World of Work

Student Handbook

Led by

World of Work Grade 9 & 10 is a specialised subject in the School of Specialised Excellence, Delhi Board of School Education, designed by **Centre of Excellence in Teacher Education, Tata Institute of Social Sciences (TISS), Mumbai.** The course aims to introduce students to the world of work and develop skills and perspectives through enquiry, projects, and interactions with industry experts. The full set of course material includes lesson plans, teacher professional development guides, students' and teachers' handbooks, and assessments.

Schools of Specialised Excellence are choice-based schools for grades 9 to 12 that allow students to specialise in their chosen fields of study. The Government of NCT of Delhi established Specialised Excellence in 2021 in order to cater to students who have a demonstrated interest and aptitude in specific domains. Schools of Specialised Excellence are affiliated to the Delhi Board of School Education (DBSE). They are designed as per the philosophy of DBSE that centers around moving away from rote memorisation through integrating assessment into the everyday practice of teaching-learning and using assessments for learning rather than restricting them to only being assessments of learning.

The Centre of Excellence in Teacher Education (CETE) at the Tata Institute of Social Sciences Mumbai (http://bit.ly/cetewebsite) aims to enable Right to Quality Education for all children in India by enabling teachers to respond to diverse and changing needs. Built around the central premise that professional qualified teachers can create lasting impact. The Centre focuses on empowering teachers, improving professional development standards, supporting teachers' education ecosystem and advocating to strengthen policy on teaching and teacher education.

Research at the Centre is on themes of quality in teaching, policy and scaling innovations inclusion, curriculum and pedagogy and Ed Tech. Academic teaching programmes include BEd-MEd (Integrated), MA Education, MA Education (Elementary), MA Education and Technology, doctoral research, short term programmes through blended learning and online offerings to enhance capabilities of teachers and teacher education faculty (www.tissx.tiss.edu). Key field action projects are focussed on improving inclusive teaching learning at schools and employing technology thoughtfully in professional development of teachers. The Connected Learning Initiative (www.tiss.clix.edu) was awarded the UNESCO-King Hamad Prize for the use of ICTs in Education in 2018. CETE received seed support from the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching. Government of India and TATA TRUSTS.

As knowledge partner of the DBSE for the Schools of Specialised Excellence, the CETE has developed the following six clusters of modules for Grade 9th and 10th specialised subject "World of Work". Each cluster comprises a skill/perspective building module and two/one career modules, detailed in a teacher handbook with an accompanying student handbook.

Student and Teacher Handbooks:
Volume I: Transmedia Storytelling Cluster: Transmedia Storytelling, Journalism, and Content Creation
Volume II: Mapping and Visual Representation Cluster: Mapping and Visual Representation, Geographic Information System (GIS) Analyst, and Urban Planning
Volume III: Working with People and Communities Cluster: Working with People and Communities, and Social Work
Volume IV: Enabling Learning Cluster: Enabling Learning, and Teaching
Volume V: Justice and Constitution Cluster: Justice and Constitution, Lawyering, and Public Policy
Volume VI: Research and Critical Thinking Cluster: Research and Critical Thinking, Academic Research, and Marketing Research

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World of Work

Student Handbook

Working With People and Communities, and Social Work

This handbook belongs to:

Name: _____

Class: _____

Section: _____

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Introduction

I.I World of Work

One of the components of the vision for Schools of Specialised Excellence (SoSE) is increasing exposure of students to careers and the world of work. However, career domains today are not straightforward and are becoming exceedingly integrated. Students require a multidimensional and interdisciplinary approach. Separately, the best education globally offers students abundant opportunities for project-based learning, development of higher-order thinking skills and development of soft skills.

The World of Work (WOW) course aims to address all the above requirements during the 9th and 10th grades for the SoSE schools of the Humanities stream. The course is designed as a series of 1 month (16 classroom hours) 'taster' modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module, paired with career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules. Each module is a 16 hour exploration and is delivered via discussions, expert guest speakers ('masterclasses'), digital content, field visits, projects and assignments. These modules are critical in enabling SoSE students to make informed choices and prepare in advance to succeed in their chosen career pathways.

Students learn in various ways in the World of Work course. In developing the modules a priority has been to provide interesting and vivid teaching material including videos and presentations. Classroom discussions are an important part of the session and students learn from each other as well as develop their confidence and spoken communication. Expert guest speakers and field visits offer rare and privileged opportunities to experience a profession. Assignments and project work take them out of the classroom to engage with the environment they live in. These also demand developing time management, creativity, working collaboratively and good presentation skills. All this nurtures students for all round development and at the same time sets them up for success in their chosen area of specialization.

The role of the teacher in the World of Work is both challenging and rewarding, offering exciting opportunities for professional growth. While teachers may not be subject matter experts, their extensive training positions them as facilitators of student learning. Embracing this role involves stretching boundaries to familiarize themselves with a diverse array of skills and careers within the course. Engaging students in group and individual projects is a key component, requiring teachers to develop new skills in project facilitation and navigate the inherent ambiguity in project evaluation. Classroom discussions, another vital aspect of the course, demand adaptability to various formats.

This journey may necessitate teachers to step out of their comfort zones, letting go of traditional teaching methods in favor of innovative approaches—a humbling yet enriching experience. This presents an opportunity for teachers to explore new content areas and methodologies that can greatly benefit both them and their students. The true rewards lie in witnessing tangible growth and development in students, particularly in areas such as confidence, presentation, and communication. Simultaneously, teachers can anticipate significant personal and professional growth, making the journey in the World of Work an exciting and fulfilling one.

Assessment is an important part of the World of Work. The course is meant to be rigorous and not limited to the level of awareness-raising or exposure. The course delivers specific skills and concepts that the students are expected to understand, internalize and apply. The assessment framework has components of "Knowledge and Understanding", "Inquiry and Exploration", "Critical Thinking and Decision Making" and "Presentation and Communication". Assessment of each module of WOW will draw from the above set of components and be tailored to the module. Internal assessment of the modules will be usually through the module project, while the summative assessment could be through a variety of formats including mini-project or different types of sit-down exams.

I.II Overview of the Curriculum

The World of Work course is designed as a series of 1 month (16 classroom hours) 'taster' modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module that is paired with one or more career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules.

The following table gives the full list of modules that will run in the World of Work curriculum.

Skill Area	Career Pathway 1	Career Pathway 2
Transmedia Storytelling	Journalism	Content Creation
Mapping and Visualization	Geographic Information System (GIS) Analyst	Urban Planning
Working with people and communities	Social Work	
Enabling Learning	Teaching	
Justice and Constitution	Lawyering	Public Policy
Research and Critical Thinking	Academic Research	Marketing Research

The first 3 rows show the modules that run in 9th Grade and the next three rows the modules that run in 10th grade.

Below shows the classroom time allocation for the modules and the number of instructional days they will run over.

S.No.	Modules	Suggested time allocation/Instructional days
Grade 9		
1	Unit 1: Transmedia Storytelling	16 hours/12 days
2	Unit 2: Journalism	16 hours/12 days
3	Unit 3: Content Creation	16 hours/12 days
4	Unit 4: Mapping & Visual Representation	16 hours/12 days
5	Unit 5: Geographic Information System (GIS) Analyst	16 hours/12 days
6	Unit 6: Urban Planning	16 hours/12 days
7	Unit 7: Working with People & Community	12 hours/ 9 days
8	Unit 8: Social Work	12 hours/9 days
Grade 10		
9	Unit 9: Enabling Learning	12 hours/ 9 days
10	Unit 10: Teaching	12 hours/ 9 days
11	Unit 11: Justice and Constitution	16 hours/12 days
12	Unit 12: Lawyering	16 hours/12 days
13	Unit 13: Public Policy	16 hours/12 days
14	Unit 14: Research and Critical Thinking	16 hours /12 days
15	Unit 15: Academic Research	16 hours/12 days
16	Unit 16: Marketing Research	16 hours /12 days

Note the exceptions to the standard format: In two skill areas, "Working With People and Communities" and "Enabling Learning", there is a single career module associated with the skill module. In these two cases, the Skill module runs for 3 weeks and the career module for three weeks. In these cases, the skill and career modules are tightly integrated rather than running as individual modules.

I.III Objectives of the curriculum

- To give the students a very wide area of exploration that leaves them with an understanding of the world of work at large. They are also shown interconnections between modules and clusters and realize the interdisciplinarity of the world of work.
- To develop a range of skills (the skills of the skill modules) that will continue to be useful to students in their future irrespective of the specific career path they choose.
- To give the students sufficient information and engagement with skills, careers and workplaces so that they can start a deeper process of focussed exploration in skills and professions as designed for the 11th & 12th grades. In a few cases, the students will have gained enough clarity from the course that they will make a decision on their own about their career goal and independently plan and work towards reaching it.
- To develop their ability to do independent work and thinking, to deliver projects, and work collaboratively.
- To develop skills of critical thinking and creativity.
- To enhance students' presentation skills in different modes and media.

I.IV Curriculum Framework

The course consists of a sequence of skill and career modules. These modules are grouped into related clusters. A cluster will contain a skill module and 2 (or 1) related career modules.

A skill module introduces the students to a particular skill or skill area that is widely required for many careers. In this course the students are introduced to 5 skill areas in the Social Sciences and Humanities which gives them a good range of knowledge. By practicing these skills, students develop themselves with a wide range of skills. Simultaneously they have the opportunity to find out if they have an aptitude for or interest in that skill. Discovering such interest and aptitude can be an enormous boon to the student - if they find a niche they are happy with, they start exploring and developing on their own and the future unfolds with ease and fulfillment. While it is not possible to develop a skill in-depth in the time available, the engagement with the skill does result in concrete learning outcomes.

Career Modules explore a career that is strongly connected to the skill in that cluster. Career modules explore the career from multiple perspectives:

Skills: The career module builds on the work done in the skill module to develop the skill further in the context of the particular career. For example the Journalism career module will take storytelling to the context of Journalism.

Career Roadmap: The career module will talk about way to join that career ie. what subjects to choose for 11th & 12th grades, what degree courses are appropriate, what are the premier colleges, what communities of practice exist, relevant skills to develop etc.

'A Day in the Life': The career module also gives students an idea of what work in that career looks like. Practitioner interactions are a very effective way to do this.

Is this for me?': The various interactions and experiences of the career module helps the student build some evidence for whether this is the direction they want to take. The intention is not however that the student should decide by the end of 10th grade.

Career modules will have sub-areas or may cover a career *area*. For example, Content Creation is a career area which covers careers in Graphic Design, Content Writing, Film-making and more. Journalism is considered a career, but there are a wide range of sub-options by media and types of writing eg. news reporting, news analysis, photography, video journalism etc.

I.V About this handbook

This Handbook is written to provide all information, support and guidance the students need as they work through World of Work modules. This handbook aims to support student learning and reflection about Social Work as a career path. Social Work is about working with people - as individuals, groups, and communities. However, in this module, the thrust is on understanding people, their lives, social issues, and possibilities for social work practice with neighbourhood communities as a starting point. Deeper understanding of individual factors such as motivation, skills, and tasks, is initiated through focus on individual practitioners and organisations. This is the reason for the titles given to the Skill Module and the Career Module.

The handbook guides the students through the "Working with People and Communities" skill module, "Social Work" career module under the Working with People and Communities Cluster. It contains handouts and worksheets for students to use while going through the modules, and a student planner for the module to help them plan, organise and keep track of their work.

Cluster III Module 1 and 2: Working with People and Communities, & Social Work

Credits

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Student Planner

Session	Topic	Objectives and Description
Week 1		
Session 1	**Who Runs the city?**	1. Develop a preliminary understanding of different types of work. 2. Develop an understanding of the lives of people who contribute to building the city. *In this session, the students would be introduced to the different nature of work that people living in cities engage with; they will also reflect upon how a deeper understanding of their lives can help them improve it.*
Session 2	**Neighbourhoods**	1. Students should understand how and where people from different walks of life live. 2. Students are exposed to different livelihoods *In this session, the students will focus on how the nature of work that one engages in influences the type of neighbourhood one lives in, the type of housing, amenities available/missing, and possible advantages and challenges of living in such a neighbourhood.* *They will also focus on what the different livelihoods of people are.*
Session 3	**Understanding layers in an issue**	1. Introducing students to social and economic aspects of their identity 2. Highlighting the idea that there are many layers to an issue, and micro to macro connections *In this session, students will focus on the social and economic aspects of their identity, how there are similarities and differences in their lives even though they belong to the same age group. Students will also focus on how the aspects of their everyday lives have larger causes and impacts.*
Week 2		
Session 4	**Who does Social Work ?**	1. Introducing the different kinds of Social Work, and therefore, social workers, that we see in society 2. Understanding the nature of social work and how it benefits people

		In this session, the focus will be on broadening students' understanding of social work by mapping social workers in their community and introducing them to the range of social work activities that contribute to the betterment of society.
Session 5	**Professional Social Work**	1. Enabling students to understand and differentiate between charity work and professional social work 2. Recognizing the value of training and professional social work *In this session, the emphasis will be on the distinction between the lay person's understanding of social work, and trained social work, highlighting the importance of professional training, standards, and ethical considerations in the practice of social work. The activities aim to familiarize students with diverse roles of social workers in various settings, promote understanding of social work as a profession, and introduce key concepts related to social work practice.*
Session 6	**Story of a Social Reformer**	1. Students would be exposed to a story of a social reformer. 2. Drawing inspiration from the story 3. Understanding that each one "can make a difference" *In this session, the focus will be on educating students about the lives and achievements of social reformers; discussions on the importance of social change, and encouraging students to reflect on their own potential to make a positive impact in society.*
Week 3		
Session 7	**Know your NGOs**	1. To make students identify NGOs that work in their city on different issues 2. To enable students to search for and map NGOs 3. To get students to develop a Resource Directory to share with others *In this session, the students will develop an understanding about different social themes and NGOs dedicated to addressing them. The session will provide students with the opportunity to explore local resources and promote the sharing of information within the school community. By creating the directory, students will contribute to the dissemination of valuable information about NGOs and their contact details, fostering connections between students and organizations involved in social change.*

Session 8	**Interaction with a Social Worker**	1. To introduce students to a professional social worker. 2. To help them understand the nuances that accompany social work and the passion that drives it. *The session will focus on interaction with a resource person; this activity will provide students with firsthand exposure to the field of social work. It will help them gain insights into the journey of a professional social worker, learn from their experiences, and develop a better understanding of some realities and complexities of social work practice.*
Session 9	**Skills of a Social Worker**	1. Based on the interaction with the Social Worker, students would identify skills of a social worker *In this session, the students will gain a deeper understanding of core skills associated with social work and the factors that drive social workers to engage in their work. It will allow them to recognize the challenges faced by social workers and the importance of developing the necessary skills and expertise to make a positive impact in the field.*
	Week 4	
Session 10	**Skills of a Social Worker – Part 1**	1. To help students identify and demonstrate some core skills associated with social work *In this session, the focus will be on allowing students a deeper exploration of different skills. Through this activity, students actively engage in understanding and showcasing various skills relevant to social work. It encourages creativity, critical thinking, and observation skills while fostering an appreciation for the diverse range of skills required in the field.*
Session 11	**Skills of a Social Worker – Part 2**	1. To help students identify and demonstrate some core skills associated with social work *In this session, the students will reflect on their existing abilities, appreciate their potential for social work, and understand the importance of professional training in enhancing their skills for effective practice in the field.*

Session 12	**Ethics of Social Work Practice**	1.To introduce ethics related to social work practice *In this session, the focus will be on understanding that ethical dilemmas are a natural part of social work, and professionals must be mindful of the values and ethical guidelines outlined in the field. Students will also understand that reflection, awareness of different perspectives, and adherence to professional values are emphasized as important aspects of social work practice.*
	Week 5	
Session 13	**Becoming Familiar with Social Issues and NGOs**	1. To get an idea of a few social issues and NGOs working with them *In this session, the students learn about NGOs in their city by researching and presenting information about specific organizations. They explore the websites of assigned NGOs, discuss their themes and programs, and brainstorm ideas for their own initiatives. The session promotes awareness of social issues and encourages students to think critically about making a positive impact in their community.Students will also engage in discussions, presentations and the overall work of NGOs, fostering a deeper understanding of their role in addressing societal challenges.*
Session 14	**Field Visit to an NGO**	1. To introduce students to an NGO and give them an orientation to their work *In this session, students will have the opportunity to visit an NGO and interact with its team. They will gain insights into the various activities carried out by NGOs and the diverse roles played by people within them. They will learn that NGO work encompasses more than just direct field work with marginalized groups, including areas such as fundraising, advertising, social media management, networking, operations management, project management, and policy analysis. The visit allows students to understand the different dimensions of NGO work and the diverse skills required to address social issues effectively.*

Session 15	**Insights from the Field Visit**	1. Based on the NGO visit, discuss insights and learnings *In this session, following the NGO visit, students will reflect on the issues addressed, the work being done, and the challenges faced. They explore the motivations of the people they met and discuss the significance and value of the work being carried out. They will also share one new insight or learning they gained from the visit.*
	Week 6	
Session 16	**Know your Neighbourhood Community**	1. Providing students with the opportunity to gain knowledge about their community in a systematic manner 2. Introducing students to mapping as a method of study of community 3. This practicum could be a means to assess student learning from module *In this session, students are introduced to the concept of mapping their neighbourhood community. They will learn that information can be obtained from various sources, but knowledge requires interaction and learning from people. The purpose of mapping is to gain a deeper understanding of the community, identify facilities and access, and identify gaps or inadequacies. Students will also develop an understanding of the importance of involving neighbourhood residents in the mapping process for more insights.*
Session 17	**Practicum - Community Mapping**	1. To enable students to undertake community mapping *In this session, the students will focus on exploring and engaging with their local community to gain a deeper understanding of its dynamics. They will also learn about the importance of gaining knowledge and understanding beyond surface-level information by interacting with people in the community. The session will also focus on highlighting the aspects of mapping, including the types of maps, the purpose of mapping, and the significance of involving neighbourhood residents in the process.*
Session 18	**Experience of mapping**	1. Based on the practicum, students would bring into the classroom their insights about the community, about the strengths and limitations of mapping. *In this session, students will focus on discussing the overall experience, insights gained, and the strengths and limitations of mapping as a tool for understanding and representing a community.*

People at Work

Look at the six pictures given below and answer the given questions:

Questions:

1. What kind of work do you think these people are engaging in?	
2. Do you know anybody who does similar work?	
3. What are some other works that the people living in cities engage with?	

Home Assignment

- How do you travel from school to your home? (Do you walk, bicycle, take a rickshaw or bus or metro?)

- On the way back from school to home, notice all the people at work. Write your observations below.

- Observe something or someone you had not noticed before and write below.

Neighbourhoods

This is an exercise in imagination. Think about the people that you see in the posters shared in the class and answer:

- What are the types of houses and neighbourhoods they live in?

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- What is the living situation of these people? What are the amenities that might be available or missing? (Electricity, water supply, access to schools and hospitals, connectivity to metro station and bus stop, drainage and sewage service, waste disposal)

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- What do you think are the challenges and advantages of living in such conditions?

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- What are the food and health conditions of the people living here?

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Who Does Social Work ?

Answer the following questions based on your understanding and personal experiences. There are no right or wrong answers. This is an opportunity for you to express your thoughts and ideas. Take your time and write your responses in the space provided below.

1. What do you think is social work?

2. Have you ever seen any social workers? If yes, where and in what context? If not, explain what you think a social worker might look like or where you might encounter one.

3. What kind of work do you think social workers do? List some possible tasks or responsibilities they might have.

Exploring the World of Social Work

Let's read and discover the essence of social work, the dedicated individuals involved, and the impact they make in creating positive change for individuals and communities. Explore the realm of professional social work with us and learn how it shapes societies for the better.

1.What is social work?

Social work is about helping people to help themselves. From the social worker point of view, it is based on a concern for people, society and social issues, and a desire to do something about it. Professional social work practice, and interventions by trained social workers draws on a body of knowledge that builds perspectives, and provides understanding of what one can do, and how one can go about it. Such practice is guided by a framework of values, principles, and ethics.

2.Who all do social work?

In India, anyone who is connected to working with people, and doing something for others are perceived as doing social work. People who are compassionate and are able to see beyond themselves, and connect with others are part of the social work community, even if motivations may vary - from compassion, empathy, to political mileage and so on. An important category of persons who do social work in India and globally, are trained social workers; they may have a Bachelor's or Master's degree in Social Work. In India, some spaces for social work practice require trained social workers, while others are more open and allow for professionals from diverse fields, as well as individuals who are fired by passion to do something about particular issues and bring about social change.

3.What is professional social work?

Professional social work is about formal training and education as a base for practice. In India, those who choose the path of social work after studying it, and thus having knowledge, skills and values of the profession, would be considered professional social workers. They would therefore practice it formally within the purview of ethics, and accountability.

4. Who are professional social workers?

Practitioners/researchers with an education and training in social work are professional social workers. In India, they could be working in a range of spaces from the informal to the formal- with local communities; with people's organisations; NGOs, trade unions; government institutions, departments and programmes; and corporates, for instance. Professional social workers may be found to be working on solving individual problems to addressing community level issues and concerns. They may work in teams and as individuals with other practitioners at local or organisational levels. Such social workers also work through building local, regional, national, and global alliances.

Social Issues

Answer the following questions based on your personal concerns and observations regarding social issues. Analyze the problem, identify the affected individuals or groups, and brainstorm possible solutions. Be reflective and creative in your responses.

- What is a social issue that you are concerned about? Choose a social issue that is most important to you and write it below.

- Analyze the problem/issue. Describe the social issue you listed above. Consider its causes, effects, and any other relevant aspects. Who are the people affected by this social issue? Identify the individuals or groups who are most impacted by the problem. Think about their experiences, challenges, and needs.

- What are the possible solutions? Brainstorm ideas for addressing the social issue you identified. Think about actions, policies, or initiatives that could help alleviate the problems and improve the lives of those affected.

Reflection

If you have interacted with a social worker or know of any social worker, answer these questions:

- What is the name of the social worker?

    Name: _____

- Which organization do they work at?

    Organisation: _____

- What do you think brought the social worker to work in this profession? What do you think keeps them motivated?

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- What challenges do you think they face while they work? Think about the difficulties, obstacles, or emotional toll that this profession may present.

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- What do you think will be the outcome of their work? Imagine the potential impact they can make in individuals' lives or communities as a whole.
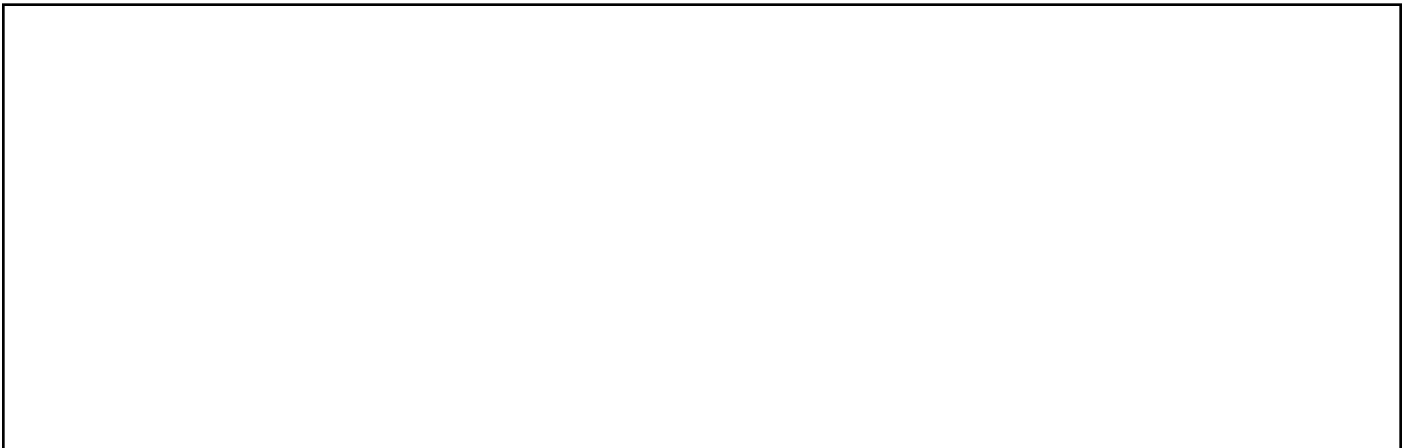
Now, let's take it a step further!

- Divide yourselves into small groups and brainstorm social issues in your city or the world. Think about some social workers or NGOs that you are familiar with, who are trying to address these issues. Who are they? Note down what they are doing to address the issue (s)

❖ Social Issue 1 and Social Workers/NGOs Addressing the Issue:

❖ Social Issue 2 and Social Workers/NGOs Addressing the Issue:

❖ Social Issue 3 and Social Workers/NGOs Addressing the Issue:

- Now, search online and find out who the social workers/NGOs are that work on the issues you are personally concerned about. Conduct research online or speak to people who might have information about the social workers/NGOs actively involved in addressing these issues, and fill in their details below.

Ethical Concerns in Social Work

Imagine you are a social worker who has been assigned to work with a diverse group of people documenting their stories through photographs/videos. A major part of your assignment also involves interviewing these people and getting to know them on a deeper level, understanding their culture, beliefs, values and norms. On the basis of the given information answer the following questions:

1. What could be the challenges or ethical dilemmas that might come up while photographing/taking videos of people?

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2. How would you respect the autonomy and decision of individuals who do not wish to be photographed/filmed and the conflict between the need to capture meaningful stories on one hand and the rights of the individuals?

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3. What could be the challenges or ethical dilemmas that might come up while interviewing people?

Exploring NGOs

If you have visited an NGO, or observed any NGO, answer the following questions:

- What was the issue, the work being done and the challenges?

- What was the motivation of people you met? Reflect on their reasons for working in the NGO and the factors that inspire them.

- What is the need and value of the work being done by the NGO? Consider the impact and significance of their efforts in addressing the social issue they focus on.

- What did you gather about the importance of the training they received in Social Work?

- Share one new insight or learning you gained from your visit to the NGO or from your observations of the NGO. This could be something that surprised you, inspired you, or made you think differently about social issues and the role of NGOs.

Project: Community Mapping

Community mapping allows you to become familiar with the resources in your own neighbourhood. By actively engaging in this activity, you will gain knowledge about your local community and learn about mapping as a method of studying communities.

Step 1
Read the following points to gain a basic understanding of mapping neighbourhood
a. There is a difference between information and knowledge; the former can be gathered from various sources, but for the latter, one needs to interact with people and learn from them
b. Gaining knowledge and a deeper understanding of the neighbourhood community will allow you to go beyond the surface of what you see/already know

Step 2
Divide yourself in three to four groups based on the neighbourhoods you live in, form groups with members who are familiar with your specific neighbourhood. Now as a group think about the following aspects of mapping -
1. What kind of maps can be used for mapping?
2. What is the purpose of doing this mapping activity?
3. What are the associations or organisations/ local institutions/ other facilities present?
4. Where are they located?
5. Who has access to these facilities?
6. Where are the gaps/inadequacies in the provisioning of the facility?
7. Who makes the map is also important: if we sit in the classroom and do it, it will be different from going to the community and making it; if neighbourhood residents are part of the mapping, you could get more details and insights.

Step 3:
1. In your groups, ask parents/ elderly people of the neighbourhood about different facilities that are present **within 500 m** in their neighbourhood. You can also refer to the internet or phone directory to get more information.
1. You can visit some of these facilities with parents/ elders/classmates from the same neighbourhood.
2. While asking about these facilities or visiting these places you need to find answers to these questions for each of them:

   a. What type of facility is this?
   b. Who provides/manages it?
   c. Is this an association or organisation/ local institution (public/private/other)/ any other facility?
   d. Where is it located?
   e. What services do they provide?
   f. Who has access to these facilities?
   g. Where are the gaps/inadequacies in the provisioning of the facility?

Step 4
Based on the information you obtained from different resources, the group can make a map of your neighbourhood and submit it to the teacher(s).

Project Group Discussion

After you have submitted your project to the teacher, discuss your experience in your respective groups and answer the questions below:

1. When would you use a community map?

2. What is important when undertaking community mapping? What do we need to keep in mind?

3. What do you think about community members' involvement in the mapping (Who gets involved? Who can you involve? What difference does it make etc.)

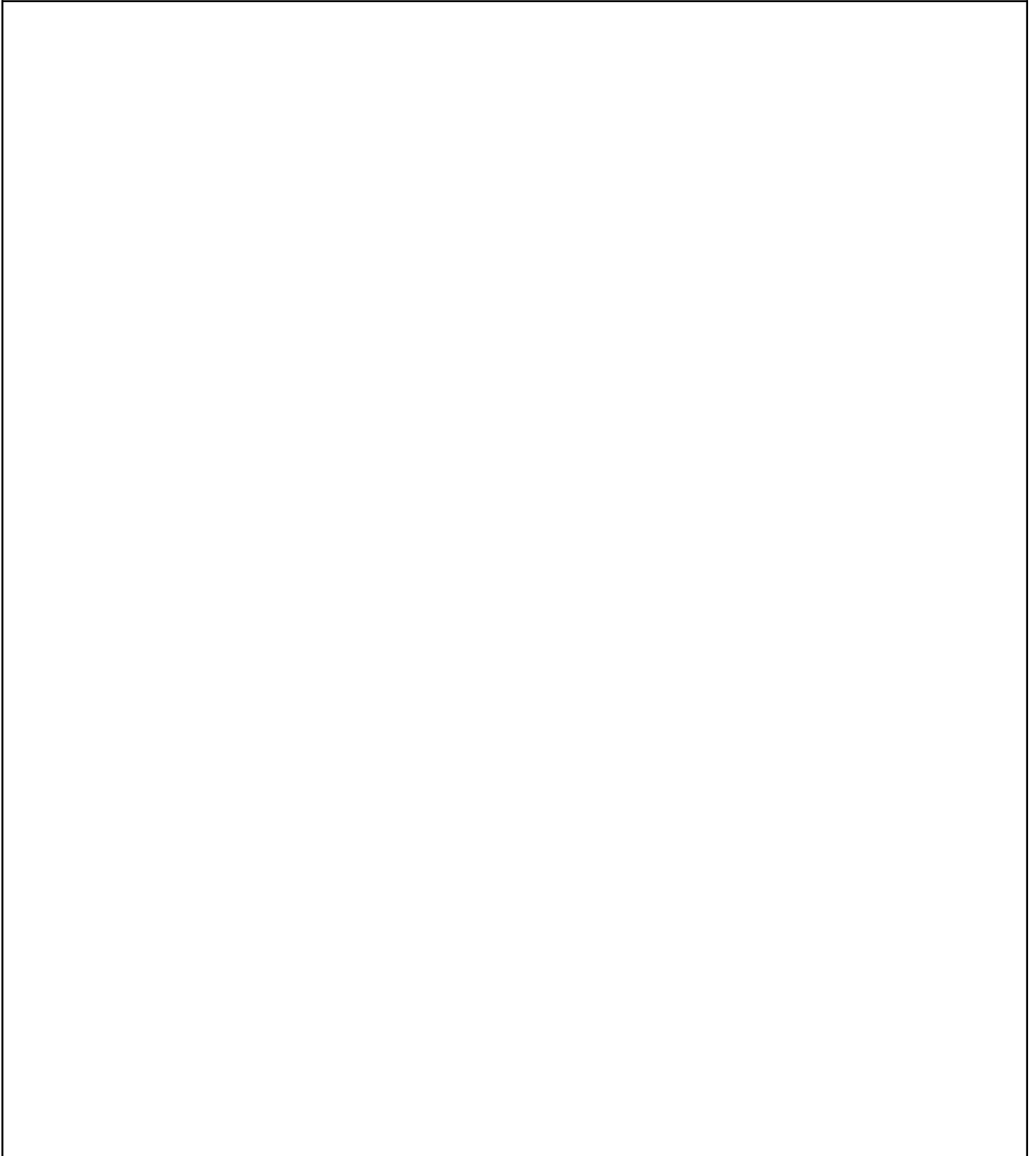4. How was your experience with the community mapping project?

5. What would you do differently if you had to make the map again?

6. What insights did you gain from this community mapping project?

7. What are the strengths and limitations of using community mapping as a method?

Module Reflection

- Create a mind map of everything that you have learnt in this module. This would be a diagram that shows what you learnt, and the connections between these learning points (for example, sequences, what led to the other, what was more significant, and so on).

- What are the key actions that you will take after studying this module? Consider the knowledge and understanding you have gained and think about how you can apply it to make a positive impact in your community or in addressing social issues.

- Do you want to be a social worker? Reflect on your interest in social work as a potential career path. Consider the training, skills, qualities, and values required for social work and whether it aligns with your personal aspirations and goals. If your answer is 'Yes', what could your next steps be towards preparing for this career path?