Criterion I: Curricular Aspects

1.1 Curriculum Planning and Implementation

1.1.1 - State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Our Vision :

- The Matru Sewa Sangh Institute of Social Work aspires to become a pre-eminent abode of knowledge, that is robust, committed, futuristic and people-centered and that addresses the complexities of human conditions.
- Imparting of professional knowledge, skills and attitudes necessary for building a democratic society that is emancipated, enlightened and empowered.
- To develop a cadre of professionals who will strive towards building a society that is inclusive, free from exploitation and who will be sensitive to the emerging challenges at the local, regional, national: and global levels.

Mission Statement:

- The Matru Sewa Sangh Institute of Social Work seeks to provide the highest quality of social work education to prepare committed professional social workers.
- It offers opportunities for teaching – learning through theory, practicum, research, field action and extension projects in the context of the prevailing social, cultural, economic and political realities of our country.
- Being a pioneering institute of social work education of this region, it sets standards for working with individuals, groups, communities and organizations in order to attain equality, equity, social justice, secularism and freedom, so that all forms of discrimination and exploitation in the society can be eliminated.

Aims and Objectives:

The mission statement provides a backdrop or perspective to all our activities such as classroom teaching, practicum, research work, field action projects, extension work and co-curricular activities. Further, the aims and objectives of the Institute are built in consonance with the mission statement, namely:
1. To provide professional education in Social Work and to develop a sense of civic consciousness and social responsibility in the students.
2. To train personnel for a wide range of social work intervention at various levels in the field of social development through classroom teaching, research and field work strengthened by various field action projects.

Our vision, mission and objectives are communicated to the students, teachers, staff and other stakeholders through –

1. The vision-mission statements and objectives were evolved through discussion with the faculty.

2. The Prospectus of the Institute which is published every year. Two types of Prospectus are published, one for the UG classes and the other for PG classes.
3. Through the other publications of the Institute such as the Placement Brochure and Information Brochure.
4. Through orientation programmes held for fresh students at the beginning of every academic session.
5. Through Parents' Meet held annually.
6. Through information provided to the field work agencies.

1.1.2 - How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

1. Before the end of an academic session, the Principal announces the distribution of teaching assignments for the upcoming academic session, with a view to give time to the faculty to undertake preparatory work for the teaching assignments during the vacation.
2. Faculty is encouraged to use audio-visual aids during lectures and the Institute has equipped every class room with OHPs. Teachers can also use LCD projectors, if they wish.
3. At the beginning of every academic year, teachers are required to prepare a teaching plan under the guidance of the Principal. The faculty is required to adhere to this teaching plan and discuss its progress in every 'College Council' meeting.

1.1.3 - What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

1. The Board of Studies in Social Work arranges workshops to familiarize faculty with revised curriculum. Teachers are encouraged to take part in such workshops.
2. Junior faculty are required to discuss their teaching plan and synopsis of lecture with the Principal. The Principal provides inputs to improve the content of lectures. Principal also refers junior faculty to senior teachers for mentoring.
3. The Institute acquires new books/journals and thus updates the Library to help teachers improve their teaching.
4. All teachers are given access to internet facilities.

1.1.4 - Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

1. The Institute ensures that proper approvals are received from the University for its faculty. Approvals are obtained even for temporary and adhoc faculty.
2. The Institute publishes its first teaching time table at the beginning of the academic session. Care is taken to allocate the required number of theory classes as per the syllabus requirement. All classes are strictly held as per the time table.
3. The time table is revised as and when required.
4. The students are placed for field work in different field work agencies. Formal permission is obtained from the agencies in this regard.
5. Each student is placed under a faculty member for field work

supervision/research guidance and the list of teachers with their supervisees is announced well in advance.

6. Based on the distribution of theory classes and students for field work and research supervision, the workload of each faculty is computed. Care is exercised so as to avoid overburdening of any teacher with excess workload. Care is also taken to give due concessions in workload to those teachers who are carrying out research work.

7. The details of workload distribution is communicated to the Joint Director, Higher Education, Nagpur.

8. The faculty is required to prepare a time table of the individual/group conferences with their field work/research supervisees.

9. The Principal takes random feedback from the students about theory classes and field work/research supervision from the students at different points in time.

10. Need for changes in the curriculum is discussed with the Chairperson of the Board of Studies, as and when the need arises.

1.1.5 - How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

The Institute is engaged in continuous dialogue with social work agencies through its faculty who visit these institutions for supervision of students' field work. This enables collection of feedback from the heads of social work organizations and other functionaries. Based on this, the Institute communicates to the Chairperson of the Board of Studies regarding deficits, if any, in the curriculum. The Institute also discusses these issues with the faculty and takes steps to overcome such deficits without waiting for a change in the University syllabus (as such change is a time consuming process).

1.1.6 - What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members/ departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc).

The Principal is the member of Board of Studies in Social Work of two universities - Pune University and Devi Ahilya Vishwavidyalaya, Indore- and one faculty member is the member of Board of Studies in Social Work of Gondwana University. The Principal is a paper setter for SET of Maharashtra and Andhra Pradesh and one faculty member has been a paper setter for NET.

The Institute has developed a well-conceived system for collection of feedback from the students *(Refer 2.4.6 for more details of this system).* The Institute also receives feedback from teachers and other stakeholders of the Institute, as discussed elsewhere. All these feedback is processed by appropriate Boards constituted by the Institute. Based on such assessment, the Institute communicates to the Chairperson of the Board of Studies in social work regarding deficits, if any, in the curriculum. The Institute also offers its assistance in revision of curriculum. The latest example in this regard was the inputs provided by the faculty of the Institute in curriculum development initiatives undertaken by the University in 2010-2011, for revising MSW curriculum for introducing semester pattern.

1.1.7 - Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

Yes. The Institute developed curriculum for short term course in 'Research Methodology for Social Sciences'.

1. As a first step, the Institute analysed the feedback that was received from its alumni, PhD students and the field work agency personnel. It emerged that there is a need for refresher courses and short term programmes for improving research capacities of these stakeholders. Another need that emerged was the absence of technical know-how among them about processing research data through SPSS. Following this, the Principal referred this matter to the Board of Research Resources and Innovations with a request to design a curriculum for such short-duration programmes. The Board of RRAI developed a curriculum with the help of experts.

2. The Institute contacted the Department of Continuing Education of the University for its approval of the curriculum and the plan for a 6-month Certificate Course in Research Methods. The required approvals were obtained and the Course was launched with effect from the current academic session (2013-2014).

1.1.8 - How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

The mechanisms for analyses to ensure that the objectives of curriculum are achieved in the course of implementation are the following:

1. Periodical class tests are conducted, at the end of every unit in the syllabus and at the end of the course, to assess the learning gained by the students. The results are very useful parameter to estimate the objectives achieved. Based on evaluation of the answer papers, useful tips are given to the class by the course teacher to improve learning.
2. Internal viva voce in field work and research work is conducted by a panel constituted by the Principal. The viva brings forth weak students and irregular students. Students who appeared weak/slow learners are counselled through individual/group conferences. Students who have deficiency in attendance in field work are given additional number of field work days to overcome their deficit.
3. The results of the University examinations is the third parameter which is analyzed. On the basis of it, course teachers of subjects in which the performance of students are not up to the mark are urged by the Principal to improve their performance in the next academic session.

1.2 Academic Flexibility

1.2.1 - Specifying the goals and objectives give details of the certificate/ diploma/ skill development courses etc., offered by the institution.

A. **CSW (Certificate Course in Social Work) :** The Goal of the CSW Programme is introduction of social work as a career option to students after their 10th class. It also aims at preparing grass root level workers to work in social development organizations, ICDS etc., by imparting basic knowledge and skills of social work. It is a two-year programme after 10th class (SSC). The Institute in 1958 started with this programme and still continues this unique programme in social work education. The University conducts all the examinations. The students who pass CSW are qualified to join the BSW programme for their academic progression.

B. **Certificate Course in Research Methods in Social Sciences:** Aims to address the capacity-building needs, in the area of research, of social science students, research scholars, educators, and research supervisors. It is a 6-Months (Short term) programme which consists of three Papers. Each Paper carries 100 marks, out of which 80 marks will be based on University Examination and 20 marks will be awarded based on internal assessment. The first Two Papers together carry 200 Marks (University Written Examination). The Third Paper consists of two parts. The first part carries 50 marks for a Mini-Research project and the second part carries 50 Marks for a Viva-Voce. The Objectives of this course are:
   a) To enable the participants to develop a scientific attitude.
   b) To develop in the participants a sound understanding of the various aspects/ phases of the research process.
   c) To provide opportunities to develop various research skills.
   d) To develop an understanding of the use of statistical methods and use of computers in social science research.

1.2.2 - Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

No. The Institute does not offer programmes that facilitate twinning /dual degree.

1.2.3 - Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- **Range of Core / Elective options offered by the University and those opted by the college.**
- **Choice Based Credit System and range of subject options.**
- **Courses offered in modular form.**
- **Credit transfer and accumulation facility.**
- **Lateral and vertical mobility within and across programmes and courses.**
- **Enrichment courses**

Range of Elective Options:

At the UG level, there are no elective options available to students. All subjects/papers are mandatory. Similarly, at the M.Phil level too there are no electives. For these two levels, the University is yet to introduce Choice Based Credit System under semester pattern.

The University offers options for six specializations at the MSW II programme (3rd & 4th semester), of which the Institute offers four, namely: a) Family and Child Studies, b) Human Resource Management, c) Urban, Rural and Tribal Community Development, and d) Medical and Psychiatric Social Work.

Choice Based Credit System:

At the MSW level, the University has introduced Choice Based Credit System under semester pattern from the academic session 2012-2013. In due course, semester pattern is likely to be introduced at the UG level too.

Lateral and Vertical Mobility Within and Across Programmes

There is no lateral mobility possible within and across programmes offered at the Institute. There is only vertical mobility within and across programmes possible as per the existing rules of the University, as far as social work programmes are concerned.

Once the students pass the stipulated number (at least 75%) of papers scoring the required marks, with independent passing in field work, then they are promoted to the next higher class within the programme, at both UG and PG levels. Thus, with the help of the ATKT system, even if the students fail in a few theory papers, they are still allowed vertical mobility. This is one kind of flexibility which the system allows for vertical mobility. Besides, a student who drops out after the first/second year is allowed to come back and continue with the remaining part of the course any time.

Vertical mobility across courses is also possible. Which means, once a student is awarded the CSW degree (or after 12th class), he/she is eligible to gain admission to BSW course. Similarly, after BSW (or graduation in any subject) to MSW course and after MSW to MPhil course.

Another kind of flexibility that is available in the University is that students from any graduation (including BSW) is allowed to join MSW course. Similarly, students with BSW degree are allowed to join postgraduate courses in Sociology, Economics and Psychology. This could be considered as lateral out-mobility.

1.2.4 - Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

Yes. The Institute offers two programmes at the PG level on self-financed mode, namely Master of Social Work (MSW) and M.Phil (Social Work). Salient features are as follows:

A. Both these programmes are affiliated to the RTM Nagpur University, like the UG programmes of the Institute.

B. For the MSW Programme, the admission criteria is pass certificate in any graduate degree course. Admissions are given on 'first-cum-first-served' basis. This is the same criteria for the aided programmes of the Institute. For the MPhil programme, admissions are based on marks at the qualifying exams and personal interview.

C. The curriculum and fee structure prescribed by the University for MSW/MPhil programmes is the same for self-financed as well as aided programmes (run by any other affiliated social work college). Further, the Institute has to adhere to the fee structure and is not at liberty to make any changes in the fee structure.

D. The staff for self-financed programmes are required to have the same qualifications as laid down by the University for the aided programmes. Similarly, all staff members should have the approval from the University, irrespective of aided or self-financed. However, there is difference with regard to nature of appointment and salary scales of teachers appointed for self-financed programmes. The teachers for self-financed programmes are appointed on annual contract basis on a consolidated honorarium. Each year the service contract is renewed based on satisfactory performance of the teacher in the previous session. Without grant-in-aid from the government it is not feasible to pay salaries to teachers with UGC scales.

1.2.5 - Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

No. The college does not provide additional skill oriented programmes, relevant to regional and global employment markets. However, the Institute provides training facilities in international social work to students of a foreign university (Tel Aviv University).

1.2.6 - Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice" If 'yes', how does the institution take advantage of such provision for the benefit of students?

No. The University does not permit such flexibility of combining the conventional face-to-face and Distance Mode of Education.

1.3 Curriculum Enrichment

1.3.1 - Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

The Institute has been making consistent and concerted efforts to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated. Conscious efforts were being made for providing exposure to students to other institutions of Higher Learning. Eminent faculty and resource persons / social scientists/ thinkers/ social workers/ activists and others from other well-known institutions in India and abroad visited and interacted with our students during the past four years, through a series of class room seminars, workshops and interfaces. During Educational Tours our students are given opportunity to visit prominent social work organizations and industries in other parts of the state/country and interact with top functionaries. Similarly, for International Social Work

Training, students from Sapir College, Israel (Tel Aviv University) along with a faculty, were placed with the Institute during 2011-2012 and 2012-2013, which also provided our students with opportunities for some international exposure. *(Also refer 5.1.4(g) for more details).*

1.3.2 - What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

Field practicum component of the curriculum is implemented in letter and spirit by the Institute in order to enhance the experiences of its students. Under this, Observational visits are arranged to a variety of social development agencies within the city for students of all classes. During educational tours outside the city, organized for the BSW and MSW final year students, interface with practitioners and exposure is provided to a variety of settings and strategies in social development. In addition, although not mandatory under the syllabus, MSW students are encouraged to undergo 'block-placement' in an agency of their choice after their final year examinations.

1.3.3 - Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

As explained under 1.3.1, a series of workshops and interfaces were organized with the help of eminent social scientists/ thinkers/ social workers/ activists and others, every year to supplement the curriculum. *(Also refer 5.1.4(g) for more details).*

1.3.4 - What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?
- **moral and ethical values.**
- **employable and life skills.**
- **better career options.**
- **community orientation.**

Moral and Ethical Values: Being a college of social work which runs only courses/ programmes in social work, all the courses/programmes are designed to instill moral and ethical values in students. Efforts are made to groom the students based on the code of ethics for social workers. Besides, the Institute has also constituted the following Boards which send out a clear message to students on the moral and ethical values being promoted by the Institute: a) Board of Anti-Ragging Cell; b) Women's Grievance Cell; c) Board of Equal Opportunity Cell for Backward & Minorities Students; d) Board for Protection of Girls at College Campus & Hostel; and e) Board of Campus & Hostel Disciplinary Action. Students also are represented in these Boards. Students are oriented about these Boards at the beginning of each academic session, highlighting the mandate of these Boards. In addition, the Institute also takes pains to organize the following with a specific aim of ensure value addition:
   a) The Human Rights Cell.
   b) Students Social Work Forum.
   c) Legal Literacy Cell.

Employable and Life Skills: Social work courses are designed to promote employable and life skills. Great deal of emphasis is laid on field work training to develop employable skills. In addition, the following Boards have been constituted to promote programmes to enrich such skills: a) Board of Entrepreneurship & Skill Development (Skill-Lab Activities); and b) Board of Students' Centre (Students' Social Work Forum & Literary Forum). Under the aegis of the above Boards the Institute has been organizing the following activities aimed at enhancing employable and life skills of its students:

a) Personality development workshops.
b) Workshop in communicative English.
c) Computer literacy and internet training.
d) English language corner to promote creative writing.

Better Career Options: The Institute networks with a number of social work agencies in the city and promotes career opportunities for students. Campus interviews are also organized to promote job placements. The Institute has constituted the Board of Career Counselling & Placement and Board of Coaching & Guidance for Competitive Examinations with a specific objective of promoting career options. The Institute undertakes NET/SET coaching and coaching for competitive examinations conducted by the state government.

Community Orientation: Field work, which is an integral component of social work education provides ample opportunities to students for working in communities. Through supervisory inputs and theory classes, the faculty provides a great deal of orientation to the students enhancing knowledge, skills and attitude for working with communities. In addition, the students are given opportunities to work with the field action projects and extension activities of the Institute which also reinforces community orientation.

1.3.5 - Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

1. Based on feedback from alumni, research scholars and practitioners, the Institute launched a short-term programme in social science research methodology. The Institute independently developed a curriculum for this programme and got the approval of the University for the programme.

2. Based on feedback from the alumni, the Institute started organizing a series of capacity development workshops for MSW students in research methodology, coinciding with the progress of their dissertation work.

3. Skill lab sessions in writing skills and communication skills were organized for enriching the curriculum based on alumni feedback.

4. Workshops in project proposal writing were organized for MSW final year students based on feedback.

1.3.6 - How does the institution monitor and evaluate the quality of its enrichment programmes?

All efforts are made to ensure that faculty with adequate experience and expertise are

engaged in conducting the academic enrichment programmes. The Principal personally supervises the conduct of such programmes. The Board of Research and Seminars monitors the Research Methodology Workshops, Class director also takes feedback from the students and research supervisors to ensure its utility. For skill lab, a register is being maintained for documenting the type of skill lab sessions and the Board of Skill Lab reviews these as a mechanism for monitoring this activity.

1.4 Feedback System

1.4.1 - What are the contributions of the institution in the design and development of the curriculum prepared by the University?

The Institute hosted the University-Level Conference of Social Work College Principals of RTM Nagpur University on "Rejuvenation of Social Work Education in Nagpur University", of which the Principal was the Convener, on 2nd March 2012. This conference focused on the need for redesigning the curriculum and the need for introduction of Choice Based Credit System and semester pattern at the MSW level. The recommendations of the Conference were given to the Board of Studies in Social Work.

During the academic session 2011-2012, the faculty of the Institute took part in a series of activities organized by the Board of Studies in Social Work for re-designing and development of MSW curriculum. All faculty members of the Institute took part in a "Social Work Curriculum Development Workshop-2011" held by the Board of Studies in Social Work of the University on 14th December 2011, and prepared detailed drafts for revised curriculum in their respective subjects.

The Principal was a member of the core committee which finalized the drafts for revised curriculum at MSW level. Based on these efforts the new curriculum was introduced in the University from the academic session 2012-2013.

1.4.2 - Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Yes. There is a formal mechanism to obtain feedback from a section of the stakeholders. Details are as under: a) Feedback on the curriculum is taken by the faculty during interaction with the alumni of the Institute during the Alumni Day and on other occasions; b) Feedback is taken from the heads of social work organizations during interaction of the faculty with them during field work supervisory visits; and c) Feedback is taken from parents of students during interaction with them on Parents' Meet and on other less formal occasions.

The feedback thus collected from the stakeholders is communicated to the Chairperson of the Board of Studies in Social Work, RTM Nagpur University, for using it in curriculum enrichment activities of the Board. It is this feedback that made the University to undertake curriculum development exercise in 2011-2012 and the subsequent

introduction of semester pattern with a new syllabus at the PG level from the academic session 2012-2013.

Internally, some the aspects of the same are discussed during College Council meetings, so as make the entire faculty familiar with the feedback. At this Institute level, it is this feedback which resulted in the introduction of short-term course in Research Methodology, which the Institute introduced from the academic session 2013-2014. Similarly, taking cue from such feedback, the Institute launched a peer reviewed professional journal 'Indian Journal of Social Work & Social Sciences' from the academic session 2013-2014. This journal aims to also publish articles from field practitioners.

1.4.3 - How many new programmes/ courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?

The Institute introduced a short-term course in Research Methodology from the academic session 2013-2014. The rationale for this programme was feedback received from the alumni, PhD students and agency personnel which indicated that many of them who were interested in conducting independent research felt incompetent to do so as they had forgotten research methodology, as it was not made use of by them after they passed out.

Any other relevant information regarding curricular aspects which the college would like to include.

Nil

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