welfare, Industry, Older Persons, Persons with Disabilities, Environment, Women and Welfare, Healthcare and Disaster Management.

Related Books

1. Agnew, E. N. (2004). From charity to social work: Mary E. Richmond and the creation of an American profession (Vol. 13). Urbana and Chicago: University of Illinois Press.

2. Pathak, S. H. (1981): Social Welfare: An Evolutionary and Development Perspective, New Delhi: MacMillan Publications

3. Payne, M. (2015). Modern social work theory. New York, NY: Oxford University Press.

4. Skidmore, R. A., & Thackeray, M. G. (1982). Introduction to social work. Englewood Cliffs, NJ: Prentice Hall.

5. Trevithick P (2005). Social Work Skills: A Practice Handbook. Maidenhead: Open University Press

6. K.K. Jacob (1994): Social Work Education in India.

MSW I Semester

MSW – 102

Human Behavior and Personality

Course Content:

Module1: Human Behavior: Concept, Meaning, definition, motivation, clinical, educational, industrial, experimental, developmental, Application of psychology for social workers.

Normal and Abnormal Behaviour Determinants and Life span perspective of Human Development, Development Tasks and Hazards during Pre Natal Period, Infancy, Babyhood, Childhood, Puberty, Adolescence and Adulthood.

Module2: Theories of Personality: Psycho Analytic Theory of Personality, Behavioral theories and Humanistic theories.

Module3: Social Psychology: Social Perception, Attitude formation, Change and Measurement, Communication and Theories of Collective Behavior.

Module4: Adjustment and maladjustment: Concept and factors of adjustment, Stress: concept, types of stress- frustration, conflict and pressure. Coping mechanism: task oriented and defence oriented mechanisms. Indigenous approaches: Yoga and meditation.

Related Books

1. R.A Baron and D. Byrne (1998): Social Psychology.
2. C.S. Hall and others (1998): Theories ofPersonality.
3. Hurlock E.R. (1979): Introduction to Psychology.
4. Loid Dodge Farnald (2007): Psychology: Six Persfecticies.
5. David G.Myers (2006) : Psychology.
6. Rajendra K. Sharma and Rachana Sharma: (2007): Social Psychology.
7. Lena, Rolinson (1995): Psychology for Social Workers.
8. Jeffrey S. Navid (2007): Psychology: Concept and Applications.

MSW – 103

Social Work with Individuals

Course Content:

Module1: Social Case Work: Definition, Characteristics, Functions, Objective, Historical development of social case work as a method of social work. Social Roles, Social Functioning, Need Assessment, Adaptation, Social environment, Person-in-Environment Fit, Principles and Components.

Module2: Approaches to Social Case Work Practice: Diagnostic and Functional Approach, Problem Solving, Task Centered and Radical Approach.

Module3: Process and Techniques of Social Case Work: Phases of Case Work Intervention, Techniques of Case Work Intervention, Principles of Interviewing and Case Work Recording.

Module4: Practice Sites of Social Case Work: Client Groups and various settings Children, Correctional, Health, Women, Persons with Disabilities, Older Persons, Oppressed Groups, Religious Minorities and other socially and Economically Disadvantaged Person.

Related Books

1. Richmond, Mary (1970) Social Diagnosis, New York : Free Press
2. R.K. Upadhyay (2003): Social Case Work: Therapeutic Approach.
3. H.Y. Siddique (2008): Group Work: Theories and Practices.
4. P. Misra (2009): Social Group Work: Principles and Practice.
5. Rameshwari Devi, Ravi Prakash (2004) Social Work Methods, Practics and Perspectives (Models of Casework Practice), Vol. II, Ch.3, Jaipur: Mangal Deep Publication.
6. Hamilton, Gordon (2013) The Theory and Practice of Social Case Work, Rawat Publication, New Delhi

Social Work with Groups

Module1: Social Group Work and making of Social Groups: Meaning, Definition, Characteristics, Functions and Group Structure. History and Development of Social Group Work.

- Issues of Identity, Diversity and Marginalization, Principal of Social group work.

Module2: Social Group Work Process and Group Dynamics: Principles, Determinants, Indicators and Outcomes, Decision making and Problem-Solving Process, Theories of Leadership, Roles and Responsibilities of Group Leaders.

Module3: Group Development: Stages of Group Work, Techniques and Skills in Group Work, Group Climate, Communication in Groups, Use of Programme Media and Group Work Recording, Monitoring and Evaluation.

Module4: Practice Sites of Social Group Work: Client Groups and various settings- Children, Correctional, Health, Women, Persons with Disabilities, Older Persons, Oppressed Groups, Religious Minorities.

Related Books

1. Treeken, Harleigh, B. 1990: Social group work-Principles and practice.
2. Balgopal, P.R.and Vassil, T.V. (1983) Groups in Social Work: An Ecological Perspective. New York: Macmillan.
3. Brown, Allan (1994). Group Work. Hamphshire: Ashgate.
4. Charles D. Gravin, Lorraine M. Gutierrez, Maeda J Galinsky (2004) Handbook of Social Work with Groups, Rawat Publications.
5. David Cappuzzi, Douglas R. Gross (2010) Introduction to Group Work, Fourth Edition: Mark D. Stauffer, Rawat Publications.
6. H.Y.Siddiqui(2008) Group Work: Theories and Practices: Rawat, Publications

MSW I

Semester

MSW – 105

Field Work Practicum I:

In first semesters a generalist model is followed which emphasizes the core or common denominator of values, knowledge and intervention skills that underpins all social work practice.

Components:
  - Orientation Programme
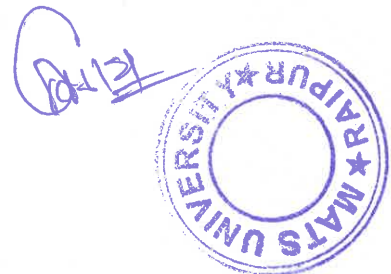 - Concurrent field work

Orientation Programme:

In the beginning of the course students come from a variety of educational streams of disciplines, therefore the first week after the admission is devoted to orientation. The Orientation Programme is aimed at providing appropriate direction to professional learning of social work. Special lectures of senior faculty members, lectures of persons from various governmental and non- governmental agencies and institutional visits are organized to prepare students for social work study and practice. Institutional visits provide students an exposure and orientation to ongoing services by different organizations and individuals in response to societal needs. Students also get acquainted with the structure, functioning and staffing pattern and activities of the organizations.

Concurrent Field Work:

The broad aim of concurrent field work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities with keeping in mind the agency's philosophy, policy and goals and use of guided supervision. During the concurrent field work, students are expected to understand the situation of the individual client and social systems in order to equip himself/herself for social case work intervention.

Tasks:
  - Establish contact and develop rapport with the agency personnel and/or community people.
  - Regular reporting to all concerned persons, perform the assigned tasks and work with agency personnel, volunteers and/or community people.
  - Continuous self-assessment of field work experiences.

➤ Case study preparation and presentation

Learning Outcomes: Conceptual understanding of case work application and preparation of case studies, understanding of human behavior. Each student should get exposed to the practice of Social Case Work with the guidance of the supervisors and submit the record of each session.

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MSW I Semester

MSW – 106

Agency Visit

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The aim of study tour is to provide an exposure for the students to other Schools of Social Work and well-known organizations (common and specialization based) involved in the practice of social work in other states of India. The Place and the days shall be decided by the Head of the department in consultation with the field work directorate. The students are expected to observe the activities and pattern of functioning of those organizations in different socio-cultural settings. A detailed report of the study tour has to be submitted to the department immediately after the study tour.

Note: The field work agency and/or community of the students will remain the same for first and second consecutive semesters of a year.

Study Tour makes a report & submit.

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MSW- II

Semester

MSW – 201

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| **Course Content -** | **Human Rights & Social Justice** |

Module1: Social Justice and instrument of Social Justice: Concept, Definition, Historical Development, Dimensions, Manifestations and Social Justice as a Core value of Social Work Profession. Constitutional Base and Indian Legal System, Legal and Public Advocacy, Role of Civil Society as a Pressure group, Statutory bodies.

Module2: Legislations and Criminal Justice System: Juvenile Justice (Care and Protection of Children) Act, 2000, Immoral Traffic prevention Act 1986, Probation of Offenders Act, 1958, Beggary Prevention Act, Narcotic Drugs and Psychotropic Substance Act 1985, Prison Act, and Criminal Justice System.

Module3: History of Human Rights: Meaning, Definition, Concept and Historical Context of Human Rights, Human Rights Declarations, Treaties and Conventions, Human Rights and Protection Systems, Human Rights in the Indian Context.

Module4: Human Rights and Social Work: Code of Ethics of Social work and Protection of Human Rights, Human Rights perspective in Social Work Practice, Ethnic sensitive practice, Feminist Practice, Social Work with Diverse Groups.

Related Books

- ➢ Symonides, : Human Rights: Concept and Standards.
- ➢ Gupta, U.N.:The Human Rights: Convectors and Indian Law.
- ➢ RTI Act 2005
- ➢ Kapoor, S.K., Human Rights under International Law and Indian Law (Allahabad: Central Law Agency, 1999).
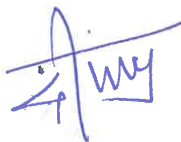- ➢ Kothari, Smitu and Harsh Sethi, Rethinking Human Rights (1991)

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MSW II Semester

MSW – 202

Conselling & Social Work Practice

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Course Content -

Module1: Counselling- meaning, definition, goals and objectives; counselling process; stages of counselling; counselling situations: developmental, preventive, facilitaiive, crisis; general factors and their influences on counselling processes; basic principles of counselling;

Module2: Individual Counselling: client as a person (client system as a unit), voluntary and non-voluntary, expectations, behavior, communication- verbal and non-verbal; couple and family counselling: process, advantages;

Module3: Counselling for groups: process, advantages and disadvantages; crisis counselling with bereavement effecting communities; Approaches to counselling: person centered, rational emotive, transactional analysis, behavioral approaches, Gestalt, Existential approach, Egan's three stage models, Eclectic model.

Module4: Techniques of counselling: initiating contact, intake, rapport, establishing structure, interaction, attending behavior, observation, responding, rating and its interpretation; Counselling in social work practice; social worker a counsellor

Related Books

- Lawerence, Shulman (2006), The skills of helping- Individuals, Families, Groups, and Communties (5th Ed.), USA: Thompson Brooks/Cole.
- 2. Corey, G. (2000). Theory and Practice of Group Counselling (5th Edition). Australia: Brooks/Cole.
- 6Humphrey, G. M., & Zimpfer, D. G. (2008). Counselling for Grief and Bereavement (Second ed.). London: Sage Publications Ltd.
- Kottler, J.A. & Shepard, D.S. (2008). Introduction to Counselling: Voices from the Field. Australia: Thomson Brooks/Cole.
- 8. Lewis, J.A., Dana, R.Q. & Blevins, G.A. (2015). Substance abuse counselling (5th
- Edition). Australia: Cengage Learning.
- 9. Macdonald, A. J. (2011). Solution Focused Therapy: Theory, Research & Practice.
- London: Sage Publications Ltd.
- Seligman, L., & Reichenberg, L. W. (2011). Theories of Counselling and Psychotherapy: Systems, Strategies and Skills. New Delhi: PHI Learning Private Limited.
- Sriram, S. (Ed.). (2016). Counselling in India: Reflections on the Process. Springer.

MSW II

Semester

MSW –

Course Content- 203

Social Work with Communities

Module1: Community Organizationand Process of Community Organization:– Concept, Definition, Scope and Historical Perspective in India, UK, and USA, The Role of Community- Based Organizations, Human Capital & Social Capital. Steps in Community Organization, Methods, Principles, Skills, Assumptions, Record Maintaince, Involving NGOs in Community Organization.

Module2:Type of Communities: Rural, Urban, Tribal and Virtual Communities and various Vulnerable Groups/ sections viz. Women, Child, Aged, Dalits etc; Caste and Class – Their Characteristics.

Module3:Approaches to the study of Society: Functionalist, Conflict/Dialectical, Structuralism and Post Modernism.

Module4:Approaches in Community Organization Practice – Models, Strategies, The role of Community Based Organizations, Leadership Development and Leaders, Building Partnerships and coalitions.

Related Books

➢ angrade KD: Working With Communities at Grass roots Level (Radha Publications-New Delhi 2001)

- ➢ Green Gray Paul and Anna Haines: Asset Building and Community Development (Sage Publications, NewDelhi-2001)
- ➢ Asha Ramagonda Patil: Community Organization and Development (PHI Learning Private Limited, New Dlhi 110001, India -2013)
- ➢ Surendra Singh (Chief Editor): Encyclopedia of Social work in India: New Royal Book Company, Lucknow, 2012)
- ➢ Yatindra Singh Sisodia (Editor): Functioning of Panchayti Raj System (Rawat Publishers, Jaipur -2005)

MSW II Semester MSW – 204

Social Action & Social Movements

Module1: Social Action and Social Movements: Concept, History, Social Action as a Method of Social Work. Con scientization model of Paulo Freire, Role of ideology, Saul Alinsky as a radical community organizer, Liberation Theology.

Module2: Social Movements: Origin, Nature, Types of Movements, Theories of Movement and new Social Movements

Module3: Social Movements, Social Action and Social Change: Movement Analysis: Ideology, Structure, Leadership, Process and Outcomes, Analysis of ideology and approach of (Gandhi, Martin Luther King Jr. and Frantz Fanon)

Module4: Sociological Concepts: Social Structure, Social Institutions and Social Groups, Socialization, Social Control and Social Change.

Related Books

- ➢ Siddique, H.Y. (Ed.) (1984): Social Work and Social Action
- ➢ Moorthy,M.V. : Social Action.
- ➢ Kothari, M, Development and Social Action, Rawat Publishing, Jaipur, 2005.
- ➢ Christopher A.J & Thomas William (2006), Community Organisation and Social Action. Mumbai: Himalaya Publication
- ➢ Chopra, G. (2015). Child rights in India: Challenges and social action. India: Springer
- ➢ Journals- Seminar, Social Action, Economic and Political Weekly
- ➢ van Wormer, K. S. (2012). Confronting Oppression, Restoring Justice: From Policy Analysis to Social Action. CSWE Press.

MSW II SEMESTER: 205

Field Work Practicum

Objectives:

➢ To understand the agency as a system –governance, philosophy, objectives, structures and management of services/ programmes

➢ To enable to acquire knowledge and practice skills related to social work methods at the individual, group and community level in different fields

➢ To develop documentation skills

➢ To develop skills in identifying and utilizing community resources, both at Government and private levels

➢ To develop the ability to work as a team

➢ To reinforce the belief in the inherent strength of the people to meet their needs and resolve their problems

To enable to make conscious application of professional values, ethics and principles

Components:

➢ Concurrent field work
➢ Study tour

Concurrent Field Work:

The broad aim of concurrent field work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision. During the concurrent field work, students are expected to fulfill certain requirements.

MSW II Semester MSW – 206

Village Camp **(One Week)**

Rural/Urban Camp: one week rural/Urban camp will be organized in collaboration with NGOs/VOs for the students of semester-1 to provide exposure to the students about the socio- economic, political and cultural situations and problems of

rural/urban life. The rural camp will be organized under the guidance of the faculty members. Attendance in rural camp is compulsory.

Objectives:

➢ To develop an understanding of the rural social structures and cultural processes of groups and communities experiencing problems.

➢ To build up the capacity to analyze relevant policies, plans and the quality of implementation in with regard to problems faced by the group in the community.

➢ To acquire skills to organize activities in the community to promote community participation in solving their problems.

➢ Through experience in group living, appreciate its value in terms of self-development, interpersonal relationships, sense of organization, management and mutual responsibility.

➢ To acquire skills in planning, organizing, implementing and evaluating the camp.

Tasks:

➢ Learning to conduct PRA in the community for assessment of socio-economic and cultural conditions of the community.

➢ Assist the agency and/or the community in planning and implementing the community development strategies.

➢ Make use of advocacy for the betterment of the individuals and groups in the community.

➢ Mobilize resources, raise funds and develop network with other institutions/organizations working in the neighboring area.

Learning Outcome: Developing the ability to fulfill the objectives and perform assigned task in order to imbibe core competencies required for an efficient specialized social work practitioner.

Social Work Administration

Module1: Social Welfare Administration: Meaning, Definition, History, Principles, Nature and Type of Organizations. Distinction between Social Welfare Administration, Public administration and Social Security administrations.

Module2: Structure of Social Welfare Administration: Service Providers, Administrative structures (Government and Non - Government), Organization and Management of Institutional Welfare Services.

Module3: Components of Administration: Planning, Coordination, Staff Recruitment, Training and Development, Recording and Documentation, Budgeting, Monitoring and Evaluation, Networking and Maintaining Public Relations.

Module4: Strategies and Mechanisms of Administration: Role of Social Workers in Decision Making Process, Communication, Role Description and Functioning, Sustainability of Programmes.

Related Books

- Sharma,G.B.: Social Administration in India.
- Verma, R.B.S. (2014): Introduction to Social Administration.
- Sachdeva,D.R. (1998): Social Welfare Administration in India.
- Skidmore (1983): Social Work Administration
- Goel, S.L. and Jain, R.K. (1988): Social Welfare Administration (Vol. I and II)
- Chaudhary, D.Paul (1992); Social Welfare Administration
- Dubey, S.N. (1973): Administration of Social Welfare Programmes in India.
- Kohli, A.S. (2013): Administration of Social Welfare.
- Pathak,S. (2013): Social Work and Social Welfare.

MSW III

Semester

MSW –

302

Social Work Research

Course Content:

Module1: Concept of Research: Social Research: Meaning, Objectives and Scope, Scientific Method: Concept & Characteristics, Distinction between Social Research & Social Work Research, Types of Research: Quantitative, Qualitative, Action, Evaluation, Steps in Social Work Research Research Design: Meaning & Types, Hypotheses: Meaning & Types,

Module2: Sources of Data Collection: Primary & Secondary, Methods of Data Collection: Observation & Interview, Tools of Data Collection: Interview Schedule, Questionnaire, Attitudinal Scales (Bogardus, Likert & Sociometric Scale), Sampling: Meaning & Types **Module3: Data Management:** Tabulation & Data Analysis, Writing Research Report: Important Considerations, Presentation & Styles of Referencing, Citing & Paraphrasing, Writing Bibliography & use of Footnotes, Application of Computers in Social Work Research(MSWord, MS-Excel, MS-PowerPoint)

Module4: Basic Statistics: Concept, Purpose and Scope of Statistics in Social Work Research, Measures of Central Tendency: Mean, Median, Mode, Measures of Dispersion: Range, Standard Deviation, Mean Deviation, Quartile Deviation, Correlation: Karl Pearson & Spearman's Coefficient.

Related Books

- Frederick L. : Coolidge (2000): Statistics: Gentle Introduction.
- Richard M. Grinnel and others: (2005): SocialWorkResearch and Evaluation: Quantitative and Qualitative Approaches.
- Perry R. Hinton (2004): Statistics Explained: A Guide for SocialScience Students.
- D.K. Laldas (2000): Practice of Social Research.

> D.K. Laldas (2013): Approaches to Social Science Research Methods.
> Partha N. Mukharjee (2000): Methodology in Social Research: Dilemma and Perspectives.
> A.Rubin and K.Babbie (1993): Research Methods for Social Work

MSW III Semester

MSW- 303

Social Work & Tribal Development

Course Content:

Module1: Definition of Tribe, Scheduled Tribe and Primitive tribe, Characteristics of Tribal Society - Economic, Social, Political and Cultural, Problems of Tribal Life, Distribution of tribal population in India, Classification of tribal regions.

Module2: Development Programme: Government Programs since Independence and their Impact on Tribal Societies, Programs of NGO's and their Impact on Tribal Societies. Tribal upliftment measures, Protective, Mobilization, Developmental.

Module3: Tribal Problems: Land Alienation ; Indebtedness ;Shifting cultivation, Forest policy and Forest laws ; Poverty ; Employment, Education, Health, Alcoholism ; Communication : Migration.

Module4: Constitutional Provisions: Indian Constitution: V&VI Schedule, Protective legislations, Development planning concept and strategies; Micro – Planning, Regional, Planning and Growth Centre Approach, New strategy for Tribal development; Tribal sub-plan. Agrarian Movements; Ethno-Political movements, Separatist Movements, Religious movements, Tribal Revolts in India.

Related Books

> Arvind Kumar. Tribal Development and Planning Anmol, New Delhi. 2004
> B.K. Roy Burman. Tribes in Perspective Rawat, New Delhi. 1994
> ChaturbhujSahu. Tribes of North East India Sarup& Sons, New Delhi. 2002
> DeshBandhu and Garg, R.K.(eds) Social Forestry and Tribal Development Natraj, Dehradun 1999

- Jitendra Prasad. Tribal Movements in India Kilaso Books, New Delhi. 2005
- K.L. Sharma Reconceptualising Caste, Class and Tribe. Rawat, New Delhi. 2001.
- MS Gore The Concept of Social Movement Sage, NewDelhi 2001
- Ram Singh Meena Tribal Development Programmes: A Critical Appraisal. Ritu Publication, Jaipur, 2006
- SuvendraJenamani. Poverty and Underdevelopment in Tribal Areas: A Geographical Analysis. Concept, New Delhi. 2005
- Ahuja, A.K. Welfare & Tribal Development, Administration Rawat: New Delhi 2009

Fundamental of Medical Social Work

Module1: Concept of Health and Disease: Dimensions, Determinants and Indicators of Health, Natural History of Disease, Concept of Control and Prevention, Dynamics of Disease transmission, common Communicable diseases and Non Communicable diseases.

Module2: Hospital Sociology: Social structure and functions of Hospital, Functions of Physician, Staffs in the Hospital, Doctor-patient relationship, Patient's rights and duties, Common problems in hospital and possible solutions, Community participation in hospital management.

Module3: Health Care Delivery System in India: Levels of Health Care, Health Care Delivery System in India, Voluntary Health Agencies, National Health programs and policies, Public – Private Partnership,

Module4: Social Work Practice in Health Care Setting: The Changing Face of Health Care Social Work, Functions of medical social worker, Standards, Values, and Ethics in Clinical Health. Considerations & Methods for Health Care Social Workers, Documentation & Record- Keeping in the Health Care Setting

Related Books

- Dhooper, S.S. 1997. Social Work in Health Care in the 21st Century. Thousand Oaks, CA: Sage
- Dziegielewski, S. F. 2004. The Changing Face of Health Care Social Work:
- Professional Practice in Managed Behavioral Health Care. New York: Springer.
- Hasan, K.A. 1967. The Cultural Frontiers of Health in Village India. Bombay: Manaktalas.
- Kishore, J. 2007. National Health Program: National Policies and Legislations Related to Health (revised edition). New Delhi: Century Publications.
- 2005. A Text Book of Health for Health Workers (revised edition). New Delhi: Century Publications.
- Lynch, V. (ed.) 2000. HIV/AIDS at Year 2000: A Sourcebook for Social

Workers. Boston: Allyn & Bacon

➢ Park, K. 2006. Park's Text Book of Preventive and Social Medicine (18th ed.) Jabalpur: Banarasidas Bhanot Publishers.

➢ Rothman, J. & J.S. Sager 1998. Case Management: Integrating Individual and Community Practice (2nd ed.). Boston: Allyn & Bacon

Social Work and Disaster Management

Module1: Disaster related concept and t ypes of Disasters: Hazard, Risk, Vulnerability and Disaster, different forms of natural & manmade disasters. Impact of Disaster and Disaster Management Initiatives, Pre and Post Disaster Interventions.Natural Disasters: Famine, Drought, Flood, Cyclone, Tsunami, Earthquake, Man-made Disasters: Riots, Blasts, Industrial, Militancy.

Module2: Disaster Management: Profile, Forms and Reduction of Vulnerability, Disaster Mitigation: Concept and Principles, Disaster Management: Concept and Principles, Pre-disaster- Prevention and Preparedness.

Module3: Impact of Disaster: Physical, Economic, Social, Psycho-socio Aspects, Environmental Impacts, During Disaster- Rescue and Relief, Post-disaster-Rehabilitation and Reconstruction, Victims of Disaster- Children, Elderly, and Women

Module4: Disaster Process and Intervention: Displacement- Causes, Effects and Impact, Major Issues and Dynamics in the Administration of Rescue, Relief, Reconstruction and Rehabilitation, Components of Rescue, Relief, Reconstruction; Rehabilitation, Disaster Policy in India; Disaster Management Authority- NDMA, SDMA, DDMA; Disaster Management Act, 2005

Related Books

- Anil Sinha (2001), Disaster Management-Lessons Drawn and Strategies for Future. New Delhi, Jain Publications.

- Gupta, M.C, L.C. Gupta, B. K. Tamini and Vinod K. Sharma (2000), Manual on Natural Disaster Management in India, New Delhi, National Institute of Disaster Management.

- Narayan, Sachindra (ed.) (2000), Anthropology of Disaster Management, New Delhi, Gyan Publishing House.

- Nidhi G Dhawan (2014), Disaster Management and Preparedness, New Delhi, Jain Publications.

- Parasuraman, S. and Unnikrishnan, P.V. (2000), India Disasters Report: Towards Policy Initiative, New Delhi, Oxford University Press.

- Satendra, K.J. Anandha Kumar and V.K. Naik (2013), India's Disaster Report, New Delhi, National Institute of Disaster Management.

- Singh, R.B. (ed.) (2000), Disaster Management, New Delhi, Rawat Publications.
- Tata Institute of Social Sciences (2002). Special Volume on Disaster Management, Indian Journal of Social Work, Vol.63, Issue 2, April.

MSW III Semester

MSW – 305

Semester III

Field Work Practicum III

Components:

Concurrent Field Work (based on Specializations)

- Concurrent Field Work:

The broad aim of concurrent field work in the 3rd semesters to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided

supervision. During the concurrent field work, students are expected to fulfill requirements according to specialized skills acquired through class room learning of· their specializations i.e. Medical and Psychiatric Social work, Community Development.

Objectives of specialized concurrent field work are based on specializations respectively. Students are expected to learn the application of social work methods, principles, approaches, skills, tools and techniques with respect to their specializations.

MSW III Semester

MSW – 306

Block Placement Field Work

Course - **Block Placement Field Work:** Block Placement / Internship: (Before IV Semester Examination): one Month's / 4 Weeks.

After satisfactory completion of concurrent field work during the two academic

years and after the Final University Examination, every student of the MSW (Second year) is placed for Block Field Work for a period of 4 WEEKS for a full-time work in an approved agency or project located in Raipur or of the Raipur district. The Department approves agencies/projects from amongst a large number of them, keeping in mind the availability of learning opportunities for the students. The purpose of Block Field work is to broaden the student's perspectives of development and welfare concerns, offer pre-employment work experiences and enable him/her to assume professional responsibilities after graduation. A student is not eligible for the degree unless he/she has completed Block Field Work to the satisfaction of the Department. At the conclusion of Block Field Practicum, the agency supervisor sends a report about the performance of the student to the department. The student on his /her part also submits a comprehensive report of the Block Field practicum. It carries six credits.

MSW IV

Semester

MSW –

401

Social Policy, Planning and Development

Course Content:

Module1: Social Policy Concept, Goals, Scope, Context and Models of Social Policy and applicability in Indian context. Historical Development: Evolution and Historical perspective of various Policies, Implementation of Social Policies especially for Marginalized and Vulnerable sections of the society.

Module2: Process of Policy Formulation and Social Planning; : Determinants and Steps, Approaches to Social Policy formulation, Impact of changing Political Scenario in a country.

Concept, Objectives, Scope, Models, Interrelationship between Social and Economic Planning, Social Planning in India. Five Year Plans: Changes in Social

Planning with Five Years Plans in India, Social Planning and Social Change, Factors leading to development of planning in India. Roles and functions of Niti Aayog.

Module3: Social Development: Positive and Negative Dimensions of Social Development; Concept, Models and Theories, Historical and Social Context of Development in India, **Module4: Sustainable Development**: Concept, Strategies, Critical issues, Salient Features of Social Development. Approaches to Social Development; Similarities and Differences. Strategic Development Goals, Human Development Index and Indicators for Policies and Programmes.

Related Books

- Hudson, J & Lowe, S. (2007): Understand the Policy Process,Rawat Publications, NewDelhi
- Drake, R.F. (2001) The Principles of Social Policy, Palgrave, New York
- Ahmad Shamshad and Nafees Ansari (2005): Planning commission :Fifty Five Years of Planned Development and Social Sector, Indian Journal of Public Administration, Vol LL 03, July-Sept 2005
- Jecob K. K (1989): Social Policy in India, ASSWI, Himanshu Publications, Udaipur.
- Kabra Kamal Nayan (2004) :Development Planning In India: Exploring an Alternative Approach Indian Institute of Public Administration, New Delhi
- Mathur, K. (1996): Development Policy and Administration,SagePublications ,New Delhi
- Bakshi, P.M. (1999): The Constitution of India, Universal law Publishing Co. Pvt. Ltd,Delhi
- Smith, G. (1980): Social Need: Policy, Practice and Research, Routledge,London
- Dubois, B. & Miley, K.K. (2002): Social Work: An Empowering Profession,Allyn and Bacon, London

MSW IV Semester

MSW – 402

Social Work with Family, Youth & Aged

Course Content:

Module1: Social Work with Families: Functions, Developmental Stages and Family patterns, Family Dynamics and Theoretical Models of Family Functioning and Social Work Interventions. **Module2: Child Development**: Concept, Philosophy and Historical context. Policies & Programmes forChildren: Constitutional Provisions, National Policy on Children, International perspective and UN convention an rights of children,

Module3: Development Programmes for youth in India: National Youth Policy, Services and Programmes for youth development and empowerment in India, N.C.C, N.S.S., Nehru Yuva Kendra, Employment, Guidance and Counseling services for youth etc.

Module4: Welfare of the aged: Definition of old age, changing status of the aged in Indian society; problems of the aged in relation to family, social relations, employment, retirement, monetary, health and use of free time. Diseases associated with old age; policy issues related to the aged. Programmes and Legislative Measures related to Female Feticide, Adoption, Foster Care, Guardianship and Child Marriage and Social Work Interventions.

Related Books

- J. Jiffs Anthony (1979): Young People and Youth Services
- R.R. Baten: Human Factors in Youth Work.
- R.R. Greene (2000): Social Work with Aged and Their Families.
- Hary R. Moody (2006): Aging: Concept and Controversies.
- Robin and others (1985): The Development of Welfare Services for Elderly People.
- Andrew Well (2006): Healthy Aging: Ali belong Guide to your wellbeing.
- Dubey, Leela &Palkiwala, J. (Eds.),(1990). Structure and Strategies: Women, Work and Family, Sage Publication, New Delhi.

Rural & Urban Community Development

Course Content:

Module1:Rural Community: Meaning, Characteristics. Rural Problems and their implications: Poverty, Illiteracy, Unemployment, problems related to Agriculture, Community Health and Infrastructure.

Module2:Panchayath Raj : Functions of Panchayati Raj System - Salient Features of 73rd amendment and its role in rural development.

Module3:Urban Community Development: Concept; Objectives; Historical Background; Approaches; Principles, Process and Methods of Urban Community Development.

Module4:Urban Administration: Urban Development Policies and Programmes in India; 74th Constitutional Amendment; powers and functions in 12th schedule. Social Work Practice and relevant Social Work Methods for Rural & Urban Development.

Related Books

- Bhatia B.S, (2003). Rural Development Management, New Delhi: Deep & Deep Publication
- Jain S.C. (1998). Rural Development Institute and Strategies, New Delhi: Rawat Publications
- Kumar Ashok.(1991). Planning and Development in Rural India, New Delhi: Anmol Publications
- Bhattacharya, B. (2006). Urban Development in India: Since Pre-Historic Time. New Delhi, India: Concept Publishing Company.
- Gangrade, K.D. (2001). Working With Communities at Grass Roots Level. New Delhi, India: Radha Publications.
- Nagpaul, H. (1996). Social work in urban India. Jaipur, India: Rawat Publications.
- Patil, A.R. (2013). Community Organization and Development. New

Delhi, India: PHI Learning Private Limited.

➢ Green, G.P & Haines, A. (2001). Asset Building and Community Development. New Delhi, India: Sage Publications.

➢ Ramachandran, R. (1991). Urbanization and Urban System in India. New Delhi, India: Oxford University Press.

➢ Sandhu, R.S. (2003). Urbanization in India: Sociological Contributions. New Delhi, India: Sage Publications.

➢ Singh, K. (2009). Rural Development: Principles, Policies and Management. New Delhi, India: Sage Publications.

➢ Sandhu, R.S.(ed.) 2003 Urbanisation in India: Sociological Contribution. New Delhi: Sage Publications.

➢ Sharma, K. 2001 Rediscovering Dharavi. New Delhi: Penguin
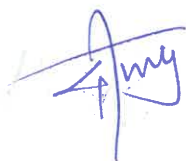
MSW IV

Semester

MSW – 403

Medical and Psychiatric

Social Work COURSE CONTENT:

Module1: Psychiatric Social Work: Meaning and importance; historical development of psychiatric social work. Functions and roles of psychiatric social worker; problems and prospects of psychiatric social work in India.

Module2: Mental Health: Concepts normality, abnormality, mental health and mental/psychiatric disorders, Aetiology of psychiatric disorders: biological, psychosocial, cultural. Predisposing, precipitating, protective and perpetuating factors. Determinants of mental health.

Module3: Assessment in Psychiatry: Psychiatric Interviewing Techniques of Psychiatric Interviewing and Social Diagnosis. Symptomatology: Appearance and behaviour, Thinking, Speech, Perception, Mood and Affect, Cognition, Judgment

and Insight; Current classification in psychiatry:

Module4: Application of Social work methods and principles in psychiatric setting Mental Hospitals, Child Guidance Clinic, Family Psychiatry and Family Counselling Centres, De- Addiction Centres, Geriatric Centres, Epilepsy Clinics, School Mental Health Programme. Evolution, Roles, Functions / Responsibilities of Medical Social Workers and Psychiatric Social Workers.

Related Books

- Doyal, Lesley and I. Pennell. (1989). The Political Economy of Health, London: Pluto.
- Monica Das Gupta et al (eds.). (1996). Health, Poverty and Development in India, Delhi: Oxford University Press.
- Park, J.E. (2006). Textbook of Social and Preventive Medicine, 17th edition. Jabalpur: Banarsidas Bhanot.
- World Health Report. (2001). World Health Organization, Geneva.
- Verma, R. (1991). Psychiatric Social Work in India. New Delhi: Sage
- WHO. (2010). Community Based Rehabilitation : CBR guidelines. Geneva: WHO Press
- Culley, S., Bond, T. (2004). Integrative Counselling Skills in Action, Sage Counselling In Action Series, New Delhi: Sage Publications.
- Egan, E. (2002). The Skilled Helper. 7th edition. Brooks/Cole
- Fleischmann, D.R. and Schoifield (2010). Perception of user involvement: a user led study. International Journal of Social Psychiatry, (56) (4), 389-400

MSW IV Semester

MSW 404

N.G.O. Management & Corporate Social

Responsibility Course Content:

Module1: Non- Government Organization—An Introduction Concept of NGO Historical views of NGO Functions and types of NGO, NGO and laws Registration Procedure

and Laws Income tax Act Income tax Exemption for NGO.

Module2: Working Area of NGO and societal development Education & Human Rights Health Women and child welfare.

Module3: Corporate Social Responsibility: Concept & Definition Scope & Challenges CSR Global Views.

Module4: Corporate Social Responsibilities Practices Role of Government and NGO in CSR. Triple Bottom Line Approach of CSR: Economic, Social, Environmental Stake holders and Social Preferences: Customer, Employees, Communities, Investors

Related Books

- Eade, D. (2005): Development, NGOs and Civil Society Rawat Publications.
- Sooryamoorthy, R. &Gangarade, K.D. (1989): NGOs in India Rawat Publications
- Clark, John, 1991 Voluntary Organisations: Their Contribution to Development. London, Earth Scan.
- Dorothea, Hilhorbt, 2003 The real World of NGOs: Discourses, Diversity and Development. Zed Books Ltd.
- Drucker, Peter, 1993 Managing the NGO: Principles and Practices, New Delhi: Macmillan Publication.
- Ginberg, Leon, H., 2001 Social Work Evaluation: Principles and Methods. Singapore: Allyn and Bacon.
- Julie Fisher, 2003 Governments, NGOs and the Political Development of the Third World, Jaipur: Rawat Publications.
- Kandasamy, M., 1998 Governance and Financial Management in Non–Profit Organizations. New Delhi: Caritas India.
- Kumar, A., 2003 Social Change through NGOs. New Delhi: Anmol Publishers.
- Lawant, B. T., 1999 NGOs in Development. Jaipur: Rawat Publications.
- Corporate Social Responsibility, Concept & Cases: The Indian Experience. C.V.Baxi Ajit Prasad Excel Books

Concurrent Field Work (based on specializations)

The broad aim of concurrent field work in the 4th semester is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision. During the concurrent field work, students are expected to fulfill requirements according to specialized skills acquired through class room learning of their specializations i.e. Medical and Psychiatric Social work and Community Development.

Objectives of specialized concurrent field work are based on specializations respectively. Students are expected to learn the application of social work methods, principles, approaches, skills, tools and techniques with respect to their specializations.

Learning Outcome:

Developing the ability to fulfill the objectives and perform assigned task in order to imbibe core competencies required for an efficient specialized social work practitioner.

Note: The field work agency and/or community of the students will remain the same for third and fourth consecutive semesters of a year.

MSW III

Semester

MSW –

406

Dissertation Related Specialization Topic

- Medical Social Work and Psychiatric Social Work:
- Theories of Aging and Vulnerability:
- Persons with Disabilities:
- Gender and Development
- Labour Welfare & Human Resource Management (HRM):
- Personnel Management and Industrial Relation

Duration of the Programme:

The minimum duration of the programme is two years and maximum duration is four years.

Medium of the Programme:

English is the medium of the programme and examination may be written in English or Hindi as per the learner's choice of the medium.

Requirement of Faculty and Supporting Staff:

Supporting staff will be deputed at the learner supported Centre as per the need of course curriculum.

Category	Existing
Professor	00
Associate Professor	00
Assistant Professor	02

Instructional Delivery Mechanism and Usage of Media:

As the programme will offer in MATS Centre of Distance and Online Education mode, the there are various instructional delivery mechanisms and media will be used to effectively deliver content to the learners. The programme delivery mechanism used by MCDOE follows a multimedia approach for instructions, which are as follows:

- The printed self-learning material (SLM) which covers all the metrics of the programme will be deliver to the learners for every course.
- Learning Management System (LMS) is an online platform that provides a centralized location for students to access learning content, engage in discussions, submit assignments, and take

assessments. The LMS provides a user-friendly interface that is accessible on multiple devices, such as desktops, laptops, tablets, and smartphones.

- Webinars can be used for lectures, discussions, or interactive sessions with students. Pre-recorded video lectures can be used to deliver course content in a concise and engaging way. Interactive multimedia includes simulations, games, and quizzes that are designed to reinforce learning.

- Discussion forums can be used to facilitate group discussions, peer-to-peer learning, and to provide feedback and support. Online and face-to-face counselling will be provided by academic counsellors appointed for the programme.

- The counseling sessions are held as per schedule drawn by the MCDOE. These counselling sessions are held in non-working hours for the learners so they can attend the counselling session properly and regularly to enhance their learning skills.

- Live session will be conducted through the use of Internet Communication Technologies (ICT) from the University's studio, the schedule of which is made available at the Leaner Support System.

- Programmes which have industrial training/practical/ project component are held at University's learners support centers and Attendance of the leaner in this part

  of the courses is compulsory. As per guidelines Project Work of the programme will be done by the learners and regarding this a complete guide will be deliver to the learner along with study material.

- The SLM will be dispatched periodically to the enrolled learners for each course of the programme. These SLM's will be very helpful to the learners in effective learning. The assignment for internal assessment of learner's shall be deliver to the learners along with the SLM. Online modules are also available in the University's website

for some programme.

- The contact classes and counselling schedule will be of 30 days in a year which will be divided as 15 days in each semester. The schedule of contact classes of the programme shall be communicated to the student through the various medium.

Learner Support Services:

MATS Centre for Open and distance Education has a fully-fledged Learner Support Services to provide guidance and help to its learners. All the necessary information has been provided to all the learner via various medium like website, helpdesk, email and by person-to-person interaction via teleconferencing and calling.

Learning Management System (LMS) to Support Course Delivery for ODL Mode:

The Learning Management System (LMS) is designed to facilitate the students to have a Global learning experience. LMS has user friendly interface approach through which the learning is made easy, interesting and meeting the global standards of learning. The audio-visual mode of teaching, the self-learning materials, discussion forums and evaluation patterns are unique and meeting the requirements of the industry and as per UGC guidelines of four quadrants approach.

The students can experience uninterrupted learning 24x7 through web and mobile at the pace chosen by them. The user interface will be simple and easy to navigate through the e-learning modules; the LMS will provide seamless accessibility with all the learning tools designed as per standard norms for an easy and interesting learning experience.

Course Design Delivery:

The Course content is designed as per the approach to facilitate seamless delivery and learning experience self-instructional material– Portable Document Format, e-Books, Illustration, Video demonstrations, web resources, related links and open-source content on Internet. Includes

Discussion forums to raise and clarify doubts on real time basis by the Course Coordinator and his team.

Nature of Contact Classes:

Based on the course material, the counsellors are expected to guide and talk with the learners during the contact class sessions. By talking with their coworkers and the counsellor during contact sessions, the learners can work through their problems and this will help them to understand the programme objectives to learn with ease. In addition to these contact sessions, learners must participate in various training programs run by the relevant learner support system provided by the University which also including practical training approach as per Programme's structure.

Counseling Session & Structure of Study in ODL & Online Mode:

Delivery in ODL Mode:

Sl. No.	Course Code	Title of the Course	Counseling and Study Structure (Hours)					
			Credit	Total Hours of Study	Face to Face Couselling	Self-Study	Practical	Assignemnt
First Semester								
1	ODLMSW-101	Nature and Development of Social Work	4	120	16	68		36
2	ODLMSW-102	Human Behavior and Personality	4	120	16	68		36
3	ODLMSW-103	Social Work with Individuals	4	120	16	68		36
4	ODLMSW-104	Social Work with Groups	4	120	16	68		36
5	FIELD PRACTICUM-I	Core Field Work	4	120	16	68		36
6	Rural Camp	Core Assignment	4	120	16	68		36
Second Semester								
1	ODLMSW-201	Social Justice & Human Rights	4	120	16	68		36

2	ODLMSW - 202	Counseling & Social Work Practice	4	120	16	68		36
3	ODLMSW - 203	Social Work with Communities		120	16	68		36
4	ODLMSW - 204	Social Action & Social Movements	4	120	16	68		36
5	ODLMSW - 205	FIELD PRACTICUM-II		120	16	68		36
6	ODLMSW - 206	Agency Visit	4	120	16	68		36
1	ODLMSW - 301	Social Work Administration	4	120	16	68		36
2	ODLMSW - 302	Social Work Research	4	120	16	68		36
3	ODLMSW - 303	Specialization I (C.D.) Social Work and Tribal Development	4	120	16	68		36
4	ODLMSW - 304	Specializaion II (MSW) Fundamentals of Medical Social Work	4	120	16	68		36
5	ODLMSW - 305	Social Work and Disaster Management	4	120	16	68		36
6	ODLMSW - 306	Blok Placement Field Work	6	180	30	100		50
7	ODLMSW - 307	FIELD WORK PRACTICUM- III						
1	ODLMSW - 401	Social Policy, Planning and Development	4	120	16	68		36
2	ODLMSW - 402	Social Work with Family Youth & Aged	4	120	16	68		36
3	ODLMSW - 403	Specialization I (C.D.) Rural & Urban Community Development	4	120	16	68		36
4	ODLMSW - 404	Specialization II (MSW) Medical and Psychiatric Social Work:	4	120	16	68		36
5	ODLMSW - 405	N.G.O. Management & Corporate Social Responsibility	4	120	16	68		36

6	ODLMSW - 406	Dissertation Related Specialization Topic	6	180	30	100		50
7	ODLMSW - 407	N.G.O. Management & Corporate Social Responsibility	4	120	16	68		36

F. Procedure for Admission, Curriculum Transaction and Evaluation:

The eligibility for the admission is passed in Graduation or equivalent. Learners have the convenience of accessing all the information related to admission procedure and other information through the University's website or by contacting the helpdesk number. They can download the admission form from the university website and send it through either online or offline mode. Upon receipt, the University will scrutinize the documents and process the payment of fees. Once the fees are cleared, the admission will be confirmed, and an enrollment number will be issued to the learner.

- **Fee Structure:**

The fee structure of the programme is as follows:

Programme	Semester Tuition Fees	Semester Examination Fees	Registration Fees (One Time)
MSW	8000	1500	1000

- **Examination and Evaluation System:**

Evaluation shall be based on continuous assessment, in which sessional work and the terminal examination shall contribute to the final grade. Sessional work shall consist of class tests, mid-semester examination(s), homework assignments, etc., as determined by the faculty in charge of the courses of study. Progress towards achievement of learning outcomes shall be assessed using the following: time-constrained examinations; closed- book and open-book tests; problem-based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive assessment, examination on demand, modular certifications, etc.

Each course shall correspond to an examination paper comprising of external and internal evaluations. The semester end theory examinations for Major, Minor, Open/Generic and DSC (Discipline specific Course) vocational, value added, SEC (Skill Enhancement Course) and AEC (Ability Enhancement Course) shall be of a duration as promulgated through the examination's regulations approved by the Academic Council of the University. The credit structure for theory/Practical/tutorial, internal, external examinations and total marks for an examination shall be as per the programme structure approved by the Academic Council of the University as per UGC norms. Students shall acquire a minimum passing mark in internal and external examinations separately to be declared as pass in the respective courses, as prescribed by the Academic Council.
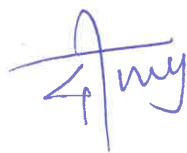
1. The academic performance of a candidate shall be evaluated in respect of the courses of study prescribed for each semester through the evaluation. The evaluation of students admitted in the programme shall be based on:

    1.1. End Semester Examinations - 70% marks of total marks and

    1.2. Continuous Internal Assessment - 30% of total marks

2. The End Semester examinations shall be held as per the academic

calendar notified by the University and the duration of end semester examination shall be of three or two hours.

3. The minimum percentage of marks to pass the programme in each semester shall be 40% in each course comprising of end semester examinations and continuous evaluation.

4. A programme shall have a specified number of credits in each semester. The number of credits along with grade points that the student has satisfactorily cleared shall measure the performance of the student.

5. Semester examination results shall have following categories:

   5.1. Passed, i.e., those who have passed in all courses of the semester examination in internal and external examination separately.

   5.2. Promoted (ATKT), i.e., those who have earned minimum 50% of credits in a particular year including both the semesters (even and odd) or those who have earned any number of credits in odd semester.

   5.3. Detained, i.e., those who are not promoted as per the above provisions shall be detained. Such students have to appear in the examination of next academic session to earn required credits (excluding the credits already earned) as per the provisions of this ordinance and only then he/she may continue the programme within stipulated period as per the provisions of this ordinance.

6. However, a student of any semester who has been detained/ not appeared in examination due to less attendance/ not applied for examination/ applied but not appeared shall be out from the programme. Such a student has to take admission in the next session as an ex-student through the procedure adopted/notified by the University.

- **Continuous Internal Assessment:**
  1. Continuous Internal Assessment shall be of 30% marks of total marks allotted for the course.
  2. The components for continuous internal assessment for each course shall be decided by the Board of Studies of concerned subject.
  3. Continuous Internal assessment shall be carried forward in case of ATKT students, there shall not be any provision of conducting internal assessment tests for ATKT students at any circumstances.

- **Evaluation and Certification of MOOCS and Vocational Courses:**

  The guidelines of the University/SWAYAM portal/UGC shall be followed for evaluation and certification of MOOCs, Vocational Courses, Field Projects/ Internship/ Apprenticeship/ Community engagement and service/ Honours with Research Project.

- **Letter Grades and Grades Point:**

  The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.

  The University may also mention marks obtained in each course and a weighted average of marks based on marks obtained in all the semesters taken together for the benefit of students.

Grading System

Letter Grade	Grade Points	Description	Range of Marks (%)
O	10	Outstanding	>90 to <=100
A+	9	Excellent	>80 to <=90
A	8	VeryGood	>70 to <=80
B+	7	Good	>60 to <=70
B	6	AboveAverage	>50 to <=60
C	5	Average	>40 to <=50
P	4	Pass	=40
F	0	Fail	<40
Ab	0	Absent	Absent

- ### Computation of SGPA and CGPA:

  UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

  I. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

  $$SGPA(Si) = \sum (C_i \times G_i) / \sum C_i$$

  Where C_i is the number of credits of the ith course and G_i is the grade point scored by the learner in the ith course.

Example of Computation of SGPA

Semester	Course	Credit	LetterGrade	Gradepoint	(CreditxGrade)
1	Course1	3	A	8	3 x8=24
1	Course1	4	B +	7	4 x7=28
1	Course1	3	B	6	3 x6=18
1	Course1	3	O	10	3 x10 = 30
1	Course1	3	C	5	3 x5=15
1	Course1	4	B	6	4 x6=24
		20			139
SGPA					139/20=6.95

II. The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA = \sum(C_i \times S_i) / \sum C_i$$

where S_i is the SGPA of the ith semester and C_i is the total number of credits in that semester.

Example of Computation of CGPA

Semester1	Semester2	Semester3	Semester4
Credit20 SGPA6.9	Credit20 SGPA7.8	Credit20 SGPA5.6	Credit20 SGPA6.0
CGPA=(20 x6.9 +20x7.8+20x5.6 +20x6.0)/80 = 6.6			

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

On completing all requirements for the award of the undergraduate certificate/ diploma/ degree, the CGPA shall be calculated, and this value shall be indicated on the certificate /diploma/degree. The 3-years (6 semester) and 4-years (8 semester) undergraduate degrees should also indicate the Division obtained as per following Table:

Distribution of Divisions

Division	Criterion
First division with distinction	The candidate has earned minimum number of credits for the award of the degree with CGPA of 7.5 or above
First division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 6.0 above but less than 7.5
Second division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 4.5 or above but less than 6.0
Third Division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 4.00 or above but less than 4.5

n version of CGPA into percentage shall be as followed to facilitate its application in other academic matters.

Equivalent Percentage = CGPA×10. The percentage shall be rounded off up to the second decimal point.

The candidate shall be awarded a certificate/diploma/degree when he/she successfully earns the minimum required credits for the certificate/diploma/degree.

- **Issue of Transcript:**
  Based on the recommendations on Letter grades, grade points and SGPA and CGPA, the university shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

- **Credit Transfer:**
  1. The credit transfer shall be implemented as per the policy of the University framed in accordance with the guidelines issued by the UGC from time to time.
  2. The member institutions of the Academic Bank of Credit established vide University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations 2021 shall accept and transfer the credits as per the provisions of this regulation as amended from time to time.
  3. Except for the cases of provisional promotions, the university shall facilitate credit transfer of students between them however, the student may be required to fulfil some eligibility criteria, drawing parity for a course, framed by the University in which the student seeks admission.

G. Requirement of the Laboratory Support and Library Resource:

In open and distance learning MSW programme, laboratory support will be provided through various means such as virtual labs, cloud-based labs, or remote access to physical labs. Simulations and virtual labs will be used to provide students with a virtual environment in which they can perform practical tasks. In some cases, it may be possible to provide students with remote access to physical labs. Moreover, Instructors will record practical demonstrations and provide students with access to these videos. Students can watch these videos and practice the tasks on their own computers. Instructors will use video conferencing tools to demonstrate practical tasks and answer students' questions.

H. Cost Estimates of the Programme and the Provision:

This programme was already designed and developed in the conventional mode. In this process of overall development according to the current scenario, the cost estimate of all the metrics, components, equipment, advanced lab& maintenance cost for this programme comes to amount of Rs. 2194200and provision is made of Rs. 2200000.

I. Quality Assurance Mechanism and Expected Programme Outcomes:

The programme structure of online and open and distance learning MSW programme is developed under the guidance of the expert committee and Board of Studies and Faculty Board. It is developed as per the guideline of statutory bodies. It is approved by Board of Studies, Faculty Board and Academic Council of the University. Every year the curriculum of the course will be reviewed as per the need of IT Industry and forwarded to the Board of Studies, Faculty Board and Academic Council with suggestions. The changes in the course curriculum as per the needs and requirements from time to time. The University will help the passed-out students in their placement in different industries through the training and placement cell.

Expected Outcomes of the Programme:

The Expected outcome of this social work Syllabus can vary depending on the context and specific interventions involved, but generally, the primary goal of social work is to improve the well-being and quality of life of individuals, families, and communities. Common outcomes of social work include:

- Improved Mental Health and Emotional Well-being: Social workers help individuals cope with stress, trauma, or mental health challenges, leading to improved emotional stability and mental health.

- Increased Access to Resources: Social workers assist people in gaining access to essential services such as healthcare, housing,

employment, and educational resources, thus improving their quality of life.

- Strengthened Families and Relationships: Through counseling and support, social workers can help families improve communication, resolve conflicts, and build stronger, healthier relationships.

- Empowerment and Self-sufficiency: Social workers aim to empower clients to make informed decisions and take control of their own lives, leading to greater self-sufficiency and independence.

- Community Development and Support: Social workers often work with communities to address systemic issues, enhance social support networks, and advocate for social change, fostering healthier and more resilient communities.

- Prevention of Harm: Social work often involves early intervention to prevent abuse, neglect, or other forms of harm to vulnerable individuals, particularly children, the elderly, and marginalized groups.