

S.N.D.T. Women's University

Masters of Social Work

Revised Syllabus 2014-15



S.N.D.T. Women's University
1, Nathibai Thackersey Road,
Mumbai – 400 020

Scheme: Semester I

Sr. No.	Subject Code	Subject	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1	1001	Historical and Contemporary Ideologies of social work	4	4	--	1.5	50	50	--	100
2	1002	Working with Individuals, Families and Groups	4	4	--	1.5	50	50	--	100
3	1003	Basics in Sociology and Psychology	4	4	--	1.5	50	50	--	100
4	1004	Basics in Indian Economy and Political Science	4	4	--	1.5	50	50	--	100
5	1005	Fieldwork	-	4	--	--	-	75	25	100
		Total	16	20	--		200	275	25	500

Scheme: Semester II

Sr. No.	Subject Code	Subject	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1	2001	Working with Communities and Social Action	4	4	--	1.5	50	50	--	100
2	2002	Social Work Research	4	4	--	1.5	50	50	--	100
3	2003	Programme Planning and Integrated Social Work Practice	4	4	--	1.5	50	50	--	100
4	2004	Fieldwork	-	8	--	--	-	150	50	200
		Total	12	20	--		150	300	50	500

Scheme: Semester III

Sr. No.	Subject Code	Subject	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1	3001	Social Development, Policy and Planning	4	4	--	1.5	50	50	--	100
2	3002	Management of Development and Welfare Org. and Corporate Social Responsibility	4	4	--	1.5	50	50	--	100
3	3003	Research Project (Preparation)	--	4	--	--	--	--	--	100
4	3004	Fieldwork	-	8	--	--	-	150	50	200
		Total	12	20	--		150	300	50	500

Scheme: Semester IV

Sr. No.	Subject Code	Subject	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1	4001	Child Rights Law and Social Work	4	4	--	1.5	50	50	--	100
2	4002	Counseling	4	4	--	1.5	50	50	--	100
3	4003	Research Project	--	4	--	--	--	--	--	100
4	4004	Internship	--	8	--	--	--	150	50	200
		Total	4	20	--		50	370	80	500

Value added courses

These are courses to be offered by the Dept. of Social Work in addition to those mentioned above for which students shall be provided with certificates for extra credits on successful completion of the course.

Sr. No.	Subject Code	Subject	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1	2101	Gender and Society	2	2	--	1	25	25	--	50
2	2102	Social Work in the field of Health	2	2	--	1	--	50	--	50
3	3101	Social Entrepreneurship	2	2	--	1	25	25	--	50
4	3102	Introduction to Communication and Audio Visual Media	--	2	--	--	--	50	--	50
		Total	6	8	--	3	50	150	--	200

Sr. No.	Research Work*	Credits	Marks
1	Proposal writing and presentation		20
2	Review of literature		30
3	Assignment (tools preparation and data collection)		40
4	Data processing and analysis		30
5	Report writing		50
6	Viva		30
	Total	8	200

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Semester I

- 1. Historical And Contemporary Ideologies of Social Work**
- 2. Working With Individuals, Families and Groups**
- 3. Basics In Sociology And Psychology**
- 4. Basics In Indian Economy And Political Science**
- 5. Fieldwork Practicum**

Course Title	:	HISTORICAL AND CONTEMPORARY IDEOLOGIES OF SOCIAL WORK
Course No.	:	1.1
Level	:	PG.1
No. of Credits	:	4
No. of hours	:	60
Total Marks	:	100

Introduction:

This course aims at introducing the learners to a critical inquiry into the history of ideologies of social change and professional social work. The course also includes ideologies of contemporary times which the professional social workers draw from various other disciplines for their practice in field.

Objectives

- a. Understand the history of evolution of Social Work Profession, both in India and the west.
- b. Gain information about contemporary ideologies of social work and social work.
- c. Develop insights into the origin and development of ideologies/ approaches to social change.
- d. Understand rationale, goals, ideals and ethics for social change and develop skills for the same.
- e. Develop skills to understand contemporary reality in its historical context.
- f. Understand self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to marginalization vulnerable groups.
- g. Understand the values of social work, and consciously apply those in practice.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours for Teaching and Practical Work	Weightage in %
I	Indian History of Social Work Profession	<ul style="list-style-type: none"> ▪ Introduction ▪ Beginning of social work education. ▪ Welfare versus developmental orientation in social work. ▪ Professionalization of social work values, education, knowledge and professional associations ▪ Goals, values, functions/roles and process of social work. ▪ Interface between professional and voluntary social work. 	<p>A combination of the following methods for Teaching / Learning may be used and alternated as desired.</p> <p>Lectures and Discussion. Omnivoting guest speakers/ practitioners and discussion. Experiential exercises and discussion. Workshops Use of newspaper clippings, audio-visual aids and case studies. Small group discussions Group</p>	5	16.66%
II	Indian History of Ideologies for Social Change	<ul style="list-style-type: none"> ▪ Ancient Period: Vedic, Vedantic and Non-Vedic ideologies and spirituality. ▪ Medieval period: Zoroastrianism and Islam in India. Mysticism of Bhakti and Sufi Movements, Sikhism. ▪ Modern Period: Christianity in India.. Hindu reform movements and Dalit movements. Gandhian ideology and Sarvodaya movement. Nationalism. Ideology of the voluntary organizations and voluntary action. 	<p>Lectures and Discussion. Omnivoting guest speakers/ practitioners and discussion. Experiential exercises and discussion. Workshops Use of newspaper clippings, audio-visual aids and case studies. Small group discussions Group</p>	5	16.66%

III	Western History of ideologies for Social Change.	<ul style="list-style-type: none"> ▪ Organized and scientific charity. ▪ Beginning of social work education ▪ Clinical social work ▪ Ecological social work ▪ Attributes of a profession ▪ Professionalization of social work education, knowledge and professional associations ▪ Goals, values, functions / roles and process of social work. 	assignments and presentations.	3	10%
IV	Western History of Social work Profession	<ul style="list-style-type: none"> ▪ Medieval Period: Juceo-Christian ideologies. Secular Humanism and Protestantism ▪ Modern Period: Rationalism and Welfareism. Liberalism and Democracy. Utilitarianism and Social Darwinism. ▪ Overview. 		2	6.66%
V	Contemporary Ideologies for Social Change	<ul style="list-style-type: none"> • Introduction • Neo- liberism and globalization • Postmodernism • Feminism • Resurgence of the civil society • Multiculturalism • Ideology of sustainable and people-centered development • Ideology of action groups and social movements • Ideology of Non- Government 	A combination of the following methods for T/L may be alternated and used. <ul style="list-style-type: none"> • Lectures and discussion • Inviting guest speakers, practitioners and discussion. 	6	20%

		organizations	<ul style="list-style-type: none"> • Use of case vignettes and students own practice experiences • Role plays and other experimental exercises and discussion. • Workshops and small group discussions, group assignments and presentations. 		
VI	Contemporary Ideologies of Social Work Profession	<ul style="list-style-type: none"> • Marginalization of vulnerable groups and limitations of professional social work. • Emerging ideologies of professional social work • Social work values • Spirituality and social work. • Contemporary social work ideologies in different countries • Goals, values, functions/ roles and process of social work 		6	20%

		<ul style="list-style-type: none"> • Personal attributes of a social worker 			
VII	Social Work Ethics	<ul style="list-style-type: none"> • Concept and Philosophy Ethics • Ethical Responsibilities in Social Work • Ethical Decision Making and Dilemmas in Micro and Macro Social Work practice • Overview 		3	10%

Methods of Assessment:

Examination 50%

Assignment 50%

Practicum / Internal Assignment

- Case study (15 marks)
- Book review (10 marks)
- Visit and prepare reports on ideologies adopted by various governmental organization / voluntary service organization / international voluntary service organization (25 marks)

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- d. Enhance the understanding of the basic concepts, tools and techniques in working with individuals, families and groups, in problem solving and in developmental work.
- e. Develop understanding of concepts, dynamics and small group theory in relation to all types of groups, e.g. family, staff, committee, long-term client groups.
- f. Develop knowledge of the skills and techniques to be used by social worker in various work-settings involving individuals, families and groups.
- g. Begin and develop in the students the value of democratic processes in individuals, families and group life.
- h. Develop ability to reflect on “self” as a person and grow as a professional social worker.

Course Contents

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours	Weightage in %
I	Philosophy and Principles of Case Work	<ul style="list-style-type: none"> • Introduction of case work as method of social work • Philosophical assumption and case work values. • Principles of case work 	<ul style="list-style-type: none"> • Discussion and sharing • Sharing with illustration for real life situations and creative literature. • Lecture, discussions and reflection on own values. 	3	10

II	Process in case work	<ul style="list-style-type: none"> • Case work Process: Study, assessment, intervention, termination and evaluation. 	<ul style="list-style-type: none"> • Lecture role play • Small group discussions 	4	13.33
III	Tools for Help	<ul style="list-style-type: none"> • Case work tools: Interview, Home visit, observation listening, communication skills, rapport building. • Recording 	<ul style="list-style-type: none"> • Lectures and case illustrations. • Structured exercises 	2	6.66
IV	Techniques	<ul style="list-style-type: none"> • Techniques of case work: supportive resource enhancement and counseling. 	<ul style="list-style-type: none"> • Lectures • Role plays 	5	16.66
V	Self as a professional	<ul style="list-style-type: none"> • Professional Self: conflicts and dilemmas in working with individual and families. 	<ul style="list-style-type: none"> • Lecture and practice exercises • Reflection 	1	3.33
VI	Introduction and history of group work	<ul style="list-style-type: none"> • Understanding of groups • Characteristics and significance of groups • Definition of social group work • Characteristics of social group work. • Purpose of social group work • Historical evolution of group work with special emphases on the Indian context. 	<ul style="list-style-type: none"> • Lectures • Case Study • Small group exercise 	2	6.66
VII	Theories of Social Group Work and Types of Groups	<ul style="list-style-type: none"> • Theories applicable to group work practice • Models in group work Practice • Types of Groups 	<ul style="list-style-type: none"> • Lectures • Discussions 	4	13.33
VIII	Principles and Skills in Group	<ul style="list-style-type: none"> • Principles and Skills in Group Work 	<ul style="list-style-type: none"> • Lectures 	2	6.66

	Work	<ul style="list-style-type: none"> • Facilitation: Knowledge of skills and techniques for effective work with groups/ problem solving. 	<ul style="list-style-type: none"> • Discussions • Small group exercises 		
IX	Phases of Group Work	<ul style="list-style-type: none"> • Initiation Phase • Middle Phase • Termination Phase 	<ul style="list-style-type: none"> • Lecture • Discussion • Small group exercise 	5	16.66
X	Recording and Evaluation	<ul style="list-style-type: none"> • Significance of Recording and Evaluation • Types of Recording and Evaluation • Principles of Recording and Evaluation • Structure of Recording and Evaluation 	<ul style="list-style-type: none"> • Lectures • Discussions 	2	6.66

Note:

As the course is an initiation to work with individuals, families and groups for students for the first year M.A. Programme (who come from varied backgrounds).

Finding the right balance between theoretical content understanding of group processes on the one hand and providing beginning skills in group work on the other has been a constant challenge for the teachers. It is suggested that the course is best received in a unit of modular form of approximately for hours each, where small group exercises and class assignments are woven into each component. This allows the students to see group processes unfold as well as get a ‘hands on ‘experiences of handling groups’.

Methods of Assessment:

As this is a basic course for schools of social work, universities / schools have a norm for assessment of such courses. It is however suggested that in order to aid and assess the integration of theory and practice the examination be combined with an assignment.

Examination 50%

Assignment 50%

- Taking any case from your experience, explain the process of intervening using case work principles, tools and techniques (10 Marks)
- Prepare and perform a street play showing the pre-intervention and post-intervention scenario in any problem faced by an individual and respective family. (10 Marks)
- Write explaining how your strengths would be an asset to you as a social worker and identify limitations in yourself which could create obstacles in effective casework practice (5 Marks)
- Explain with suitable examples the similarities and differences between group activities and group work (5 marks)
- Submit a process report of a group consisting of 8 – 10 people after the completion of group work (5 marks)
- Write the characteristics, structure and dynamics of group work in the middle phase. Write the role of group workers and the facilitation skills that they used in the middle phase of group work (15 marks)

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Course Title **BASICS IN SOCIOLOGY AND PSYCHOLOGY**

Course No. : **1.3**
Level : **PG.1**
No. of Credits : **4**
No. of hours : **60**
Total Marks : **100**

Introduction:

This course provides the learners basic understanding of relevant concepts from sociology and psychology. The course enables the students to understand the theories of Sociology and Psychology, so as to apply them in the light of change and development.

Objectives:

- a. Understand important concepts of sociology and psychology.
- b. Understanding of concepts to examine social phenomenon
- c. Develop skills to analyze Indian society and change.
- d. Understand change and conflict.
- e. Understand the application of psychology
- f. Get acquainted with the basic theories and tools in psychology

Course Content

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours for Teaching and Practical Work	Weightage in %
I	Sociology and its relationship to other disciplines	<ol style="list-style-type: none"> 1. Meaning scope and significance 2. Its relationship with other social sciences such as history, economics, politics, psychology, anthropology and social work 	Lecture discussion	1	3.33%
II	Society and Culture Indian Society	<ol style="list-style-type: none"> 1. Society as a system or relationship 2. Social structure: meaning, status and roles 3. Culture: meaning and contents- Tradition, customs, values, norms, folk and mores 4. Socialization: Meaning processes and agents 5. Social classification in India: Tribal, rural and urban divisions 6. Social stratification in India: Meaning, caste, class divisions 7. Contestation over religion in India: Fundamentalism, Communalism, secularism (and proselytism) 8. Region as a cultural construct in historical and content 	Discussion on small group discussion Reflection, discussion Small group presentation Lecture Pictorial display and discussion	5	16.66%

III	Social Groups, Social Institution and Social Control Meaning and function	<ol style="list-style-type: none"> 1. Meaning and types: Primary and secondary groups, in groups and out-groups, reference groups 2. Types of social institution: Marriage, family, religion, state and law 3. Social control exercised through the social institutions 	Lecture and discussion Discussion based on specific preference work Meaning Lecture and discussion	4	13.33%
IV	Theories of Society	<ol style="list-style-type: none"> 1. Significance of a theoretical understanding of society 2. Evolutionary, cyclical, conflict and systems theories 	Lecture	2	6.66%
V	Social Change Social Movements in India: Meaning, factors essential for a movement	<ol style="list-style-type: none"> 1. meaning characteristics and factors inducing change with reference to India 2. Dominant social movements in India 3. Social reform movement and contributions of social reformers 4. Peasant movement 5. Trade union movement 6. Social movement and social change in India 	Mini lecture class room group presentation	3	10%
VI	Introduction to psychology	<ol style="list-style-type: none"> 1. Scope of Psychology, 2. Basic approaches in Psychology 	Lecture/Discussion	1	3.33%
VII	Learning Memory Intelligence	<ol style="list-style-type: none"> 1. Learning theories and application 2. Models of memory 3. Theories of intelligence and application 	Lecture/ Discussion Lecture/ Discussion Lecture/	5	16.66%

			Discussion		
VIII	Emotions Motivation Frustration and conflict	1. Concepts and theories Emotional Intelligence 2. Concept, theories 3. Defense and coping Mechanism	Lecture/ Discussion Lecture/ Discussion Lecture/ Discussion	5	16.66%
VIII	<ul style="list-style-type: none"> • Personality • Attitude 	<ul style="list-style-type: none"> • Concept and theories • Concept, Development, change 	Lecture/ Discussion Lecture/ Discussion	3	10%
IX	Psychological Assessment	Concept, Introduction to various tools for several purpose	Lecture/ Discussion	1	3.33%

Methods of Assessment

Examination 100%

Maximum marks 100

Assignments:-

- 5 test description on children test and 5 test description on adult test
- Online research on different types of conflicts and coping mechanism generally used.

- Field observation- 5 case studies & note the observations, emotions observed.
- Types of personality and traits tht they observed
- In you field what are the motivations of the clients and what motivates them.

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Course Title **BASICS IN INDIAN ECONOMY AND POLITICAL SCIENCE**

Course No. : **1.4**

Level : **PG.1**

No. of Credits : **4**

No. of hours : **60**

Total Marks : **100**

Introduction:

The first part of the course enables the learner to understand the nature and problems of Indian Economy and to develop insight in the process of development within the country. The second part of this course provides a learner with a basic understanding of the key concepts in Political Science as well as it gives an essential overview of the Indian political system.

Objectives:

- a. To learn the nature of Indian Economy.
- b. To develop insights in to the problems of Indian Economy.
- c. To understand the process of Development.
- d. To study some of the basic concepts in Political Science.
- e. To understand the dynamics of State and its relationship with the civil society.
- f. To develop skills for analyzing Indian politics.

Course Content

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours for Teaching and Practical Work	Weightage in %
I	Approaches to Development	Capitalist Socialist Gandhian	Lecture	1	3.33%
II	Indian Economy and its Nature	<ol style="list-style-type: none"> 1. Significance of the study of Indian economy 2. Basic Concepts: Development <ul style="list-style-type: none"> ▪ Under development ▪ Economy ▪ GDP ▪ NNP-NI 3. Social Composition <ol style="list-style-type: none"> a. Agricultural sector <ul style="list-style-type: none"> ▪ Contribution of agriculture to national economy ▪ Trades ▪ Pattern of land ownership ▪ Productivity of agriculture ▪ Measures ▪ WDP b. Industrial Sector <ul style="list-style-type: none"> ▪ Classification of 	Lecture	4	13.33%

		<ul style="list-style-type: none"> industries <ul style="list-style-type: none"> ▪ Size-ownership-origin based ▪ Trends in industrial production ▪ Competiveness of Indian Industry c. Service Sector <ul style="list-style-type: none"> ▪ Features-Contribution of national economy ▪ Trends 			
III	Issues related to economic development	<ul style="list-style-type: none"> • Poverty • Unemployment • Housing • Food security • Displacement • SEZ 	Lecture discussion	4	13.33%
IV	<ul style="list-style-type: none"> • Globalization • New World Order 	<ul style="list-style-type: none"> • Meaning, concept, history of Globalization • Social, economic, political and cultural implications of globalization • Washington Consensus, World Trade, General Agreement on Trade and Tariff, General Agreement on Trade and services, World Trade 	Lecture Discussion Classroom Exercises Film Screening Project work	2	6.66%

		Organization, G7 versus G 77, Agrarian and Industrial Scenario			
V	Theories in Economics & strategies	<ul style="list-style-type: none"> • Dependency theory, Metropolis versus periphery, development list approach, Neo-liberal thinking, Globalization with Human Face • “Just in Case” to “Just in time” Globalization Triangles-Three tips- financial hub, manufacturing hub and cheapest labour, Flexibilisation, multitasking, Use of ICT, Media Policy to promote consumer culture, labour reforms, SEZs & EPZs, the millennium Development Goals (MDGs) 	Lecture Discussion Classroom-exercises Lecture Discussion Classroom-exercises Field exposure	4	13.33%
VI	<ul style="list-style-type: none"> • Theories of State • Power, Legitimacy and Authority 	<ul style="list-style-type: none"> • Liberal Democratic Theories • Marxist Theory • Meaning and Types of Power, Legitimacy and Authority • Difference between Power and Authority 	Lecture Lecture and Discussion	3	10%

VII	<ul style="list-style-type: none"> • Democracy • Political Development 	<ul style="list-style-type: none"> • Democracy as a form of Government • Democracy as a way of life • Theories of Development • Classification of Political Systems 	Lecture and Discussion Lecture	2	6.66%
VIII	<ul style="list-style-type: none"> • Indian Political System • Local Self Government in India • Indian Administration 	<ul style="list-style-type: none"> • Constitutional Set-up • Parliamentary Democracy • Federal Structure • Multi – Party System • Rural and Urban Local Self Government Bodies • Panchayati Raj System • 73rd and 74th Amendment and Women’s Political Participation • Central and State Administration • District Administration • Role of Administration in Decision Making 	Lecture and Discussion Lecture and Discussion Lecture	6	20%
IX	Political Process in India	<ul style="list-style-type: none"> • Issues in Indian Politics, Region, Religion, Caste, Gender, Ethnicity and Terrorism 	Lecture, Videotapes and Discussion	4	13.33%

Methods of Assessment

Examination 100%

Maximum marks 100

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Core Domain : SOCIAL WORK PRACTICUM

Learning Opportunity Title : SOCIAL WORK PRACTICUM – CONCURRENT PRACTICE LEARNING

Learning Opportunity No : 1.1 and 1.2

Level : PG1

No. of Credits : 4 in Semester I and 8 in Semester II

Total Marks : 100 in Semester I and 200 in Semester II

Introduction:

Concurrent Practice Learning tasks are listed in six areas. The field instructor is required to select tasks from these areas systematically. The sequencing of tasks is to range from simple to complex. The broad aim is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individual / families and managing organizations tasks.

The areas are:

- I. Understanding both the agency and the clients as systems.
- II. Developing knowledge of administrative procedures, programme management and utilizing these skills in practice.
- III. Developing skills of problem solving process and practice based research.
- IV. Acquiring skills in communication – writing client records, documentation of agency records, correspondence and public relation skills.
- V. Using instructions to learn practice.
- VI. Developing as a professional person.

Objectives

- a. Develop knowledge of the socio – economic and cultural realities and their impact on the client system with specific focus on marginalized groups.
- b. Develop beginning skills to analyze the impact of the wider social system on individual, families, groups, communities and organizations.
- c. Understand the agency as a system – its philosophy, thrust, objectives, structure and management of services / programmes.
- d. Develop the ability to involve the client system in the problem solving process. Utilizing skills of social work interventions, including research
- e. Develop skills in documenting practice.
- f. Develop skills in identifying and utilizing community resources both government and non – governmental / voluntary.
- g. Develop ability to work as a member of a team.
- h. Reinforce belief in the inherent strength of the people to meet their needs and resolve problems.
- i. Make conscious use of professional values and ethics.

Types of Work Assignment to First Year Learners

Note to Practice Teaching Instructor

Work assigned should be with the individuals/ families, groups or communities who are victims of circumstances/ marginalized.

For example – exploited women, migrant workers, landless aborers, school drop oars, street children and neglected elderly.

AREA I. SOCIAL WORK IN THE ORGANIZATION / COMMUNITY.

Understanding the Agency / Community.

Tasks provided should aid the learner to.

1. Understand the socio – economic and cultural realities and their impact on the organization, community and the client system.
2. Understand the administrative structure, the communication patterns, leadership, power structure, decision – making and functions of personnel in government and voluntary agencies.
3. Understand programmes, programme management and participate in their delivery with the use of appropriate programme media. Show ability to write proposal for new programmes and initiate them.
4. Understand the relationship of the organization to other and its overall physical / human environment and appreciate needs for networking.
5. Understanding the financial management, including source of funds, efforts at fund raising.
6. Understand and appreciate the role of the social worker and the in the organization.

AREA 1I. DEVELOPING KNOWLEDGE OF ADMINSTRATIVE PROCEDURE AND PROGRAMME MANAGEMENT.

1. Involve learners in day – to – day administration planning, implementation and evaluation.
2. Tasks like preparing project proposals for new programmes.
3. Administration of ongoing services, maintaining accounts, ledgers.
4. Correspondence and records of the organization.
5. Budgeting and fund raising.
6. Working with various categories of personnel in the organization and also as a member team.
7. Planning and implementing short term training programmes for personnel in the organization.

AREA III. PROBLEM SOLVING PROCESS AND PRACTICE BASED RESEARCH.

1. a. Identity problems and analyze them.
 - b. Analyze the causative factors and dynamics in the problem situations.
 - c. Select appropriate strategy, methods and techniques of problems solving.
2. Establish and maintain relationships.
3. Identity focuses of work together with client, groups / communities.
4. Involve the client system in the problem solving process.
5. Identify and utilize resources – human, material and financial.
6. Select and utilize appropriate tools for problem – solving, such as interviews – individual/ groups, home visits programme media, research.
7. Integrated theory and practice and utilize the integrated approach in social work practice.
8. Conduct a small practice based research.

AREA IV. DEVELOP SKILLS FOR COMMUNICATION.

1. Records to indicate:
 - a. Selection of material for recording..
 - b. Sequential arrangement.
 - c. Clarity and consistency.
 - d. Feeling and attitudes.
 - e. Perception of dynamics of interaction.
 - f. Beginning ability to operationalize theoretical inputs in field practice.
 - g. Growth as a professional practioner.

2. Ability to write different types of records like memos, letters, referral letters, minutes, reports, document practice.
3. Use appropriate media when presenting reports.

AREA V. LEARNERS PRACTICE TO MANIFEST.

1. Internalization of social work principles like: respect for persons, social justice, confidentiality, empathy, human dignity, right to decision – making, gender sensitivity.
2. Develop understanding of strengths and weaknesses, ability to see preconceived notions of people and issues, recognize habitual patterns of behavior and make efforts to change.
3. Openness to learn, in relation to client system, authority, team members and others.
4. Conscious use of self as growing professional.

AREA VI.

1. RESPONSIBILITY TOWARDS SELF.

- a. Regularity and punctuality at work and appointments.
- b. Recognition of the need for an on going assessment of own capacity to assume and manage responsibility.
- c. Not giving false assurance.
- d. Preparation of self and client system for termination.
- e. Makes efforts to fulfill responsibilities assigned within the stipulated time and gives importance to tasks.
- f. Gradual identification with the agency and the profession.

2. RESPONSIBILITY TO THE PROFESSION.

- a. Develop a commitment to the profession, its ethics and for social change.
- b. Work towards enhancing the status of the profession.
- c. Disseminate information of the profession.

- d. Assume conscious responsibility for actions.
- e. Value efforts as more important than success and failure.
- f. Dress appropriately and consciously develop behavior as a disciplined self.

3. USING INSTRUCTION TO LEARN PRACTICE.

- a. The learner and the instructor use field instruction as a tool for mutual professional growth.
- b. Understand the importance of recording and their regular submission.
- c. Integration of theory and practice should be reflected in records and be discussed at conferences.
- d. Show willingness to accept strengths and limitations and uses guidance for professional development.
- e. Demonstrate self discipline in practicing social work ethics and values and in norms to be observed in behavior and dress.
- f. Take responsibility for learning by planning conferences and participating in their through discussions.
- g. Receive guidance for practice based research.

Semester II

- 1. Working with Communities and Social Action**
- 2. Social Work Research**
- 3. Programme Planning and Integrated Social Work Practice**
- 4. Fieldwork**

Course Title **WORKING WITH COMMUNITIES AND SOCIAL ACTION**

Course No : **2.1**

Level : **PG.1**

No. of Credits : **4**

No. of Hours : **60**

Total Marks : **100**

Introduction:

Community organization and social action, as a method of Social Work Practice is seen as means to facilitate communities towards self- directed change. It takes as its basis the inequalities in society manifested through process of marginalization, discrimination or disempowerment of groups which have resulted in the loss of control over resources be they tangible or intangible. The strategies of CO practice being addressed as part of the course covers a range spanning different ideologies, from those being people initiated and those that are initiated by the elite. Community organization is seen as means as well as an end, where collective processes sustain the community capacity to bring about change.

Objectives

- a. To understand the critical elements of community organization practice
- b. To enhance critical understanding of the models and strategies for community organization practice.
- c. To make the micro-macro connections between the ranges of complex issues in practice.
- d. Field practice to include a critical and holistic analysis of issues.

- e. To develop attitudes conducive to participatory activities for a civil society.
- f. To provide conceptual; and theoretical understanding of the process of social action.
- g. To provide exposure to various social action movements.

Course Contents

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours for Teaching and Practical Work	Weightage in %
I	Community Organization Practice	<ul style="list-style-type: none"> • Community work within social work • Principles of community organization practice • Stake holder analysis 	Lectures Case Study	6	10
II	Models and Strategies of Community Organization practice	<ul style="list-style-type: none"> • Locality Development Model • Social Planning Model • Social Action Model • Saul Alinsky Model • Women –Centered Model • Critique of Models and Reformulation of Models 	Lectures Case studies Iteration with Community Organization Group Discussions	12	20

III	Power	<ul style="list-style-type: none"> • Concept of Power • The range of perspectives • Dimensions of Power relevant to community organization. 	Reference work: Presentations Simulation exercise Case Study discussions Experiential exercises and discussion.	8	13.33
III	Empowerment	<ul style="list-style-type: none"> • Concept of Empowerment • Barriers to, Process and Cycle of Empowerment. 	Simulation exercises Lectures Case study lectures	6	10
IV	Social Action	<ul style="list-style-type: none"> • Definition and Scope • Principles of Social Action • Process of Social Action 	Lecture and discussion inviting guest speakers and or practitioners followed by discussion. Use of news paper clippings, audio visuals aids.	8	13.33
V	Social Action Strategies	<ul style="list-style-type: none"> • Select methods like public interest Litigations, Protest and Demonstrations, Dealing with Authorities, Public Relations, planning, Monitoring and evaluation • Unionization as a strategy • Advocacy in Community Organization 	Simulation exercises Lectures Case study Workshops	8	13.33
VI	Community Organization as a method	<ul style="list-style-type: none"> • Relevance of Community • Organization as a method across different spheres of Social Work Intervention and 	Interaction with Practitioners Case Study	4	6.66

		relook at own attitudes <ul style="list-style-type: none"> • Understanding Human Rights in community organization practice. 			
VII	Social Action Movements and Programmes	<ul style="list-style-type: none"> • Role of groups, community institutions and people's participation in programmes, movements and initiatives of social change. • Some important social action programmes –Self Employed Women's Association (SEWA) and Narmada Bachao Andolan, National Alliance for Peoples Movements etc. 	Case studies, small group discussion. Group assignments and presentation.	8	13.33

Note:

- The content for these methods is vast. Hence, institutions need to be discerning in their choice of topics and the extent to which these are addressed. The method of teaching and the depth of the topic to be covered need to partner each other. Workshop method is best suited to teach the content of this course.
- This being a method course, assimilation and grounding of skills and attitudes to workers is highly dependent on field practice, where students have the opportunity to integrate theory with practice, innovate and bring back valuable experiences and analysis to the class. Without adequate field exposure either concurrent or intermittent the course will remain just theoretical inputs.

- Another important part of the grounding process is the interaction of the students with field practitioners who have years of experience and are in position to discuss what is the best fit of strategies in a given situation and context. Such interaction needs to be encouraged. Most field practitioners are willing to participate in the teaching process, both, within the classroom as well as in the field.

Methods of Assessment

Examination 50%

Assignment 50%

- To identify models of community organization practice in different organization and explain how it is being practiced in that organization (10 marks)
- To identify and discuss human rights violations of different stakeholders groups. Devise strategies to ensure fulfillment and realization of human rights of violated groups (10 marks)
- To understand how power is operating at different levels in organizations assign to students for such a study (10 marks)
- To examine various strategies employed for empowerment of marginalized and exploited sections of the society by various civil society organizations / campaign etc (10 marks)
- To take any social movement and trace its journey, enumerate the strategies and analyze outcomes(10 marks)

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Course Title SOCIAL WORK RESEARCH

Course No : 2.2

Level : PG.1

No. of Credits : 4

No. of Hours : 60

Total Marks : 100

Introduction:

This course is to equip the learners to utilize, conduct research service as managers to improve services, evaluate, develop new services and intervention methods: strategies techniques and also, be an effective consumer of other researches

Objectives:

- a. To introduce the students to the basics of scientific social research.
- b. Develop an understanding of scientific approach to human inquiry in comparison to the native or common sense approach in virus aspects and its process.
- c. Understand major research strategies meaning scope and importance of social work research.
- d. To acquaint the students with different methods of research, techniques of sampling, data collection, analysis, interpretation and presentation of data.
- e. Develop an ability to see the linkages between practice research theory and their role in enriching one another.
- f. Develop attitudes consonant with the scientific approach—concern for accuracy specifically and authenticity, awareness of ones own prejudices or biases, honestly being open to correction.
- g. Develop attitudes favorable to the judicious integration of practice research and theory.
- h. Develop ability to conceptualize, formulate, and conduct simple research projects / exercises (This would include a broad range of basic research skill such as conceptualization of a research strategy and problem writing a research

proposal ; developing tools for collecting data for collecting data, use of sampling strategies; strategies; data collection, processing presentation analysis and interpretation and writing research report etc.)

- i. Make informed assessment and judicious use of research studies and findings.
- j. Develop skills for use of library and documentation services for research.
- k. To motivate the students to undertake research on their own.

Course Content

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours for Teaching and Practical Work	Weightage in %
I	Scientific Enquiry	<ul style="list-style-type: none"> ▪ Meaning and nature of social research. ▪ Science and scientific method: Their characteristics. ▪ Steps in social research. ▪ Ethical issues in social research: Debate on subjectivity and objectivity. ▪ Value neutrality in research. ▪ Selection and formulation of a research problem. ▪ Hypotheses: Types, Sources and characteristics. 	Lecture and discussion	4	13.33%
II	Social work research	<ul style="list-style-type: none"> ▪ Meaning and purposes of social work research process ▪ Social work research and theory linkages with intervention and practice. 	Presentation and discussion	1	3.33%
III	Research designs:	<ul style="list-style-type: none"> ▪ Exploratory 	Lecture and	2	6.66%

	Merits, Demerits and limitations	<ul style="list-style-type: none"> ▪ Descriptive ▪ Diagnostic ▪ Experimental 	discussion		
IV	Methods of Research and Evaluation	<ul style="list-style-type: none"> ▪ Social survey method ▪ Case study method ▪ Content analysis method ▪ Historical method ▪ Experimental method: Types, Planning of experiment and social experiment. ▪ Anthropological method: Participant observation and the field work. ▪ Comparative method ▪ Action research ▪ Evaluation research ▪ Impact Studies 	Lecture and discussion	6	20%
V	Sampling	<ul style="list-style-type: none"> ▪ Sampling frames and samples ▪ Probability samples - simple random, systematic, stratified, multistage, cluster. ▪ Non- Probability samples – convenience, purposive, quota and snow ball. 	Lecture, discussion	2	6.66%
VI	Techniques of data collection	<ul style="list-style-type: none"> ▪ Primary/ conventional techniques: observation, interview, questionnaire, schedule. ▪ Secondary techniques: Public documents, Private papers, Office records, Census, NSS, News papers, literary sources, Archival material. 	Lecture, Discussion and classroom exercises	3	10%

		<ul style="list-style-type: none"> ▪ Projective techniques. ▪ Scaling techniques: Likert, Thurston, Bogardus. 			
VI	Analysis and Interpretation of Data	<ul style="list-style-type: none"> ▪ Quantitative and qualitative ▪ Classification. ▪ Coding. ▪ Tabulation. ▪ Inferences. ▪ Interpretation. ▪ Computer Application in Social Research and data analysis. 	Lecture and Discussion	2	6.66%
VII	Elementary Statistics for Social work Research	<ul style="list-style-type: none"> ▪ Measures of central tendency (Mean, Median, Mode) ▪ Measures of variations (Standard Deviation, Range) ▪ Measures of association (Lambda, Yulls Q, Goodman and Krukal's Gamma Y, Pearson's R, Chisquare test X2) 	Lecture and Discussion	8	26.66%
VIII	Report Writing	<ul style="list-style-type: none"> ▪ Scientific report. ▪ Short report for planners. ▪ Articles from the study. • Graphic presentations and other techniques. • Reference citation, footnotes, bibliography. 	Lecture and Discussion	2	6.66%

Methods of Assessment

Examination 50%

Assignment 50%

- To prepare a research proposal (25 marks)
- To write a report on any topic of students choice based on information drawn from secondary sources (15 marks)
- To visit research based projects and make a presentation in class on their learning (10 marks)

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Course Title : PROGRAMME PLANNING AND EVALUATION AND INTEGRATED SOCIAL WORK PRACTICE

Course No : 2.3

Level : PG.1

No. of Credits : 4

No. of Hours : 60

Total Marks : 100

Introduction

This course provides a conceptual framework to assist the learner in integrating various methods for practice. It helps the learners view the situation, holistically plan a process for change and carry out intervention. The students learn to analyse social problems using the Systems Approach. The course also aims to prepare students for planning programmatic interventions in their area of work monitoring and evaluating the efficacy of the programmes thereafter.

Objectives

- a. Develop a holistic understanding of Social Work practice as a unitary process.
- b. Develop Critical understanding and application of approaches using holistic conceptual framework for social work practice.
- c. Understand characteristics, systematic relationships and dynamics of work/ individual/ family group, communities and organizations, and to draw implication social work intervention
- d. Understand the nuances of different roles for engaging in chance for social work practice.
- e. Develop the ability to formulate a framework and apply skills for problem identification, nature of work, location of tasks, skills for change and outline mode for evaluation for an integrated approach to practice.
- f. To learn about the aspects influencing design of programmes.

g. To understand the relationship between the aspects and procedures involved in programme planning, monitoring and evaluation.

Course Content:

Module	Module Title	Content	Suggested Teaching-Learning Methodology	Hours	Weightage in %
I	Social Work Profession and Practice	<ul style="list-style-type: none"> • Integrated social work practice, place in social work practice. • Inter-disciplinary Nature of the profession of Social Work 	Illustrations discussions Experiential exercises Use of music to understand philosophy.	3	10
II	Systems and Social Work	<ul style="list-style-type: none"> • Concept of Social Systems • Characteristics of social system. • Units of social work intervention and dynamics therein (individual, family, groups, community and organizations). 	Lectures and Demonstrations	3	10
III	Action for	<ul style="list-style-type: none"> • The client system, the problem, process and phases. • The change agent and action. 	Lecture and Discussion	4	13.33
IV	Process in	<ul style="list-style-type: none"> • Initiating contact, collecting data, assessment, negotiation of contracts. • Problem solving, termination and evaluation for integrated practice. 	Class room exercises	3	10
V	Social Work Roles	<ul style="list-style-type: none"> • Role tasks, skills and techniques, outcome. 	Demonstration Application of roles in Practice.	2	6.66

VI	Planned Social change	<ul style="list-style-type: none"> • Concept, nature and approaches, relevance to social work • Theories and models of planned social change. 	<p>A combination of the following methods for teaching learning may be used and alternative as desired.</p> <p>Lecture and discussion Inviting guest speakers and or practitioners followed by discussion.</p> <p>Experiential exercises and discussion.</p> <p>Workshops.</p> <p>Use of news paper clippings, audio visuals aids. Case studies, small group discussion. Group assignments and presentation.</p>	2	6.66
VII	Planning Development Programmes	<ul style="list-style-type: none"> • Philosophy, scope, principles of programme planning • Steps in planning – problem analysis and need assessment, strategizing interventions, goal setting and establishing indicators. • Types of plans- nature, characteristics, relevance • Stakeholder analysis and participation in planning- impact on programme design and management 		5	16.66
IX	Monitoring and implementation of development Programmes	<ul style="list-style-type: none"> • Meaning and concept of monitoring and evaluation • Components, approaches and frameworks for monitoring and evaluation of development programme • Programme implementation - strategies and approaches – influencing factors in selection and implementation of systems, • Problems in implementation, Feedback systems-role of Management Information Systems 		5	16.66
X	Programme evaluation	<ul style="list-style-type: none"> • Scope, purpose and types of evaluation- • Tools and techniques for conducting evaluation. • Uses of evaluation 		3	10

Methods of Assessment

Examination	50%
Assignment	50%

- Class-room exercises (10 marks)
- Assignment practice learning setting (5 marks)
- Presentations in groups on select topics and preparation for the same (10 marks)
- Choose and study the planning process of any program from students' fieldwork agencies (10 marks)
- Evaluating a case study (5 Marks)
- Written assignment on a selected topic (10 Marks)

Recommended Readings

- Barborka, G.A. 1972 The Divine Plan Adyar, Chennai, India: The Theosophical Publication House (Third E.d). Pg. 43
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- Pincus, Allen and Anne
Minaham 1973 Social Work Practice: Model and Method, Illinois: F.E. Peacock Publishers Inc.
- Spechi, Harry and Anne
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- Cracknell, B.E. (2000) Evaluating Development Aid-Issues Problems and Solutions. New Delhi: Sage Publications.
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Semester III

1. Social Development, Policy and Planning

2. Management of Development and welfare org. and Corporate Social Responsibility

3. Research Project (Preparation)

4. Fieldwork

Course Title SOCIAL DEVELOPMENT, POLICY AND PLANNING

Course No : 3.1

Level : PG.2

No. of Credits : 4

No. of Hours : 60

Total Marks : 100

Introduction

This course is to enable the learner to understand social issues at the macro level and their impact human life. Learners will be exposed to the social aspects of development and gain skills in using these processes for empowering marginalized communities. The course also introduces the learner to how policy is a link between Constitutional Principles, Development Plants, Legislative and Executive Actions. The analysis of these processes is to enable utilization of the knowledge to improve social work Practice.

Objective:

- a. Comprehend social issues and understand their impact on human life.
- b. Learn the concept and process involved in social development.
- c. Gain knowledge of policy analysis and the policy formulation process.
- d. Acquire skills in critical analysis of social, political and development plants.
- e. Study social policies, plans and programmes so as to be able to interpret, enforce and challenge them.
- f. Develop an understanding of social policy in the perspective of national goals as stated in the Constitution particularly with reference to Fundamental Rights and the Directive Principles of state Policy.
- g. Examine application and litigation machinery.

Course Content

Module No.	Module Title	Content	Hours for Teaching and Practical Work	Suggested Teaching-Learning Methodology	Weightage in %
I	Concept and Aspects of Social Development	<ul style="list-style-type: none"> • Concept of development – the ends and means of development, • development as freedom and justice, • Rural development, • Urbanization and social services like education, health, housing, infrastructure and nutrition. 	2	Lecture and discussion	6.67%
II	Social Change and Political Economy of Development	<ul style="list-style-type: none"> • Genesis, transition, alternative strategies and agents of change • Dynamics of inequality and underdevelopment • Poverty, regional imbalance • Creation and distribution of wealth • Relationship between social policy and social development 	4	Lecture and discussion	13.33%
III	Social Development Index in social change.	<ul style="list-style-type: none"> • Indicators of social development (HDI, GDI, PCI, GEM, Inequality Index) • inter-relationships between policies for economic growth and social change in the context of national development 	4	Workshop	13.33%
IV	Social Policy and constitution	<ul style="list-style-type: none"> • Concept of social policy sectoral policies and social services 	3	Lecture and discussion	10%

		<ul style="list-style-type: none"> • Values underlying social policy and planning based on the Constitutional provisions (i.e. the Directive Principles of state policy and fundamental rights) and Human rights • Evolution of social policy in India in historical perspective. 			
V	Policy Formulation	<ul style="list-style-type: none"> • Approaches to social policy unified integrated and sectoral • Different models of Social policy and their applicability to the Indian situation • The process of social policy formulation the contribution of research, the role of interest groups the problem of conflict of interests and its solution • Role of professional social workers 	4	Lecture and discussion Sharing from reality situation of an interest group member	13.33%
VI	Policy and Planning	<ul style="list-style-type: none"> • Concepts of social and developmental planning • Linkage between social policy and planning- planning as an instrument and source of policy • Role of ideology 	4	Lecture and discussion	13.33%
VII	Planning process	<ul style="list-style-type: none"> • Indian planning in a historical perspective • The constitutional position of planning in India. The legal status of the planning Commission / Niti Ayog. 	7	Lecture and discussion	23.33%

		<ul style="list-style-type: none"> • Federal political system and the planning process • Coordination between centre and state need for decentralization • Panchayatraj, peoples' participation • Role of political judiciary, social movement and voluntary action 			
VIII	The planning machinery, monitoring and evaluation	<ul style="list-style-type: none"> • The machinery and process of social planning in India and the implementation of social planning at various levels Monitoring and evaluation of planning 	2	Lecture and discussion self study	6.67%

Methods of Assessment

Examination	50%
Assignment	50%

1. Critically examine any social policy and give suggestions. (10 marks)
2. Analyze and discuss five years plan with reference to any group (like women, children, tribal development and rural development etc) (20 marks)
3. Write a proposal and budget to avail any government scheme from government department. (20 marks)
4. Discuss about any legislative policy and its linkages to current scenario.(10 marks)
5. Different sectoral policies and their implementation e.g. Policies concerning education health, social welfare, women, children, welfare of backward classes, social security, housing, youth, population and family welfare environment and ecology urban and rural development tribal development and poverty alleviation.

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- c. Develop the ability see relationship between policy and programmes, analyze the process as applied in specific settings and in specific programmes.
- d. Understand the need for, and develop accountability to the public and the profession.
- e. To understand the concept of Corporate Social Responsibility
- f. To critically understand various programmes undertaken under CSR
- g. To acquire skills in implementation of various programmes / activities under CSR.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours for Teaching and Practical Work	Weightage in %
I	Services, organizations and environment	<ul style="list-style-type: none"> • Need for welfare and services organizations • Registration for organization constitutions and policy • Organizational design and structure and its environmental context 	Lecture – study of constitution of an organization / agency. Discussion	2	6.66
II	Services and their delivery	<ul style="list-style-type: none"> • Types of services • Programme delivery: eligibility criteria • Management of programmes and evaluation • Proposals and resource generation and development 	Lecture, discussion illustration from programmes Preparing a proposal	4	13.33

III	Organizational climate and management processes	<ul style="list-style-type: none"> • Creating a work oriented climate. • Leadership: Types and Theories • Working with boards, communities and other staff 	Lecture, discussion, sit as an observer at a meeting Observer at a meeting	3	10
IV	Policies and practice	<ul style="list-style-type: none"> • Human resource management :Volunteers, professional and paraprofessionals, policies • Stakeholders analysis • Communication in an organization – essential components, types, barriers, discussion making levels and methods 	Lecture, discussion Flow chart for communicators	2	6.66
V	Organizational Development	<ul style="list-style-type: none"> • Development strategies • Work culture • Transition and transformation 	Lecture, discussion	2	6.66
VI	Work process tasks	<ul style="list-style-type: none"> • Unit of work, time allotment, workload, LOG frame, responsibility, coordination • Staff- client relation • Teamwork, supervision, directing, monitoring, evaluation • Training needs analysis • Conflict management 	Lecture discussion and exercises	7	23.33
VII	Concept and Development of CSR	<ul style="list-style-type: none"> • Evolution of CSR • Concept of CSR • Ethics in CSR • Need for CSR policy 	Lecture and Discussion	4	16.66

VIII	Programme and Project management	<ul style="list-style-type: none"> • Programme management, maintenance of records • Documentation: minutes, projects and events reports, annual reports • Budgets and accounts • Public relations, impact analysis- qualitative and quantitative 	Study of documents Practice exercises	2	6.67
IX	Credibility and Ethics in CSR	<ul style="list-style-type: none"> • Social Auditing & Accountability • Assessment • Codes of Conduct • International Human Rights Perspectives on Corporate Codes 	Lecture and Discussion	2	6.67
X	CSR Initiative	<ul style="list-style-type: none"> • Implementation, Monitoring and Evaluation of CSR activities 	Lecture and Discussion	2	6.67

Methods of Assessment

Individual assignment study of selected aspect from practice learning setting

Compare and contrast theory and practice 50%

Examination 50%

Assignment:

1. Develop vision, mission statement and objectives for dream agency.
2. Develop Human resource policy / conflict management policy/ volunteer management / staff development/ board development for agency.
3. Stakeholder's analysis for existed or fieldwork agency.
4. Write a proposal draft for fund generation for programme or project
5. Draw Training Needs Analysis cycle for existed or fieldwork agency.
6. Study balance sheet and income and expenditure statement of an agency
7. Write the history and evolution of CSR in India
8. Study and submit a paper on the best practices in CSR followed by one corporate industry
9. Write on how to manage and sustain volunteers
10. Prepare a budget for conducting a short course in a community

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Graw Hill Publishing Co. Ltd., New Delhi Agarwal, Corporate Social
Responsibility, Sage Publication India Pvt. Ld., 2008

Course Title **SOCIAL WORK RESEARCH PROJECT**

Course No **: 3.3**

Level **: PG.2**

No. of Credits **: 4**

Total Marks **: 100**

Introduction

The institutions may provide to the learner with a choice any ONE of the following. A well developed / equipped ‘Research – skill- laboratory would obviously be a pre- requisite or making option is B and C available to the students.

RESEARCH PROJECT

The learner is required to prepare and submit a dissertation, under the guidance of a faculty. The learner need not be expected to make a major / outstanding contribution to knowledge. The learner is to engage meaningfully in the process of problem – formulation; reviewing some literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data ; processing, analyzing and interpreting the data; and preparing the research report. The length of the research report may be between 60-75 pages and not exceed 100 pages, the graphic presentations and the labor presentations together may not exceed 20.

Teaching input in terms of workload: One and half hours per week per student. This is the recommended average input which may not be uniformly spread over all the weeks. Some weeks may require more time of the teacher and some weeks less, depending upon the phase of work.

Types of assessment

- Supervisors assessment
- Viva voice by two or three examiners (including the supervisor) based on the dissertation.

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Core Domain : SOCIAL WORK PRACTICUM

Learning Opportunity Title : SOCIAL WORK PRACTICUM – CONCURRENT PRACTICE LEARNING

Learning Opportunity No : 3.1

Level : PG.2

No. of Credits : 8

Total Marks : 200

Introduction:

the Learner is to use a holistic approach to problem solving organize people to meet their needs move from problem to issue based work and gain greater confidence working independently.

Objectives

1. Develop skills to electively use the integrated approach to problem solving and enhance skills of intervention at the micro and the macro levels of the systems. In relation to the needs and problem of the client system.
2. Develop skills to organize people to meet their needs and solve their problems use roles appropriate to work e.g. advocacy for child’s right human rights.
3. Develop an understanding of the pattern of behavior of people their strengths and their pathological behavior.
4. Develop the ability to carry out tasks in relation to service delivery and programme management, Routine administration, staff supervision and training: prepare project proposals time management, management by objectives and enhance skills in documenting.
5. Recording skills to show interest engagement in practice and enhancement growth as a practitioner.

6. Develop the ability to make innovative contribution to the organization's functioning.
7. Generally represent profession in interdisciplinary teams and integrate theory and practice.
8. Develop the capacity to utilize instruction for enhancing and integrating field practice.
9. Utilize field instructions for enhancing and integrating professional growth
10. Make creative use of field instructions to evaluate mutual input.
11. Utilize practice – based research to test effectiveness of specific aspects of intervention.

TYPES OF WORK ASSIGNMENT AT THE SECOND YEAR LEVEL

Note to the field instructor

Encourage the learner to locate the problems in larger groups and understand the relationship between micro and macro systems and work with issues affecting larger groups and work with communities / group / individuals, for the same. The practice to show more reflective ability along that of task oriented work.

Encourage the learner to progress from individual / families to issue based practice and reinforce previous year learning.

AREA I. SOCIAL WORK IN THE ORGANIZATIONS / COMMUNITIES.

Develop skills to analyze complex situations and evaluate the agencies functions in relation to needs / problems of the client system and situate this in the larger national and international context.

1. Critically analyze the philosophy, policy, thrust and traditions of the organization within the frame work of the national policy, constitutional rights, human rights and international programmes.
2. Identify gaps in policy, develop initiative and use advocacy skills to bring about change at local, state and national level.
3. Use selective skills of Social work and different roles to enable people meet challenges.

AREA II. WORKING IN TEAMS

1. Enhance skills of working with inter-disciplinary teams to support peoples' quest to meet needs and goals.
2. Take initiative and leadership role while working with teams.

AREA III (A) PROGRAMME MANAGEMENT

1. Encourage learners' involvement in programmes for social issues / concerns, and projects.
2. Prepare proposal for new programme.
3. Develop skills for evaluation of programme prepare reviews and documents.
4. Develop plans and implement these for staff development.
5. Develop skills to guide and train front line worker, like NSS and other volunteers.
6. Collect information of other similar programmes, and develop skills of networking effectively with other agencies.

AREA III (B) RECORDS

1. Records should show
 - i. Analysis of problem solving situation for new and significant areas of problems solvin.
 - ii. Internalization of professional values.
2. Independently prepares and utilizes records like summery records, case studies, agency reports annual and six monthly of meeting press releases.
3. Masters skills for documentation of activities like projects, programmes, case studies etc.

AREA III (C) PLAN

1. Plan, implement and evaluate programmes independently.
2. Be analytical and evaluate agency functions in relation to needs and problems of clients system.
3. Take the initiative in leadership while working with various teams, consciously assume different roles to suit different situations and takes leadership and helps other to do so.
4. Provide opportunities to use selectively, skills of social work and utilize them to effect change.

AREA IV PRACTICE STRATEGIES AND TOOLS

1. Manifest selective and rational use of approaches, skills techniques.
2. Introspect in relation to own behavior, value relative absolute intrinsic and extrinsic and utilized this for growth.
3. Appreciate other contributions, however small in the field

AREA V (A) RESPONSIBILITY TOWARDS SELF

Professional responsibility and concern for client system is manifested in terms of:

1. Shows mastery time management, regularity and sincerity in work.
2. Demonstrates social work values.
3. Uses participatory approaches and problem solving skills.
4. Preparation for termination with a view to helping the client system for self – dependence.

AREA V(B) RESPONSIBILITY TOWARDS THE ORGANIZATION

1. Functions confidently as a representative of the organization with respect to tasks undertaken.
2. Guides junior colleagues / volunteers to develop skills.
3. Provides leadership in specific task in the term of social work as well as in the inter-disciplinary terms.

4. Shows responsibility towards other organizations.

5. Practices professional ethics.

AREA VI PROFESSION AND THE PROFESSIONAL

1. Enhance faith in the profession which is committed to social change. Willingly takes up challenging task with confidence.

2. Represents the profession:

a. To the public and other disciplines at meetings, seminars and enhances the image of the profession.

b. Through writing and documentation

c. Conducts self as the bearer of professional values.

d. Evaluation

Based on the areas of learning and task carried out the evaluation format maybe designed for assessment of Practice Learning – mid – Year and end of the year.

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Semester IV

1. Child Rights, Law and Social Work

2. Counseling

3. Research Project

4. Internship

Course Title **CHILD RIGHTS, LAW AND SOCIAL WORK**

Course No **: 4.1**

Level **: PG.2**

No. of Credits **: 4**

No. of Hours **: 60**

Total Marks **: 100**

Introduction:

This course provides the learner the opportunity to learn skills for applying child rights principles to enable them to practice in the field

The course aims at enabling the students to understand the legal system and procedures in India. It will help the students to understand the concept of human rights and the processes of public interest.

Objective

- a. To develop an understanding of the concepts and magnitude of childhood vulnerability
- b. To acquire knowledge of principles of child rights
- c. To develop understanding about the child rights approaches
- d. To comprehend Govt. Role in providing for Child Rights in India
- e. To understand the partnership among civil society organizations and Govt. organizations in ensuring Rights of Children in a country.
- f. To acquaint the students with the knowledge and information on the legal rights of the people.
- g. To critically understand the legal system in India, and the role of police prosecution and judiciary.
- h. To develop skills in the students to analyze the problem and get justice.
- i. To develop an insight in the students about different problems faced by the people belonging to different strata of society and how to deal with these problems.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours for Teaching and Practical Work	Weightage in %
I	Situational analysis of children in India	<ul style="list-style-type: none">• An overview of various violations of rights faced by children in India	Discussion small group, discussion/ lecture	1	3.33
II	Historical Perspective	<ul style="list-style-type: none">• Paradigm Shift from Charity approach, Welfare approach, Development approach and Rights based approach• History of child rights movements	Lecture discussions practitioners experience sharing	2	6.66
III	Concept of childhood vulnerability	<ul style="list-style-type: none">• Vulnerable groups based on caste, class, gender,• Children in need of care and protection as well as children in conflict with law	Lecture discussions Experience sharing by field practitioners/ field observations Role play / field work practice	1	3.33
IV	Child protection	<ul style="list-style-type: none">• Prevention of neglect, abuse and exploitation of children• Rehabilitation approaches: Institutional and Non-Institutional alternatives (adoption, foster care, counseling and community outreach)	Lecture discussions Practitioners experience sharing	3	10

VI	Child and the Law	<ul style="list-style-type: none"> • Constitutional provision and legislations impacting on children • Juvenile Justice (Care and protection) Act : An overview and its implementation • Role of child welfare committee, Juvenile Justice Court and special Juvenile Police Unit 	Lecture discussions Experience sharing by field practitioners/ field observations Role play / field work practice	2	6.66
V	National Policies and porgrammes for vulnerable groups	<ul style="list-style-type: none"> • Integrated child development scheme • National policy for children • National plan of action for children and National charter for children • National policy for girl child • Integrated child protection scheme 	Lecture discussions Experience sharing by field practitioners/ field observations field work practice	3	10
VI	Role of NGOs and Civil Society	<ul style="list-style-type: none"> • Govt. and Voluntary organization partnership through following organizations • National Institute of public co-operation and child development • National Institute of Social Defect • CARA-Central Adoption Resource Agency • NCPCR • SCPCR • Child Line 		3	10

VII	Existing legal system in India	Indian constitution, preamble, fundamental rights, directive principles, fundamental duties, legislative, executive and judiciary power. High court and supreme court.	Lecture / Discussion	2	6.66
VIII	Human rights	Human rights meaning scope and international perspectives, Issues related to vulnerable groups of women, child, labour, dalits, tribals and dwellers.	Lecture / Discussion	2	6.66
IX	Justice system	Structure of police station, reporting in police station, registration, investigation, arrest, warrant, bail, charge sheet and criminal judgment, appeal review and revisions. Courts, magistrate and sessions, high court supreme court and evidence Act, Judiciary and correction rehabilitation.	Lecture and case presentation of group, discussion visits	4	13.33
X	Indian penal code	Nature and types of crimes, offences against the state and property and human body	Lecture and discussion	1	3.33
XI	Civil procedure code	Procedures of civil suit – notice, affidavits, plaints, judgment of decree, settlement of issues and disposal and admission. Pleading, appeals, review and revision	Lecture and case Presentation of group discussion	2	6.66
XII	Legal Aid	History and concept of legal aid, need for legal aid, who needs legal aid, schemes, problems, Lok adalat and its functioning	Lecture and case Presentation of group discussion	1	3.33

XIII	Public interest litigation	History of public interest litigation with special reference to India. What is public interest litigation: concept, procedures and problems?	Lecture and case study	1	3.33
XIV	Family court	History of family court, set up, procedure for applying cases, functions of family court	Lecture and visit	1	3.33
XV	Role of social worker	Social work intervention, needs, methods, problems at micro and macro levels suing legislation to ensue justice and equality for all	Lecture discussion and case study	1	3.33

Methods of Assessment

- I. Examination 50%:
- II. Assignment 50%

- Picking one case from field work or experience explain child rights violation and plan strategies to enable the child realize his or her human rights (10 marks)
- Visit any residential institution for children and prepare a report on child rights scenario in that institutions (20 marks)
- Identify a child in you neighborhood whose rights have been violated. Specify which rights have been violated, how their rights have been violated? Which approach would you use to help this child secure his or her rights (20 marks)
- Two written project on select topic assigned to students from the syllabus. The longer project should carry 10 marks and the short project should carry 5 marks (Total 15 marks)
- Visit to court and submit a report thereon. It should carry 5 marks
- Short presentation on any one topic of legal relevance.

The project should be in the following format:

- Introduction
- Content
- Relevant Case Laws
- Critical evaluation of the topic
- Conclusion

The shorter project should be a write up on the given topic.

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Course Title **COUNSELING**

Course No **: 4.2**

Level **: PG.2**

No. of Credits **: 4**

No. of Hours **: 60**

Total Marks **: 100**

Introduction:

This course aims to equip learners with knowledge and skills with respect to counseling clients in their practice. The course provides experiential learning in a class room setting. Strategies for working with various client groups are also a part of this course.

Objectives:

- a. To provide counseling skill to learners
- b. To develop an understanding of different techniques of counseling
- c. To give an exposure to various strategies to be used while working with different client groups
- d. To gain awareness of self as a counselor

Course Content

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours for Teaching and Practical Work	Weightage in %
I	Introduction to counseling	<ul style="list-style-type: none"> • Counseling meaning, concepts and history • Types of counseling, facilitative preventive crisis, development. 	Lecture and discussion	1	3.33
II	Counseling Relationship	<ul style="list-style-type: none"> • Understanding the counseling relationship (boundary issues) • Ethical issues in counseling. Confidentially, shared confidentially, personal disclosure, personal sharing referrals, emotional involvement, remuneration etc. 	Role play Lecture Discussion	2	6.66
III	Approaches to counseling	<ul style="list-style-type: none"> • Psychoanalytic approach, • Gestalt Therapy • Family therapy • Behavior modification • Person centered Therapy • Rational Emotive Behaviour Therapy • Transactional analysis 	Workshop mode	15	50
IV	Basic helping skills-	<ul style="list-style-type: none"> • Listening, • paraphrasing, • personalizing, • summarizing 	Role play Discussion And Practice Sessions	2	6.67

		<ul style="list-style-type: none"> • empathetic response, • effective questioning etc. 			
V	Stages of counseling	<ul style="list-style-type: none"> • Assessment, • Information gathering • Identifying goals for intervention, • Contracting Action. 	Role play Discussion And Practice Sessions	3	10
VI	Strategies for different client groups.	<ul style="list-style-type: none"> • Feminist counseling • Crisis counseling & grief counseling • Child guidance • Sexuality counseling • Family counseling • Substance abuse <ul style="list-style-type: none"> ○ Counseling • HIV / AIDS counseling • Adoption and infertility counseling 	Workshop lecture & discussion after giving reading material Workshop Workshop Workshop Workshop Counseling	6	20
VII	Self Awareness in Counseling	<ul style="list-style-type: none"> • Understanding self as a helper. 	Workshop	1	3.33

Methods of Assessment

Examination 50%

Assignment 50%

- Students to interview practicing counselors and prepare a report on techniques use by them (20 marks)
- Cases for counseling to be provided to students and their helping skills and strategies employed by them to be assessed (20 marks)
- Group assignment on various techniques of counseling (10 marks)

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Course Title: Internship

Credit: 8

Hours: 120

Introduction:

Internship is learning through doing. It blends theory and practical. It combines philosophy with action. It helps the student to apply theoretical knowledge taught in class rooms in different practical situations. Student tests his/her theoretical knowledge in practical situations and develop skills in that particular field.

Objectives:

- To develop professional skills through practical learning
- To apply acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem
- To develop the skills for solving the problems and work at micro level and at macro levels
- To provide opportunity for the integration of class room learning and field practice and vice-versa.
- To develop the skills required for professional practice at the particular level of training.

Internship Details:

Semester IV:

1. Placement in CSR of industries, NGO and government agencies to understand their functioning.
2. Planning, organizing and carrying out activities in the area of NFE, CE and CD.

❖ For details please refer to Internship Manual

Value Added Courses:

Value added courses are skill and perspective building courses required to enhance work capacity of social work students. These are offered as compulsory extra credit courses.

SEMESTER - II

- 1. Gender and Society**
- 2. Social Work in the field of Health**

SEMESTER - III

- 1. Social Entrepreneurship**
- 2. Introduction to Communication and Audio Visual Media**

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours	Weightage in %
I	Women's Movement in India	<ul style="list-style-type: none"> • The historical roots of the feminist consciousness in the 19th century social reform movement. • Growth of the contemporary women's movement in India. 	<ul style="list-style-type: none"> • Lecture and Discussion • Lecture and Discussion • Lecture and Discussion • Lecture and Discussion 	1	3.37%
II	Construction of Gender Class/ caste/ religious Identities	<ul style="list-style-type: none"> • The normative construction of sex and gender in society. • The normative construction of heterosexuality and notions of sexual deviance • Gender at the intersections of caste/ kinship and family ideology. • Impact of identity politics on women's lives • Laws that mediate family and gender relationship issues of inheritance/ guardianship and divorce. 	<ul style="list-style-type: none"> • Lecture and Discussion • Students assignment and debate • Lecture and group exercise in collecting lives • Laws that mediate family and gender relationship issues of inheritance/ guardianship and divorce. 	3	10%

III	Violence against women	<ul style="list-style-type: none"> • Violence against women and its functions • Media portrayal of violence against women and its function • Feminists debates on pornography and commercial sex work. • State response to violence against women 	<ul style="list-style-type: none"> • Lecture and Discussion • Lecture and Discussion • Students assignment followed by class discussion • Lecture and Discussion 	2	6.67%
IV	Legal position of women in India	<ul style="list-style-type: none"> • Constitutional provisions • Labor laws • Personal laws • Family courts 	<ul style="list-style-type: none"> • Lecture and Discussion 	2	6.67%
V	Women's work and participation in the economy	<ul style="list-style-type: none"> • A historical analysis of women's work force participation • Women's work in the home/ the ideology of the housewife • Economic factors responsible for women's subordination 	<ul style="list-style-type: none"> • Lecture and Discussion • Students assignment followed by class presentations • Lecture and Discussion 	2	6.67%
VI	Impact of current trends in development on women	<ul style="list-style-type: none"> • Transition of society from pre-colonial to the present • Modernization and development theories • Feminist theories of development • Globalization and its implications of women's work force participation 	<ul style="list-style-type: none"> • Lecture and Discussion • Lecture and Discussion • Lecture and Discussion • Lecture and 	2	6.67%

			Discussion		
VII	Policies and programmes for women / strategies for change	<ul style="list-style-type: none"> • A critical exploration of landmark policies for women, such as towards equality report, Sharamskati report, National Policy for women and Women's Component Plan. • A critical exploration of the various institutions established for women, such as women and child Development Department, Central Social Welfare board, National Commission for Women. • Welfare programmes for women, such as SHSs, & ICDS etc. • Strategies adopted by NGOs and women's groups to collectivize women and empower them • Gender friendly counseling practices 	<ul style="list-style-type: none"> • Group discussions and critical analysis of the texts • Students assignments and class presentations • Students assignments and class presentations • Field work and class discussion 	3	10%

Methods of Assessment

Examination 50%

Assignments 50%

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Course Title	SOCIAL WORK IN THE FIELD OF HEALTH
Course No	: 21.02
Level	: PG.1
No. of Credits	: 2
Total Marks	: 50

Introduction

This course aims at helping the students to understand different perspectives of health issues in our country. It enables the students to utilize their knowledge while practicing in the field.

Objective

- To enable students to understand the different perspectives of health issues.
- To enable the students to recognize the factors affecting public health and health care at micro and macro level
- To equip the students with necessary health related information to enable to be a social work practitioner in the field.

Course Content:

Sr. No.	Module Title	Content	T/L Method	Hours	Weightage in %
1.	Concept of Health	<ul style="list-style-type: none">• Concept of health care in the context of development and social change• Health issues in developed and developing countries• Factors affecting health and health care at the macro level	<ul style="list-style-type: none">• Lecture / Discussion	3	10%
2.	Theoretical Approaches	<ul style="list-style-type: none">• Political economy of Health• Concepts of health promotions, prevention, public health, community health	<ul style="list-style-type: none">• Lecture/ discussion/ case studies	4	13.66%
3.	Critical exploration of health issues	<ul style="list-style-type: none">• Health and illness behavior• Culture, health and illness• Social structures and health• Physical and social environment and health• Health financing	<ul style="list-style-type: none">• Lecture/ discussion/ case studies AV	3	10%
4.	Health care system	<ul style="list-style-type: none">• Indian health care system• Community health approaches• Role of health professionals• Role of social workers in health and development	<ul style="list-style-type: none">• Lectures / discussion / case studies	5	16.66%

Assessment: Assignment- 30%

Examination – 70%

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Course Title : SOCIAL ENTREPRENEURSHIP

Course No : 31.01

Level : PG.2

No. of Credits : 2

Total Marks : 50

Objectives:

1. Capacity building of BSW students about need and importance of SE in development sector
2. Implementation and execution to introduce with people

Course Content:

Module No	Module Title	Content	Suggested Teaching Learning Methodology	Hours	Wightage in %
1	Introduction to Social Entrepreneurship	What is Social Entrepreneurship? Who is Social Entrepreneur? What is Social Enterprise? Difference between Social work and Social Entrepreneurship History of Social Entrepreneurship. Need and importance of SE in developing nations.	A combination of the following methods for teaching learning may be used and alternative as desired. Lecture and discussion inviting guest speakers and or practitioners followed by discussion.	4	13.33%
2	Legislative Measures for Social Enterprises	Acts under which we can register, form and start SE Indian Public Trust Act 1882 Bombay Public Trust Act 1950 Societies registration Act 1860 Section 25 of Companies Act 1956	Experiential exercises and discussion.	4	13.33%

		The Micro, Small and Medium Enterprises Development Act, 2006 Foreign Contribution Regulation Act (FCRA), 1976 Income Tax Act 1961 etc Registrations, Licenses, authorities etc	Workshops. Use of news paper clippings, audio visuals aids.		
3	Basic Models of Social Enterprises	Entrepreneur support model Market Intermediary Model Employment Model Fee for service Model Service subsidization Model Market Linkage Model Organizational Support Model	Case studies, small group discussion. Group assignments and presentation.	3	10%
4	Organization of Social Enterprises	Leadership Human Resources Organization and Staff development Training Needs Assessment social marketing		2	6.67%
5	Finance Management	Basics of Finance management (Book Keeping , accountancy, Budget, planning etc)		1	3.33%
6	Women entrepreneur	Problems and prospects		1	3.33%

Methods of assessment

1. Assignment: 50 mark (50%). Three to Four assignments to be given to the students totaling 50 marks.
2. Examination: 50 marks (50%)

Recommended Reading

David Bornstein, *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, Oxford University Press (and others) ISBN 0-19-513805-8

Charles Leadbeater, *The Rise of the Social Entrepreneur* Demos, 1996, available free of charge from www.demos.co.uk

Joanna Mair, Jeffrey Robinson, and Kai Hockerts, *Social Entrepreneurship*, Palgrave, 2006. ISBN 1403996644

Sheila Kinkade, Christina Macy, *Our Time Is Now: Young People Changing the World*, International Youth Foundation/Pearson Foundation

Course Title	COMMUNICATION AND INTRODUCTION TO AUDIO VISUAL MEDIA
Course No	: 31.02
Level	: PG.2
No. of Credits	: 2
Total Marks	: 50

Introduction

There is an increasing presence of mass media in everyday life, which learner of the social work profession, along with other human service professionals, need to reflect upon as it impinges on their own life as well as on the client groups. Along with this, there is a need to utilize media interventions for social work and social change. This course addresses these twin objectives providing interdisciplinary knowledge and skill development opportunities.

Objectives

- a. To facilitate a critical analysis of the mass media, in terms of modes in which it reproduces the dominant power
Relations in society, be they of gender, class, race or any other.
- b. To work towards alternative, participatory uses of the media, with specific reference to the campaigns
- c. Facilitate the Acquisition of media skills related to visual designs, street theatre and other cost participatory media.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours	Weightage in %
1.	Communications Alternative, Media and Campaign	<ul style="list-style-type: none"> • Communication basics • Approaches to Media and Society • Introduction to Alternative Media and Campaign • Media advocacy case studies and discussion • Transmission and Semi logical models for critical media analysis- TV, Films, Print Media, Comic Strips and newspaper etc. • Use of modern electronic media i.e. Internet, E-Learning and online services. • Do's and Don'ts in Communication • Selection of appropriate media • Institutions/ Individuals specialized in audio/ visuals (Creating a Resource Directory) 	<ul style="list-style-type: none"> • Lecture • Lecture • Class room discussion and brain-storming • Class room discussion and brain- storming • Lectures • Demonstration Lecture cum assignment 	8	26.66%
2.	Impact of Media	<ul style="list-style-type: none"> • Impact of Women, Racial discrimination, Framing of events violence, issues related to censorship 	<ul style="list-style-type: none"> • Case • Presentation • Discussion • Debates 	3	10%
3.	Skill Development	<ul style="list-style-type: none"> • Basics in Visual Designing, introduction to elements of poste/ 	<ul style="list-style-type: none"> • Workshop • Workshop 	4	13.33%

		Logos Design Layouts Typography, Color Combination, Pre-testing Street Theatre workshop Lowcost Audio/ Visual Use of Songs, Folk Media and Folk Songs.			
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Methods of assessment

1. Assignment: 50 mark (50%). Three to Four assignments to be given to the students totaling 50 marks.
2. Examination: 50 marks (50%)

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