Programme Project Report (PPR)

on

Master of Social Work (MSW)

(Two Year Postgraduate Programme to be offered from 2023-24 academic sessions onwards in CBCS mode)

Submitted to

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KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

MASTER OF SOCIAL WORK (MSW)

1. OVERVIEW

Master of Social Work (MSW) is a two year postgraduate programme proposed to be offered from July 2023 academic session onwards. The programme is offered in Choice Based Credit System (CBCS) mode in pursuance of the notifications, guidelines and regulations of the UGC released from time to time. Further, the programme also incorporates the broad and overarching ideals and principles of National Education Policy (NEP) 2020 while preparing the structure of the proposed programme. Besides, the framework proposed by the Draft National Credit Framework released in September 2022 has also been kept in view in designing the programme. In addition, the notification and the Model Framework of the Department of Higher Education, Government of Assam, dated January 25, 2023 regarding the implementation of the NEP 2023 in the State of Assam has also been considered in preparing the proposed programme.

The 35th Academic Council of the University has, accordingly, adopted various provisions of the Curriculum and Credit Framework of the UGC in terms of credit requirement, provision of lateral entry and exit, and adoption of multidisciplinary/interdisciplinary focus in designing and delivering different. Also, the assessment and evaluation method has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

The Programmes on offer, thus, incorporate discipline specific core (DSC) courses along with a set of elective courses (DSE) both from disciplines as well as allied disciplines, which are expected to offer the learners wider exposure and opportunities. Besides, bundles of courses are also being provided as ability enhancement courses (AEC) and value added courses (VAC) to fulfil requirements of the NEP 2020.

Notably, the academic disciplines of the University are organised as School System; hence, it is expected that implementation of multidisciplinary/interdisciplinary programmes and courses

would be relatively smooth and undemanding. To this effect, learners are allowed to take courses from allied and/or related disciplines and necessary processes for attaching relevant faculty from related disciplines have been arranged. Further, Ability Enhancement Courses (AEC) has been included in first and third semesters, while Value Added Courses (VAC) has been incorporated in the first two semesters. In addition to these, Seminar and Project/Dissertation works have been incorporated in the second and fourth semesters of the programme. It has been expected that inclusion of seminar/project/dissertation will help offer you an activity-based rich learning experience. The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credit allowing flexibility to the learners as mandated by the NEP 2020.

The Centre for Internal Quality Assurance (CIQA) of the University has organised a number of meetings and workshops regarding the implementation of NEP 2020 in the context of ODL. With all the inputs, the faculty of the discipline with the help of Committee on Courses (CCS) and the Schools of Studies, involving outside subject experts drawn from IGNOU, New Delhi, Tezpur University and IIT (Guwahati) has designed the proposed Programme and the detail syllabi. This Programme Project Report (PPR) on Two-Year (semester-based, CBCS) PG Programme in Social Work is an outcome of this process.

1. PROGRAMME'S MISSION AND OBJECTIVES

The PG programme in Social Work has been offered by the Discipline of Social Work, under the Surya Kumar Bhuyan School of Social Sciences, KKHSOU. This Master's programme in Social Work has been designed in accordance with the UGC Regulations on Open and Distance Learning, 2020. As already mentioned, syllabi of this Programme have been finalised after a series of deliberations and discussions with academic experts in the respective field from Universities of repute, viz., Gauhati University, Bodoland University and Cotton University. The quality of Curriculum and Syllabus of this programme has been so designed to accommodate the recent developments in the field of Higher Education in general and the subject in particular.

The overall mission of this programme is to create a pool of human resources that would have the capability of critically analyzing the socio-economic issues in the society and by applying their acquired skills can positively contribute towards betterment of the society. More specifically, the PG programme in Social Work aims at creating an academically sound pool of human resources who can undertake either serious academic or research activities in the field of Social Work and Developmental Studies.

To achieve this overall mission statement, the following specific objectives have been framed:

(a) To equip the learners with knowledge of both classical and contemporary concepts and issues in the realm of political philosophy including liberalism, neo-liberalism, Marxism, justice, utilitarianism, etc.

(b) To make the learners aware of the various approaches and tools for investigating political phenomena in the contemporary period in the form of modern political analysis.

(c) To make the learners aware of certain dynamic areas of political life at the global, national and regional levels, ranging from issues in international politics, governance and administration in India to events and movements taking place at a more regional level including North East India.

(d) To impart specialized knowledge to the learners with regard to certain specific areas such as comparative public administration and issues in peace and conflict.

(e) To make the learners aware of the interaction between the political system and its environment in the form of political sociology.

(f) To enable the learners seek a career in teaching and research in higher educational institutions and research institutes and explore employment avenues in the NGO sector.

(g) To enable the learners to appear in various competitive examinations under the State and the Central Governments.

3. RELEVANCE OF THE PROGRAMME WITH THE UNIVERSITY'SMISSION AND GOAL

The PG programme in Social Work offered by KKHSOU has been prepared conforming to the mission and goals of KKHSOU. This programme follows the following mission and goals of HEIs:

(a) To expand higher education to cover maximum population.

(b) To maintain equity and justice in the field of higher education.

(c) To ensure quality and excellence in higher education.

(d) To create a pool of human resources that can undertake research on important social issues.

(e) To contribute towards growth and development of the country.

4. NATURE OF THE PROSPECTIVE TARGET GROUP OF LEARNERS

The nature of the prospective target groups of learners of this programme are as follows:

(a) The students who are desirous to obtain a Master's Degree in Social Work.

(b) All the stakeholders of the society like-development agents, government officials, policy makers, industrialists, farmers, grassroots workers, who are interested in ensuring a better standard of living for the people of the society.

(c) Persons unable to complete higher education in the normal course of time and who are interested in Social Work.

(d) People engaged in different avenues who wish to develop their professional skill, including the aspirants for civil services.

(e) People living in rural and remote area and other disadvantageous conditions but desirous of higher education in Social Work.

(f) People willing to continue learning with earning.

(g) Persons deprived of higher education in conventional system for variety of reasons.

(h) Denied and deprived sections of people who need education of Social Work to uplift their economic conditions.

5. APPROPRIATENESS OF THE PROGRAMME TO BE CONDUCTED IN ODL MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

The PG programme in Social Work is basically theoretical and therefore, is, in general, suitable for the ODL mode. The entire programme has been so designed that the learners can learn the different courses though undergoing the Self Learning Materials (SLMs) designed for the specific programme. Certain add-on resources, like CDs, community radio programme and counselling sessions conducted in the study centres, are expected to help the learners clarify their doubts, if any. Moreover, the video lectures made by the concerned faculty in an readily accessible way also facilitates delivery of the proposed programme in ODL mode.

6. INSTRUCTIONAL DESIGN

6.1 Curriculum Design

The PG programme in Social Work has been so designed that it meets the standards of CBCS framework within the provision of the UGC ODL Regulations 2020. Further, programme attempts at mainstreaming the fundamental principles underlying the NEP 2020 viz. academic flexibility, awareness about Indian as well as Assamese tradition and culture, ability and skill enhancement and imbibing values and cultures. Designed with the help of experts in the subject from other reputed universities in the region, the contents of the syllabi of the various courses offered under the programme are updated. It may be underlined that while preparing the syllabi, NEP-2020 Documents, UGC Distance and Online Education Regulations 2020, UGC LOCF Curricular Framework, Academic Integrity Regulation 2018, UGC-definitions-of-Degrees-July-2014, syllabi of other Universities and recommendations of Madhava Menon Committee have been consulted.

6.2 Programme Structure and Duration

The Two-year (semester-based) PG programme in Social Work has been designed according to the UGC CBCS Curriculum Framework, National Credit Framework 2022 (Draft) and the broad guidelines of NEP 2020. The courses have been incorporated such that as the learners move in the programme, they obtain theoretical concepts starting from the foundational to the intermediate and then to the advance level. Certain skills like presentation of a research paper in seminar have also been incorporated in the intermediate semesters. And as the learners move towards higher semesters, they can attain certain computing and research skills, which will help them to undertake a socially relevant project activity in the final semester. The overall programme-structure of the PG programme in Social Work has been shown in Table 1.

Table 1: Programme Structure of PG programme in Social Work

Sem	DSC (Core)	Elective (DSE/GE)	AEC	VAC	Dissertation/ Seminar	Total Credits
I	DSC1- Introduction to Social Work DSC 2- Sociological and Psychological Foundations for Social Work DSC 3- Social Case Work	DSE 1: Economics of Social Sector*/Sociology of Health and Illness*	Any one course from AEC 1 set (4 credits)	VAC I (2 credits)		22
II	DSC 4-Social Stratification DSC 5- Human Rights and Social Policies DSC 6: Social Work Research and Statistics	DSE 2: Social Entrepreneurship and Project Management/ Indian Administration*		VAC II (2 credits)	1 Seminar (4 credits)	22
III	DSC 7- Social Group Work DSC 8- Social Work Practice with Communities DSC 9- Social Action and Movements	DSE 3: Sociology of Development*/ Issues in Indian Economy* (1x4 credits)	Any one course from AEC 2 set (4 credits)			20
IV	DSC 10- Social Welfare Administration	DSE 4: Social Work with Persons with			1 Project /Dissertation (8 credits)	24

	DSc11- Gender Studies DSC 12- Social Work and the Criminal Justice System	Disability/ Women and Politics*				
Total	**48 credits (12x4 credits)**	**16 credits (4x4 credits)**	**8 credits (2x4 credits)**	**4 credits**	**12 credits**	**88**

Total courses in the programme : 20, 1 Seminar, 1 Project/Dissertation

DSC	: 48 credits	[Total courses: 12 (4 credits each)]
DSE	: 16 credits	[Total courses: 4 (Out of 8; 4 credits each)]
AEC	: 08 credits	[Total courses: 2 (4 credits each)]
VAC	: 04 credits	[Total courses: 2 (2 credits each)]
Seminar; Project/Dissertation	: 12 credits	[Seminar: 1; Project/Dissertation: 1 (4 + 8 credits)]
Total Credits	: 88 credits	

Note:
DSC: Discipline Specific Core; DSE/GE: Discipline Specific Elective/Generic Elective. AEC: Ability Enhancement Course; VAC: Value Added Course (AECs and VACs may be selected from available basket, as may be offered from time to time).
*Adopted from the set of Generic Elective offered by the related/allied discipline.

The structure of the PG programme in Social Work and detailed course wise syllabus are presented in Annexure I and Annexure II respectively. Relevant seminar and Project/ Dissertation Guidelines have been attached in Annexure III and IV respectively.

6.3 *Duration of the Programme*

The duration of the PG programme in Social Work offered by the University is as follows:

- Minimum Duration : 4 semesters (2 years).
- Maximum Duration : 4 years.

In case, a learner is not able to qualify a course in its first attempt, he/she has to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

6.4 Definition of Credit Hours

As per UGC ODL Regulations 2020, the University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4 credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course are offered to learners at their respective study centres or through centralized online counselling. The semester-wise credit distribution of the programme has been shown in Table 2.

Table 2: Semester-wise Credit Distribution in MSW

Semester	DSC courses	DSE courses	AEC courses	VAC courses	Dissertation/ Seminary/ Project	Total credit in the semester
I	12	4	4	2		22
II	12	4		2	4	22
III	12	4	4 (3+1)			20
IV	12	4			8	24
Total Credits	**48**	**16**	**8**	**4**	**12**	**88**

DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course

6.5 Faculty and Support Staff Requirement

The Discipline of Social Work under the Surya Kumar Bhuyan School of Social Sciences of KKHSOU currently has 3 full time faculty members (1 Associate Professor and 2 Assistant Professors). However, as the MSW programme includes courses from other disciplines (in the form of Generic Electives, AECs and VACs), hence it requires an interdisciplinary and multidisciplinary effort. Therefore, support of faculties from different schools of the University has been mobilized for its design and delivery. A list of assigned faculty (discipline-wise) against each course of the MSW programme has been shown in Annexure V.

Moreover, supports for required counselling to the learners will be provided through a network of well-qualified and experienced counsellors at their respective study centres.

Besides the faculty, the University also has adequate numbers of other supporting staff to look after the learners' requirements of SLM preparation, delivery and distribution; timely conduct of examinations; providing IT enabled services; preparing digital and multimedia contents; addressing grievances and queries of the learners. The Regional Centre and the LSCs are also well-equipped with required support staff starting from the Assistant Regional Director to the Centre Coordinators and counsellors to the secretarial staff.

6.6 Instructional Delivery Mechanisms

The primary instructional delivery mechanism of the proposed Programme involves Self Study Materials (SLM) prepared for each course. The SLMs have been prepared keeping in mind the requirements of instructional design, especially in three domains viz. the behavioural domain, cognitive domain, and constructive domain. Accordingly, emphasis has been placed, while

preparing the SLMs, on aspects of memorising, concept learning, reasoning, understanding, problem setting as well as problem solving.

In planning, designing and preparing the SLMs and other instructional delivery mechanisms the faculty of the discipline has taken the lead and also played the major role. The faculty members of the discipline have been engaged as the content writers as well as content editors. In addition, help from outside resource persons across the state and country has also been sought in preparing the SLMs. Senior/retired Professors, Associate Professors and Assistant Professors from different Universities and Colleges have been engaged as SLM writers, content editors, translators and language editors.

The Self Learning Materials have been prepared keeping in mind the requirements of instructional design. Particular attention has been given so that the basic three domains of knowledge, viz., the behavioural domain, cognitive domain, and constructive domain can be addressed. In general, the university offers printed SLMs and the same in audio-visual formats. Apart from that, plans are being made to deliver the MSW Programme through LMS. The LMS consists of four quadrants: video lectures, downloadable/printable reading material, self-assessment tests through tests and quizzes, and an online discussion forum for clarifying questions. As majority of the learners are from rural areas and disadvantage groups, attempts are made to make the SLMs easy to read and easy to understand with the following major components:

(a) **Learning Objectives** (major objectives of the unit are stated)
(b) **Introduction** (linkage with previous unit as may be applicable and general introduction of the content is provided)
(c) **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)
(d) **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)
(e) **Activity** (activities for enhancing learners' critical outlook is included in SLM)
(f) **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)
(g) **Let us Sum up** (pin pointed summary of the unit is given)
(h) **Further Reading** (this section has been incorporated for those learners who are interested in advance knowledge of the content)
(i) **Model Questions** (Different types of questions have been provided in the unit).

All the learners are proposed to be provided with print SLMs for all the semesters. The learners will also be given access to the e-SLMs simultaneously. The University also has its own LMS – e-bidya with the four quadrants i.e. video lectures, downloadable/printable reading materials, self-assessment tests and quizzes, and an online discussion forum for clarifying doubts and queries. For efficient and enhanced instructional delivery of the proposed Programme, the LMS of the University will be utilised to the optimum level.

6.7 *Identification of Media–print, Audio or Video, Online, Computer Aided*

All learners are provided with Self Learning Materials, which are comprehensive in terms of the contents of the syllabus. These learning resources are prepared with the help of resource persons across the state/country. Senior/Retired Professors/Associate Professors/Assistant Professors from different Universities/Colleges are engaged as SLM writers and Content Editors. In addition, certain topics are also covered through community radio programmes broadcast through the 90.4 FM ***Jnan Taranga*** Community Service Station of the University. Most of the audio-video programmes are accessible online through YouTube videos.

6.8 Learner Support Services

The learners of the proposed postgraduate programme in social work would be provided with a wide range of support services helping them to imbibe the required knowledge and skills; to seek avenues in gainful employment; to go for higher studies; and to provide in-depth disciplinary as well as multi/interdisciplinary knowledge. Learner support services of the proposed Programme include, inter alia, the followings:

(a) KKHSOU City Campus:

The KKHSOU City Campus at the heart of Guwahati city organises training for coordinators, counsellors, and other functionaries. The City centre provides a venue for learners and academic counsellors to interact on a particular subject matter. Responsibility for admission, distribution of SLMs and Examination also lies with the City Campus. Besides, faculty of the University conducts online counselling regularly which is open to learners from all study centres. The City Campus has the provision of walk-in-counselling for the learners in all working days. In addition, the City Campus hosts a model study centre fully managed and maintained by the University with all infrastructural facilities including regular face to face counselling by the University faculty and outside subject experts.

(b) Regional Centres:

The Regional centre of KKHSOU located at Jorhat in upper Assam provides training for coordinators, counsellors, and other key functionaries. The centre provides a venue for

learners and academic counsellors to interact on various matters, responding to their quarries and clearing their doubts. Responsibility for Admission, distribution of SLMs and Examination in select districts of upper Assam also lies with Regional Centres. Establishment of some other regional centres is in the pipeline.

(c) Study Centres/Learners' Support Centres:

Study centres are the backbone of an open and distance learning institution. On behalf of the University, the study centres cater to the various requirements of learners, such as, admissions related information, delivery of SLMs, conduction of counselling sessions, distribution, collection and evaluation of assignments, completion of various requirements of formative and summative assessments etc. The study centres, throughout the state, handle these affairs on behalf of the University. There are at present 234 study centres providing these support services to the learners.

(d) Pre-admission Counselling:

In cooperation with the study centres, the University provides pre-admission counselling for all the programs through online and offline modes. It provides basic information about the various aspects of the Programme viz. salient features of the Programme, eligibility and cost of the Programme, modes of delivery of the Programme, details of counselling sessions, assessment processes and opportunities and options available after completion of the Programme to the learners. Also, Programme specific pre-admission counselling is also provided to the aspiring learners.

(e) Siksharthi Mitra:

A few employees of the University have been engaged as Siksharthi Mitra in order to provide necessary information and assistance to the learners including the technical support during the online admission process. This facility is available in the City Campus of the University.

(f) Learners' Charter:

The University has brought out a Learners' Charter, which can be accessed at http://www.kkhsou.in/web_new/lcharter.php, pronouncing the basic rights and responsibilities of its learners and those of the University to the learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.

(g) Handbook/SOP:

The University has brought out a Learners' Handbook with all necessary information and guidelines (https://tinyurl.com/y4w592f3) and Handbook for the Study Centres(https://tinyurl.com/5sz342ud) in addition to a Standard Operating System

(SOP) of Examination (https://tinyurl.com/y4w592f3) which can be used by the learners for deriving required information and also for assistance in myriad situations.

(h) Audio CDs for Visually Impaired Learners:

The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.

(i) Face-to-face/Online Ticketing/Complaint System:

Learners' queries are attended to in the face-to face mode and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal (https://www.kkhsou.in/complain/ui/index.php) through which the queries received are automatically moved to concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email. The University also has a single window grievance redressal cell for handling the grievances of the learners.

(j) Face to face, online and walk-in Counselling:

The learners of all programmes are provided with face-to-face counselling at the study centres. The University also provides face-to-face counselling to learners at the University's Model Study Centre located at the City Campus Sundays by its faculty and other qualified and experience counsellors. Besides, the University faculty offers online counselling to all learners on a regular basis for various programmes. The routine is made available through the University's website and the links are shared through the mentoring groups. Further, the University's City Campus also provides walk-in-counselling to the learners on all working days wherein they get an opportunity to come to the City Campus of the University and meet the concerned faculty for clarification of their doubts and queries.

(k) ICT Support:

ICT support is a major component of any ODL system of education. Some of the important ICT-based support services provided by the University for the learners are briefly described below:

- ***Website:*** The University has a full-fledged official website http://www.kkhsou.in, which contains all relevant information and resources for learners and the general public. It has a Learners' Corner (http://kkhsou.in/web_new/learner_corner.php) that contains exhaustive information and links to useful resources. It also provides links for downloading e-SLMs, assignments, e-admits, e-mark-sheets etc. besides important notices and latest news. Furthermore, the Website provides links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact.

Additionally, the site offers a tailored search by Programmes and Study Centres. Also, most of the audio-visual learning resources are accessible online through YouTube videos (accessible athttps://www.youtube.com/user/kkhsou)

- ***University's Own LMS e-Bidya:*** As part of its ongoing attempts to enhance student learning, the University has developed a Learning Management System (LMS) portal called e-Bidya using open source MOODLE which can be accessed via https://www.lmskkhsou.in/web/. The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in. It contains all four quadrants including video lectures and tutorials and the reading materials. Learners can also interact with experts through the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The proposed Programme will also be made available in e-Bidya with all resources for all learners enrolling in the Programme.
- ***E-Mentoring:*** The University introduces an innovative e-mentoring system where a group of learners enrolled in a Programme is placed under the mentorship of a faculty of the University from the concerned discipline. This facilitates a bonding between the mentor and the mentees helping the learners to continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. The main objective of this initiative is to help learners minimise personal difficulties and identify the obstacles they face in matters related to academic as well as non-academic. During this process, they are also guided to develop appropriate learning strategies for overcoming these difficulties and problems. The e-mentoring system, utilises the Telegram App and/or WhatsApp, and helps learners derive all the benefits of open and distance learning at their finger tips instantly.
- ***Community Radio Service:***

  The University introduced the first Community Radio station in the North Eastern part of the country Jnan Taranga (90.0 MHz). The Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, talk shows and phone in Q & A sessions with the learners. Recently, the programmes of Jnan Taranga are made available over internet radio, which can now be heard by all learners though internet (https://tinyurl.com/y4w592f3).
- ***Digital Library:***

The digital library (http://dlkkhsou.inflibnet.ac.in/) of the University hosts a large number of resources which include documents, SLMs, e-books, conference/seminar proceedings, faculty publications, theses and dissertations etc. Links are also provided to other open access resources which can be easily accessed by the learners.

- ***Online Counselling:***

  The University's faculty conducts online counselling sessions through different online platforms like Zoom, Google Meet, and Cisco WebEx etc. Sessions are also conducted through Facebook Live on examination related issues especially during the time of pandemic. Most of the online counselling sessions are recorded and archived as additional digital learning resources for the use of the learners.

- ***KKHSOU Mobile App:***

  The University has developed a mobile application KKHSOU (https://tinyurl.com/35y7brrj) that allows students to access the university website 24x7. The main purpose of this application is to provide the relevant information to all learners in an easily accessible manner. Using this application, learners can view the course information, fees structures based on their requirements. At the same time they can directly call any study centre of KKHSOU. Learner can download assignments, old question papers and other important forms.

- ***SMS Alert Facility:***

  The University has implemented an SMS alert system for learners for sending notification of university news, events, and similar other learner-related information.

- ***E-mail Support:***

  Learners can also write emails to any officials/faculty members of the University atinfo@kkhsou.in. Concerns raised through email are addressed by the concerned officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well for any kind of support and assistance.

- ***KKHSOU in Social Media:***

  KKHSOU has incorporated social media like Facebook pages (https://www.facebook.com/groups/272636986264210/), WhatsApp group, Twitter Account (https://twitter.com/KKHSOU1?s=09) to its official website

that enables interaction with the learners on a real time basis. The Facebook page also allows moderated discussions within as well as among the learners' community.

7. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATIONS

7.1 Procedure for Admission

(a) **Minimum Qualification:** For the MSW programme, learners need to have a UG Degree pass or equivalent qualification (in any stream/subject) from a University recognized by UGC.

(b) **Online Admission:** Admission to the proposed Programme will be conducted entirely in online mode through the University's Online Admission Portal (https://tinyurl.com/2p8ht9da). The learners have to register first in the portal providing their email and mobile number. After successful registration, the login credentials are provided to their registered email and mobile numbers. Learners can login to the admission portal using the credentials provided to them and then fill up the online application form and upload all required supporting documents and photograph. They can choose their subjects and preferred study centres. Upon completing all the requirements of application process they can make online payments of the requisite fee via net banking, credit/debit card, UPI or by using the QR code. Once the fee is paid, they can get their enrolment receipt with their enrolment number and get a print out of the application form for future reference. On completion of the admission process the learners receive a welcome email with all relevant information and links to various digital resources for instant access.

(c) **Refusal/Cancellation of Admission:** At the time of admission the learners have to submit a declaration that all information and document provided by her/him at the time admission are, correct, true and valid. If, however, any false declaration is detected at any stage, the University has the authority to refuse, reject and/or cancel his/her admission, mark sheets, certificates etc as the case may be.

(d) **Continuous Admission:** The University practices the system of continuous admission. By paying the necessary fees, a learner has the provision of obtaining admission to the next semester after the completion of any semester. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The learners are given 60 days of time for admission in the intermediate semesters. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to

regularly visit the University's website and maintain regular contact with their allotted study centres.

(e) **Lateral Entry:** The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of later admission to all its UG and PG programmes. Accordingly, for the proposed PG programmes, provision for lateral entry into the 3rd semester is made for those learners who had chosen to exit in the 2nd semester earlier due to various reasons. For this the University adopts a credit transfer policy to facilitate the process of lateral admission to all academic programmes.

(f) **Pursuing Two Academic Programmes Simultaneously:** The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in two academic programmes simultaneously including UG and PG programme in order to enhance their choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.

(g) **Fee Waiver for Differently Able Persons (DIVYANGJAN)**: The fee waiver will be applicable for differently able learners in all semesters of the programme where he/she has enrolled. Such learners must submit 'Form no. IV' issued by the Social Welfare Department or Disability Certificate issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The forms/certificates of differently able learners which are verified by the Social Welfare Department, Govt. of Assam will be allowed the fee waiver for the eligible learners of this MSW programme also.

(h) **Fee Waiver for Jail Inmates:** The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session.

(i) **Economically Weaker Section (EWS):** The learners applying for admissions in EWS category shall submit EWS documents as per the latest Govt. of Assam guidelines**.**

(j) **Fee Structure:** The fee structure of the MSW programme would have a break-up across semesters of the programmes. The fee is inclusive of Enrolment fees, Course fee, Examination fee, Exam centre fee and Mark-sheet fee. At present, all inclusive fees for the MSW programme is charged as Rs 5000 per semester.

7.2 Curriculum Transaction

(a) **Activity Planner:**

The University prepares an activity planner, which guides the overall academic activities in all academic programmes. This is released before the beginning of the academic session and prior to the University's admission. The CIQA office, as per UGC guidelines, prepares this activity planner and the office of the Academic Dean, after due approval, upload the Academic Plan and month wise Academic Calendar to the University's website. This enables learners to plan their studies and activities accordingly. The same practice shall be followed in case of the proposed Programme also.

(b) **Self-learning Materials (SLMs):**

The transaction of the curriculum is primarily carried out through the Self Learning Materials (SLM). The SLMs are conceived, designed and prepared in such a way that the learners can easily follow them. The SLMs are prepared with the help of well-known subject experts and they provide all relevant and up-to-date information in the subject in a clear, concise and coherent manner, which are sufficient for self learning. Both print and e-SLMs are made available to all the learners. In the proposed Programme too, SLMs – both print and digital – will form the primary mode of curriculum transaction.

(c) **Multimedia Materials:**

Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of audio-video presentations, tutorial videos, and recorded version of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.

(d) **Induction and Counselling Sessions:**

Induction sessions are conducted by university officials and faculty together at the beginning of each academic session both centrally as well as at the study centres. Counselling sessions are conducted by the Study Centres with qualified and experienced academic counsellors. Normally, all counselling sessions are scheduled on Sundays. A face-to-face interaction between the learners and the counsellor takes place during the counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, online counselling sessions are provided by the faculties of the University for different Programmes. For the proposed Programme also both online and offline counselling will be continued at the University and the study centres.

7.3 Assessment and Evaluation

The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts this aspect is always considered thoughtfully.

The assessment and evaluation system of the University consists of two components i.e. Formative and Summative Assessments as per the UGC regulation of 2020. The 33rd Academic Council of the University decided that Formative Assessment is to be given a weight of 30 percent while the Summative Assessment is to be assigned the remaining 70 percent of the weight. Further, 35th Academic Council has adopted the SGPA and CGPA system of evaluation as per the UGC's Curriculum and Credit Framework for UG Programme, 2022. As per the UGC's Curriculum and Credit Framework for UG Programme, 2022, the "Letter Grades" will be provided to the learner after due assessment and evaluation as given under:

Table 3: Letter Grades System of KKHSOU

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

The Semester Grade Point Average (SGPA) will be computed from the grades as a measure of the learner's performance in a given semester. The SGPA will be based on the grades of the current term, while the Cumulative GPA (CGPA) will be based on the grades in all courses taken after joining the programme of study. Here SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a learner in all the courses taken by a learner and the sum of the number of credits of all the courses undergone by a learner, while the

Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a learner over all the semesters of a programme. As recommended by the UGC, the SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Based on the above mentioned Letter grades, grade points and SGPA and CCPA, the transcript for each semester and a consolidated transcript indicating the performance in all semesters will be provided to the learners.

Notwithstanding, the details of the Formative and Summative assessment followed by the University, which will also be followed in case of the proposed Programme, are described in sections 7.3.1 to 7.3.3.

7.3.1 Formative Assessment

Formative assessment of the learners is conducted in a continuous and comprehensive manner. There are provisions for self-evaluation based on the Self Learning Materials. The University has decided to adopt a mechanism for continuous evaluation of the Learners through a judicious mix of various flexible methods.

Considering the practical limitations of the learners and the other operational difficulties, the University has adopted the formative assessment consisting of the followings:

- MCQ/Written test/Quiz/Viva etc. = 10 marks
- Home Assignment (submitted at study centre) = 10 Marks
- Participation in extension activities (environment related/workshop etc.) and/or Additional Home Assignment in lieu of this = 3 marks.
- Timely submission of assignment etc. as mentioned above = 2 marks (e.g. submission on time = 2 marks; submission after due time = 1 mark; Non-submission =0 mark)
- Attendance/Participation in the various Personal Contact Programmes like induction, orientation or other such programmes = 5 marks

The learners are communicated about the details through the University website, official notifications, study centres, mentoring groups and social media. The concerned study centres conducts MCQ based test (online/offline) for the learners. However, if required, they may alternatively arrange for written test/ Viva/Quiz etc. and assess the learners for maximum 10 marks. Depending on situations, additional assignments of 10 marks are also given in lieu of the MCQs.

Assignments for total 13 marks are administered course-wise comprising three assignments viz. 2 for 5 marks and 1 for 3 marks by the concerned discipline. Out of the three assignments, one is

closed-ended assignment directly from the course or SLM (5marks), one is open-ended assignment i.e. analytical/opinion/view etc. to be answered by the learner based on the course (5 marks), the third one relates to environmental or community works and/or activities (3 marks) concerning the issues/topics covered.

Learners are required to submit the hand written hard copies of these assignments to their respective study centres. The study centres will get them evaluated by academic counsellors and offer comments and suggestions for further improvements.

The study centres also arranges Personal Contact Programmes (Online or Offline) and the learners are expected to attend the same, as per UGC Guidelines. Based on their level of participation and engagement they are given marks. Marks obtained by the learners after the wholesome Formative Assessment as described above are uploaded by the coordinators of the study centres in the Home Assignment portal specifically created by the examination branch.

7.3.2 Summative Assessment

The Summative Assessment is conducted in pen and paper mode in designated study centres. The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty members. Results are declared after a process of due scrutiny and thorough diligence check. The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result.

7.3.3 Assessment of seminar/presentation/project and dissertation

A learner has to make seminar/presentation and prepare a project/dissertation on a particular topic under the guidance of a professionally qualified supervisor/guide in Semester VII and VIII of proposed Programme. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline is available on the website. The link is http://kkhsou.in/web_new/guidelines-download.php.

8. REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES

Library services are offered to the learners of the University by providing access to the library facilities in its recognized study centres and also through the central library of the University's City Campus. The reference books are suggested by the faculty of the respective disciplines and schools and also by the SLM writers. The Central Library of the University has quite a good stock of relevant reference books and textbooks relating to the various Programmes including the proposed one. It has about 20000 print books, 36 print journals on various disciplines and 8 Newspapers. The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are made accessible to the learners. The learners are given the access to all these library resources after their successful enrolment into a programme. The library web page is integrated to the University's main website.

The library is fully computerised with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification Technology). All the learners of the University including the learners of the proposed Programme can access the webpage of the University library at their own time and convenience (http://library.kkhsou.in/). Moreover, the learners can take advantage of the facilities of the Digital Library (http://dlkkhsou.inflibnet.ac.in/). The digital library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community including its learners. Further, the Library of the university maintains a web catalogue (http://opac.kkhsou.ac.in/) to facilitate the learners to browse library collection online.

The University also has an OER Policy (https://tinyurl.com/2yukrp5r). The University has signed Content Partner Agreement with National Digital Library of India to share its digital resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. The learners' community of University can avail the services through a single-window (https://ndl.iitkgp.ac.in/).

In addition, the learners can also use, the OAJSE – i.e. Open Access Journal Search Engine (www.oajse.com) to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories.

Even though courses of the proposed PG Programme in Social Work do not require much of the laboratory services as such, support in terms of computer laboratory is provided to the learners by way of giving access to the existing facilities at their respective study centres and the University's city campus. The city campus of the Guwahati has two state of the art computer labs

equipped with statistical and data analysis software like SPSS, STATA and R which can be used by learners should they feel any requirement for the same. Moreover, these softwares can also be practiced on own without any lab support.

9. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS

The office of the Finance Officer of the University keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related to organising counsellors' workshops, meetings of the co-ordinators of the study centres etc. Moreover, office of the Finance Officer also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down government procedures. Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on the past data on costs to arrive at the following indicative figures for the PG Programmes including the one proposed here.

9.1 Programme Development Cost

The office of the Finance Officer of KKHSOU has worked out the following:

(a) **SLM Development Cost for Post Graduate programme:** Rs. 7600/- per Unit. A course normally has 14 Units. In Two Year PG Programme, there will be 16 to 20 Courses. The discipline specific courses will be explicitly attributed to this programme. The rest can be apportioned depending on the learners' enrolment and number of units to be printed.

(b) **Printing Cost per Unit of SLM:** The printing cost per unit is Rs. 69. However, this also depends on the print number as scale related advantage of cost is normally availed.

9.2 Programme Delivery Cost

The SLMs prepared have to be delivered to various study centres located at the far flung remote areas. On an average, the University delivers about 2.2 KGs of study materials per student. The cost of delivery of 1 KG of such material is Rs. 60. Accordingly, depending upon the number of candidates; the cost for the MSW programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 132.00. Moreover, there will be apportionable expenditures on providing LMS based services for which a detailed exercise will be required.

9.3 Programme Maintenance Cost

The University will keep financial provision for organizing stakeholders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meetings of Committee on Courses, School of Studies, Academic Council etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme. The cost calculated by the office of Finance Officer as regards maintenance of Arts programmes- is Rs. 1750/-.

The figures as indicated above will be applicable for the MSW programme of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

10 QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME AND COURSE LEARNING OUTCOMES

10.1 Quality Assurance Mechanism

As required by the NEP 2020, the University adopts a Learning Outcome Based Curriculum Framework for all academic programmes including the 2 year PG programmes. Accordingly, all academic programmes have been redesigned with clearly stated programme and course specific objectives and learning outcomes. Besides, the academic outcomes, certain non-academic outcomes such as team work, effective communications, ethical conduct etc. are also identified at all academic levels. Further, attempts are also made to map the programme and course specific learning outcomes with the expected outcomes of the NHEQF and NSQF for each academic level so that the programmes and courses offered by the University while being consistent with the overall perspective and framework of the NEP 2020 enable the learners to enter the job market with requisite qualifications. The formative as well as summative assessment and evaluation of various programmes and courses too are accordingly redesigned linking with the programme and course specific learning outcomes as identified. Moreover, the intended learning outcomes are also embedded in the assessments and evaluations of the activities and projects as parts of the curriculum.

10.2 Expected Programme Outcomes

The outcomes of the programme are manifold, as noted below:

(a) It will enable the learners to acquire knowledge enabling them to articulate well the condition around them.

(b) This programme will also enable the learners to look for job in the civil services.

(c) The programme will also help the learners to seek employment avenues in the development sector and/or other upcoming sectors like banking, insurance and other service sectors.

(d) The programme will also encourage the learners to go for research in the field of Social Work and Developmental Studies.

(e) The programme will enable the learners to undertake a teaching job up to the Post Graduation level subject to fulfilment of other eligibility criteria.

(f) The programme will enable the learners to engage with the society in a fruitful manner leading to the welfare of all and thus contribute to the betterment of the society.

10.3 Learning Outcome based Curriculum Framework (LOCF) of the MSW Programme

The learning outcome based LOCF of the MSW programme has been presented in Table 4.

Table 4: Course Objectives and LOCF of the MSW Programme

Sem	Course Name	Type of Course	Objectives	Learning Outcome
I	Introduction to Social Work	DSC	To orient the learners to the basic concepts of social work, to understand the basic values and principles of social work profession, to trace the history of social work in India and abroad, to understand the significance of contemporary ideologies in the practice of social work.	This course will lay the foundation of a professional perspective of a social work trainee and equip them with skills
	Sociological and Psychological Foundations for Social Work	DSC	To understand the Factors contributing to the development personality; to understand the concepts that will be beneficial to social	This course will equip the learners to assess human behaviour and its causes. It mainly helps in the practice of case work, group work and counselling. Sociological

			workers in understanding human behaviour better; to understand the physical, psychological & social changes of various developmental stages; to provide the learners with a sociological perspective for effective social work practice, to familiarize the learners with various sociological concepts, social institutions and understand the significance of its knowledge in social work profession.	understanding is the basic foundation of a social worker. Thus, this course will enable the learner to analyse the role of social institutions and norms.
	Social Case Work	DSC	To understand case work method and its contribution to social work practice. To develop capacity to understand and accept the uniqueness of individuals. To develop ability of establishing and sustaining working relationship with the client. To help the learner acquire skills of working with individual and families in various situation and settings.	This course will equip the social work trainee to learn the skills and techniques of the primary social work method that is case work. It will enable the learner to acquire knowledge of social work practice with individuals in different phases of the process.

	Economics of Social Sector*	DSE	This course shall provide the learners with a foundation on social sector. Social sector here represents basically education and health. The course begins with some basic concepts in Economics of education and ends with the discussion on economic appraisal of health programmes. This course is quite innovative, and it aims to discuss certain current theoretical concepts in the field of Economics of Education and Economics of health care.	● This course will help the learners know the concept of social sector. its importance and role. ● Learners will be able to outline the role of social sectors such as role of education in economic development. ● Learners will be able to explain the concepts like cost and benefits of education, return of education, education and labour market and education planning. ● This course will also help the learners conceptualise socially relevant issues for undertaking research in future higher studies.
	Sociology of Health and Illness*	DSE	This course intends to: ● enable the learners to understand how health status is impacted by our social life ● orient the learners to different theoretical perspectives to understand health ● enable the learners to understand the relationship between disease and culture	● This course will enable the learners to understand how health status is impacted by our social life ● This course will orient the learners to different theoretical perspectives to understand health ● This course will also enable the learners to understand the relationship between disease and culture.
II	Social Stratification*	DSC	To orient the learners to the various factors that has contributed to stratification in the society. To identify the causes of discrimination based on such stratification	This Course will give a detailed understanding of the concept of social stratification. It highlights the basic concepts associated with it, the different perspectives to understand social stratification and the contemporary debates

				associated with the idea of social stratification.
	Human Rights and Social Policies	DSC	To provide the learners the learners precision in their understanding human rights, examining the dimensions, obstacles and opportunities in social policies and to equip them with critical thinking on social legislation; to provide appropriate examples and references for future explorations with special reference to North-east India.	It will acquaint learners to the concept of Human Rights and its significance in social work. It will help to understand the role of national social policies and legislations in monitoring the protection of human rights. The course will facilitate the learners to critically analyze the challenges and issues of human rights violation with specific reference to Northeast India.
	Social Work Research and Staistics	DSC	This course discusses Social Work Research: Meaning and definition of research; nature and significance of research; characteristics of research; Research Designs: Meaning and definition of research design, components of research design	this course will introduce the learners to the wide field of social work research and its significance to identify social issues by teaching the tools, techniques and research design.
	Social Entrepreneurship and Project Management	DSE	To be able to define the field of social entrepreneurship and key traits of social entrepreneurs. To be able to describe and apply key theories and concepts the field of social entrepreneurship. To understand the key elements and functions of project management	This course will enable the learners to understand social entrepreneurship and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.
	Indian Administration*	DSE	This course has been adopted from the	After going through this course, the learners will be

			Discipline of Political Science to provide the learners issues/areas pertinent to Indian society through diverse perspective, which is a very basic philosophy of the New Education Policy, 2020. This course discusses the evolution of the administrative system in India while being able to explain the salient features of the administrative system in India. Further, the course will discuss the structural framework of civil services in India covering the All India Services, the Central Services and the State Services.	able to : ● explain the evolution of the administrative system in India while being able to explain the salient features of the administrative system in India. ● discuss the structural framework of civil services in India covering the All India Services, the Central Services and the State Services. ● discuss the composition, functions and other related aspects of the constitutional bodies of Union Public Service Commission and State Public Service Commissions. ● explain the powers and functions of the Comptroller and Auditor General of India.
III	Social Group Work	DSC 7	To understand the scope of Group Work in social work intervention To familiarize the learner with group formation, group work process & evaluation Gain knowledge about the use of a variety of group approaches. Develop knowledge, skills and techniques to be used by the social worker in groups.	This course will equip the social work learners to acquire the skills and techniques of social work practice with groups. It will help them to organize individuals with common problems into groups and to identify ways of dealing with it interdependently
	Social Work Practice with Communities	DSC	To be acquainted with the concepts of community and its dynamics To understand community organization as a method of social work	This course will instil the knowledge and skill of working with the community- rural, urban and tribal.

			To understand the critical elements of community organization practice To enhance critical understanding of the models and strategies for rural and urban community	
	Social Action and Movements	DSC	To familiarize learners with concepts in defining social action and social movements. To provide an over view of evolution of social action as method in social work. To acquaint learners with various theoretical perspectives on social movement.	The course will help the learners to identify the factor that bring about social change. Social action as a method of social work contribute to social change. The learners will learn how social movements have brought about changes in the society.
	Sociology of Development*	DSE	This is the first course of the third semester. This course shall provide the basic theoretical foundation relating to the field of Public Finance and Policy. The course begins with certain introductory concepts in the field and ends with the discussion on Finance Commissions in India.	● Learners will be able to look into the issues of economic social structure, perspectives of development, paths of development, different theories of underdevelopment, politics and development, role of civil society, development and resultant displacement as well as certain contemporary concerns and issues of development from a different perspectives of social science. ● Learners will be able to become better social science researchers from such multi-disciplinary perspective.
	Issues in Indian Economy*	DSE	This course shall provide a basic conceptual idea on Indian Economy. The course begins with the discussion on India as an	● This course will enable the learners to explain various important aspects of the Indian economy. ● This course will also help the learners to analyse the

			emerging global economy and ends with the discussion on the external sector of the Indian economy.	different factors relating to the recent growth dynamics in the Indian economy. ● Learners will also be able to know recent emerging issues like globalisation, food security etc. ● This course will also enable the learners to draw certain emerging research issues to be taken up for the Dissertation in this semester.
IV	Social Welfare Administration	DSC 10	To understand concept, principles and components of social welfare administration. To develop understanding of social welfare administration as a method of social work profession. To Study legal aspects of Social Work Administration To create awareness about the various social welfare programmes implemented by Central & State Governments	This course educates the social work learners for optimum utilization of resources like government schemes and other welfare measures at the grass-root level.
	Gender Studies	DSC	To orient the learners to the gendered injustices in society, to the approaches of gender and development, to help the learners critically analyse the present scenario of gender discrimination, patriarchal dominance ingrained and understand the contemporary issues in relation to gender.	this course will equip the learners to have a critical understanding of gendered roles and expectations. It will build a perspective to identify gender discrimination, gender and development and the rights of the LGBTQ community.
	Social Work and Criminal Justice	DSC	To orient the learners to the concept of crime and	The learners will acquire the knowledge of the rights of

	System		the justice system To analyze the role of social work profession in the correctional setting	persons under trial and that of the children in conflict with law. The course will enable the social work learners to understand the processes of prison administration and the justice system.
	Social Work with Persons with Disability	DSE	To understand the concept of disability and its varied dimensions. To sensitize the students about the vulnerability and rights of PWDs. To make students aware of disability issues pertaining to family and across gender. To identify various strategies to work towards their rehabilitation. To understand the role of social workers in promoting rehabilitation measures for the PWD.	This course will enable students to understand the concept of disability, problems of persons with disability, various legislations, rehabilitation programmes for PWDs and strategies pertaining to disability rights. It focuses on the measures and role of professional social workers in disability rehabilitation and education
	Women and Politics	DSE	The course "Women and Politics" is designed to help the learners to have an understanding of various important issues associated with the role of women in society and politics. This course will make the learners familiar with the basic concepts of gender and patriarchy. This course will also discuss Feminism and its development. A number of	● The learners will be able to understand the concepts of gender, patriarchy, feminism, gender mainstreaming and gender budgeting. ● The learners will be able to critically examine various theories and perspectives to look into the topic of feminism, such as- Socialist Feminism, Liberal Feminism, Radical

			theories have been formulated whereby the concept of feminism is sought to be explained through particular standpoints. Accordingly, various theories of feminism, such as theory of Liberal Feminism, theory of Marxist Feminism, theory of Socialist Feminism, theory of Radical Feminism, theory of Cultural Feminism, theory of Eco Feminism, theory of Postmodern Feminism, theory of Multicultural Feminism, theory of Global Feminism will be discussed in this course.	Feminism, Marxist Feminism, Cultural Feminism, Eco Feminism, Postmodern Feminism, Multicultural Feminism and Global Feminism. ● The learners will be able to discuss movements for women's rights in India during colonial and post-colonial period.

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Annexure -I

Table 1: Programme Structure of MSW

Sem	DSC (Core)	Elective (DSE/GE)	AEC	VAC	Dissertation/ Seminar	Total Credits
I	DSC1-Introduction to Social Work DSC 2-Sociological and Psychological Foundations for Social Work DSC 3- Social Case Work	DSE 1: Economics of Social Sector*/Sociology of Health and Illness*	Any one course from AEC 1 set (4 credits)	VAC I (2 credits)		22
II	DSC 4-Social Stratification DSC 5- Human Rights and Social Policies DSC 6: Social Work Research and Statistics	DSE 2: Social Entrepreneurship and Project Management/ Indian Administration*		VAC II (2 credits)	1 Seminar (4 credits)	22
III	DSC 7- Social Group Work DSC 8- Social Work Practice with Communities DSC 9- Social Action and Movements	DSE 3: Sociology of Development*/ Issues in Indian Economy* (1x4 credits)	Any one course from AEC 2 set (4 credits)			20
IV	DSC 10- Social Welfare Administration DSc11- Gender Studies DSC 12- Social Work and the Criminal Justice System	DSE 4: Social Work with Persons with Disability/ Women and Politics*			1 Project /Dissertation (8 credits)	24
Total	**48 credits (12x4 credits)**	**16 credits (4x4 credits)**	**8 credits (2x4 credits)**	**4 credits**	**12 credits**	**88**

Note:

DSC: Discipline Specific Core; DSE/GE: Discipline Specific Elective/Generic Elective. AEC: Ability Enhancement Course; VAC: Value Added Course (AECs and VACs may be selected from available basket, as may be offered from time to time).

*Adopted from the set of Generic Elective offered by the related/allied discipline.

ANNEXURE II

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

DETAILED COURSE WISE SYLLABUS OF MASTER OF SOCIAL WORK PROGRAMME

SEMESTER – I

DSC 1: INTRODUCTION TO SOCIAL WORK

Part I: Theory
(3 credits)

UNIT 1: Introduction to Social Work

Meaning of Social Work, Objectives, Basic Assumptions, Functions and Methods of Social Work.

UNIT 2: Principles of Social Work

Philosophy of Social Work, Basic Values of Social Work, Principles of Social Work, Marginalization of Vulnerable Groups.

UNIT 3: Basic Concepts Related to Social Work

Basic Concepts related to Social Work: Social Service, Social Welfare and Administration, Social Reform, Social Justice, Human Rights, Social Security, Social Policy and Legislation, Social Development.

UNIT 4: Historical Development of Social Work

Historical Development of Social Work; Professional Development of Social Work in USA, UK and india, Development of Social Work Education in India, Professionalization of Social Work.

UNIT 5: Professionalization of Social Work

NASW Code of Ethics, Purpose, Ethical Principles, Standards, Limitations of Social Work Profession, Professional Social Workers Association in India and Abroad

UNIT 6: Contemporary Ideologies for Social Change

Concept of Social Change, Contemporary Ideologies for Social Change: Neo-Liberalism, Globalization, Postmodernism, Feminism, Multiculturalism

UNIT 7: Ideologies of Sustainable Development

Sustainable Development: Concept and Meaning, Development-Environment Debate, Dimensions of Sustainable Development, Resurrgence of Civil Society, Idelogy of Non-Government Organization, Globalization and Sustainable Development

UNIT 8: Forms of Social Work Practice

Conventional Social Work, Radical Social Work, Law and Social Work, Social Reform and Movement, Social Activism, Social Network.

UNIT 9: Perspectives of Social Work Practice in India

Philosophy of Social Work, Basic Values of Social Work, Principles of Social Work, Marginalization of Vulnerable Groups.

UNIT 10: Fields of Social Work

Fields of Social Work: Family and Child Welfare, Medical And Psychitatric, Industrial Social Work, Rural and Urban Community Development, Criminology and Justice, Social Welfare Administration.

UNIT 11: Various Settings of Social Work Profession

Various Settings of Social Work Practice: Institutional- School, Healthcare, Corporate, Correctional, Government and Non- Government Setting, Non- Instittutional- Village and Slum Setting.

UNIT 12: Personal and Professional Growth of Social Workers

Self-Development, Communication for Effective Functioning, Concept of Professional Personality, Professional Stress and Burnout.

UNIT 13: Professional Goals of Social Work

Meaning and Definition of Social Work Profession, Social Work as a Profession, Empowerment of Clients, Communication, Role of a Social Worker.

Part II:

(1 credit)

- Field work is an essential component of social work. It enables learners to apply the theoretical concepts and skills at the grass root level. Field Work Journal is attached with the SLM of this course.
- Orientation Visit will introduce the learners to the functioning, structure of social welfare organizations/ NGOs in order to understand the management and utilization of resources.

Basic Reading List:

1) Jacob, K.K. (1965) Methods and Fields of Social Work in India. Bombay: Asia Publishing House.
2) Misra, P.D. (1994) Social Work: Philosophy and Methods. New Delhi.
3) Bhattacharya, Sanjay (2003) Social Work: An Integrated Approach. New Delhi: Deep and Deep Publications.
4) Fink, Arthur E. (1985).The Field of Social Work. Beverly Hills: Sage Publication.
5) Cohen, Nathan E.(1958).Social Work in the American Tradition. New York: Mac Millan.
6) Bison, Herbert. (1952). The Philosophy of Social Work. Washington: Public Affairs Press.
7) Gore,M.S.(1965).Social work and Social Work Education..Bombay:. Asia Publishing House.
8) Elliot,P.(1972).The Sociology of Profession. London: Mac Millan Company.
9) Friedlander,W.A.(1958).Concepts and Method of Social Work. N.J: Prentice Hall.
10) Dasgupta, Sugata. (1967).Towards a Philosophy of Social Work in India. New Delhi: Popular Book Service.

DSC 2: SOCIOLOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF SOCIAL WORK

UNIT 1: Understanding Society

Individual and Society, Demographic ariables, Significance of Demographic Variables, Malthusian theory, Complexity of Indian Society

UNIT 2: Introduction to Sociology and Theories of Society

Sociology as a Discipline, Scope of Sociology, Importance of Sociology in Social Work, Relationship between Sociology and other Social Sciences, Theories of Society

UNIT 3: Culture and Social Institutions

Concept of Culture: Characteristics and Functions of Culture, Social Insitutions, Meaning and Types of Social Institutions

UNIT 4: Social Stratification

Concept of Social Stratification, Meaning, Concept and Characteristics of Caste, Casteism-Characteristics and Causes, Meaning, Concept and Characteristics of Class, Difference between Caste and Class, Gender Roles and Inequalities, Sexual Division of Labour

UNIT 5: Socialization and Social Control

Socialization- meaning, Agencies of Socialization, Social Control-Norms, Folways and Mores, Socialization and Social Control

UNIT 6: Social Change and Social Movements

Meaning, Sources and Processes of Social Change, Social Movement- Meaning and Definition, Features and Types of Social Movement

UNIT 7: Social Problems in India

Social Problems in India- Unemployment and Poverty, Drug Addiction and Alcoholism, Crime and Violence against Women, Child Labour and Child Abuse, Migration and Human Trafficking

UNIT 8: Introduction to Psychology

Introduction to Psychology, Psychology and Social Work, Social Psychology, Appplication to Criminal Justice System, Health and Pro-Social Behaviour, Developmental Psychology and Social Work

UNIT 9: Needs, Motivation, Personality and Emotion

Need, Drive, Incentive, Motivation, Personality, Personality Traits, Determinants, Components, Emotions and Feelings, Emotional Intelligence and Its Importance

UNIT 10: Understanding Human Behaviour

Concept of Human Behaviour, Factors Affecting Human Behaviour, Biological Bases, Memory, Memory Systems, Learning, Perception, Attribution

UNIT 11: Human Behaviour -II

Socialization Process, Social Factors that Affect Human Behaviour, Theories of Development and Behaviour, Freud's Psychosexual Theory and Erikson's Psychosocial Theories, Coping Mechanism

UNIT 12: Maladaptive Human Behaviour

Understanding Abnormal Psychology, Psycho-pathology, Personality Disorders, Somatoform Disorders, Mental Retardation, Stress, Effective Adjustment, Adjustment Nature

UNIT 13: Human Growth and Development

Meaning of Growth and Development, Principles, Lifespan Approach, Stages of Human Development, Pre-natal and Post-natal Stages

Unit 14: Childhood and Adolescence

Influence of School and Social Grouping on Childhood, Role of Primary Schools, Social Grouping and Social Behaviour, Psychological Factors of Adolescence, Challenges in Childhood and Adolescence

Unit 15: Stage-Adulthood

Cognitive Development, Socio-Emotional Development, Work Life, Marriage and Family Cycle, Challenges in Adulthood and Late Adulthood

Basic Reading List:

1) Baron, R. A. (2001). Psychology. Allyn & Bacon.
2) Thibaut, J. W., & Kelley, H. H. (1959). The social psychology of groups. New York: Wiley.
3) Blackburn, R. (1993). The psychology of criminal conduct: Theory, research and practice. John Wiley & Sons.
4) Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. Developmental psychology, 23(5), 611.
5) Desai, A. R. 1948 Social Background of Indian Nationalism, Bombay: Popular Prakashan.
6) Frankel, Francine 1978 India's Political Economy, 1947-1977: The Gradual Revolution, Princeton: Princeton University Press.
7) Gough, Kathleen 1980 "Modes of Production in Southern India", Economic and Political Weekly, Vol. XV, Nos. 5, and 7, pp. 337-364.
8) Gouldner, A. W. 1970 The Coming Crisis of Western Sociology, New York: Basic Books.

9) Joshi, P. C. 1979 "Emergence of the Poor as a Class", Economic and Political Weekly, Vol. XIV, Nos. 7 and 8,pp. 355-366.
10) Komat, A. R. 1979 "The Emerging Situation: A Socio-structural Analysis", Economic and Political Weekly, Vol.XIV, Nos. 7 and 8, pp. 349-366.
11) Lele, Jayant K. 1978 "Tradition and Intellectuals in a Third World Society", The Ninth World Congress of Sociology, Uppsala, Sweden, August 14-19, (mimeo).

DSC 3- SOCIAL CASE WORK

UNIT 1 : Historical Development of Social Case Work

Historical Development of Social Case Work in India, USA and UK,Social Case Work during First World War (1914-1918), Economic Depression (1930) and Second World War (1939-1945).

UNIT 2 : Functions of Social Case Work

Values of Social Case Work, Functions of Case Work, Case Work with Individuals, Case Work with Family, Environmental Modification

UNIT 3 : Principles of Social Case Work

Nature of Social Case Work, Principles of Case Work- Individualization, Acceptance, Meaningful Relationship, Non-judgemental Attitude, Controlled Emotional Involvement, Communication, Client's Self- determination

UNIT 4 : Components of Social Case Work

Components of Social Case Work: Person, Problem, Place and Process

UNIT 5 : Tools of Social Case Work

Tools of Social Case Work: Interviewing, Recording, Home Visit and Supervision

UNIT 6 : Case Worker- Client Relationship

Principles of Case Work Relationship, Skills of Case Worker in Purposeful Relationship, Communication Process

UNIT 7 : Approaches to Case Work:

Psycho-social Approach, Functional Approach, Diagnostic Approach, Crisis Intervention, Eclectic Approach, Problem Solving Approach

UNIT 8: THEORIES OF CASE WORK

Theories of case Work: Psychosocial Theory, Behaviour Modification Theory, Problem Solving theory, Role Theory

UNIT 9 : MODELS OF CASE WORK PRACTICE

Models and Techniques: Psycho-analytical Model, Diagnostic Model, Crisis Intervention Model, Competency Based Approach.

UNIT 10 : TECHNIQUES IN CASE WORK II

Techniques of Case Work: Transactional Analysis, Transference, Psychotherapy.

UNIT 11 : INTRODUCTION TO COUNSELLING

An Overview of Counselling, Need and Scope of Counselling, Counselling Skills, Stages in Counselling.

UNIT 12 : SOCIAL CASE WORK PROCESS

Phases of Social Case Work Process: Social Investigation (Study), Social Diagnosis (Assessment), Intervention (Treatment), Monitoring and Evaluation and Follow-up.

UNIT 13 : SKILLS OF CASE WORKER

Skills of Working with Individuals and Families: People Skills, Communication Skills, Listening Skills, Observation Skills, Problem-Solving Skills, Interview Skills, Skill of Empowering the Client, Skill in Behaviour Therapy, Skill in Case Worker- Client Relationship.

Unit 14: ROLE OF CASE WORKER

Essential Qualities of a Case Worker, Generic Role of the Case Worker, Role of the Case Worker in the Various Phases**,** Role of the Case Worker in Problem Solving and Decision Making.

Unit 15: FIELDS OF CASE WORK PRACTICE

Characteristics of Social Case Work Practice, Determinants of Fields of Practice, Fields of Social Case Work Practice

Basic Reading List:

1) Biestek, Felic P (1957), The Case Work Relationship, Loyola University Press, Chicago, Illinois.

2) Friedlander, W.A. (1958), Concept and Methods of Social Work; Prentice Hall, MC, Englewood Cliffs, N.J.

3) Hamilton, Gorden (1956), Theory and Practice of Social Case Work; Columbia University Press, New York.

4) Hollis, F. (1972), Casework the Psycho-Social Therapy, Random House, New York.

5) Perlman, H.H. (1957), Social Case Work: A Problem Solving Process, Chicago.

6) M. Richmond, Social Diagnosis, Russell Sage Foundation, New York, 1917.

7) The short history of American Casework presented here is based on an article by H.H.

8) Perlman. M.H. Perlman; Social Casework" in H.K. Lurie (ed), Encyclopedia of Social Work, National Association of Social Workers, New York, 1965.

9) H. H. Perlman, Social Casework: A Problem-solving Process, The University of Chicago Press, Chicago, 1957.

10) J. Fischer, Effective Casework Practice, an eclectic approach, McGraw-Hill Book Company, New York, 1978.

DSE1- ECONOMICS OF SOCIAL SECTOR FROM ECONOMICS DISCIPLINE

Unit 1: Economics of Education

Role of Education in Economic Development, Human Capital- Human Capital Vs Physical Capital, Components of Human Capital, Provision and Utilization of Educational Facilities

Unit 2: Demand for Education and Its Relationship with Employment

Private and Social Demand for Education, Relationship between Employment Opportunities and Educational Demand

Unit 3: Costs and Benefits of Education

Cost of Education – Expenditure on education, Private costs and social costs and wastage and stagnation; Benefits of education: Direct and indirect benefits, Private and social benefits

Unit 4: Returns of Education and Its Financing

Problems involved in measuring returns from investment in education; Educational financing-Resource mobilization and utilization.

Unit 5: Education and Labour Market - I

Education and labour market- Effects of educational financing on income distribution; Effects of education

Unit 6: Education and Labour Market - II

Ability and family background on earnings, Poverty and income distribution

Unit 7: Educational Planning and Development - I

Cost-benefit analysis of Education, production function models, Growth accounting equations of Schultz and Denison

Unit 8: Educational Planning and Development - II

Manpower requirements approach, Programming and input-output models; Educational Planning in developing countries with emphasis on India

Unit 9: Role of Public and Private Sectors in Education

Role of public and private sectors in Education; Public private partnerships in Education

Unit 10: Economics of Health-I

Nature and Scope of Health Economics; Interrelationship between health and development; Health and Productivity; Determinants of Health Status; Disease Burden and its Measurement, Global burden of disease

Unit 11: Economics of Health-II

Economic dimensions of health care – demand and supply of health care; Economics of Nutrition: Linkages with Morbidity, Mortality and Female Education, Concept of Missing Women, Consequences of Gender Bias in Health

Unit 12: Financing of Health

Financing health care and resource constraints; Economics of Health Insurance; Health policy in India; Financing health sector in India

Unit 13: Role of Public and Private Sectors in Health

Role of public and private sectors in Health; Public private partnerships in Health

Unit 14: Economic Appraisal of Health Programmes

Forms of economic appraisal of health programmes- cost minimization, cost benefit analysis, cost effectiveness analysis, cost utility analysis

Basic Reading List:

- Bhattacharya, J., T. Hyde & P. TU (2014). Health Economics. London: Palgrave Macmillan
- Eklund, F. J. (2008). Resource Constraints in Health Care. Finland: Helsinki University of Technology
- Finkelstein, A. (2014). Moral Hazard in Health Insurance. New York: Columbia University Press
- Govender, V. & L. P. Kekana (2007). Gender Biases and Discrimination: A Review of Health Care Interpersonal Interactions. South Africa: WHO
- Gupta, K.R. (1977).Economics of Development and Planning. Delhi: Atma Ram & Sons.
- Herz, B. & G. B. Sperling (2004). What Works in Girls Education. New York: Council on Foreign Relations
- Hicks, L. (2014). Economics of Health and Medical Care. USA: Jones & Bartlett Learning
- Jacob, P. & J. Rapoport (2002). The Economics of Health and Medical Care. Massachusetts: Jones and Bartlett Publishers.
- Naik, J. P. (1961). The Role of the Government of India in Education. New Delhi: Ministry of Education, Government of India.
- Purohit, B. C. (2020). Economics of Public and Private Healthcare & Health Insurance in India. New Delhi: SAGE Publications India Pvt. Ltd.
- Sengupta, K. (2016). Determinants of Health Status in India. New Delhi: Springer India Pvt. Ltd.
- Whittington, R. (2008). Introduction to Health Economics Concepts. UK: Greenflint Ltd.

DSE 1: SOCIOLOGY OF HEALTH AND ILLNESS

Unit 1: Introduction
Meaning of health, meaning of sociology of medicine, origin and development of sociology of medicine, difference between sociology of medicine and medicine sociology
Unit2: Basic concepts:
Medicalisation, Demedicalisation, Illness narrative, medical tourism
Unit 3: Theoretical Perspectives to understand health
Functionalist theory: Marxist, Post-modern theory
Unit 4: Disease, poverty and Colonialism in India
Meaning of disease, colonialism, impact of colonialism in understanding the concept of disease, the prescribed medical measure, popular resentments.
Unit 5: Culture and disease
Meaning of Culture, disease, Impact of culture in conceptualizing disease.
Unit 6: Medical Pluralism
Issues, Trends and Practices
Unit 7: Gender and Health
Meaning of gender, nutrition, different health practices in society with regards to male and female
Unit 8: Health care institutions:
Medicine as a profession, hospital as a social organization
Unit 9: Public health
Emergence of the notion of Public health, community health, meaning of social epidemiology
Unit 10: Social inequality and health
Globalization, Medical tourism and social stratification
Unit 11: Social control of body:
Understanding the causes and consequences of anorexia and bulimia
Unit 12: State and health
Concept of Biopolitics, Health Practices in Indian state to practice control over citizens.
Unit 13: Health policies of government of India:
Trends and debates over health policies across the years
Unit 14: Global survey of Health:
Health in low-income countries and Health in high-income countries

Basic Reading List:

1) Arnold, David. 1993. *Colonizing the Body: State, Medicine and Epidemic in 19th century India.* Berkley: University of California Press.
2) Bode, Maarten. 2008. *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry.* Delhi: Orient Blackswan.

3) Foucault, M.1975. *The Birth of the Clinic: Archaeology of Medical Perception.* New York: Vintage Books
4) Shiva, Vandana. 1988. *Staying Alive: Women, Ecology and Survival in India.* New Delhi: Zed Press.

SEMESTER- II

DSC 4- SOCIAL STRATIFICATION

Unit 1: Social stratification- An Introduction:
The concept of stratification in sociology, Social mobility and stratification
Unit 2: Basic Concepts:
Hierarchy, Difference, Varna, Caste, Class, Power, and Ethnicity
Unit 3: Understanding Social Stratification:
Social Stratification: Social Stratification and Social Inequality, The Problem of Ethical Neutrality, Difference, Equality, and Inequality, The Structuring of Inequalities: The Significance of Ideas and Interests
Unit 4: Functionalist Perspectives on Stratification:
Main Advocates (Parsons, Davis, K and Moore), Arguments, Criticisms
Unit 5: Marxist Perspectives on Stratification:
Main Advocates (Marx, Lipset and Bendix, R, Tumin,), Arguments, Criticisms
Unit 6: Weberian Perspective on Stratification:
Main Advocates - Weber: Class, Status and Party, Arguments, Criticisms
Unit 7: Feminist Perspectives of Stratification:
Main Advocates, (Liberal Feminists, Radical Feminists, Socialists Feminists), arguments, Criticisms
Unit 8: Caste System and Stratification:
Caste System as a form of stratification in India, Hierarchy, and Discriminations, Changing Nature of Caste in Contemporary Society, Caste, Class and Power
Unit 9: Class and Social Stratification:
Concept of Class, Characteristics of Class System, Sociological Perspectives on Class as a Basis of Stratification, Social Mobility and Class Structure
Unit 10: Race and Ethnicity:
Natural Differences and Social Inequality, Theoretical Positions on Race and Ethnicity, Race and Ethnicity: Are they same? Identities, Nationalities, and Social Inequality
Unit 11: Gender and Stratification:
Patriarchy and the Subordination of Women, The Family as a Site of Inequality, Gender, Work, and Entitlements, The Community, the State and Patriarchy
Unit 12: Other Bases of Social Stratification: Race, Ethnicity, Tribe, Religion, Language and Region
Unit 13: Contemporary debates in Stratification: Deviance and Stratification, Disability and Stratification, Sexuality and Stratification

Basic Reading List

1. Andre Beteille(ed.): *Social Inequality: Selected Readings*
2. M.N.Srinivas: *Caste in Modern India and other essay*
3. Louis Dumont: Hierarchy Status and Power: The Caste System and its implications..
4. Andre Beteille: Introduction in Andre Beteille (ed.): *Equality and Inequality: Theory and Practice*; Oxford University Press. Delhi.
5. Dipankar Gupta:'Hierarchy and Difference' in Dipankar Gupta (ed.): *Social Stratification* Delhi: Oxford University Press.

6. T.Parsons: “An Analytical Approach to the Theory of Stratification”, in *AmericanJournal of Sociology*, vol. 45: 841-862.
7. M.M.Tumin: *Social Stratification: The Forms and Functions of Inequality*.
8. K Davis and W.E.Moore (1945): “Some Principles of Stratification”, in *American sociological Review*.

DSC 5- Human Rights and Social Policies

UNIT-1 : INTRODUCTION TO HUMAN RIGHTS

Meaning, concept of Human Rights; nature of Human Rights: Sources of Human Rights

UNIT-2 : EVOLUTION OF THE CONCEPT OF HUMAN RIGHTS

Evolution of Human Rights, Evolutionary Theories of human rights; three generations of human rights

UNIT -3 : EVOLUTION OF HUMAN RIGHTS IN INDIA

Concept of Human Rights in Ancient India; human rights during early Mughal Period, British Period; Constituent Assembly and Human Rights

UNIT -4 : THEORETICAL DIMENSIONS OF HUMAN RIGHTS

Universalistic Approach to Human Rights; Relativist Approach to Human Rights; Theories of Human Rights

UNIT-5 : NGOS AND UN BODIES IN THE PROTECTION OF HUMAN RIGHTS

Role of NGOs in the Protection and Promotion of Human Rights in General; Role of the Amnesty International in the Protection and Promotion of Human Rights; Role of the Human Rights Watch in the Protection and Promotion of Human Rights

UNIT-6 : UN AND HUMAN RIGHTS

Health and Human Rights, Role of UNESCO and ILO, Violation of Right to Health, WHO and Right to Health

UNIT-7 : INTERNATIONAL CONCERN FOR VIOLATIONS OF HUMAN RIGHTS

International Bill of Rights, Universal Declaration of Human Rights, International Covenant on Civil and Political Rights; and the International Covenant on Economic, Social and Cultural Rights

UNIT-8 : INTERNATIONAL ACTIONS FOR THE PROTECTION OF HUMAN RIGHTS

International Convention on Elimination of All Forms of Racial Discrimination; Declaration on the Elimination of All Forms of Intolerance and Discrimination Based on Religion or Belief,International Sanctions against Violations of Human Rights

UNIT 9 : CHALLENGES IN THE PROMOTION OF HUMAN RIGHTS

Criminal Justice System, Police Behaviour and Judicial System, Rights of the Accused (Protection from Arbitrary Arrest, Fair and Speedy Trial)

UNIT 10 : HUMAN RIGHTS IN NE INDIA

Violation in Northeast India with reference to Armed Forces Specials Powers Act (AFSPA). Role of Mass Media. Civil Rights Societies for protection of human rights.

UNIT 11 : SOCIAL POLICY

Concept of social policy, Values underlined social policy and social planning based on the constitutional provisions. i.e. the Directive Principles of State Policy.

UNIT 12 : CONCEPT OF SOCIAL PLANNING

Concept of social planning, Five year Plans, Multi-level Structure Planning. Human Development Index, Social Audit, Community Score Card.

UNIT 13 : BASIC CONCEPTS OF SOCIAL JUSTICE

Social Justice- concept, nature and types; Millennium Development Goals (MDGs); Types of courts, Processes and Procedures for Justice and Rights: Public Interest Litigation, CrPC, Indian Penal Code

UNIT 14 : LEGAL AID AND LOKADALAT

Human rights and justice, Contributions of JyotibaPhule, Mahatma Gandhi, B. R. Ambedkar, for social justice and rights, LokAdalat.

UNIT 15 : SOCIAL LEGISLATION AND THE JUDICIAL SYSTEM

Social Justice, Indian Constitution: Preamble, Fundamental Rights, Directive Principles and Fundamental Duties. Human Rights Commissions.

Basic Reading List:

1) Michael, C. R., The Structure of International Conflict, (London: Macmillan, 1981)
2) Parekh, Bhikhu, Gandhi's Political Philosophy: A Critical Examination, (London: 1989)
3) B.P. Singh. (2008). Human Rights in India: Problems and Perspectives, New Delhi: Deep & Deep.
4) AftabAlam (2004). Human Rights in India: Issues and Challenges, Delhi: Raj Publications.
5) Shanker Sen, (2009). Tryst with Law Enforcement and Human Rights: four decandes in Indian Police, New Delhi: APH.
6) Pandhy, Prafullah. *Social Legislation and Crime.* New Delhi: Oscar Publications
7) Raju, CB. 2006. *Social Justice and Crime.* New Delhi: Serials Publications

DSC 6- Social Work Research and Statistics

UNIT 1: INTRODUCTION TO SOCIAL WORK RESEARCH

Meaning and Definition of Research; Nature and Significance of Research; Characteristics of Research; Definition and Meaning of Social Research; Importance and Characteristics of Social Research.

UNIT 2: SOCIAL RESEARCH AND SOCIAL WORK RESEARCH

Distinctive Features of Social Research and Social Work Research; Scope and Need; Scientific Methods: Meaning and Characteristics of Social Work Research.

UNIT 3: TYPES OF SOCIAL WORK RESEARCH: Intervention Research and Practice based Research; Action research, Needs Assessment Studies; Situational Analysis, Monitoring and Evaluation.

UNIT 4: RESEARCH DESIGNS

Meaning and Definition of Research Design, Components of Research Design: Title of The Study, Statement of The Problem, Review of Previous Studies, Objectives of The Study, Formulation of Hypotheses, Methods of Data Collection, Tools for Data Collection, Sampling, Definition of Concepts

UNIT 5: TYPES OF RESEARCH DESIGN

Exploratory Research Design, Descriptive Research Design, Experimental Research Design, Diagnostic, Survey and Case Study Methods; Difference Between Quantitative and Qualitative Research Designs.

UNIT 6: RESEARCH METHODOLOGY

Problem Identification, Literature Review, Formulation, Objectives and Hypothesis, Concepts, Definitions; Introduction to Methods of Data Collection

UNIT 7: SAMPLING

Meaning and Definition Types of Sampling: Probability and Non Probability Sampling; Advantages and Limitations of Each Category.

UNIT 8: METHODS OF DATA COLLECTION

Interviewing, Questionnaire, Observation and Focused Group Discussion. Tools for Data Collection: Interview Schedule, Interview Guide, Questionnaire, Sources of Data Collection: Primary and Secondary Data

UNIT 9: PROCESSING OF DATA

Editing, Coding, Tabulation, Graphical & Diagrammatic Representation of Data.

UNIT 10: BASIC STATISTICS FOR SOCIAL RESEARCH

Definition and Functions of Statistics. Importance of Statistics in Social Research; Frequency Distribution and Tabulation; Ratio, Proportion, Percentage.

UNIT 11: APPLICATIONS OF STATISTICS

Measures of Central Tendency: Mean, Median, Mode. Measures of Variability: Standard and Quartile Deviation;

Unit 12: Measures of Association

Chi-square, Correlation Coefficient, 't' distribution; Analysis of Variance and 'F' distribution.

UNIT 13: INTERPRETATION AND PRESENTATION OF STATISTICAL DATA

Graphical Presentation, Diagrammatic Presentation, Use of Tables; Analysis of Findings; Limitations; Scope for Further Research.

UNIT 14: QUALITIES OF RESEARCHER

Maintaining Objectivity, Unbiased, Curiosity to Know the Unknown, Desire to Understand the Cause and Effect Relationship of Social Problems, Desire to Discover New and Test Old Scientific Procedures, Patience, Alert Mind, Courage and Consciousness.

UNIT 15: WRITING RESEARCH REPORT

Significance and steps in writing report; Precautions in writing research reports; Research Abstracts; Research Proposals; Contents of a Research Project; Research Report Writing.

Basic Reading List:

1) Alston, M. Bocoles, W. (Indian Edition 2003). Research for social workers: An introduction to methods. Jaipur: Rawat Publications
2) Bailey, Kenneth D. (1978) Methods of social research. New York: Mcneil Pub.
3) Grinell, Richard M. (Jr.) (1988) Social Work Research and Evaluation, Illinois F. E. Gupta. S.P. (1985). Statistical Methods. New Delhi: Sultan Chand & Sons Publishers.
4) Costello, Patrick (S. Asia Edition 2005) Action research. London: Continuum.
5) Denzin, N. K., Lincoln, Y. S. (ed), (1994), Handbook of qualitative research. Sage Publications, New Delhi.
6) Gillham, Bill (2000). Case study research methods. London: Continuum

DSE 2: Social Entrepreneurship and Project Management

Part I: Theory
(3 credits)

UNIT 1: ENTREPRENEURSHIP
Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

UNIT 2: THEORIES OF ENTREPRENEURSHIP
Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X- efficiency Theory; Theory of Profit

UNIT 3: SOCIAL ENTREPRENEURSHIP
Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA
Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs.

UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS
Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

UNIT 6: SOCIAL SECURITY AND LIVELIHOODS
Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance.

UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP
Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

UNIT 8: PROJECT LIFE CYCLE
Phases- Conception/ Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

UNIT 9: PROJECT ASSESSMENT

Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT

Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics, Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans,

UNIT 11: VALUE-CO CREATION

Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models.

UNIT 12: NETWORKING

Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

Part II: Field Work
(1 credit)

Field Work Activity (Suggested Topic):
Social Entrepreneurship and Livelihood Initiatives/ Projects/Case Studies. (FW Journal /guidelines to be attached with SLM)

Basic Reading List:

1) Khanka. S. S. (2013). "Entrepreneurial Development" S. Chand & Co. Ltd., Ram Nagar, New Delhi.
2) Donald F. Kuratko, (2014). Entrepreneurship – Theory, Process and Practice", 9th Edition, Cengage Learning.
3) Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, Middle East Journal of Business, Oct. 2018, Vol. 13, Iss. 4
4) PetarJovanović, Ivana Berić, (2018), Analyses of the available Project Management Methodologies, Journal of Sustainable Business and Management Solutions in Emerging Economies, 2018/23(3)

DSE 2: Indian Administration

Unit 1:The Indian Administrative System: Evolution and Features

Evolution of the Administrative system in India; Features of the Indian Administrative System

Unit 2:Civil Services in India: Structural Framework

All India Services, Central Services and State Services: Structure and Functions

Unit 3:Union Public Service Commissionand State Public Service Commissions

Constitutional Provisions on Public Service Commissions in India;Union Public Service Commission and State Public Service Commissions

Unit 4: Comptroller and Auditor General of India

Powers and Functions of the Comptroller and Auditor General of India

Unit 5:Bureaucracy in India

Generalist vs. Specialist argument in India; Neutral and Committed bureaucracy

Unit 6:Development Administration in India

Meaning of Development Administration; Evolution of Development Administration in India and its functioning

Unit 7:Financial Administration

Budgetary Process in India: Preparation and Enactment of Budget; Performance Budgeting and Zero-Base Budgeting in India

Unit 8:Good Governance: Accountability and Commitment

Concept of Good Governance; Structural Reforms and Good Governance in India

Unit 9:e-Governance

Meaning and Nature; National e-Governance Plan (NeGP), 2005; National e-Governance Division (NeGD) of Government of India; Implications and Importance

Unit 10:Corruption: Issues and Challenges

Meaning of Corruption; Causes of Corruption; Anti-Corruption measures in India: Central Vigilance Commission (CVC) and Vigilance Machinery of the States, Central Bureau of Investigation (CBI)

Unit 11:Ombudsmanic Institutions

Lok Pal and Lok Ayuktas

Unit 12: Transparency in Administration

The RTI Act, 2005: Background; Features and Provisions

Unit 13:People's Participation in Administration

Citizen's Charter: Concept and Origin; Citizen's Charter at the Central and State levels

Unit 14:Administrative Reforms in India

Background: A. D. Gorwala Committee Report on Public Administration (1951), Paul Appleby Committee Report on Public Administration in India (1953), Santhanam Committee on Prevention of Corruption (1962); Administrative Reforms Commission: Recommendations of the First Administrative Reforms Commission (1966); Recommendations of the Second Administrative Reforms Commission (2005)

Basic Reading List:

1) Lakshmi Kant. M. (2012). *Public Administration*. New Delhi: Tata Mcgraw Hills Education Pvt. Ltd.
2) Bhattacharya, Mohit. (2010). *Public Administration*. Kolkata: The World Press Private Ltd.
3) Fadia and Fadia. (2008). *Public Administration- Administrative Theories and Concepts*. Agra: Sahitya Bhawan publications.
4) Taneja, V. (2011). *E-Governance*. New Delhi: Alfa Publications.
5) Tripathi, V. (2007). *E-Governance in India*. New Delhi: Anmol Publications Pvt. Limited.
6) Bose, J. (2006). E-*Governance in India: Issues and Cases*. Tripura: S. Icfai Books.
7) Satyanarayana, J. (2006). *E-Government: the science of the possible*. New Delhi: Prentice Hall of India Private Limited.
8) Avasthi, Amreswar. & Avasthi, Anand Prakash. (1999). *Indian Administration*. Agra: Lakshmi Narain Agarwal.
9) Bhagwan, Vishnoo, & Bhushan, Vidya. (2007). *Public Administration*. New Delhi: S. Chand & Company Ltd.
10) Maheshwari, S.R. (2003). *Indian Administration*. New Delhi: Orient Longman.
11) Sharma, Dr. M.P., & Sadana, Dr. B.L. (2000). *Public Administration in Theory and Practice*. Allahabad: Kitab Mahal.
12) Arora, Ramesh K. and Rajni, Goyal. (1995). *Indian Public Administration: Institutions and Issues*. Wishwa Prakashan
13) Bhat, Sairam. (2012). *Right to Information*. Guwahati: EBH Publishers.
14) Dr. Vinay N. Paranjape. (2013). *Right to Information Law in India*. Allahabad: Central Law Agency.
15) Oakley, Piter. (1991). *Projects and people: The Practice of Participation in Rural Development*. Geneva: ILO.
16) Chambers, Robert. (1983). *Rural Development: Putting the Last first*. London: Longman.
17) Mehta, Vinod. (2000). *Reforming Administration in India*. Har- Anand Publications.

SEMESTER – III

DSC 7: Social Group Work

Unit 1- Social Group Work: Social Group: Meaning, concept, Definition, Objectives of group work, Evolution and Characteristics of Group Work.
Unit 2- Historical Development of Group work Practice: Historical Development of Group Work in India and in the West, Basic values and principles of group work.
Unit 3- Concepts related to Social group: meaning, characteristics, Types, Characteristics and Significance of Groups, Group Dynamics, Group as Agents of Development,
Unit 4- Theories of Group Work: Psychoanalytic theory, Learning theory, Field theory, Social exchange theory, System theory.
Unit 5- Development of the Group: Stages of group work: planning, beginning, middle and ending phases, Use of programme as a tool: importance, principles and elements.
Unit 6- Group Processes and Dynamics: Group Structure, Group behaviour, Communication and interaction pattern, Group cohesion & conflict
Unit 7- Group Work Process: Programme Planning in Group work; Models of group work practice, Steps in Group Formation, Stages of the Development of Groups and Admission of Formed groups.
Unit 8- Various Techniques Of Group Work: Group Counselling, Roup Discussion, Group Decision-Making, Role Play, Programme Media And Group Sessions.
Unit 9- Group Work Stages: different stages of group development and Group Work- Intake Study, Analysis and Assessment, Negotiating Contracts, Treatment, Recording in Social Group Work: Intervention different stages of group development, orientation, bonding, interaction, conflict, confrontation,
Unit 10: Final Stages of Group Work: Evaluation and Termination: Importance of Evaluation; Types Evaluation; Methods of Evaluation; Need for Termination; Types of Termination; Characteristics of Termination phase; Worker's skills.
Unit 11-Group work Skills: facilitation, analytical thinking, leadership and recording in group Work, Role of group worker in different stages of group work practice.
Unit 12 - Role of social worker in group work: Enabler, Stimulator, Supporter, Guide, Educator, Resource person, Therapist and Supervisor.
Unit 13- Skills of group worker: Leadership, Communication, Listening, Conflict Resolution, Decision Making, Facilitation; Use of Socio-Metry for group work.
Unit 14- Group Work in various settings: with Children, Adolescents and Elderly, hospitals, residential and non-residential institutions. Application of group work with different groups: children, adolescents, elderly persons, women and persons with disability.
Unit 15- Areas of Group work Practice: Health and Mental health set-ups, Health education, substance abuse, schools, labour welfare, juvenile delinquency, youth and other disadvantaged and vulnerable groups.

Basic Reading List:

1. Tracker, Harleigh B. 1970. Social Group Work - Principles and Practice, Association Press: New York.
2. Balgopal, P.R.&Vassil, T.V.1983. Groups in Social Work: An Ecological Perspective. New York: Macmillan.
3. Brown, Allan. 1994. Group Work. Hamphshire: Ashgate.
4. Douglas, T. 1972. Group Processes in Social Work: A Theoretical Synthesis. Chicester: Johan Wiley & Sons Geoffrey
5. L.G. &Ephross, P.H. 1997 Group Work with Population at Risk. New York: Oxford University Press.
6. Konopka, G. 1963 Social Group Work: A Helping Process. Englewood Cliffs: Prentice.Toseland, R.W. & Rivas, R. 1984 An Introduction to Group Work Practice. New York:MacMillian
7. Trecker, H.B. 1972 Social Group Work: Principles and Practices. New York: Association Press.
8. Wilson, G. & Ryland, G. 1949 Social Group Work Practice. Cambridge: Houghton Mifflin Company.

DSC 8: Social Work Practice with Communities

Part – I (Theory)
(3 credits)

UNIT 1: Analyzing Community
Concept of community, Types of Community, Structure & functions, Deconstruction of community, Understanding community power structure

UNIT 2: Community Organization
Meaning, Objectives, principles & Definition; Phases of Community Organization; history of community organization; Evolution of Community Organization as a Method of Social Work.

UNIT 3: Methods Of Community Organization
Fact finding; surveys, analysis, planning & evaluation. Concept of Community Participation: steps and applications of community organization

UNIT 4: Community Organization As A Method Of Social Work
Concept of Community Work, Community Organization and Community Development, Principles of community organization,

UNIT 5: Role Of Community Organiser
Role of Community Organiser in Different Settings; Community Development: difference between Community Development & Community Organisation.

UNIT 6: Community Development
Concept, Philosophy & Methods; Rural Community; Meaning & Characteristics, Rural Development Administration; At the Block level; Role of NGOs in Rural Development in India; 73rd Constitutional Amendment.

UNIT 7: Characteristics Of Urban Communities
Origin & Growth of Cities–Industrialization, Urbanization & Modernization. Growth of slums: cultural, political & social aspects of slum life: social problems in urban areas.

UNIT 8: Community Organization In Tribal Social System And Vulnerable Communities
Tribal Social System and Governance, Tribal Autonomous Councils, Scheduled Areas, Community Organization with Vulnerable Communities, 6th schedule areas;

Part – II (Field Work)
(1 credit)
Suggested Activities:

- Participatory Rural Appraisal,
- Community Organization,
- Awareness Programme in Rural and Urban Areas
- Socio-economic survey.

Basic Reading List:

1) Ross, M.G.1967. Community Organization: Theory, Principle and Practice. New York: Harper and Row.

2) Shankar Rao ,C. N. Sociology :Principles of Sociology with an Introduction to Social Thought, S. Chand & Company LTD: Ram Nagar, New Delhi

Misra. P. D. Social Work: Philosophy and Methods, Inter-India Publications, New Delhi India

DSC 9: Social Action and Social Movements

Part – I (Theory)
(3 credits)

UNIT 1: Introduction To Social Action
Concept, Definition and meaning of Social Action, Social Action as a method of Social Work: Typology of social action. Scope of social action, Principles of social action.

UNIT 2: Strategies And Models Of Social Action
Strategy of social action, Models of social action, Social action and social change, Social Work and Social Action.

UNIT 3: History Of Radical Social Work Practice
Settlement House Movement and Anti-oppressive Social work practice, Critical Social work and Structural Social Work practice.

UNIT 4: Integrated Social Work Practice
Meaning, relevance of the integrated approach to social work, integrated approach as an inter-disciplinary method of problem solving.

UNIT 5: Perspectives Of Social Action
Concept of Conscientisation and critical awareness, Paulo Friere, B.R. Ambedkar, Mahatma Gandhi and Saul Alinskey's contribution to Social Action

UNIT 6: Introduction To Social Movements
Definition and meaning of social movements, Concept, nature and Components, Social Movements and Social Change, Norms of social movements.

UNIT 7: Classification Of Social Movements
Old and New Social Movements, Characteristics of New Social Movements, Structure of social movements; Case Studies of Social Movements in India.

UNIT 8: Social Movement In India
Overview of Social Movements in India, Peasant Movements, Labour movements, Women's movements, Dalit movements, Tribal movements, Naxalbadi Movement, Dalit Mobilization, Tribal Solidarity Movements.

UNIT 9: Environmental Movements
Narmada Bachaon Andolan, Chipko Movement.

UNIT 10: Social Movements In North-East India With Special Reference To Assam
The Assam Movement, Students movements, peasant movement

Part – II (Field Work/Seminar)

(1 credit)

Field Work Activity (Suggested List):

- To meet up social organization with video evidence.
- Social media campaigning.
- List of functionaries.
- Conduct one interview.
- Focus Group Discussion, proposal writing, setting up / registering an organization.

Basic Reading List:

1) Weber, Max (1991); The Nature of Social Action. & quot; Runciman, W.G. ' Weber: Selections in Translation, Cambridge University Press
2) Weber, Max (1978), Economy and Society: An Outline of Interpretive Sociology., USA: University of California Press
3) Parsons, Talcott (1968), The structure of social action: a study in social theory with special reference to a group of recent European writers, New York: Free Press
4) Britto, Gabriel A.A. (1984), "Some Principles of Social Action" .
5) Das Gupta, Sugata, (1987), "Social Action" in Encyclopedia of Social Work in India, Vol. 3, Publications Division, Delhi.
6) Desai, Armaity S. (1984), "Social Action and the Social Work"
7) Freire, Paulo (1972), Pedagogy of the Oppressed.
8) Siddiqui, H.Y. (Ed) (1984), Social Work and Social Action, Harnam Publications, Delhi
9) Jacob, K.K. (1965). Methods and fields of social work in India. Bombay: Asia Publishing House.

DSE 3: Sociology of Development

Unit 1: Introduction

Evolution of the concept of Development instead of Meaning of development over time, historical location of the idea of development, Meaning of growth, difference between growth and development.

Unit 2: Social Structure and Development

Meaning of social structure, meaning of culture, social structure as inhibitor/facilitator of development.

Unit 3: Perspectives on Development (I)

Liberal, Marxist, Socialist

Unit 4: Perspectives on Development (II)

Ecological: Ecofeminism, Sustainable development,

Unit 5: Paths of Development

Capitalist, Socialist, Mixed Economy and Gandhian

Unit 6: Modernization theories

Meaning of the term 'modern' and'modernization'; Modernization and globalization
Historical context of the modernization theories.

Unit 7: Theories of underdevelopment

Liberal theory: Max Weber; Gunnar Myrdal, Dependency theory: Centre-periphery (GunderFrank), Uneven development (Samir Amin), World-system theory: (Wallerstein).

Unit 8: Politics of development

Knowledge and power in the development process, post-development theories, critique of post development theories.

Unit 9: Civil Society and Alterative discourses of development

Meaning of civil society, emergence of the idea of civil society, significance of Civil society, meaning of non- governmental organizations and its significance in development process, meaning of Corporate social responsibility and Institutional social responsibility and its significance in the development process

Unit 10: Contemporary concerns in development

Poverty, Social capital, gender and development.

Unit 11: Development and Displacement

Adverse effects of Development, Development leading to displacement and marginalisation, especially of socially vulnerable groups

Unit 12: Development and protest movements in India

Hitoricizing the protest movements against development projects in India, Protests against developmental projects due to loss of land, environmental destruction, loss of livelihood

Unit 13: Development discourse in North East India

Understanding Development discourse in north east India, Establishment of north eastern council, DONER, Look/Act East policy, Public response

Basic Reading List:

1) Wood Charles, Roberts Bryan (ed), 2005, Rethinking Development In Latin America, Penn State Press,
2) Preston P.W., 1982, The Theories of Development, London Routledge, Kegan Paul

3) Desai A.R., 1971, Essays on Modernization of Underdeveloped Societies, Thacker and Co., Bombay
4) Datt and Sundaram, 2008, Indian Economy, S. Chand & Co., New Delhi
5) Eade D. & Ligteringen E., 2006, Debating Development – NGOs and the future, Rawat Publications, Jaipur

DSE 3: Issues in Indian Economy

Unit 1: India as an Emerging Global Economy

Trends in National Income and Per capita Income, Sectoral Composition of National Income; Role of India in the Current Global Economy

Unit 2: India's Population: Growth and Policy

Population Growth, Age and Sex Composition of Population, National Population Policy, 2000.

Unit 3: Issues of Human Resource Development in India

Human Resource Development: Basic Issues and Problems; Poverty, Inequality and Unemployment: Causes and Magnitude; Progress of Human Resource Development in India

Unit 4: Indian Agriculture

Contribution of agriculture to economic development; Problem of Food Security, Public Distribution System

Unit 5: Changing Dynamics in Indian Agriculture

Diversification of Agriculture – Contract Farming – Subsidy to Farmers - Agriculture and Environment – WTO and Agriculture

Unit 6: Indian Industry

Growth and pattern of Industrialization; Problem of Global Competition – Identification of Industries Having India's Comparative Advantage: IT Industry – MSME sector; Industrial Sickness – Disinvestment

Unit 7: Social Sector

Performance of the social sector; social infrastructure- education, health and housing - Government policies

Unit 8: Service Sector

Growth pattern of the Service Sector since 1991: Banking, Insurance, Telecom and Information Technology; Changing Role of the Service Sector in the Indian Economy

Unit 9: Infrastructure Development in India

Growth of basic infrastructural facilities in India since 1991: Energy, Transport and Communication

Unit 10: Urbanisation in India

Concept; Trend of Growth in Urban population in India since 1991; Growth and Composition of Urban working population; Problems of Urbanisation; Growth of Urban Infrastructure in India

Unit 11: Inclusive Growth

Concept and Rationale; Major areas of exclusion: Regional and inter-community disparity; Emphasis to bring inclusiveness through Five Year Plans

Unit 12: Economic Reforms - I

An Overview of Macroeconomic Management Since 1991; Reform In Capital Market: Inflow Of FDI and FPI and its Implication for the Domestic Economy

Unit 13: Economic Reforms - II

Financial Sector Reform – Fiscal Reform: FRBM Act and its Implication; Second Generation Reform Measures

Unit 14: India's External Sector

Direction of Foreign Trade – Composition of Foreign Trade - Foreign Trade Policy - Balance of Payment: Role of Private Transfer, Software Services and Foreign Capital in BOP – Current and Capital Account Convertibility; WTO and its impact on the Indian economy.

Basic reading list:

1) Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, OxfordUniversity Press, New Delhi.
2) Brahmananda, P.R. and V.R. Panchmukhi (Eds.) (2001), Development Experience in theIndian Economy : Inter-State Perspectives, Bookwell, Delhi.
3) Chakravarty, S. (1987), Development Planning : The Indian Experience, Oxford UniversityPress, New Delhi.
4) Dantwala, M.L. (1996), Dilemmas of Growth : The Indian Experience, Sage Publications,New Delhi.
5) Datt, R. (Ed.) (2001), Second Generation Economic Reforms in India, Deep &DeepPublications, New Delhi.
6) Jalan, B. (1992), The Indian Economy — Problems and Prospects, Viking, New Delhi.
7) Jalan, B. (1996), India's Economic Policy — Preparing for the Twenty First Century, Viking,New Delhi.
8) Basu, Kausik (ed.), "India's Emerging Economy" OUP.
9) Kapila, Uma (ed.), "India's Economic Reforms", Academic Foundation.
10) Kapila, U.: *Indian Economy since Independence*, Academic Foundation
11) Sen, A. and Dreeze, J., "Economic Development and Social Opportunities", OUP.
12) Wadhwa, C. (ed.), "Some Problems of India's Economic Policy", Tata McGraw Hill.
13) Fouseca, A.J. (ed.), "Challenge of Poverty in India", Vikas.
14) Joshi, Vijay and Little, IMD, "India's Economic Reforms 1991-2001", Oxford University Press.
15) Parikh, K.S. (1999), India Development Report — 1999-2000, Oxford University Press,New Delhi.
16) Sandesara, J.C. (1992), Industrial Policy and Planning, 1947-91:Tendencies,Interpretations and Issues, Sage Publications, New Delhi.

SEMESTER- IV

DSC 10: Social Welfare Administration

Part – I (Theory)
(3 credits)

UNIT 1: Social Welfare Administration
Meaning, Concept, Nature, Definition, Scope and Principles; Social Welfare Administration as a Method of Social Work.

UNIT 2: Functions Of Welfare Administration
POSDCoRBF- Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting, Fund raising, Accounting, Auditing.

UNIT 3: Non- Governmental Organizations
Functioning and Registrations of Welfare Organization, Procedure for Establishing and Running Social Service Organization; Structures

UNIT 4: Types And Purpose Of Social Service Organizations
Registration of Societies and Trusts; Constitution and byelaws; Societies Registration Act; Factors motivating voluntary action.

UNIT 5: National & International Voluntary Agencies
Problems of Voluntary Organizations, sources of funding, management of funds- budgeting.

UNIT 6: Organization Of Human Services
Establishment of Human service organization**,** Management of human service organization**,** Decision making processes**,**

UNIT 7: Role Of Communication
Communication in administration**,** Practice of Social Welfare Administration in different settings, Social welfare Administration as an instrument of Social Change

UNIT 8: Welfare Programmes In India
Welfare programmes in India for Women, Children, Youth, Aged, Destitute and differently-abled; Social Welfare Programmes for SCs & STs; Integrated Child Development Services, Social security schemes of Central & State governments, Resource Mobilization, Grant-in-aid, Fund raising.

UNIT 9: Social Welfare Administration In India
National level & State level Social Welfare Department: Functions and Programmes. Organizational Structure, Programmes of Central Social Welfare Board, State Welfare Departments, Transparency and Accountability of Social Welfare Organizations.

Part – II (Field Work/Meeting-up people)
(1 credit)

Field Work Activity (Suggested List):

- Visit and understand the functioning, establishment and registration processes of welfare organizations
- Write journal on the formation and goal settings of welfare organizations, role of Social Welfare Departments, Women and Child Welfare Departments and other Governmental and NGOs.

Basic Reading List:

1) Goel, S.L. and Jain, R. K. (1988) Social Welfare Administration, Vol. I and II, New Delhi Deep Publications.
2) Jagannadham, C. (1978). Administration and Social Change, New Delhi, Uppal Publishing House.
3) Reed, Ella W. ed., (1961) Social Welfare Administration, New York, Columbia University Press.

DSC 11: GENDER STUDIES

Part I: Theory
(3 Credits)

UNIT 1: Introduction To The Concept Of Gender
Difference between sex and gender, difference between women's studies and gender studies, multidisciplinary nature of gender studies, importance of gender studies as a subject.
UNIT 2: Key Concepts Related To Gender
Gender lens, sex disaggregated data, gender discriminations, gender gap, gender justice, gender socialization, women empowerment, women's oppression, exploitation and subordination, Matriarchy and Patriarchy; Gender and Language: Sensitive Language
UNIT 3: Approaches To Gender And Development
The Welfare Approach, WID approach, WAD approach, Efficiency A., Empowerment Approach, Gender and Environment Approach (GED).
UNIT 4: Liberal Feminism
Rationality, Freedom, Marxist feminism-Production, reproduction, Class, Alienation, Marriage and family; Radical Feminism-gender, patriarchy, reproductive Technology, Motherhood;
UNIT 5: Socialist Feminism
Class and gender, Division of Labour, Unified and Dual System, Exploitative Institutions of women in India-Family, Caste, Class, Culture, Religion Social System.
UNIT 6: Girl Child In Society
Child labours- Changing role of women-marriage, Single parent-Motherhood-Widows theories of development-Empowerment-Alternative approaches-women in development, Women and Development and Gender and Development-State Policy and Programmes,
UNIT 7: Women's Education
Gender bias in enrolment- Curriculum content, Dropouts, negative capability in education-values in education-Vocational education recent trends in women's education-Committees and Commissions on education, Adult literacy and Non-formal education for women's development; Problem of Dowry, Female foeticide and infanticide.
UNIT 8: Concept Of Gendered Division Of Work
Productive and non-productive work-Use value and market value; Gendered Division of labour - Mode of production, Women in organized and unorganized sector, Training, skills and income generation, women's employment, Self help groups and leadership-Panchayati Raj-Political role and participation.
UNIT 9: Women's Movements
Pre-independent, Post Independent and Current women movements, National committees and Commissions for Women-Government Organization for Women and Child Development, Role of individual activists NGO's in securing women's rights, National and International funding Agencies.
UNIT 10: Gender And Health
Health status of women in India-Mortality and Morbidity factors influencing health-Nutrition and health-HIV and IODS control program national Health and Population Policies and programmes. Maternal and Child Health; Reproductive and child health approaches

UNIT 11: Gender And Rights

Right to an Individual's choice of sexual orientation, Queer theory, LGBT, Gender Empowerment Measure (GEM), Gender Development Index (GDI); Issues of old age, Women and environment-Sustainable development and impact on Women.

UNIT 12: Gender Parity

Human Development Index (HDI), Gender Parity Index (GPI), Organizations working for gender and development, Social Issues- in relation to gender in India, Section 377 of the Indian Penal Code (IPC).

Part II: Field Work

(1 Credit)

Field Work Activity (Suggested Topic):

In organizations and sectors that work for gender welfare and rights. (FW Journal /guidelines to be attached with SLM)

Basic Reading List:

1) Geetha, V (2017). *Gender: Theorising Feminism.* The University of Virginia: Stree.
2) John. Mary. E. (2016). A Talk on the Concept of Intersectionality (lecture). Organised by the Centre for the Study of Gender and Sexuality. Ashoka University.
3) John. Mary. E.(2008). *Women's Studies in India: A Reader.* The University of Michigan: Penguin Books
4) Kausal, Rachana(2000) Women and Human Rights in India, Kaveri Books
5) Aswal, Balam Singh(2013) *Readings in Women's and Girls' Rights*, Cyber-Tech Publications
6) Mc Neese, Tim, Mountjoy, Shane(2009) The Women Rights Movement: Moving Toward Equality, InfoBase Publishing
7) Chawla,Monica (2006) Gender Justice Women and Law in India, Deep & Deep Publications Pvt. Ltd.
8) Saikia, Nandita (2008) Indian Women A Socio-Legal Perspective, Serials Publications

DSC 12- SOCIAL WORK AND CRIMINAL JUSTICE SYSTEM

Unit 1-Introduction To Criminal Justice

Principles of Criminal Jurisprudence, Theories and Perspectives in Criminal Justice, Salient Features of Indian Penal Code

Unit 2- Crime & Correctional System In India

Crime: Concept, Characteristics and theories (Classical, neoclassical, psychological and sociological): Brief history and scope of correctional administration, classification of correctional institutions

Unit 3- Criminal Justice Administration In India

Concept of Criminal Justice Administration, Police System, Prosecution and Defense Process, Judicial Process

Unit 4- Criminal Justice Processes

Investigation and Prosecution Processes, Trial Processes, Correctional Processes, Juvenile Justice System

Unit 5- Prison Processes

Prison Act, Prison Manual, Prisoners' Rights, Visitorial System

UNIT 6- Probation & Parole

Definition, Objectives, Role of Probation in prevention and treatment of crime and delinquency : Parole : Principles, eligibility and condition of parole.

UNIT 7-Prison Administration

Prisons Acts History, Objectives, Organisational Structure and functions andprisons reforms, types of prisons, Problems of prison administration, prison labours, pre-release preparation, release, follow-up and rehabilitation

UNIT 8- Children in Conflict with Law

Children in Conflict with Law: nature and incidence, characteristics, types, factors,treatment, prevention, custody in Juvenile Justice Act (Amended)

UNIT 9- After-care services

Concept, definition, meaning and objectives of After care services: History andrecent trends, Role of Government, NGO's International agencies in planning and implementation of Aftercare services,

Unit 10- Social work in Correctional Settings

Nature, Values of social work practice in the correctional settings, types of correctional settings

Unit 11- Social Work in Police Departments and Courts

Unit 12 – Application of the methods of social work methods in the correctional settings-

case work and group work, Application of Social Work Methods, Promoting public participation in correctional services.

Unit 13- Skills of social workers in the correctional settings

role of social workers in the correctional setting

Unit 14 Social Work Practicum in Correctional Settings (1 credit)

The practicum would include orientation visits to jails, family courts, beggars home, observation homes, rescue homes etc. During concurrent field visits, students are expected to conduct minimum five casework / case studies and minimum ten group work sessions. Students will be exposed to RTI, PIL, Public Hearings, Use of Media, Monitoring techniques (fact finding mission, report writing), networking- signature campaigns, peaceful demonstrations, rallies, alliance building etc.

DSE 4: Social Work with Persons with Disability (PWD)

Part I: Theory
(2 Credits)

UNIT 1: Understanding Disability
Definition, Concept: Disease, impairment, disability and handicap; Causes for disability: Prenatal, natal, and postnatal causes; Types of disabilities. PWD population in India, Changing types of disability.

UNIT 2: Difficulties Faced By Persons With Disabilities (Pwd)
Individual level, in day to day activities, education, employment and societal level, general and specific vulnerable PWDs: Persons with multiple disabilities, Persons with severe and profound disability.

UNIT 3: Families With Persons With Disabilities
Role of family member in supporting persons with disabilities; Role of Community involvement, Issues faced by Women and Children with Disability, Role of developmental organisations in empowering the women and children with disabilities, Early intervention in children and benefits

UNIT 4: Prevailing Legislations
National legislations, UN Conventions and declarations of Persons with Disabilities, Mental Health Act 1987, Rehabilitation Council of India 1992, Persons with Disability Act 1995, National Trust Act 1999; National Policy for Persons with disabilities 2006, Rights of Persons with disabilities Bill 2012, Rights of Persons with Disabilities Act 2016.

UNIT 5: Government And Ngo Programmes
Schemes and benefits; Preventive measures: Early identification, intervention and rehabilitation; Institution Based Rehabilitation Programmes and Community Based Rehabilitation Programmes; Government organizations: RCI, National Trust, National Institutes under Ministry of Social Justice and Empowerment, Social Welfare Department/Department of Differently Abled; NGOs: CBR Forum, CBM, Blind People Association, grass-root level NGOs, PWD Associations.

UNIT 6: Rehabilitation Of Persons With Disabilities
Process of rehabilitation: Early identification, Treatment, Education, Vocational methods and strategies at individual, family, Role of Community involvement in Rehabilitation process, Social mobilization, Networking with other service organizations available in the community; Job placement for the disabled - organized sectors and self-employment, Utilization of Government and other available resources, type of guidance, vocational, educational and personal.

UNIT 7: Various Approaches
Strength based Approach; Rights based Approach, Barrier free environment, Inclusive development, Research in disability management; Role of Technology in dealing with disability, Fitment of aids and appliances, Cross-disability approaches; International organizations working in the area of disability, Accessible India Campaign and its benefits, Multidisciplinary rehabilitation team and their roles.

UNIT 8: Role Of Social Worker In Working With Pwd

Awareness creation and sensitization on disability, rehabilitation counselling, guidance to PWDs and family members, Barrier free environment; Coordination with multi-disciplinary rehabilitation professionals, formation of PWD Associations, Advocacy, Networking, Registration as Rehabilitation Professional under RCI.

Part II: Field Work

(2 Credits)

(For Field Work in the sectors working for Persons with Disability, a Field Work Journal /Guidelines to be attached with SLM)

Basic Reading List:

1) Balcher, J (Ed.). (1984). *Severely Handicapped young children and their families*. New York: Academic press.
2) Bhambhani, M. (1999). The burden of woman with Disabilities. *Action Aid Disability News*, 1 and 2, 22–24.
3) Carrol, T.J. Rev. (1961). *Blindness: What it is, what it does, and how to live with it*. Boston: Little Brown and Co.
4) Chapman, E. (1978). *Visually Handicapped Children and Young People*. London: Routledge and Kegan Paul.
5) Gregory, S. (1976). *The Deaf Child and his family*. Plymouth; Double and Brendon Limited.
6) Joseph, G. A. and William, A. T. (2014). Social Work with Disabled: An Integrated Social Work Approach and Practice for Persons with disability. *International Journal of Management, Marketing and HRD*, 1.
7) Mc Conkey, R. and Mc Cormack, B. (1983). *Breaking Barriers: Educating people about disability*. London: Souvenir Press (E) and (A) Ltd.
8) Oliver, M. (1983). *Social Work with Disabled People*. Basingstoke: Macmillan.
9) Punani, B. Rawal, N. and Sajit, J. (2002). *Manual Community Based Rehabilitation (Visually Impaired)* (2nd ed.). Ahmedabad: Blind People's Association.
10) Rao, N. S. (2008). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
11) Robertson, S. E. and Brown, R. L. (1992). *Rehabilitation Counselling: Approaches in the 39 field of disability*. London: Chapman & Hall.
12) Thomas, M. and Thomas, M. J. (2003). Manual for CBR Planners. *Asia Pacific Disability Rehabilitation Journal*.
13) Werner, D. (1994). *Disabled Village Children – A Guide for community Health Workers, Rehabilitation Workers, and Families*. New Delhi; Voluntary Health Association of India.
14) Young, P. (1985). *Mastering Social Welfare*. London: Macmillan Education Ltd
15) Action on Disability and Development: Building Abilities: A Handbook To Work With People With Disability. Bangalore. Books for Change Publications, 2001.
16) Albrecht G.L, Katherine D Seelman& Michael Bury. (2001). *Hand Book of Disability Studies*. London: Sage
17) Grant, (2005). *Learning Disability*: *A Lifecycle Approach to Valuing People*. London
18) Hegarty Seamus &MithuAlur. (2002). *Education and Children with Special Needs*. London: Sage

19) Karanth, Pratibha& Joe Rozario. (2003). *Learning Disability in India*. London: Sage
20) Moore. (2005). *Researching Disability Issues*. London
21) Clark Joan Simeon. (1970), *Disabled citizens* London: George Allen &Unwin
22) GajendragadkarS.N.(1983). *Disabled in India* USA: California
23) Narasimhan M.C. (1989). *Disability a Continuing Challenge*. USA: Michigan
24) The World Bank: *People with Disabilities in India: From Commitments to Outcomes*. New Delhi. The World Bank, 2009. (362.4T W B)

DSE 4: Women and Politics

Part A: Theoretical Perspective

Unit 1: Concepts of Gender and Patriarchy

Meaning and Nature of Gender; Meaning and Nature of Patriarchy, Forms of Patriarchy

Unit 2: History of Feminism

Waves of Feminism: First Wave of Feminism, Second Wave of Feminism, Third Wave of Feminism

Unit 3: Theories of Feminism

Socialist Feminism, Liberal Feminism, Radical Feminism, Marxist Feminism, Cultural Feminism, Eco Feminism, Postmodern Feminism, Multicultural Feminism, Global Feminism

Unit 4: Gender Mainstreaming and Gender Budgeting

Concept of Gender Mainstreaming, Importance of Gender Mainstreaming; Concept of Gender Budgeting, Importance of Gender Budgeting

Unit 5: Women's Movements

Historical Perspective, Women's Movement in India, Contemporary Movements, Women's Issues in South Asia, Women in Contemporary Southeast Asia

Unit 6: Women and Family

Structure of Family, Power Structure in family, Position of Women in Family

Unit 7: Violence against Women

Causes of Violence against Women, Forms of Violence, Sexual Harassment at Workplace, Female Trafficking

Unit 8: Political Empowerment of Women: Global Perspective

Concept of Empowerment, Concept of Gender Empowerment, Political Empowerment of Women: Initiative taken at the global level for Political Empowerment of Women, Role and Position of Women in Electoral Politics: Global Perspective

Part B: Indian Perspective

Unit 9: Political Empowerment of Women in India with Special Reference to Assam

Factors that affect Political Participation of Women, Measures adopted in India for Political Empowerment of Women, Role and Position of Women in the Parliament, Role and Position of Women in Assam Legislature

Unit 10: Economic Participation of Women in India: Issues and Challenges

Stridhan, Personal Law and Women, Initiative taken by SAFP for Women Empowerment

Unit 11: Economic Empowerment of Women and Skill Development

Importance of Economic Empowerment, Importance of Skill Development, Economic Issues and Challenges Confronting Women, National Policy for Empowerment,2001

Unit 12: Women and Self-Help Groups with special reference to Assam

Development of Self Help Groups in India, Development of Self Help Groups in Assam, Role played by the Self Help Groups for Enhancing Capacity of Women

Unit 13: Environment and Women

Impact of Environmental Issues on Women

Unit 14: Participation of Women in various Socio-Political Movements in Assam

Participation of in the Assam Movement, Participation of in the Bodo Movement

Basic Reading List:

1) Agarwal, M.(Ed.) (2013). *Women Empowerment and Gender Equality*. New Delhi: Kanishka Publishers, Distributors.
2) Arora, N.D.& Awasthy, S.S. (2004). *Political Theory*. New Delhi: Har Anand Publications Pvt. Ltd.
3) Beauvoir, Simone de. (2015). *The Second Sex*. New Delhi: Vintage Classics, India.
4) Bhasin, Kamla. (2003). *Understanding Gender*. New Delhi: Kali for Women.
5) Bhasin, Kamla. (1993). *What is Patriarchy?* New Delhi: Kali for Women.
6) Biju, M. R. (2006). *Women's Empowerment: Politics and Policies*. New Delhi: Mittal Publication.
7) Brush, L.D. (2007). *Gender And Governance*. Jaipur: Rawat Publication.
8) Chatterji, S.A. (1997). The Indian Women's Search for an Identity. New Delhi: Vikas Publishing House.
9) Chaudhuri, Suchetra Sen. (2004). *The Bodo Movement Women's Participation*. New Delhi: Mittal Publication.
10) Derrienic, Jean-Pierre (1972). Theory and ideologies of violence, in Journal of Peace Research, Vol 9
11) Hust, E. (2004). *Women's Political Representation And Empowerment In India: A Millions Indiras Now?* New Delhi: Manohar Publication.
12) John, E. Mary. (2008). *Women's Studies in India, A Reader.* New Delhi: Penguin India.

Annexure III

GUIDELINES FOR SEMINAR PAPER

Master of Social Work Programme

Krishna Kanta Handiqui State Open University

Introduction

Under the MSW programme of KKHSOU, you will need to present a Seminary paper at your second semester. You can choose any relevant topic for presentation. Or you can also take help of Section IV of Annexure IV to choose a relevant topic for your seminar paper.

Traditionally, a seminar paper will consist of four major sections: (1) Introduction; (2) Background; (3) Analysis; and (4) Conclusion. This section contains a brief outline to follow, but each subsection is examined in detail in the subsequent pages.

General Structure of a Seminar Paper

1. Introduction: Here, you need to set out the "Crux" of the Paper. Your major tasks include:

- Introduce and note why the topic is important.
- Briefly summarize necessary background information. State your thesis
- Convey your organization of the paper -- (i.e., "roadmap").
- Tell the audience what your paper will show and in what order.
- If you can concisely summarize your research and outline the arguments of your paper, then odds your audience will be able to follow your analysis.

2. Background: Here, you need to orient your audience towards your research area. Major tasks are:

- Describe the genesis of the subject
- Describe the changes that have occurred during its development.
- Explain the reasons for the changes
- Describe where things are now (You may also want to indicate the reasons for further change).

3. Analysis: Here, you need to explain the thesis/main argument of your paper. Here, you need to do:

- Large-Scale Organization: This follows the following tasks:
  (a) Discuss the major issues;
  (b) Separate issues and sub-issues
  (c) Order issues logically
- Small-Scale Organization: This follows the following tasks:
  (a) Introduce and conclude on each issue
  (b) Present your arguments and rebut opposing arguments
  (c) Use organizational paradigms where appropriate

4. Conclusion: Here your agenda include:

- Restate the thesis of the paper
- Summarize major points
- If you chose to use a hypothetical in your introduction, revisit the hypothetical to "tie-up" your paper.

Certain Key Points

- Always preserve a copy of your Seminar paper duly signed by your Centre Coordinator and a Certification of Presentation from him/her. The University may also ask a copy of that report as and when required.
- You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.
- Seminar Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout.
- The Presentation Room must be well organised with a banner of the Seminar on the background.
- Insist your study centre to maintain video recording of the presentation session and obtain a copy of your particular session. Alternatively, you can record a video of the presentation yourself and keep a copy until declaration of your Final semester Results. . The University may ask this Video at any point of time.

Annexure IV

GUIDELINES FOR PROJECT/DISSERTATION

Master of Social Work Programme

Krishna Kanta Handiqui State Open University

Section I: Introduction

Project/Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical and quantitative abilities through their application in light of the theoretical information obtained while taking different MSW courses, most notably courses like Case work, community organization, social welfare administration, working with Persons with Disability and others, This Project/Dissertation work consist of 8 credits, requiring you 240 hours of study and work.

Dear learners, please note that you need to take this task seriously and with all sincerity because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding on socially relevant issues. Second, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undergoing the Project/Dissertation work, you can take up a theoretical issue, or any socially relevant issues that you may have come up during your study. It is expected that along with the theoretical understanding of the issue, you try to formulate a detail research proposal. For doing this, you can take help of the course 'Social Work Research' that you have come across in the first semester. Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the development and growth of the subject. It is mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. The University will also check all the Project/Dissertation Report with high-end Plagiarism-Check Software. Thus, you should also note that if it is found that the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University has the right to out rightly reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the project will be rejected and Zero mark will be awarded to both.

Presentation Style: You need to follow the Presentation Style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

Citation and Referencing Style in Project/Dissertation: Writing of Project/Dissertation Report is one of the research work. So, you need to follow particular style of citation and referencing. The University follows that APA 7 Citation Style published by the APA (American Psychological Association). A link for downloading a brief APA Citation Guide has been attached below.

Role of your Project/Dissertation Guide: Your project/dissertation guide should be well versed in the subject area, which will help you in designing the questionnaire deciding the size of sample, procedure for data collection, tabulation and analysis. You must discus your project/dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

Eligibility of a Project/Dissertation Guide

- Faculty (From the University/Degree College)/Course Coordinator/Academic Consultant/ Counsellor having relevant teaching experience.
- Professionals holding Masters' degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.
- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional's bio-data is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, Research publications and experience in guiding the project work.

Certain Key Points

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.
- You may be asked to present your Report either at the University Headquarters/or at any assigned place face to face or through online mode.
- Project/Dissertation Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages, should be numbered in Roman letters (i, ii, iii etc…)

while the main body part must be numbered in standard (1,2,3, ….) format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc…)

Section II: Project/Dissertation Performa

Cover Page: The cover page on the bound copy of the report should indicate. **Colour of the Hard Cover of the Project Report must be NAVY BLUE.**

- The title of the report. It would be short and written in capital letters. If necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no /year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

PROJECT REPORT/DISSERTATION

On

"*Topic Name*"

SUBMITTED TO

KRISHNA KANTA HANDIQUI STAE OPEN UNVERSITY

IN

PARTIAL FULLFILLMENT OF THE

MSW (YEAR)

by

Name : ……

Enrollment No…….

Study Centre Code:

Under the
Guidance of

Name of Internal Guide / External Guide

Designation

Certificate of the Guide/ Supervisor (Format)

Certificate of the Guide/ Supervisor

Mentor / Guide Name :

Designation :

This is to certify that the project report entitled "_____" has been prepared by Ms./Mr. _____ bearing enrolmnent number_____under my supervision and guidance, for the partial fulfilment of MSW of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Date: **Signature of Guide**

Certificate of the Study Centre Coordinator/ Academic consultant of Study Centre

Certificate of Study Centre Coordinator/ Academic consultant

Coordinator/ Academic consultant Name :

Designation :

This is to certify that the project report entitled "_____" has been prepared by Ms./Mr. _____ under the guidance of Dr./ Sri/Mr./Ms._____, for the partial fulfilment of MSW programme of Krishna Kanta Handiqui State Open University. His/her field work is

Acknowledgement: The learner should to provide an acknowledgement of the help received from Supervisor, other teachers, Libraries and any other organizations/ source/ person. One may also acknowledge assistance from family members, friends and others. The learner has to put his / her signature and the Enrollment No. at the end of the acknowledgement.

Self-Declaration by the Learner: The learner has to make the following declaration:

Self-Declaration By The Learner

I do hereby declare that this project work entitled " _____" submitted by me for the partial fulfilment of the requirement for the award of **MSW** programme of Krishna Kanta Handiqui State Open University is a product of my own research work. The report embodies the finding based on my study and observation and has not been submitted earlier for the award of any degree or diploma to any Institute or University.

Name: Signature of the Learner

Enrolment Number: Date:

Table of Contents:

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography appendices & annexure.

Main Report:

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally the sequential presentation should be as follows:

- **Chapter-I: Introduction of the problem:** this chapter should provide a background of the problem and what is proposed to be investigated. The significance of the problem, the objective and the scope of the study and the contribution and impact your study will make should be elaborated. A brief description of the organization where you have conducted the project should be provided.
- **Chapter-II: Theoretical Perspective**: This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major finding thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow.
- **Chapter-III: Methodology, Scope, Limitations:** This chapter should describe in detail the steps followed in completing the study. If you have done a sample survey, the basis of sampling its size etc. should be discussed. The sources of primary and secondary data must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.
- **Chapter-IV, V, VI …. Discussion/Body of the Report:** Presentation of the relevant data and analysis and discussion thereon from the main body of the report. After you define your research problem clearly and definitely, before you start the report, decide on the main theme of your report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapter required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.
- **Appendices and Annexure:** Appendices are listed alphabetically e.g Appendix A Appendix B etc. and contain the table and data collection for the study .They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.
- Annexure are numbered numerical e.g., Annexure II etc. and contain such supporting information which through not collected as primary and secondary data, yet is relevant in discussion and for easy reference.
- **References:** references can be mentioned either at the bottom of the appropriate page where these are referred or at the end or each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices / Annexure.

- **Bibliography**: A bibliography is a list of published sources consulted during the course of project work and normally includes all work listed in the text and text notes. The bibliography can be listed in alphabetical order or split into two separate list each covering books and articles.

Section III: A Guide to Organising the Contents of Project Report /Dissertation

1. The Title of the Study: A single sentence describing the inquiry should be in the title. The title is frequently used to refer to the independent and dependent variables. Thus, descriptive names such as Factors Affecting Agricultural Productivity in Assam/North East India, or Impact of Health Expenditure on the Household Level Income/Standard of Living in Assam/North East India would be suitable. Avoid titles that imitate newspaper headlines (e.g., "Current Budget Proposals"); a formal report is not a journalistic assignment. Bear in mind that your reader will first notice the title of the report and will want to know if the report is relevant to his or her research interests. Your project/dissertation title should be a short yet accurate description of the report's content. Avoid using terms such as "a research into…" or "an experiment to discover…" in the opening of your title. Not only are such sentences redundant and contribute nothing to the text, they also reflect sloppy thinking. The phrase "title" is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

2. The Abstract of the Study: The abstract describes your entire work in a single paragraph. A short overview of the goal and approach should be provided, as well as sections on the findings and discussion. Exclude detailed information such as statistics and statistical test names from this section. Aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a succinct abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

3. Introduction to the Study: To begin, you should defend the study you're addressing. This implies that after reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study's specific reasoning and objectives. Typically, this section will include an overview of prior work in the

subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous work (and maybe your own) that relates to the subject at hand.

Justify your previous work's inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You are not need to go into detail here, but it should be obvious how the most recent work resolves open theoretical issues, corrects past research's mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study's and report's comprehension. If this part is well-defined, discussing and evaluating the outcomes will be lot easier. Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

4. Methodology of Research: Rather of being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you're not very much sure about the research mehtodology, read over a journal paper on your subject to try to get insights to their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

5. Characterisation: Based on your chaptalisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your body in a way like there is a continuity of flow throughout the discussion.

6. Findings and Discussions: Begin by outlining the actions you took to process the data. This implies that you must explain how you arrived at your scores through the aggregation of each participant's replies. For example, if each participant has completed 40 questions and you are more interested in the total percentage of right answers than (or in addition to) the performance on each individual question, you should specify as such. You must defend your choice to exclude particular data (i.e., provide a "exclusion criterion").

Whenever appropriate, utilize descriptive statistics to provide a clear, brief overview of the data. In a basic experiment, this is generally achieved by including the means and standard deviations for each condition in the text that follows the data treatment. Frequently, descriptive data is provided in a table as part of a more in-depth investigation (with numerous dependent measures or three or more conditions). When presenting descriptive data, graphs typically outperform tables or text. This is commonly used to demonstrate a sequence of events or to convey a complicated pattern of information (e.g., an interaction between two variables).

Each table and figure should be assigned a unique number and captioned with information about the variables, circumstances, and units of measurement. Additionally, verify that the axes are labelled appropriately. Additionally, if a graph or table is utilised, it must be cited within your Project Work's body. In other words, your reader should understand when you're about to utilise a figure or table.

Never copy and paste the output of a statistical software into your report. Always assess what information is pertinent and important and then communicate it without repetition in the most efficient manner possible.

In your results section, use the same descriptive labels that you did in your technique section. This will be beneficial to your reader.

Frequently, descriptive statistics are used with inferential statistics (statistical tests that help you decide what to conclude about the data). It should be self-evident who conducted the tests and with what data. For the majority of statistical tests, the p-value should be accompanied with a test statistic (such as the t-value) (e.g., a t-test). Frequently, further information is required (e.g., the degrees of freedom). You'll have to determine this for yourself.

7. Conclusions and Policy Implications: To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain policy measures or discuss the policy implications of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

Dr Mridusmita Duara

Assistant Professor of Social Work,

SKBSSS, KKHSOU

Annexure VI

Common Basket of Ability Enhancement Courses (AECs) and Value Added Courses (VACs) for PG Programmes

Semester	Course Type	Name of the Course
I	**AEC** (any one course)	101 Essential Assamese *(Open to all except those from Assamese)*
		102 English for Media Studies
		103 Social Entrepreneurship and Project Management
	VAC (any one course)	101 Introduction to Ethics *(Open to all except those from Philosophy)*
		102 Essentials of Indian Constitution *(Open to all except those from Political Science)*
		103 Indian Traditional Knowledge System
		104 English Communication Skills
		105 Traditional Media
II	**VAC** (any one course)	201 Advertisement Strategy
		202 Cyber Security
III	**AEC** (any one course)	301 Life Skills
		302 Computer Applications in Quantitative Analysis
		303 Writing for Media

AEC 101 Essential Assamese

Course Objective

- To introduce learners with the nuances of Assamese grammer
- Illustrate useful contents related to vocabulary, narrative writing and professional writings

Course Outcomes

- The learners will develop their art of speaking and writing
- The learners will be able to demonstrate their professional skill in media houses and other professional houses

Syllabus

অধ্যায় ১: বর্ণ আৰু আখৰ
বর্ণ বা আখৰ, ধ্বনি, বর্ণ বা আখৰ আৰু ধ্বনিৰ সম্পর্ক, অসমীয়া স্বৰ আৰু ব্যঞ্জন ধ্বনি, অসমীয়া ভাষাৰ আখৰ, চন্দ্রবিন্দুৰ ব্যৱহাৰ, ণত্ববিধি আৰু ষত্ববিধি

অধ্যায় ২: বাক্যসজ্জা
অসমীয়া ভাষাৰ বাক্যৰীতি : উদ্দেশ্য আৰু বিধেয়, বাক্যৰ শ্রেণীবিভাজন, বাচ্য, উক্তি, বাক্যত পদৰ ক্রম

অধ্যায় ৩: প্রত্যয় আৰু বিভক্তি
প্রত্যয় : কৃৎ প্রত্যয়, তদ্ধিৎ প্রত্যয়, নিদির্ষ্টতাবাচক প্রত্যয়, বিভক্তি : নাম বিভক্তি বা কাৰক বিভক্তি, ক্রিয়া বিভক্তি, বিভক্তি আৰু প্রত্যয়ৰ পার্থক্য, উপসর্গ,

অধ্যায় ৪: কাৰক, লিঙ্গআৰুবচন
কাৰকৰ সংজ্ঞা, কাৰকৰ ভাগ, লিংগৰ সংজ্ঞা, লিংগৰ ভাগ, লিংগবিচাৰৰ নিয়ম, বচনৰ সংজ্ঞা, বচনৰ ভাগ

অধ্যায় ৫: সন্ধি আৰু সমাস
স্বৰসন্ধি, ব্যঞ্জনসন্ধি, দ্বন্দ্ব সমাস, দ্বিগু সমাস, বহুব্রীহি সমাস, কর্মধাৰয় সমাস, তৎপুৰুষ সমাস, অব্যয়ী ভাব সমাস

অধ্যায় ৬: জতুৰা ঠাঁচ আৰু ভাৱ সম্প্রসাৰণ
জতুৰা ঠাঁচ আৰু খণ্ডবাক্য, ভাব সম্প্রসাৰণ, সাৰাংশ লিখন

অধ্যায় ৭: ৰচনা লিখাৰ সাধাৰণ প্রণালী
ৰচনা কি, ৰচনা লিখাৰ নীতি, ৰচনাৰ শ্রেণীবিভাগ

অধ্যায় ৮: লিখনি নির্মাণ
যতিচিন, লিখনি সুসঙ্গত গঠন; অনুচ্ছেদ নির্মাণ; অনুচ্ছেদ লেখন প্রক্রিয়া; প্রবন্ধ/ ৰচনা নির্মাণ; আপোনাৰ লেখনীৰ সম্পাদনা

অধ্যায়৯: বিশেষ প্রৱন্ধ লিখাৰ কৌশল
বিশেষ প্রৱন্ধৰ অর্থ, বিশেষ প্রবন্ধৰ বিভিন্ন প্রকাৰ- সাক্ষাৎকাৰভিত্তিক প্রবন্ধ, তথ্যভিত্তিক প্রৱন্ধ, বিশেষ ব্যক্তিক কেন্দ্র কৰি লিখা প্রবন্ধ, ফিচাৰেটচ্, সংবাদভিত্তিক প্রৱন্ধ আৰু মানৱীয় আগ্রহ বৃদ্ধিকাৰী প্রবন্ধ, বিশেষ প্রবন্ধ নির্মাণ কৌশল

অধ্যায় ১০: বৃত্তান্ত ইয়াৰ বিভিন্ন ৰূপ
বৃত্তান্ত কি; বৃত্তান্ত কথন, কথক, বৃত্তান্তৰ ধৰন, বৃত্তান্তৰ দৃষ্টিভংগী, শ্রোতা নাইবা সম্বোধিত ব্যক্তি; কথনৰ প্রকাৰ; কথনৰ উপাদান; বৃত্তান্তৰ বর্ণনা উপযুক্ততা আৰু বিশ্বাসযোগ্যতা; ৰৈখিক আৰু অ-ৰৈখিক বৃত্তান্তৰ গাঁথনি; বৃত্তান্তৰ অনুচ্ছেদ; প্রবন্ধ ৰচনাত বৃত্তান্ত

অধ্যায় ১১: ভাষা দক্ষতা
শব্দকোষ-শব্দৰ বাছনি; একাধিক অর্থ থকা শব্দ; সমার্থক আৰু বিপৰীত শব্দ, বাক্য গাঁথনি, কিছুমান সাধাৰণ ভুল

অধ্যায় ১২ : সংবাদ মাধ্যমৰ বাবে লিখাৰ উৎস
উৎসৰ প্ৰকাৰ; সংবাদ উৎসৰ বিকাশ; নীতিগত দিশ আৰু আৰোপিত বৈশিষ্ট্য

অধ্যায় ১৩ : সমীক্ষা লেখন
গ্ৰন্থ সমীক্ষাৰ কলা; চলচ্চিত্ৰ সমীক্ষাৰ কলা; নাট্য সমীক্ষাৰ কলা; সংগীত সমীক্ষাৰ কলা

অধ্যায় ১৪ : বিজ্ঞাপন
বিজ্ঞাপন কি; বিজ্ঞাপনৰ প্ৰধান ধাৰণাসমূহ; কপি ৰাইটিং; ৰেডিঅ' কপি; টেলিভিছন কপি

Reading List

Goswami, Upendranath (1997); *Axamiya Bhasar Byakoron*; Guwahati: Moni-Manik Prakash

Goswami, Golokchandra (1996); *Axamiya Borno prokash*; Guwahati: Bina Library

Bora Satyanath (1998); *Bohol Byakoron*; Guwahati

Anker.S(1998); Real Writing, Boston:Bedford Books

Misra.P.S.(2009); *An Introduction to Stylistics: Theory and Practice*, New Delhi:Orient Black Swan

Puri, Manohar (2006); *Art of Editing*, Pragun Publications, New Delhi

AEC 102 English for Media Studies

Course Objectives

- To familiarise the learners with the process of writing for the media
- To identify the specific use of English in the field of media
- To equip learners with basic writing skills required for media

Course Outcomes

- On completion of this course, the learners will be able to-
- Familiarize oneself with the process of writing for different forms of media
- Make proper utilization of the English language in media
- Acquire the basic writing skills in English for various media forms

UNIT 1: INTERVIEWING AND NOTE TAKING

Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

UNIT 2: EDITORIAL WRITING

Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, Writing the Article, writing the middle, Letters to the Editor

UNIT 3: ART OF COLUMN WRITING

Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing a column

UNIT 4: ELEMENTS OF GOOD WRITING

Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

UNIT 5: PREPARING COPY

Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes- confusion in the use of 'who' and 'whom', possessive pronouns, use of active voice, copy reading symbols

UNIT 6: MASTERING THE LANGUAGE OF EDITING

Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

UNIT 7: REVIEW WRITING

Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

UNIT 8: NEWS WRITING

Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

UNIT 9: HEADLINE WRITING

Meaning of headline, Types of headline, Functions of a headline, Factors to be kept in mind while writing headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of Short Synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for Headline Writing

UNIT 10: WRITING FOR ADVERTISING COPY
Introduction, Key concepts in Advertising, Copywriting, Radio copy, Television copy

UNIT11: WRITING AND REWRITING FOR PUBLIC RELATIONS
Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting News Releases, Writing newsletter stories

UNIT 12: GRAMMAR AND USAGE
Sequence of Tenses, Voice, Narration, Punctuation, Vocabulary

UNIT 13: COMMON ERRORS IN THE USE OF ENGLISH LANGUAGE
Errors of Concord, Errors of Construction, Errors of Order, Errors in Prepositions, Errors in Conjunctions

UNIT 14: REPORTING PUBLIC SPEECH
Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

UNIT 15: STYLE AND THE STYLEBOOK
Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks, Mechanical rules

Reading List

Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi

Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi

Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi

Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi

Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi

Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi

Sissons, Helen (2006), Practical Journalism : How to Write News, Sage Publications, UK

Singh, Bhanu Pratap (2011), Art of Editing, Anmol Publications Pvt Ltd, New Delhi

Wrinn, Mary J.J. (2008), Elements of Journalism, Cosmo Publications, New Delhi

AEC 103 Social Entrepreneurship and Project Management [Credits=3+1]

Course Objectives

The Course aims at enabling the learner

- To be able to define the field of social entrepreneurship and key traits of social entrepreneurs
- To be able to describe and apply key theories and concepts the field of social entrepreneurship
- To understand the key elements and functions of project management

Course Outcomes

This course will enable the learners

- To understand social entrepreneurship and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.

Syllabus

UNIT 1: ENTREPRENEURSHIP

Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

UNIT 2: THEORIES OF ENTREPRENEURSHIP

Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X- efficiency Theory; Theory of Profit

UNIT 3: SOCIAL ENTREPRENEURSHIP

Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA

Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs

UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS

Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

UNIT 6: SOCIAL SECURITY AND LIVELIHOODS

Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance

UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP

Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

UNIT 8: PROJECT LIFE CYCLE
Phases: Conception/Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

UNIT 9: PROJECT ASSESSMENT
Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT
Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics, Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans

UNIT 11: VALUE-CO CREATION
Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models

UNIT 12: NETWORKING
Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

Practicum: Social Entrepreneurship and Livelihood Initiatives/ Projects, Case Studies (1 credit)

Readings List

Khanka. S. S. (2013). *Entrepreneurial Development*; S. Chand & Co. Ltd., Ram Nagar, New Delhi.

Donald F. Kuratko, (2014). *Entrepreneurship – Theory, Process and Practice*, 9th Edition, Cengage Learning.

Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, *Middle East Journal of Business*, Oct. 2018, Vol. 13, Iss. 4

PetarJovanović, Ivana Berić, (2018), Analyses of the available Project Management Methodologies, *Journal of Sustainable Business and Management Solutions in Emerging Economies*, 2018/23(3)

AEC 301 Life Skills

Course Objectives

The objectives of the course are to:

- Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
- Increase emotional competency and emotional intelligence at the place of study/work
- Provide the opportunity for realizing self-potential through practical examples
- Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

Course Outcomes

After successfully completing the course, learners will be able to

- Gain Self-competency and Confidence
- Gain Emotional Competency
- Gain Intellectual Competency
- Gain an Edge through Professional Competency
- Aim for a High Sense of Social Competency
- Imbibe the attributes of an Integral Human Being

Syllabus

UNIT 1: LISTENING AND SPEAKING

Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING

Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY

Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

UNIT 4: NONVERBAL COMMUNICATION

Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS

Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS

Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a

career based on potential and availability of opportunities; Introduction of résumé and its importance; Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL

Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION

Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

UNIT 10: MANAGERIAL SKILLS

Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY

Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurships, traits and competencies of entrepreneur; creating business plan - problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE

Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth- truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

UNIT 13: PEACE, SERVICE, RENUNCIATION

Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service

and its forms; Narratives and anecdotes dealing with instances of service from history and literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS
Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

Reading List

Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.

Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association

EH McCrath, 1999; Basic Managerial Skills for All; Prentice Hall of India

Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin

Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education

Leading with Cultural Intelligence: The New Secret to Success, New York: American Management Association

McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham

Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin

Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.

Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.

Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.

Joshi, Kireet. 1997 Education for Character Development, Delhi: Dharma Hinduja Centre of India Studies

AEC 302 Computer Applications in Quantitative Analysis [Credits 3+1]

Course Objectives
The course aims at providing the learners
- Thorough understanding of quantitative analysis
- The requisite skills to conduct quantitative analysis
- Proficiency in using computers in quantitative analysis

Course Outcomes
After undergoing the course, learners will
- Acquire a thorough understanding of principles and practices of quantitative analysis
- Obtain the requisite skills to conduct quantitative analysis
- Attain proficiency in using computers in quantitative analysis

UNIT1: FUNDAMENTALS OF QUANTITATIVE ANALYSIS
Introduction to quantitative analysis, Idea and process of quantification, issues of quantification, counting and measurement, notion of scale, dimensions of measurement, reliability and validity of scale, sensitivity and robustness of scale

UNIT 2: TYPES OF QUANTITATIVE DATA AND REPRESENTATION
Primary and secondary data; nominal, ordinal, interval and ratio data; time series, cross section and panel data; graphs and diagrams, tables – one way and cross tables

UNIT 3: BASICS OF HANDLING DATA IN SPSS
Understanding SPSS Environment – Data and Variable View; Defining Variables in a Dataset; Reading, Importing and Entering Data; Recoding Variables – Recoding into Same and Different Variables

UNIT 4: DESCRIPTIVE STATISTICS USING SPSS
Obtaining Frequency Tables; Getting Descriptive Statistics Measures: Central Tendency, Dispersion, Skewness and Kurtosis

UNIT 5: HANDLING OUTLIERS AND TESTING NORMALITY
Exploring Data to Check Key Assumptions such as Outliers and Normality

UNIT 6: CROSS TABULATION
Obtaining and Use of Cross Tables; Checking for Independences – Chi-Square etc.; Adding Layers to Cross Tables

UNIT 7: CUSTOM TABLES
Making Custom Tables – Adding Totals, Sub-Totals and Categories and Statistics; Handling three or more variables in Custom Table; Dealing with Multiple Responses

UNIT 8: CORRELATION ANALYSIS
Understanding Correlation by Scatter Diagrams; Obtaining Pearson's and Spearman's Correlation Coefficients

UNIT 9: REGRESSION ANALYSIS
Carrying out Simple Linear Regression; Obtaining Multiple Regressions; Carrying out Regression Diagnostics for Autocorrelation, Heteroscedasticity and Multicollinearity, Logistic Regression

UNIT 10: TESTING OF HYPOTHESIS
Basic steps in Hypothesis Testing; Carrying out t-Tests – Independent and Paired; Conducting ANOVA and performing Post Hoc Tests

UNIT 11: FACTOR ANALYSIS
Basic understanding of data reduction, Utility of Factor Analysis, Dimensions and Rotations, Component Matrix, Factor and Factor Scores

Activities/Practical : Hands on activities and work-sessions [1 Credit]

Reading List

Bueno de Mesquita, E., & Fowler, A. (Eds.). (2021). *Thinking clearly with data: A guide to quantitative reasoning and analysis* (1st. edition). Princeton University Press.

Field, A. P. (2020). *Discovering statistics using IBM SPSS statistics* (Fourth edition. South Asian adaptation). SAGE Publications.

Rowntree, D. (2018). *Statistics without tears: An introduction for non-mathematicians* (Updated edition). Penguin Books.

Spiegelhalter, D. J. (2020). *The art of statistics: Learning from data* (Paperback edition). Pelican Books.

Stehlik-Barry, K., & Babinec, A. J. (2017). *Data analysis with IBM SPSS Statistics: Implementing data modeling, descriptive statistics and ANOVA*. Packt Publishing.

Tabachnick, B. G., & Fidell, L. S. (2022). *Using multivariate statistics* (Seventh edition, second impression). Pearson India Education Services.

Wheelan, C. J. (2014). *Naked statistics: Stripping the dread from the data* (First published as a Norton paperback). W.W. Norton & Company.

AEC 303 Writing for Media

Course Objectives

- To equip learners with skills required to write for the media
- To provide knowledge on process of writing in different formats for media
- To provide understanding of copy editing and proof reading

Course Outcomes

- On completion of this course, the learners will be able to-
- Identify and apply the skills required to write for the media and utilize them
- Explain the process of writing in different formats for media
- Describe the process of copy editing and proof reading

Unit 1: THE STRUCTURE OF WRITING
The cohesive structure of writing, The Structure of Paragraphs, The Writing Process of Paragraphs, The Structure of Essays/Articles, Editing your writing

Unit 2: WRITING FEATURE STORIES
Meaning of a feature story, Types of feature stories – Interview features, Information features, Personality features, Featurettes, News features and human interest features, Feature story construction

Unit 3: FORMS OF NARRATION
What is Narrative, Narration, Narrator, Narrative Mode and Narrative Point of View, Varieties of Narration, Elements of Narration, Reportability and Credibility of a Narrative, Linear and Non-linear Narrative Structure, The Narrative Paragraph, Narration in an Essay

Unit 4: LANGUAGE SKILLS
Vocabulary: Making choices, Words having multiple meaning, Synonyms and Antonyms, Sentence Structure, Some Common Errors

Unit 5: SOURCES OF WRITING FOR THE MEDIA
Types of sources, Developing news sources, Ethics and Attribution

Unit 6: REVIEW WRITING
Techniques of book review, Techniques of film review, Techniques of play review, Techniques of musical review

Unit 7: COPYWRITING FOR ADVERTISEMENTS
Introduction: What is advertising?, Key concepts of advertising, Copywriting, Radio copy, Television copy

UNIT8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE
Column writing, Science write- up, Press Release

UNIT 9: EDITING
Meaning of Editing, Language Editing, Writing and Editing Photo Caption, Language for explaining graphs, charts, maps; Proof Reading

UNIT 10: WRITING FOR RADIO
Language and style of radio, Writing for radio news, structure of a radio news bulletin, Radio features and current affairs programmes

UNIT 11: WRITING FOR TELEVISION
Characteristics of broadcast news, Broadcast Lead, Preparing a Broadcast Copy

UNIT12: SCRIPTWRITING FOR FILMS
Format, component and styles, Shooting script and storyboarding, Steps to follow while writing a script

UNIT13: ART OF WRITING PLAYS
Types of Play, Formats of performance, Structure of a Play, Steps to write a Play

UNIT 14: WRITING CAPTIONS FOR PHOTOJOURNALISM
Concept of photojournalism, Basics of photojournalism, Qualities of a photojournalist, Basic parts of a caption, Writing and editing captions

UNIT15: COPY AND PROOF EDITING
Principles of copy editing, The Language of copy writing, Print media requirements, Radio and television copyediting

Reading List

Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi
Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi
Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi
Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi
Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi
Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi

VAC 101 Introduction to Ethics

Course Objectives

- To help the learners to know the important issues in moral sense
- To help the learners to explore the basic education of human life through the different issues of ethics
- To help the learners to determine the issues of what is good or right and bad or wrong

Course Outcomes

- Will know the meaning of ethics and moral philosophy
- Will know the different theories of ethics and will know the difference between normative ethics, meta-ethics and applied ethics
- Will help people to lead a better and ethical life, which will finally create some ethical human resource for the society.

Syllabus

UNIT 1: NATURE AND SCOPE OF ETHICS
Definition of Ethics, Nature of Ethics, Scope of Ethics

UNIT 2: THE CONCEPT OF MORALITY
Definition of Morality, The Nature of Morality, Different Moral Concepts, Moral theory

UNIT 3: FACT AND VALUE
What is fact, What is value, Classification of values, Distinction between fact and value

UNIT 4: MORAL CONCEPTS
Good, Right, Duty, Virtue, Good, Right, Duty, Virtue

UNIT 5: FREEDOM AND DETERMINISM
Determinism: Its Meaning, Arguments in Support of Determinism, What is Freedom or Free Will, Arguments In Support of Free Will, Brief Note On Predestination, Fatalism and Scientific Determinism, The Case Of Freedom and Determinism

UNIT 6: PURUSARTHA
Artha, Kama, Dharma, Moksa, Four Basic Sciences

UNIT 7: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT
Theories of Punishment, Deterrent Theory, Reformative Theory, Retributive Theory, Capital Punishment

Reading list

S.P. Sharma: *Nature and Scope of Ethics*
Ravi, I: *Foundations of Indian Ethics*
J.N. Sinha: *A Manual of Ethics*
J.N. Mohanty: *Classical Indian Philosophy*
I.C. Sharma: *Ethical Philosophies of India*
J.N. Mohanty: *Explorations in Philosophy*
P. Benn: Ethics: *Fundamentals of Philosophy*

VAC 102 Essentials of Indian Constitution

Course Objectives
The course aims to providing learner

- An understanding of the background and process of making of the Constitution of India
- An awareness about the core values of principles underlying the Constitution of India
- An account of basic constitutional provisions and framework of governments' operation in service of the people of the country
- A sense of duties and responsibilities of as a citizen of the country

Course Outcomes
After completing the course, a learner will be able to

- Understand and appreciate the background, context and process of making of the Indian Constitution
- Appreciate and imbibe the core values and principles of the Constitution of India
- Act as a responsible citizen of the country performing her/his duties and responsibilities

UNIT 1: MAKING OF THE INDIAN CONSTITUTION
Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

UNIT 2: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION
Philosophy and Ideals of the Indian Constitution: The Preamble of the Constitution of India; Sources of the Indian Constitution

UNIT 3: FEATURES OF THE INDIAN CONSTITUTION
Salient Features of the Indian Constitution

UNIT 4: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES
Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights; Fundamental Duties: Background, Types and Significance of Fundamental Duties

UNIT 5: DIRECTIVE PRINCIPLES OF STATE POLICY
Meaning, Nature and Classification of Directive Principles of State Policy; Difference between Fundamental Rights and Directive Principles of State Policy

UNIT 6: GOVERNMENT AT THE UNION AND STATE LEVELS
Government at the Union level: The President of India, The Vice-President of India, The Union Council of Ministers, The Prime Minister; Government at the State level: The Governor, The State Council of Ministers and the Chief Minister

UNIT 7: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE
Composition of the Parliament of India: The President, The Rajya Sabha, The Lok Sabha; Powers and Functions of the Parliament; Relation between the two Houses of the Parliament; Legislative Procedure: Procedure for a Money Bill; The State Legislature: The Legislative Assembly or Vidhan Sabha, The Legislative Council or Vidhan Parishad

UNIT 8: JUDICIARY IN INDIA
Supreme Court and High Courts; The Supreme Court; The High Court: Subordinate Courts; Judicial Review, Judicial Activism and Independence of the Judiciary in India: Judicial Review, Judicial Activism, Independence of the Judiciary in India

Reading List

Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.

Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.

Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.

Dev, B.J and Lahiri, D.K. (1985). Assam Muslims- Politics and Cohesion. Delhi: Mittal Publication.

Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.

Kapur, Anup Chand &Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.

Kothari, Rajni. (2009). Politics in India. New Delhi: Orient BlackSwan Private Limited.

Palanithurai, G. (2000). Grass-root Democracy in Indian Society. New Delhi: Concept Publishing Company.

Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.

Singh Sisodia, Yatindra (2005). Functioning of Panchayati Raj System. Jaipur: Rawat Publication.

Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). Oxford Companion to Politics in India. New Delhi. Oxford University Press.

VAC 103 Indian Traditional Knowledge System

Course Objectives

- To illustrate selective contents from the rich grove of Indian classical literature as well as other fields of pragmatic study
- To develop understanding of rich Indian heritage through the selective texts among the learners

Course Outcomes

- The learners will be able to identify a rich cultural past and connect it with the present India
- The learners will be able to organize themselves and gain benefit in their vocational pursuit

Syllabus

অধ্যায় ১: যোগদর্শনৰ পৰিচয়
দর্শনৰসংজ্ঞা, দার্শনিক পৰিভাষাত যোগৰ মূল্যায়ন, যোগৰ সংজ্ঞা আৰু অর্থবিচাৰ, যোগৰ উৎপত্তি, যোগসাহিত্য, যোগপণ্ডিতসকল, যোগৰ শ্রেণীবিভাজন, যোগ দর্শনৰ মূল সিদ্ধান্তসমূহ, যোগৰ লক্ষ্য আৰু উদ্দেশ্য

অধ্যায় ২: আয়ুর্বেদ আৰু বাস্তুশাস্ত্র
আয়ুর্বেদ বা চিকিৎসাশাস্ত্র, আয়ুর্বেদ শাস্ত্রৰ উদ্দেশ্য আৰু ভাগ, আয়ুর্বেদ শাস্ত্রৰ উৎস, বিভিন্ন আয়ুর্বেদ শাস্ত্রৰ উল্লেখ, বাস্তুশাস্ত্র পৰিচয়, বাস্তুশাস্ত্রৰ উৎস, বিভিন্ন বাস্তুশাস্ত্রৰ উল্লেখ, শব্দার্থ তালিকা

অধ্যায় ৩: বেদান্ত দর্শনৰ পৰিচয়
বেদান্তৰ উৎপত্তি আৰু ক্রমবিকাশ, অদ্বৈত বেদান্ত দর্শনৰ বিভিন্ন বিষয়বস্তুৰ চমু আভাস, জ্ঞানতত্ত্ব, ব্রহ্মতত্ত্ব, জগততত্ত্ব, মায়াতত্ত্ব, ঈশ্বৰতত্ত্ব, জীৱতত্ত্ব, মোক্ষতত্ত্ব

অধ্যায় ৪: অলংকাৰ শাস্ত্রৰ সম্প্রদায়সমূহ
কাব্যশাস্ত্রৰ আৰম্ভণি আৰু বিকাশ, অলংকাৰ শাস্ত্রৰ বিভিন্নসম্প্রদায়

অধ্যায় ৫: কৌটিল্যৰ অর্থশাস্ত্রঃ পৰিচয়
অর্থশাস্ত্রৰ ৰচয়িতা, অর্থশাস্ত্রৰ বিষয়বস্তু, অর্থশাস্ত্রৰ নামকৰণৰ তাৎপর্য, ভাৰতীয় পৰম্পৰাত অর্থশাস্ত্রৰ গুৰুত্ব

অধ্যায় ৬: চৰকসংহিতাঃসাধাৰণ আলোচনা
আয়ুর্বেদঃ আয়ুর্বেদৰ অৱতৰণ, চৰক সংহিতাৰ পৰম্পৰা, চৰক সংহিতাৰ অধ্যায়বিভাগ, চৰক সংহিতাৰ অধ্যায়সমূহৰ নামকৰণ, চৰক সংহিতা টীকাকাৰ

অধ্যায় ৭: অসমত ৰচিত হোৱা সংস্কৃতকাব্য
ধর্মশাস্ত্র অথবা স্মৃতিশাস্ত্রঃ তন্ত্রসাহিত্য, পুৰাণসাহিত্য, নাটক, ব্যাকৰণ, কাব্যঃ শ্রীকৃষ্ণলীলামৃতম্, সতীজয়মতী, শ্লোকমালা, পতাকান্যায়, প্রকামকামৰূপম্, অবিনাশি, কবিকৌতূহলম্, প্রশস্তিমূলককাব্য, ব্যঞ্জনাপ্রপঞ্চসমীক্ষা, অনূদিতকাব্য

Reading List

Bahadur.K.P. The Wisdom of Yoga; New Delhi; Sterling Publishers Pvt. Ltd.
Kane,P.V. (1994);History of Indian Poetics; Delhi: Motilal Banarasidas
Goswami, Haramohan Deb (1992); Sanskrit Sahityar Buranji; Guwahati: Bookland
Goswami, (Dr) Dilip Kumar (2018);Essentials of Ayurveda; Jorhat: Eastern Readers Publication

VAC 104 English Communication Skills

Learning Objectives
The objectives of the course are to:

- provide an idea on communication and communication skills
- discuss the issues related to oral communication
- learn about important skills like Telephone Skills, Interview Skills and Public Speaking skills

Learning Outcomes
After going through the course, the learner will be able to:

- gain ideas about some important English communication
- use the English language proficiently in the day to day situations
- understand that communicating in English is a skill

UNIT 1: WHAT IS COMMUNICATION?
Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers to Communication, Effective Communication

UNIT 2: COMMUNICATION SKILLS
What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

UNIT 3: ISSUES ON ORAL COMMUNICATION I
Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

UNIT 4: ISSUES ON ORAL COMMUNICATION II
Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

UNIT 5: TELEPHONE SKILLS
Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

UNIT 6: INTERVIEW SKILLS
The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

UNIT 7: PUBLIC SPEAKING
The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

UNIT 8: DIALOGUES IN CONTEXTS
Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

VAC 105 Traditional Media

Course Objectives

- To provide an understanding of the basic concepts of traditional folk media
- To impart knowledge of the folk forms of communication media throughout the ages
- To familiarize with the use of traditional folk media in the field of development communication, health communication and in generating scientific temperament

Course Outcomes

On completion of this course, the learners will be able to-

- Identify the communication skills, theoretical and practical knowledge required to integrate traditional media in society
- explain the relationship of human society with these media forms
- describe the usefulness and the impact of traditional media on the society

UNIT1: TRADITIONAL FOLK MEDIA

Traditional folk media- An introduction, Nature of traditional folk media, communication through traditional folk media, traditional media as a part of socio-cultural and ritual communication

UNIT 2: FEATURES OF TRADITIONAL FOLK MEDIA

Traditional media as a mass medium, features and characteristics of traditional folk media- its advantages and disadvantages, storytelling as the core of traditional media

UNIT 3: TRADITIONAL MEDIA IN INDIA

History and growth of traditional media in India- A brief overview of some of the traditional folk media forms of India; Applications of traditional media for development purposes

UNIT 4: TECHNOLOGICAL IMPLICATIONS ON TRADITIONAL FOLK MEDIA

Impact of electronic media on traditional media; Mass communication media vis-à-vis Folk Culture; Success stories of the use of traditional media as a catalyst of social change and development

UNIT 5: TRADITIONAL MEDIA FOR DEVELOPMENT COMMUNICATION

Development Communication and Traditional Media – Development Communication, Traditional media as development media; How to use traditional folk media for development communication

UNIT 6: TRADITIONAL FOLK MEDIA AND INDIAN CULTURE

Features of Folk Tradition- features of folk tradition, role of traditional media, Media for Communicating Social Ethos- traditional media and social ethos, modern mass media and social ethos, Folk media as a platform for disseminating information about Indian culture

Unit 7: RELEVANCE OF TRADITIONAL FOLK MEDIA

Traditional folk forms in rural India- folk theatre, folk songs, narrative forms, religious discourse, puppet show, Impact on rural development, Uses in different fields

Reading List

Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai

Parmar, Shyam (1994), Traditional Folk Media in India, Research Press

Ranganath, H.K. (1980), Folk Media and Communication, Chinthana Prakashana,

Vijaya, N. (1988),Role of Traditional Folk Media in Rural Areas, Gian Publishing House, Andhra Pradesh

VAC 201 Advertisement Strategy

Course Objectives

- To provide knowledge on the concepts of advertising and marketing
- To impart skills required for an advertising professional
- To provide understanding of the role of advertising and promotion in the society

Course Outcomes

On completion of this course, the learners will be able to-

- explain the concepts of advertising, marketing and promotion
- identify and equip oneself with the skills required for an advertising professional
- analyze the role of advertising and marketing in the society

UNIT1: ADVERTISING – BASIC CONCEPT

Concept of advertising; objectives & scope; social and ethical implications of advertising; types of advertising

UNIT 2: INTEGRATED MARKETING COMMUNICATION AND ADVERTISING

Importance of business communication; advertising as a communication process; AIDA model and its purpose; advertising as an element of marketing mix

UNIT 3: DEVELOPING EFFECTIVE PROMOTION

Identifying the target audience; determining the promotional objectives; designing the promotion and selecting the channel; establishing the promotional budget and implementing promotional strategy

UNIT4: MANAGING ADVERTISEMENTS -I

Developing and managing advertising program, setting advertising objectives, DAGMAR, Deciding on advertising budget

UNIT 5: MANAGING ADVERTISEMENTS -II

Developing the advertising message, role of music and humour in advertising, factors considered while developing the advertising copy, creativity in advertising

UNIT 6: MEDIA STRATEGIES

Media planning and objectives, deciding on media, different types of media and their advantages and disadvantages, choosing among major media types, media schedule decisions, space and time buying

UNIT 7: EVALUATING ADVERTISING EFFECTIVENESS

Deciding on reach, frequency and impact; copy testing, advertising recognition and recall tests, Issues in assessing impact of advertising, measuring the performance of an advertising agency

Reading List

Aggarwal, Vir Bala, V.S Gupta (2002), Handbook of Journalism and Mass Communication. New Delhi : Concept Publishing Company.

Banik, Dr. G.C (2006), PR & Media Relations, Jaico Publishing House, Mumbai

Jr. Henry, Rene A. (2003), Marketing Public Relations. New Delhi : Surjeet Publications.

Kelley, Larry D., Donald W. Jugenheimer (2007), Advertising Media Planning. New Delhi:Prentice-Hall of India Private Limited.

Kaptan, S.S. (2002), Advertising, New Concepts. New Delhi : Sarup & Sons.

O'guinn, Thomas, Chris T. Allen, Richard J. Semenik (2009), Advertising Manegement. New Delhi : Cengage Learning.

AEC 202 Cyber Security

Course Objectives

- Learn the foundations of Cyber security and threat landscape.
- To equip students with the technical knowledge and skills needed to protect and defend against cyber threats.
- To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets.
- To expose students to governance, regulatory, legal, economic, environmental, social and
- ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber-crimes and
- threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes

On completion of this course, the learners will be able to

- Understand the cyber security threat landscape.
- Develop a deeper understanding and familiarity with various types of cyber attacks, cyber-crimes, vulnerabilities and remedies thereto.
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security
- Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media
- Analyse and evaluate the cyber security risks
- Based on the Risk assessment, plan suitable security controls, audit and compliance
- Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training
- Increase awareness about cyber-attack vectors and safety against cyber-frauds
- Take measures for self-cyber-protection as well as societal cyber-protection

MODULE 1: OVERVIEW OF CYBER SECURITY

Cyber security increasing threat landscape, Cyber security terminologies- Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker., Non-state actors, Cyber terrorism, Protection of end user machine, Critical IT and National Critical Infrastructure, Cyber warfare, Case Studies.

MODULE 2: CYBER CRIMES

Cyber crimes targeting Computer systems and Mobiles- data diddling attacks, spyware, logic bombs, DoS, DDoS, APTs, virus, Trojans, ransomware, data breach., Online scams and frauds- email scams, Phishing, Vishing, Smishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, website defacement, Cyber-squatting, Pharming, Cyber espionage, Cryptojacking, Darknet- illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake newscyber crime against persons - cyber grooming, child pornography, cyber stalking., Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

MODULE 3: CYBER LAW
Cyber crime and legal landscape around the world, IT Act,2000 and its amendments. Limitations of IT Act, 2000. Cyber crime and punishments, Cyber Laws and Legal and ethical aspects related to new technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case Studies.

MODULE 4: DATA PRIVACY AND DATA SECURITY
Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data security issues and challenges, Data protection regulations of other countries- General Data Protection Regulations(GDPR),2016 Personal Information Protection and Electronic Documents Act (PIPEDA)., Social media- data privacy and security issues.

MODULE 5: CYBER SECURITY MANAGEMENT, COMPLIANCE AND GOVERNANCE
Cyber security Plan- cyber security policy, cyber crises management plan., Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy.

Reading List

Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd

Information Warfare and Security by Dorothy F. Denning, Addison Wesley

Security in the Digital Age: Social Media Security Threats and Vulnerabilities byHenry A. Oliver, Create Space Independent Publishing Platform

Data Privacy Principles and Practice by Natraj Venkataramanan and Ashwin Shriram, CRC Press

Information Security Governance, Guidance for Information Security Managers byW. Krag Brothy, 1st Edition, Wiley Publication

Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning