Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -VII & VIII

दिल्ली विश्वविद्यालय
UNIVERSITY OF DELHI

Bachelor of Arts (Hons) in Social Work
(Effective from Academic Year 2022-23)

Revised Syllabus as approved by

Academic Council

Date: No:

Executive Council

Date: No

Undergraduate Curriculum Framework 2022
(UGCF 2022)

DELHI SCHOOL
OF
SOCIAL WORK
दिल्ली समाज कार्य विद्यालय

ACKNOWLEDGEMENT
(Name & Signature of all members of the Core Committee)

INTRODUCTION

The main purpose of the Undergraduate Programme in Social Work is to develop and disseminate knowledge, skills and values through education, field training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. The programme is strongly committed to a diverse learning environment. The Course inculcates respect, dignity and worth of all human beings and understanding of diverse conditions. Since, social work is a practice based profession; hence, the courses offered are of vital significance in overall learning process of the students. Under this programme, students will be studying various core courses, which would include theoretical perspectives central to social work profession along with concurrent field work practice. In addition, students would have an optional research based project through which students will be offered opportunities to learn research methodology and prepare a small dissertation. The fieldwork practicum in social work curriculum is considered the signature pedagogy as it denotes the vital methodology of teaching learning to prepare the students for professional practice. The Bachelor with Honours in Social Work is a practice based programme which is comprised of classroom teaching and diverse field work practicum pedagogies. It is directed towards developing knowledge, skills, attitudes and values through classroom teaching-learning process, field training in real life situations and research on contemporary issues necessary for promoting, improving and maintaining the functioning of individuals, groups, institutions and communities in the society.

The Honours programme in social work offers a wide variety of courses to help the students to learn about the national and global scenario of social work in an interdisciplinary mode and developing their skill base for getting employment or initiating self-employed opportunities in welfare, development and allied sectors. Social work is the applied stream of social science, which provides its students planned opportunities to apply theory in actual field situations, which in turn enhances their learning. Hence, these applied courses are value addition to the students of social work in strengthening their knowledge and skills and bringing high quality standards in practice learning. Thus, the expected outcome of this programme is to produce well-trained and skilled professional social workers aligned with national and international work ethos.

I. Background

The University of Delhi introduced B.A. (Hons.) Social Work programme in 1995 realizing the importance of professionalism for social workers at grassroots and intermediate levels. The Programme is comprised of classroom teaching and fieldwork practicum in real life settings. The classroom teaching is directed towards familiarizing the students with principles and skills required for social work intervention and

developing students' personality through inculcation of democratic and humanitarian attributes and values. Fieldwork practicum is managed through a network of various NGOs and government organisations working in welfare and development sectors where the students get first-hand experience of various social issues and appropriate programmes to address the same. The programme intends to provide an in-depth understanding of the humane values, social justice and rights-based perspective to address various social issues. It is designed to develop social work professionals with essential knowledge, skills, virtues, competence to work with various national and international development organizations.

After completion of this programme, social work graduates can get employment both in the public and private sectors. There, is also an opportunity of self-employment. There are numerous job options in social welfare sectors like family and child welfare, education, health care, community health and nutrition, mental health, youth welfare, rural and urban development, environment and research. This is the best suited course for those who have sensitivity towards social concerns and wish to take up challenges to improve the lives of marginalized sections of the society. The social work professionals would also be engaged in providing welfare services, become part of the developmental process, respond to the needs of human rights, social justice, empowerment and liberation of weaker and vulnerable sections of the society.

The programme provides an opportunity to the students to choose courses from the prescribed Discipline Specific Elective, Generic Elective, Skill Enhancement Courses and Value Addition Courses in addition to the Discipline Specific Core Compulsory Courses.

As per the University guidelines, the curriculum is based on the following:

1. **Discipline Specific Core (DSC) Course:** A course, which should compulsorily be studied by a student as a core requirement is termed as a Core Course.

2. **Discipline Specific Elective (DSE) Course:** A course which can be chosen from a pool of courses that offers supportive exposure to the student as per the programme.

3. **Generic Elective (GE) Course:** A course chosen generally from an interrelated discipline/subject, with an intention to seek knowledge/exposure is called a Generic Elective.

4. **Skill Enhancement Course (SEC):** A course to be chosen from a pool of course which gives hands-on skills training to the students through theory and practical exposure in the field settings.

5. **Value Addition Course (VAC):** A course to be from a pool of courses offered by various Departments to add value and sensitivity to the society.

6. **Dissertation:** A Dissertation work will be offered in fourth year of the programme. The student will work under the supervision of the college research guide and required to submit the dissertation report as per University guidelines.

7. **Ability Enhancement Courses (AEC):** The Ability Enhancement Courses will be offered as per University guidelines.

The Programme follows multiple exit options as per University of Delhi Guidelines.

II.   Nature of the Programme

The Undergraduate Curriculum Framework in Social Work programme prepares the students for achieving the objectives through interventions in real life situations, which are dynamic in nature. The programme offers individualized mentoring to every student and comprises of classroom teaching involving interactive pedagogy and field work practicum.

The classroom teaching is directed towards familiarizing the students with theoretical perspectives, principles and skills required for social work interventions. It aims to develop student's personality through inculcation of democratic, humanitarian attitude and values. The four days of the week are devoted to classroom teaching experience and two days for the Field Work practicum.

After completion of the programme, social work students will have job opportunities in the public, government and private sector in the country and abroad. The graduates may also have self-employment opportunities in terms of initiating their own organizations. In the public and government sectors, there are many positions, which are regulated by the Government and are meant to manage the social welfare and development programmes. To mention a few of such opportunities are: Welfare Officers in the Department of Social Welfare; Welfare Officers/Legal-cum-Probation Officer in the Department of Women & Child Development; CDPOs in Integrated Child Development Services (ICDS); Welfare Officers in factories, mines or plantations; Counsellors in family counselling centers, schools, and HIV/AIDS organisations; Medical and Psychiatric Social Workers in hospitals; Consultants in research & development institutions, corporate and civil society organizations (NGOs). In the corporate sector, social work graduates join as HR Managers, Industrial Relations Officers, CSR officers etc. The NGOs/Civil Society Organizations employ social work graduates in programme planning, execution, administration and funding agencies which may be related with various target groups including children, women, youth and elderly. Career guidance, pre & post marital counselling and life coaching are also considered as emerging areas of social work practice. Social work graduates may also

work in International, global and UN agencies like UNICEF, WHO, UNDP, etc. as consultants.

III. Aims of the Programme

The overall aims of the UGCF Social work are:

1. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare and development.

2. To develop competencies with knowledge, skills and attitudes required for social work interventions.

3. To train the students as professional social workers with sensitivity towards social concerns and problems through inculcation of democratic and humanitarian values.

IV. Graduate Attributes in Social work

Some of the characteristic attributes that a social work graduate should demonstrate are as follows:

1. *Disciplinary Knowledge:* Capable of demonstrating comprehensive knowledge and understanding of all fundamental concepts, philosophy, values and ethics, principles, methods and skills and techniques of social work that form a part of an undergraduate programme of the study.

2. *Communication Skills:* Ability to express thoughts and ideas effectively in writing and orally to all concerned, communicate with the clients using appropriate media; confidently share views and express herself/himself; demonstrate the ability to listen carefully to the clients, read and write analytically, and present complex information in a clear and concise manner. Field work report writing and presentation are integral part of the teaching pedagogy which directly help to strengthen the communication skills of the social work graduates.

3. *Critical Thinking:* Capability to apply analytic thought to the social work knowledge; analyse and evaluate field evidences, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

4. *Problem Solving:* Capacity to extrapolate from what students have learned and apply their competencies to solve different problems of individuals, groups or communities in real life situations.

5. ***Analytical Reasoning****:* Ability to evaluate the reliability and relevance of empirical evidences; identify logical flaws and gaps in the arguments of others; analyse and synthesise data from a variety of sources; draw valid conclusions and support them with empirical evidence addressing diverse viewpoints.

6. ***Research-Related Skills:*** A sense of scientific inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating; define research problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from the data, establish hypotheses, predict cause-and-effect relationships; ability to prepare plan, execute and writing the results of an investigation or social survey.

7. ***Cooperation/Teamwork****:* Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a team of professionals, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

8. ***Scientific Reasoning:*** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate the ideas, empirical evidence and experiences from an open-minded and reasoned perspective.

9. ***Reflective Thinking:*** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

10. ***Information/Digital Literacy:*** Capability to use ICT in a variety of learning situations/demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

11. ***Self-Directed Learning:*** Ability to work independently, identifies appropriate resources required for a development project, and manages such a project until completion.

12. ***Multicultural Competence:*** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

13. ***Moral and Ethical Awareness/Reasoning:*** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all social work assignments. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

14. ***Leadership Readiness/Qualities:*** Capability to lead the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a

team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination in a smooth and efficient manner.

15. *Lifelong Learning:* Ability to acquire knowledge and skills, including, 'learning how to learn', that are necessary for participating in learning activities throughout life through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/re-skilling.

V.   Programme Learning Outcomes

The programme learning outcomes focus on knowledge and skills that prepare students for further study and employment. The broad learning outcomes of social work programme are:

1.   To develop sensitivity towards issues of human rights and social justice.

2.   To familiarize the students with knowledge, skills and attitudes required for professional social work practice.

3.   To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.

VI. Field Work Practicum

Field work practicum in social work is an integral part of social work education. In field work, field will be settings (a social welfare and/or development agency or open community) which offers avenues for students' interaction with client and client system, where they will apply social work methods, principles, skills, and techniques under the guidance of faculty of the respective college and practitioner of the agency.

Components of Field Work

Field work in social work education involves multiple learning pedagogies and activities. The components of field work are:

A.   **Observation Visits:** Students of semester-I will be given an opportunity to visit and observe agency/community settings in order to know about the initiatives of governmental and non-governmental organizations towards social concerns.

B.   **Orientation Programme:** Three-days orientation programme will be organized at the commencement of the course at the beginning of semester-I, semester-III, and semester-V of first, second, and third years respectively before starting concurrent field work. Attendance in orientation programme is compulsory.

C.   **Concurrent Field Work:** Concurrent field work is required to be conducted simultaneously with classroom teaching of courses from the very beginning of all the semesters (both odd and even) of first, second and third years and shall continue till the preparation leave before the commencement of the examinations. Two days in a week (Wednesday and Friday) will be allotted to the students to perform concurrent field work. The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery.

D.   **Weekly report submission**: The student is required to prepare a learning report of his/her weekly field visits and submit the same on a weekly assigned day to the respective college supervisor without any delay.

E.   **Individual conferences/mentorship:** The student is required to meet his/her assigned supervisor on the pre-decided day as per the schedule on weekly basis (15 minutes approximately) to discuss his learning assignments. The individual conferences are mentorship programmes to give professional learning experiences to each student for their growth.

F.   **Group conferences/scientific paper presentations:** The students will be required to present scientific papers or fieldwork experience-based papers in group conference which will account for approximately 45 minutes per week. These conferences will provide opportunities for the students to strengthen their presentation skills. In addition, they will also learn to perform the role of a recorder and chairperson of the scientific sessions.

G.   **Skill Enhancement Course:** The student is required to prepare an independent project report for Skill enhancement course for fulfilling the 2 hours of practical requirements of the SEC paper. The practical for SEC paper for students will be performed in the field work agency/community setting and skill labs.

H.   **Skill Development Workshops:** The skill development workshops/seminars/hands-on learning sessions are part of Skill Enhancement Courses (SEC). These workshops are a platform through which the values, principles, methods, techniques, tools etc. are translated into practice i.e. learning by doing. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshops is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under the skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays include scriptwriting/street theatre; (iv) Simulation exercises;(v) Film screening; (vi) Handmade creations using waste material; (vii) Practice of counselling techniques; (viii) Practice of participative techniques; (ix)

Workshops on communication; (x) Mock interviews; (xi) Strategic planning for advocacy (xii) lecture series.

I. **Rural Camp:** Rural camp will be organized for the students of semester-5 or 6 for approximately 3-5 days to provide exposure to the students about the socio-economic, political, and cultural situations and realities of rural life. The rural camp will be organized under the guidance of the faculty members. Attendance of rural camps is compulsory. There shall be weightage of rural camps in the internal assessment of fieldwork for performance, behavior, and learning in the rural camps which shall be awarded by the respective supervisors.

The time spent on weekly fieldwork comprises the following components:

Field Work Practicum paper	8 hours
Fieldwork report writing	3 hours
Individual and Group Conference	1hour
Skill Enhancement Course	2 hours
Total hours in a week	14 Hours
Total hours required in a semester	14 (hours @week) x 15 (weeks approx. in a semester) = 210 hours in a semester

VII. Administration of Field Work

The administration of field work programme of the college will be the responsibility of the Field Work Unit of the Department. Any official correspondence with the field work agencies, agency supervisors, students, college etc. regarding all the aspects of field work programme will be done by the Teacher-in-Charge and/or Field Work Coordinator. Field Work Coordinator should be nominated through the unanimous decision of the departmental meeting to be held with completing the corium. He/she will be responsible with the Teacher-in- Charge for organizing, implementing, coordinating, guiding and monitoring the entire field work programme. The position of Field Work Coordinator shall keep on rotating among the faculty members of the department.

VIII. Criteria for Selection of Field Work Agencies

The following criteria will be used for screening and selecting organizations for field work setting:

1. The agency's philosophy of service must be compatible with the values and

ethics of the social work profession and the objectives of field work practicum.

2. The Agency must be willing to accept and follow the requirements of the College for participation in the field work practicum.

3. The agency must provide social worker/related qualified professional to act as field work supervisor and provide them with the time and resources necessary to fulfil his/her roles.

4. The agency must be willing to provide a comprehensive learning opportunity for the students including orientation and learning assignments.

IX. Field Work Placement

The students will be placed with a field work agency by the college supervisor/Field work Department. Placement of students under the college supervisor should be done as per the 1:10 teacher-learner ratio in line with UGC guidelines. In the field work placement, preference of the students or faculty members for each other will not be considered. The field work agency of the student will remain the same for the two consecutive semesters of an academic year. The following points should be taken into consideration for the field work placement:

1. Gender considerations

2. Agency's concerns/expectations about the placement; and

3. Constraints of students such as - disability, language barrier etc.

4. Ratio of girls and boys students should be appropriately distributed among all the college supervisors (in case of co-educational College)

5. The college supervisor will be different in each academic year

X. Field Work Supervision

Supervision is an essential aspect of field work practicum. The goal of field work is achieved by placing the students under the supervision of a faculty member in the college as well as professionally trained social worker in the agency. The major method of supervision include: Individual Conference (IC); Group Conference (GC); Report discussion and Agency Visits which will amount to minimum 2 hours per students. These hours of supervision will be essentially calculated in total teaching hours of a college supervisor as per the number of students placed under him/her supervision.

The college supervisor must strive to:

1. Prepare a schedule of meeting with students.

2. Help the students in preparing learning plan.

3. Help the students to develop maturity in dealing with different circumstances and learn to appreciate and respect multiplicity and diversity of society, culture and communities.

4. Help them to grow as professional social workers, conscious about the demands of the profession and develop capability to handle situations independently.

5. Monitor continuously the progress of students and provide feedback to them about the performance.

6. Arrange periodic visits and meetings with agency supervisor wherein the proposed course of action by the student is discussed and an affirmative response is obtained from the agency.

7. Read and check the field work reports and provide necessary feedback to the students regarding report writing.

8. Develop insight into the process of social work intervention using social work philosophy, principles, methods and skills.

9. Provide regular, timely and systematic inputs.

XI. Field Work Attendance

The students in this course are being trained to become professional social workers. They are expected to meet the following responsibilities related to attendance:

1. The Department expects students to be regular and punctual in the field work. Only in special cases, there is a provision of leave from field work on the grounds of sickness or important personal reasons. Leave from field work should generally be applied in advance. All leave applications should be addressed to the college supervisor. In case, a student is unable to attend field work due to physical problem, he/she must arrange to send message as soon as possible to the agency as well as college supervisor.

2. A student is not required to attend field work on college holiday, however, it may be utilized under the guidance of the college supervisor and all such days could be called additional field work.

3. Minimum eighty percent (80%) attendance in the concurrent field work is compulsory.

4. Attendance of all the components of field work i.e. orientation programme, individual conferences, group conferences, rural camp, skill development workshops, special lectures and seminars is also compulsory.

XII. Submission of Field Work Reports

The students are expected to fulfil the following responsibilities related to submission of reports:

1. To prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.

2. To maintain a cumulative record of actual hours spent at the field work.

3. To complete and submit weekly reports of concurrent field work in a prescribed manner.

4. To prepare and submit reports of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately.

5. To complete and submit field work self-assessment form after termination of field work.

XIII. Discipline at the Field Work

The students of social work are expected to behave with maturity, have respect for human beings, exhibit responsibility, decency and work towards maintaining the dignity and worth of the individuals. Following acts may be treated as misconduct during the field work:

1. Frequently late at the field work without intimating college and agency supervisors.

2. Absent from field work and/or individual or group conference without intimating college and agency supervisor.

3. Frequently late in completion of task assigned by agency and/or the college.

4. Missing appointments with the clients or agency supervisor without intimation.

5. Exploiting clients or client's family.

6. Breaching client confidentiality.

7. Initiating physical confrontation with a client, client's family members, agency supervisor or agency staff.

8. Acting in a discriminatory manner towards a client.

9. Falsifying documentation in agency records and field work reports.

10. Exploiting the agency by misuse of agency services/resources.

11. Engaging in behaviour that would constitute malpractice.

12. Engaging in abusive or degrading behaviour towards a client, client's family, agency supervisor or agency staff and college supervisor.

13. Exhibiting disruptive or harmful behaviour; acting in an unprofessional or inappropriate manner while at the field work such as – inappropriate display of emotions or immature behaviour.

14. If a complaint is received by the college supervisor against a student or if he/she is confirmed that a student is involved in any of the above mentioned misconduct, then the procedure of disciplinary proceeding will be as follows:

15. Issuing show-cause notice to the student duly signed by the Principal, Teacher-in-Charge, Field Work Coordinator and the college supervisor of the college;

16. Receiving written explanation from the student;

17. Holding inquiry into complaints by the Principal, Teacher-in-Charge, Field Work Coordinator and the college supervisor (if not satisfied with the explanation);

18. Issuing punishment order by the Principal.

XIV. Assessment of Field Work

The field work assessment is a continuous process. The students will be required to submit their weekly report to the respective supervisors. Any delay in report submission will bring disadvantage to the students. Their learning will be monitored through weekly individual conferences (IC) with the assigned supervisors. At the end of the semester, students will be required to prepare a field work self-assessment report as per the guidelines in a prescribed form and submit the same to the respective college supervisors. The field work assessment will be done by both internal supervisor and external examiner. The distribution of internal and external marking scheme will be 75 and 25 respectively. The students will be required to appear in viva-voce before the external examiner on scheduled university examination day. Viva-voce will be held in the presence of the Teacher-in- charge and one External Examiner appointed by the University of Delhi. The external examiner could be teachers from the Department and/or Colleges. While awarding marks for exceptionally low or high, the college supervisor should place reasons on record. Attendance in viva-voce is mandatory.

Internal Assessment of Field Work: Internal Assessment marks of the field work shall be moderated by the Department moderation committee. The following are the parameters of internal assessment of field work:

S. No.	Parameters	Reflections
1.	**Personal Traits**	Discipline, Honesty, sincerity, ability to establish and maintain professional relationship with clients, agency staff, co-workers etc.
2.	**Attendance**	Attentiveness in field work, individual & group conferences, workshops, submitting reports along with log-sheets, maintaining percentage of attendance in overall field work activities etc.
3.	**Theoretical perspective in field situations**	Understanding about the fundamental concepts, philosophy, ethics, values, methods, principles, skills & techniques of social work etc.
4.	**Knowledge about Agency/ Community**	Knowledge about agency and/or community, structure, functioning, policies, programmes, activities, services, clients, networking with other organizations etc.

5.	**Performance in the Field including rural camp& Skill development workshops**	Identification and assessment of needs/problems; ability to integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques)in accordance with learning plan; ability to utilize administrative skills etc.
6.	**Professional Development**	Development of professional attitude towards assigned tasks, programme planning and management, decision making, ability to work within agency limitations, willingness to accept mistakes and ready to ractify them with use of practice learning instructions, sense of responsibility and professional commitment, ability to adjust with co-workers, agency staff, clients and/or community people, ability to work cooperatively etc.
7.	**Quality of Reports**	Clarity of learning plan, agency/community profile; narration of incidences, presentation of facts, mode of presentation of facts, ability to observe and analysis of given situations, language and style of report writing etc.
8.	**Group Conferences/ paper presentations**	Quality of content of the group conference paper, language, presentation style, clarity of the theme, tackling clarifications and level of participation etc.

XV. Assessment Methods for theory papers

The progress of a student towards achievement of learning outcomes will be assessed by using the following: semester end examinations, practical based assignments; library assignment; project assignment/case-study reports; group assignments; oral presentations, including seminar presentation; and self-assessment etc. The performance of the students should be assessed through two components: internal assessment and semester end examinations keeping in view the following:

1. **Internal Assessment:** Attendance, class presentations, assignments (task based oral/or written), and class tests as per University guidelines.

2. **Semester End Examinations**: Written examinations are of theory question paper pattern (The semester end examinations shall be conducted as per the academic calendar notified by the University of Delhi.

XVI. Assessment pattern

S. No.	Course	Semester end examination	Internal Assessment
1.	Discipline Specific Core (DCS) Theory papers	75 Marks	25 Marks
2.	Discipline Specific Core (DSC) Field Work Practicum Papers	25 Marks Viva Voce by External Examiner	75 Marks by internal Supervisor
3.	Discipline Specific Elective (DSE)	75 Marks	25 Marks
4.	Generic Elective (GE)	75 Marks	25 Marks
5.	Skill Enhancement Course (SEC)	50 Marks	50 Marks
6.	Value Addition Courses (VAC)	75 Marks	25 Marks
7.	Dissertation	25 Marks Viva Voce by External Examiner	75 Marks by Internal Supervisor

(Department of Social Work)

COURSES OFFERED BY DEPARTMENT OF Social Work

Category I
Semester- VII
[UG Programme for Bachelor in Social Work (Honours) degree in three years]

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
MENTAL HEALTH AND SOCIAL WORK DSC 19	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- Understand the foundational concepts of mental health and social work.
- Understand various models of practice in mental health settings.
- Identify various mental health disorders and their impact on individuals and communities.

Learning outcomes

At the end of the semester the students will be able to

- Apply social work practices and interventions in mental health settings.
- Analyse mental health policies and their implications for social work practice.
- Develop skills in critical thinking, ethical decision-making, and practical application.

SYLLABUS OF DSC- 19

Unit I: Foundation of Mental Health and Social Work   **15 Hours**

Unit Description: This unit will familiarise student with a basic understanding of mental health concepts and its importance in social work practice.

- Concept of Health and mental health
- History and development of social work practice in the field of mental health
- Social Work Models in Mental Health

Unit II. Understanding Mental Health Disorders and treatment approaches

15 Hours

Unit Description: This unit will help students to develop an understanding of common mental health disorders and related treatment approaches.
- Introduction to DSM-V : Normal and Abnormal Behaviour
- Common Mental health Disorders and treatment approaches: Neurotic disorders- anxiety, stress, Phobia, OCD, eating disorders, post-traumatic stress disorders(PTSD)
- Common Mental health Disorders and treatment approaches: Psychotic disorders: Depression, Bipolar disorder, Schizophrenia

Unit III: Mental Health Policies and Ethical issues

15 Hours

Unit Description: This unit focuses on Social Work practice with persons with mental disorders, mental health policies, legislations and ethical concerns.

- Overview of Mental Health Care Act 2017, National Mental Health Policy, 2014
- Ethical Principles in Social Work (NASW), Legal and Ethical consideration in Mental Health settings
- Dealing with stigma and discrimination with individuals and communities

Unit IV: Social work practice in mental health setting

30 Hours

Unit Description: This unit will give exposure to Social Work Practice in Mental health Settings. The students will be required to prepare project on any one the sub-topics.
- Project work: Design a Mental Health Intervention Program (Individual/Group Project)
- Project work: Study/Observational Visit to a Mental Health setting like IHBAS, AIIMS, NIMHANS, NIMH, and NGOs working in the field of mental health setting
- Project work: Case conferences/ Case Management/Counselling Techniques

Practical component – Unit IV application based

Essential readings

- Bhugra, D., Tse, S., & Roger, N. G. (2015). Handbook of psychiatry in Asia. London and New York: Routledge
- Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2017). Abnormal psychology and modern life. New Delhi: Pearson Education.
- Coppock, V., & Dunn, B. (2010). Understanding social work practice in mental health. Los Angeles/ London/ New Delhi: Sage
- Francis A.(2014) Social work in Mental Health: Context for theory and practice. Sage
- Ramsden, P. (2013). Understanding abnormal psychology: Clinical and biological perspectives. Sage
- Steen, M., & Thomas, M. (2016). Mental health across lifespan. New York: Rutledge
- Taylor, L.E. (2010). Mental health in social work: A casebook on diagnosis and strengths-based assessment. Boston: Pearson

Suggested Readings

- Alastair M., Anne F., Bill F. (2017) Values and Ethics in Mental Health, An exploration For Practice. Bloomsbury.
- Allen R. Dyer, Brandon A. Kohrt, Philip J. Candilis (2021) Global Mental Health Ethics.
- David B. Cooper (eds) 2017 Ethics in Mental Health-Substance Use, Routeledge.
- Goffman (1963)Stigma : Notes Management of a Spoiled identity , Penguin, Random House.
- National Mental Health Policy(2014) https://nhm.gov.in/images/pdf/National_Health_Mental_Policy.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
RESEARCH TOOLS AND DATA ANALYSIS DSE 13	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- Understand the process of designing and administration of quantitative and qualitative tools of data collection.
- Explore the application of various statistical techniques for quantitative data analysis and required procedures of qualitative data analysis.
- Demonstrate the use of statistical and qualitative software for data management, analysis and interpretation.

Learning Outcomes

At the end of the semester, the student will be able to:
- Design the tools of data collection for the research and gain confidence in its administration.
- Demonstrate the skills in identifying the nature of data, appropriate statistical methods and use of SPSS software for data analysis.
- Undertake the relevant procedure for qualitative data analysis and use of NVIVO and/or Atlas TI and updated software for data management, analysis and interpretation.

SYLLABUS of DSE 13

Unit I : Quantitative Tools of Data Collection   **15 Hours**

Unit Description: This unit will provide a detailed orientation and hands-on experience about the tools of data collection in Quantitative research.

Subtopics:

- Interview Schedule – Designing, administration, advantages and Limitations.
- Questionnaire – Designing (paper and digital) uses, advantages and limitations, Interview Schedule vs. Questionnaire.
- Rating scales – Types (Likert, Thurston and Guttman) – Selection and administration; Checklist - Designing, administration, advantages and Limitations.
- Prepare a project work/case- study reflecting essential content in this unit.

Unit II : Qualitative Tools of Data Collection   **15 Hours**

Unit Description: This unit will provide a detailed orientation and hands-on experience about the development and use of qualitative tools of data collection.

Subtopics:

- Interview Guide - objective, scope, designing, administration, advantages and limitations.
- Focus Group Guide and Case Study guide - objectives, scope, designing, administration, advantages and limitations.
- Observation Guide, Ethnography and Life Story Interview - objectives, scope, designing, administration, advantages and limitations.
- Prepare a project work reflecting essential content in this unit.

Unit III: Quantitative Data Analysis   **15 Hours**

Unit Description: This unit will orient students about process and various strategies to analyse quantitative data. Students will also be familiarised with the use of statistical software for relevant analysis.

Subtopics:

- Introduction to SPSS – Creating Data and Variable view, Tables and figures, performing analysis.
- Descriptive Statistics – Measures of Central Tendency (Mean, Median and Mode), Measures of Dispersion (Range, Quartile Deviation, Mean Deviation, Standard Deviation and Coefficient of variance) –Selection, relative advantages and limitations.
- Hypotheses testing and Inferential statistics – t-Test, Chi-Square, Factor Analysis, Regression and Correlation - Selection, relative advantages and limitations.
- Prepare a project work in SPSS reflecting essential content in this unit.

Unit IV: Qualitative Data Analysis   **30 Hours**

Unit Description: This unit will orient the students about various strategies used for analysing qualitative data.

Subtopics:

- Content Analysis and Framework Analysis – Concept, process, significance, selection, advantages and limitations.
- Conversation Analysis, Discourse Analysis, Thematic Analysis and grounded theory - Concept, process, significance, selection, advantages and limitations.
- Introduction to qualitative Software NVIVO and/or Atlas TI and updated software – Key terms, Workspace, Advantages and limitations.
- Project work reflecting analysis in any of the above subtopics

Practical component – Unit I-IV application based

Essential Readings

- ATLAS.ti. (n.d.). Manuals and documents. Retrieved December 11, 2024, from https://atlasti.com/manuals-and-documents#user-manuals
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- Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches. New Delhi: Sage.
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- Jackson, K., & Bazeley, P. (2019). Qualitative data analysis with NVivo (3rd ed.). Queri, Inc., Colorado: Western Sydney University, Australia.
- Katz, J. (2019). On becoming an ethnographer. Journal of Contemporary Ethnography, 48(1), 16–50. https://doi.org/10.1177/0891241618777801
- Kumar, R. (2018). Research methodology: A step by step guide for beginners. Sage.
- Krysik, J. L., & Finn, J. (2010). Research for effective social work practice (2nd ed.). New York: Routledge.
- Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches. New York: Guilford Press.
- Maietta, R.C. (2006, October). Best practices: Delve a little deeper into your research. Inside Atlas.ti-Your Quarterly Newsletter, 2006/2. Berlin, Germany: ATLAS.ti Scientific Software Development GmbH. Retrieved from http://www.atlasti.com/newsletter20062003.html
- Oktay, J. S. (2012). Introduction to grounded theory and its potential for social work. In Grounded theory (Pocket Guides to Social Work Research Methods). Oxford Academic. https://doi.org/10.1093/acprof:oso/9780199753697.003.0001
- Rubin, A., & Babbie, E. R. (2011). Research methods for social work. Belmont: Brooks Cole.
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). Qualitative research practice: A guide for social science students and researchers. Sage.
- Sharma, R. (2010). A step-by-step guide to students: How to avoid plagiarism. Journal of Education Research, 4(2).
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- Sweet, S. A., & Grace-Martin, K. (2012). Data analysis with SPSS: A first course in applied statistics (4th ed.). Pearson.
- Treiman, D. J. (2009). Quantitative data analysis: Doing social research to test ideas. San Francisco: Jossey-Bass.
- Wieser, C., & Pilch Ortega, A. (Eds.). (2020). Ethnography in higher education. Springer VS Wiesbaden. https://doi.org/10.1007/978-3-658-30381-5

Suggested Readings

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- Brower, R. (2006, September). Using qualitative analysis software in public administration research: An illustration and review. Paper presented at the Southeast Conference on Public Administration, Athens, Georgia.
- Coley, S. M., & Scheinberg, C. A. (2008). Proposal writing: Effective grantsmanship. Sage.
- Devi, P. S. (2017). Research methodology: A handbook for beginners. Notion Press.
- Dey, I. (1999). Grounding grounded theory: Guidelines for qualitative inquiry. San Diego, CA: Academic Press.
- Elliott, N., & Higgins, A. (2012). Surviving grounded theory research method in an academic world: Proposal writing and theoretical frameworks. Grounded Theory Review, 11(2).
- Forsey, M. (2010). Ethnography as participant listening. Ethnography, 11(4), 558–572. https://doi.org/10.1177/1466138110372587
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- Ridder, H. G. (2014). Book review: Qualitative data analysis: A methods sourcebook (Vol. 28, No. 4, pp. 485-487). Sage UK: London, England: Sage publications.
- Rosmarakis, E. S., Soteriades, E. S., Vergidis, P. I., Kasiakou, S. K., & Falagas, M. E. (2005). From conference abstract to full paper: Differences between data presented in conferences and journals. The FASEB Journal, 19(7), 673-680.
- Singh, S. (Ed.). (2003). Teaching qualitative research with QSR software. Qualitative Research Journal. Retrieved from http://www.latrobe.edu.au/aqr/journal/special_AQR2003.pdf, p. 134-134.

- Stocking, G. (1983). The ethnographer's magic: Fieldwork in anthropology from Tylor to Malinowski. In G. Stocking (Ed.), Observers observed: Essays on ethnographic field work (pp. 70–120). Madison: University of Wisconsin.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SCHOOL SOCIAL WORK DSE 14	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To study the relevance and scope of School Social Work
- To familiarize with the challenges and opportunities to address needs of children at school
- To learn and practice the intervention with suitable methods and techniques of social work.

Learning Outcomes

At the end of the semester, the student will be able to:
- Develop understanding about School Social Work practice.
- Gain knowledge about the contemporary concerns and challenges faced by the School going children and explore opportunities of intervention as a social worker
- Understand the existing social work interventions to work with emerging need of School Social Work practice.

SYLLABUS of DSE 14

Unit I : **Concept, Meaning and Development of School Social Work**   **15 Hours**

Unit Description: This unit will provide a conceptual understanding of School Social Work. This will also focus on Growth and Development of School Social Work practice.

Subtopics:

- Meaning and Concept of School Social Work, Development of School Social Work in India and global context
- Status of School Education in India, Importance of Schools and its changing roles and responsibilities in changing scenario.
- School programmes- Child Guidance Centre, family life education, school counseling programme, referral services

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Unit II: Issues of school going children and adolescents   **15 Hours**

 Unit Description: This unit will introduce various issues faced by the school going children and its impact on their overall development.

Subtopics:

- Behavioral Problems, learning disabilities and intellectual disabilities: causes, behaviour pattern, impact and interventions
- Emotional and psycho-social problems of children and adolescents
- Changing Life patterns, Overuse of digital devices and dependency

Unit III: Skills and models used by School Social Worker   **15 Hours**

Unit Description: This unit will introduce skills and models used by the school social worker. It will also discuss its usefulness in achieving goals of universalization of education and prevention of dropout.

Subtopics:

- Working with school system, Social Work methods in School setting
- Skills in counseling, communication and resilience building in school settings
- Models of School Social Work: Clinical Model, Environment Change Model, Community School, Social Interaction Model

Unit IV: Intervention by the School Social Worker   **30 Hours**

 Unit Description: This unit will focus on intervention by the school social worker. Students will be required to prepare project work on any one of the sub-topic.

Subtopics:

- Ethical standards, Educational Enrichment Programme, development of student's attitude and personality
- Interpersonal issues and concerns of parents/teachers and children
- Case study of a child/adolescent from a school, prepare psycho-social study and suggest interventions to address the identified issues

Practical component– Unit IV application based

Essential Readings

- Agostino, C. (2013). Collaboration as an essential school social work skill. Children and Schools, 35(4), 248–251.
- Allen-Meares, P. (2015). Social work services in schools (7th ed.). Pearson Education.
- Allen-Meares, P. (2013). Children and adolescents, populations and practice settings: School social work. Encyclopedia of Social Work. https://doi.org/10.1093/acrefore/9780199975839.013.351
- Allen-Meares, P., Montgomery, K. L., & Kim, J. S. (2013). School-based social work interventions: A cross-national systematic review. Social Work, 58(3), 253–262.

- Bluestone-Miller, R., Greenburg, A., Mervis, B., & Kelly, M. (2016). School social work supervision. In C. R. Massat, M. Kelly, & R. Constable (Eds.), School social work: Practice, policy, and research (8th ed., pp. 76–79). Oxford University Press.
- Brake, A., & Livingston, L. (2016). Tackling oppression in schools: Orienting skills for school social workers. In C. R. Massat, M. S. Kelly, & R. T. Constable (Eds.), School social work: Practice, policy, and research (8th ed., pp. 157–174). Lyceum Books.
- Gandhi, A. (1990). School social work: The emerging models of practice in India. Commonwealth Publishers: Delhi.
- Hobday, A., & Ollier, K. (1999). Creative therapy with children and adolescents. Atascadero, CA: Impact Publishers.
- Massat, C. R., Kelly, M. S., & Constable, R. (Eds.). (2015). School social work: Practice, policy, and research. Oxford University Press.
- Ramachandran, V. (2003). Getting children back to school – Case Studies in Primary Education. New Delhi: Sage Publications
- Raines, J. C. (2019). Evidence-based practice in school mental health: Addressing DSM-5 disorders in schools. Oxford University Press.
- Winters, W., & Easton, F. (1983). The practice of social work in schools: An ecological perspective. Free Press.
- Wensley, K., & Brown, P. (2009). Child development and school social work. Social Work in Education, 37(4), 161-175.

Suggestive Readings

- Delpit, L. (2006). Other people's children: Cultural conflict in the classroom. New Press.
- Evans, T. (2015). Counselling skills for Becoming A wiser Practitioner-Tools, techniques and reflections For building practice wisdom. Jessica Kingsley Publishers.
- Nair, T. K. (1975). Social work education and development of weaker sections. Madras:Association of School of Social Work in India.
- Raper, D. L., & Lohr, L. J. (2015). Developing a trauma-informed approach to working with children. Child Welfare League of America.
- Watkins, W. (2001). The White architects of Black education: Ideology and power in America, 1865–1954. Teachers College Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SOCIAL WORK WITH UNORGANISED SECTOR DSE 15	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- Develop in-depth understanding of social work response to unorganized sector.
- Provide an insight on problems, concerns, policy, legal initiatives, social security and welfare measures related to unorganized sector.
- Learn application of social work methods to deal with problems of unorganized sector.

Learning Outcomes

At the end of the semester the students will be able to:

- Develop understanding of the needs and problems of unorganized sector.
- Learn critical skills required for working with the workers engaged in unorganized sector.
- Apply social work skills and approaches to work in the unorganized sector.

SYLLABUS of DSE 15

Unit I: Workers in Unorganised and Agricultural Sector   **15 Hours**

Unit Description: This unit will give an opportunity to the students to understand the needs, problems, legal safeguards and welfare measures related to unorganised and agricultural workers.

Subtopics

- Unorganised workers: Concept of work, employment and decent work
- Needs, issues and challenges of unorganised and agricultural workers

- Legal initiatives, social security measures, statutory and non-statutory welfare measures for unorganised and agricultural workers

Unit II: Migrant Workers and Construction Workers   **15 Hours**

Unit Description: This unit will give an opportunity to the students to learn about the working conditions, social security measures and welfare provisions available for migrant workers and construction workers.

Subtopics:

- Working conditions: issues and concerns of wages, leave and holidays
- Social security for migrant workers and construction workers: measures, issues and challenges
- Statutory and non-statutory welfare measures for migrant and construction workers, International conventions

Unit III: Street Venders and Domestic Workers   **15 Hours**

Unit Description: This unit will give an opportunity to the students to gain an in-depth knowledge about the problems, policy, legal initiatives, social security measures, welfare schemes and programmes related to street venders and domestic workers.

Subtopics:

- Needs, problems, insecurity, indebtedness, housing, livelihood and access to basic services
- Policy and legal initiatives, social security measures
- Welfare schemes and programmes

Unit IV: Social Work Practice   **30 Hours**

Unit Description: The students will be engaged in various learning activities related to application of social work methods with unorganized sector.

Subtopics:
- Application of social work methods with unorganized and agriculture sector
- Role of social workers in unorganised and agriculture sectors
- Project work: Case study highlighting concerns of any one of the unorganised sector workers

Practical component– Unit IV application based

Essential Readings:

- Alam, M., & Mishra, S. M. (1998). Structural reform and employment issues in India: A case of industrial labour. InJournal of Labour Economics, Vol. 41, No, 2 (p271 – 292).
- Bagga, U. (2010). Training Module on Urban street Vendors and Their Rehabilitation, RCUES, Lucknow.
- Bhagoliwal, T . N. (2002). Economics of labour and industrial relation. Agra: Sahitra Bhawan
- Bhowmik S K & Saha D. (2012). Street Vending in Ten Cities in India, Report, School of Management and Labour Studies, Tata Institute of Social Sciences, Mumbai and NASVI, New Delhi.
- Buckley, Michelle et al. (2016). Migrant Work and Employment in the Construction Sector. Geneva: International Labour Organization.
- Deshingkar, P ., & F arrington, J . (2009). Circular migration and multilocational livelihood strategies in rural India. New Delhi: Oxford University Press.
- Deshpande, R. S., & Arora, S. (2010). Agrarian crisis and farmer suicides. New Delhi: Sage Publications.
- Singh, A.K. & Singh, AP. (2022). Migrant Workers during COVID-19 Pandemic, Serials Publications Pvt. Ltd., New Delhi. Desai, V. (2012). Rural development in India. Himalaya Publishing House, Mumbai.
- Vaidyanathan, A. (2010). Agricultural growth in India: Role of technology, incentives and institutions. New Delhi: Oxford University Press

Suggested Readings:

- Jhabvala, R Subramanya, R (2000). The Unorganised Sector, work security and Social protection, sage publications, New Dehi
- Martha, C, Jhabvala,R Lund, F (2002). Working paper on the informal economy – supporting workers in the informal economy, a policy framework, employment sector, International Labour Organisation
- Reports on conditions of work and promotion of livelihoods in the unorganised sector' Sengupta Arjun Chair person, National commission for enterprises in the unorganized sector, 2007, New Delhi
- Srivastava, Ravi et al. (2020). Internal Migration in India and the Impact of Uneven Development and Demographic Transition across States: A Study for Evidence-Based Policy. New Delhi: Institute for Human Development.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
CORPORATE SOCIAL RESPONSIBILITY AND SOCIAL WORK DSE 16	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- Understand the functioning of CSR in the context of social work profession.

- To understand the socio economic, political context and strategies of CSR

- To develop appropriate skills and competencies in managing socially responsible initiatives under corporate social responsibility.

Learning Outcomes

At the end of the semester the students will be able to

- Understand the functioning of CSR and social work.

- Appreciate the context of CSR, strategies and processes of CSR.

- Develop competencies in implementing and managing CSR initiatives of the organisation.

SYLLABUS of DSE 16

Unit I : Introduction: Concept of Corporate Social Responsibility in Indian Context   **15 Hours**

Unit Description: This unit will provide a theoretical and practical understanding of corporate social responsibility.

Subtopics:

- Corporate Social Responsibility: Concept, evolution and benefits of CSR and factors influencing CSR.
- Theories, Models and perspectives on CSR and Stakeholders
- Legal obligations, Compliances and reporting in CSR.

Unit II: Management of CSR- Planning, Implementation, and Monitoring of CSR Activities   **15 Hours**

Unit Description: This unit will focus on different types of skills ranging from planning, implementation, monitoring and evaluation of CSR activities. The unit will also focus on case studies and best practices in CSR.

Subtopics:

- Skills for planning and implementation of CSR activities
- Monitoring, and evaluation of CSR activities
- Identifying and assessing CSR implementing partners; due diligence Case studies and best practices in CSR

Unit III: Corporate Governance and Sustainability   **15 Hours**

Unit Description: This unit will focus on ethical and responsible business, CSR and ethical commitment. legal framework relating to CSR in India.

Subtopics:

- Responsible business and ethics
- CSR and ethical commitment
- CSR and Governance in India - Section 135, Companies Act, 2013 and Schedule VII
- CSR and sustainability

Unit IV: Management of Corporate Social Responsibility   **30 Hours**

Unit Description: This unit will focus on of the motivation of corporate for CSR, skills and competencies required by social worker to excel in this field.

- Skills and competencies of a CSR professional, formulating CSR policy, and preparing CSR reports
- Project work: Review of CSR initiatives in select domains and challenges of CSR.

- Project work: Case studies of major CSR initiative and future direction

Practical component– Unit IV application based

Essential readings

- Blowfield, M., & Murray, A. (2014). Corporate responsibility, Third Edition. OUP: UK.

- Carroll, A.B. (1977), Managing corporate social responsibility, Boston: Little Brown.

- Crane, A., Matten, D., & S Pence, L.J. (eds) (2014). Corporate social responsibility: reading and cases in a global context, 2nd edition, London, New York: Routledge.

- Mitra, N., & Schmidpeter, R. (eds). (2016). corporate social responsibility in India: cases and development after the legal mandate. Switzerland: Springer.

Suggested Readings

- Banerjj, P., & Shastri, V. (eds) (2010). Social Responsibility and environmental sustainability in business: How organisations handle profit and social duties, Delhi: Sage.

- Bhatt, S., & Pathare, S. (2014). Social work education and practice engagement. ISBN: 9788175417571(HB), 9788175417953(PB), Shipra Publications, New Delhi.

- Bhatt, S., & Singh, A. P., (2015). Social work practice: The changing context. The Readers Paradise, New Delhi, ISBN: 978-93-82110-43-9

- Crane, A., & Matten, D. (2010). Business ethics: Managing corporate citizenship and sustainability in the age of globalization. Oxford University Press

- National Association of Social Worker (NASW). (2017). Code of ethics. Retrieved on 14 May 2022, 2019 from https://www.socialworkers.org/About/Ethics/Code-of-Ethics

- Rajak, D. (2011). In good company: An anatomy of corporate social responsibility, Stanford University Press.

- Sunder, P. (2013). Business and Community: The story of corporate social responsibility in India. India. Sage.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GREEN SOCIAL WORK DSE 17	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

●   To understand basic concepts of environment and various global and local environmental issues

●   To discuss the concept of sustainable development and critical analysis of development models with respect to the environment.

●   To learn the practical and intervention approach of social work in the field of environment protection and conservation.

Learning Outcomes

At the end of the semester the students will be able to

●   Demonstrate the understanding of the basic concept of environment and ecology

●   Describe various national and international provisions related to the environment

●   Highlight the social work interventions in the field of disaster and environment protection

SYLLABUS of DSE 17

 Unit I: Green Social Work and Environmental issues   **15 Hours**

 Unit Description: This unit will provide a conceptual understanding of
 Green Social Work, environment and ecology. This will also discuss
 various environmental issues at global and the national level.

Subtopics:

- Green Social Work: Concept, Objectives, Importance, Nature and Scope.
- Ecology, Environmental degradation, Global and local environmental issues and concerns
- Impact of climate change such as food shortage, migration, internal displacement, and conflict.

Unit II: Social Development and Environment Justice   **15 Hours**

Unit Description: This unit will introduce students to the concept of sustainable development and environment justice. The concerns of global south and north regarding carbon emission and climate negotiations will be discussed.

Subtopics:

- Sustainable development: Concept, potentialities and challenges, sustainable development goals (SDGs) and Green Social Work
- Environmental justice: Definition, processes, models and interventions, Role of indigenous communities and stakeholders
- Politics of ecology and development – global south and north carbon divide and climate negotiations, carbon footprints

Unit III: Environment protection and conservation   **15 Hours**
Unit Description: This unit will give an introduction to various International, and national provisions to protect and preserve the environment.

Subtopics:

- International and National environment conventions and protocols, ethical compliances

- Development projects and development-induced displacement, environment protection, rehabilitation and Restoration.

- Environment related Provisions in the Indian Constitution, major environmental laws in India: Water Act, Air Act, The Wildlife (Protection) Act, The Environment (Protection) Act, The Energy conservation Act, Biological Diversity Act, Forest rights Act , National Green Tribunal Act 2010

Unit IV: Practice of Green social work   **30 Hours**
Unit Description: This unit will focus on the application and practice-based approach in the field of environment protection. This will also help to analyse various environmental movements in India. The students will be required to prepare a project or case study on any one the sub-topic.

Subtopics:

- Social work and Environment protection, promotion and management, Ecofeminism
- Environmental concerns, challenges and social work interventions such as mitigation, social action, social advocacy, working with indigenous people
- Environmental movements and Civil society Organisations: Chipko movement, Narmada Bachao Andolan, Plachimada, Save Silent Valley Movement, Niyamgiri Movement, Save soil movement.

Practical component– Unit IV application based

Essential readings

- Dominelli L. (2018) Green Social Work .Jaipur: Rawat Publications
- Gadgil, M. & Guha, R. (1995). Ecology & Equity: The Use and Abuse of Nature in Contemporary India. London: Routledge.
- Gray, M., Coates, J., & Hetherington, T. (Eds.). (2013) Environmental social work. London: Routledge
- Guha, R. (2014). Environmentalism: A global history. Penguin UK.
- Gupta, K.R.(ed.). (2005). Environment: Problems and Policies, Vol. I & Vol. II. New Delhi: Atlantic Publications.
- Kallard , A. & Persoon, G. (1998) Environmental Movements in Asia. Great Britain: Curzon Press.
- Rangarajan M. (2007) Environmental Issues in India: A reader. New Delhi; Pearson Education in South Asia
- Reid, D.E. (1995). Sustainable Development: An Introductory Guide. London: Earthscan Publications.
- Rodda , A. 1991 Women & Environment. London: Zed Books Ltd
- Sheth, P. (1997). Environmentalism: Politics, Ecology and Development. Jaipur: Rawat Publications
- Shiva, V., & Mies, M. (2014). Ecofeminism. Bloomsbury Publishing.

Suggested readings

- Amin, S. (1989). Eurocentrism. NYU Press.
- Escobar, A. (2011). Encountering development: The making and unmaking of the Third World (Vol. 1). Princeton University Press.
- Guha, R. (1991). The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Delhi: Oxford University Press.
- Kothari, A., Salleh, A., Escobar, A., Demaria, F., & Acosta, A. (Eds.). (2019). Pluriverse: A post-development dictionary. New Delhi : Tulika Books and Authorsupfront.

- Negi, S.S.(19991). Environmental Degradation and Crisis in India. New Delhi: Indus Publishing Company.
- Ross, D., Brueckner, M., Palmer, M., & Eaglehawk, W. (Eds.). (2019). Eco-activism and social work: new directions in leadership and group work. Taylor & Francis.
- Vettivel, S.K. (1993) . Participation and Sustainable Development. New Delhi: Vetri Publishers.

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Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
ENTREPRENEURSHIP AND CIVIL SOCIETY ORGANISATIONS DSE 18	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- Develop an understanding of entrepreneurship and civil society organizations (CSOs).
- Provide an insight on socio-economic and political context of entrepreneurship and civil society organizations (CSOs).
- Inspire the students and help them imbibe an entrepreneurial mind-set.

Learning Outcomes

At the end of the semester the students will be able to

- Explore key traits of an entrepreneur and apply the same in civil society organisation.
- Demonstrate important skills required for working as an entrepreneur.
- Apply social work knowledge and methods in the entrepreneurship sector and managing civil society organizations.

SYLLABUS of DSE 18

Unit I: Introduction to Social Entrepreneurship   **15 Hours**
Unit Description: This unit will give an opportunity to the students to develop an understanding of social entrepreneurship.

Subtopics

- Social Entrepreneurship: Meaning and concept, historical development and role of entrepreneurship in economic and social development, Myths and misconceptions about entrepreneurs
- Agencies in entrepreneurship management, types of entrepreneurs, future of entrepreneurship
- Legal framework related to social enterprise

Unit II: Exploring Entrepreneurial Opportunities

15 Hours

Unit Description: This unit will give insight to the students to identify and explore social entrepreneurship.

Subtopics:

- Self-discovery: Natural-born entrepreneur, hidden traits, discovery of one's own strength and skills as an entrepreneur
- Idea generation: Sources of entrepreneurship ideas, opportunity recognition, preparation of business model/plan and translating entrepreneurship model into start-up, liaison and networking
- Feasibility Analysis: Product/service feasibility analysis, industry and competition analysis, financial feasibility analysis

Unit III: Understanding Civil Society Organizations

15 Hours

Unit Description: This unit will give an insight to the students to develop an understanding of formation and registration of civil society organizations (CSOs).

Subtopics:

- Civil society organizations (CSOs): Concept, characteristics, nature, forms and present status
- Government-CSOs relationship and interface, Government policies for CSOs
- Formation of society: Registration process under the Societies Registration Act 1860; Indian Trust Act 1882; Charitable & Religious Trust Act 1920; Religious Endowment Act 1863, Companies Act 2013, Co-operative Societies Act 1912

Unit IV: Managing Civil Society Organizations

30 Hours

Unit Description: This unit will give an opportunity to the students to develop practical understanding of management of civil society organizations. The students will be required to prepare a project on any one of the sub-topic.

Subtopics:

- Project cycle management: Programming and identification, formulation and implementation
- Resource and financial Management: Regulatory and legislative framework, grants-in-aid, fund raising and foreign funding (FCRA)
- Evaluation techniques: Impact analysis and evaluation, social return on investment (SROI) analysis, social auditing and social marketing

Practical component– Unit IV application based

Essential readings

- Bornstein, D. (2007). How to Change the World: Social Entrepreneurs and the power of new ideas (Updated Edition). New York: Oxford University Press Inc.
- Bornstein, D., & Davis, S. (2010). Social Entrepreneurship. In *What Everyone Needs to Know*.
- Borzaga, C. & Defourny, J. (2001). The emergence of social enterprise. New York: Routledge.
- Brooks, A. (2009). Social Entrepreneurship: a modern approach to social value creation. Upper Saddle River, New Jersey: Prentice Hall.
- Chahine, T. (2016). *Introduction to Social Entrepreneurship*. CRC Press.
- Dees, JG. (2001). The Meaning of Social Entrepreneurship. Chapel Hill, NC: Centre for Advancement of Social Entrepreneurship, Duke University, Fuqua School of Business.
- Eliott, C. M. (ed.) (2006). Civil society and democracy: A reader. New Delhi, Oxford University Press
- Keane, J. (1998). Civil Society: Old Images. New Visions. Cambridge: Polity Press.
- Leadbeater, C. (1997). The Rise of the social entrepreneur. London: Demos.
- Strang, H., &Braithwaite, J.(2003)*Restorative Justice and Civil Society*. Cambridge University Press
- Strang, H., &Braithwaite, J.(2003)*Restorative Justice and Civil Society*. Cambridge University Press
- Van Rooy, A. ed.) (1998). Civil society and the aid industry. London: Earthscan.
- Yunus, M. (2010). Building social business. New York, USA: Public Affairs.
- Ziegler, R. (2009). An Introduction to Social Entrepreneurship. In *Voices, Preconditions, Contexts*.

Suggested Readings:

- Bulsara, H. P., Gandhi, S., & Chandwani, J. (2015). Social entrepreneurship in India: An exploratory study. *International Journal of Innovation*. http://dx.doi.org/10.5585/iji.v3i2.43

- Fayolle, A. (2007). Entrepreneurship and new value creation. Cambridge, Cambridge University Press.

- Guo, C., & Bielefeld, W. (2014). Social Entrepreneurship. In *An Evidence-Based Approach to Creating Social Value*. Jossey-Bass.

- Kaur.k.,(2021). Social Entrepreneurship: Major Challenges faced by Social Entrepreneurs in India. *International Journal of Creating Research Thoughts*

- Lowe, R. & Mariott, S. (2006). Enterprise: Entrepreneurship & Innovation. Burlington, Butterworth Heinemann.

- PRIA. (2001). Defining Voluntary Sector in India: Voluntary Civil or Non-profit. New Delhi: Participatory Research in Asia- PRIA.

- PRIA. (2001). NGOs in India: A Critical Study. Delhi: PRIA

- Rableen Kaur Rao, S.A (2018).,Social Entrepreneurship: A Few case study. *International research Journal of Commerce Art and Science*

- Raju.P(2018).,Case Study on Entrepreneurship, A Catalyst for rural Empowerment. *Godavari Institute of Engineering and Technology*

- Rawal, T. (2018). A study of Social Entrepreneurship in India. *International Research Journal of Engineering and Technology*, *5*(01), 70-95. e-ISSN: 2395-0056 p-ISSN: 2395-0072

- Wali.O(2021). An Introduction to Entrepreneurship (Unit-1), Indira Gandhi National Open University, New Delhi http://egyankosh.ac.in//handle/123456789/79263

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

(Department of Social Work)

COURSES OFFERED BY DEPARTMENT OF Social Work

Category I
Semester- VIII
[UG Programme for Bachelor in Social Work (Honours) degree in three years]

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GERONTOLOGY AND SOCIAL WORK DSC 20	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To understand the concept of gerontology and the basic needs and issues of elderly persons in contemporary society.

- Develop a critical understanding of the policies and programmes for the elderly at the national and international levels.

- Understand the various interventions and approaches of social work for addressing the concerns of the elderly.

Learning outcomes

At the end of the semester the students will be able to

- Describe the basic concept of gerontology and be sensitised to the needs and issues of the elderly in contemporary society.
- Critically appraise various Policies, Programmes and Initiatives for elderly persons
- Demonstrate essential skills for social work interventions to enhance the well-being of the elderly.

SYLLABUS OF DSC- 20

Unit-I: Introduction to Gerontological social work   **15 Hours**

Unit Description: This unit will provide a conceptual understanding of gerontology, ageing, demography of ageing and theories of ageing

Subtopics:

- Introduction to basic terms: Gerontological social work, ageing, Factors Contributing to the Ageing Process, ageing as public health concern, Myths and stereotypes about ageing
- Demography of the Ageing: National and international level Implications
- Theories of ageing- biological/developmental, psychological, sociological

Unit II: Issues, Policies, Programmes and Initiatives   **15 Hours**

Unit Description: This unit will introduce the students to the basic needs and problems of the elderly. This will also describe various social security, welfare measures and policies for the elderly in India.

Subtopics:
- Needs and problems of the elderly: Physical, psychological, social and financial, spiritual concerns, Emerging health concerns- Dementia and Alzheimer's
- Changing family norms, intergenerational gaps, Family relationships and caregiving issues, retirement adjustment problems, Elderly and crime, Rights of older persons against neglect, abuse, violence and abandonment.
- Social security measures, Welfare programmes /schemes for the elderly, National Policy for older persons, International resolutions, The Maintenance and Welfare of Parents and Senior Citizens Act, 2007

Unit III: Strategies for Active and Healthy ageing   **15 Hours**

Unit Description: This unit will discuss the intervention strategies to ensure active and healthy ageing. This will also discuss government, non-governmental and community-level interventions for the welfare of elder persons.

- Active, Healthy, Blissful and Positive Ageing: Strategies in national and international perspective.
- Managing chronic diseases and promoting well-being in old age, Programmes for Active ageing: day care centre, recreational centre, self-help/support groups, old age homes, Art and yoga as a means to achieve positive and active ageing

- Involvement of the elderly in community resource building; Finance management and wealth creation, planning for retirement life, Role of NGOs, police system, community groups, safe and group housing

Unit IV: Social Work Interventions
30 Hours

Unit Description: This unit will focus on the application and practice-based approach to enhance the wellbeing and welfare of elderly.

Subtopics:

- Project work/case-study: Strength-based approach, empowerment based approach, faith based approach, essential skills for a social worker, social work strategies during pandemic and crisis
- Counselling and guidance services for old age preparation, lifestyle management, natural therapies, retirement plan, second career, creating safe environment for the elderly, Emergency response systems, Helpline, peer counselling, Interventions for enhancing well-being of the institutionalized elderly
- Case study of organisations providing following services: End of Life Care for Older Adults, assisted care living, grief and bereavement counselling, addressing spiritual concerns, Family Interventions and social support strategies; counselling services for caregivers

Practical component– Unit IV application based

Essential readings

- Bemoth, M. & Winkler, D. (2017). Healthy Ageing and Aged Care, UK: Oxford University Press
- Binstock, R.H., & George, L.K. (2001). Handbook of Aging and Social Science. New York: Academic Press.
- Cox, E.O., Kelchner, E.S., & Chapin, R.K. (2002). Gerontological Social Work Practice: Issues, Challenges and Potential, Haworth Social Work
- Marshall, M. (1983).Social Work with Old People. Noida: The Macmillan Press Ltd.
- Minichiello, V., & Coulson, I. (2012). Contemporary issues in gerontology: Promoting positive ageing. Routledge.
- Palta Singh, T. & Tyagi, R. (Eds.). (2015) Caring for the elderly: Social Gerontology in Indian Context, New Delhi: Sage
- Rajan, S.I., Mishra, U.S., & Sarma, P.S. (eds.). (1999) India's Elderly: Burden or Challenge. New Delhi: Sage Publications.
- Ramamurthi, P.V., Jamuna, D. (eds.) (2004). Handbook of Indian Gerontology. New Delhi: Serial Publication.

- Sears, J.T.(2009). Growing older. USA: Routledge, Tylor& Francis Group.

Suggested readings

- Atchley, R. (1997). Social forces and aging: an introduction to social gerontology, 8th ed. Belmont: Walsworth Publishing Co.,
- Bali, A.P. (ed.) (1999). Understanding Greying People of India. New Delhi: Inter India Publication.
- Birren, J.E., & Schaie, K.W. (eds.). (2001). Handbook of the Psychology of Aging (5th ed.), San Diego: Academic Press.
- Dhillon, P.K. (1992). Psychosocial Aspects of Ageing in India. New Delhi: Concept
- Palmer, S. D. (Ed.). (2016). Social Work and Geriatric Services. CRC Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DOCUMENTATION IN RESEARCH DSE 19	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To develop essential skills required in documentation and thesis writing.

- To understand the art of writing proposals for research and intervention-based projects.

- To learn essential skills in scientific poster designing and paper publication.

Learning Outcomes

At the end of the semester, the student will be able to

- Demonstrate the skills required for thesis writing and documentation.

- Describe the documentation required in the intervention-based projects.

- Reflect essential skills in scientific poster designing, presentation and paper publication.

SYLLABUS of DSE 19

Unit I : Essential skills in documentation   15 Hours

Unit Description: This unit will introduce students to research proposal writing, referencing styles, plagiarism and use of related software.

Subtopics:

- Research Proposal/ Synopsis writing
- Referencing styles: Intext citation and end text referencing (APA, MLA, Vancouver and/or Harvard and updated), Referencing software: Mendeley, RefWorks.
- Plagiarism, academic integrity, paraphrasing skills, summarizing skills, quotation, introducing plagiarism software (Drilbit, Urkund, Turnitin etc).

Unit II: Thesis writing   15 Hours

Unit Description: This unit will aware students with the necessary knowledge of thesis writing as well as quantitative and qualitative reports.

Subtopics:

- Thesis Contents and Data Management: Data safety, Data entry, Developing master sheets
- Quantitative reports: statistical analysis reporting, Data representation in thesis through tables, graphs/pictures.
- Qualitative reports: Methods description, perspectives, self-reflexivity, Generating themes and indexes, Intext Narratives, appendix of qualitative analysis sample, case study format.

Unit III: Project Documentation   15 Hours

Unit Description: This unit will introduce students to the art of writing proposals for research and other intervention-based projects. The students will be encouraged to prepare their sample proposals.

Subtopics:

- Proposal writing: Action/intervention-based proposal- Theme, objectives, methodology, outcomes, staff, budget, timeline.
- Project monitoring and evaluation: tools designing and implementation.
- Consolidated Project reports preparation.

Unit IV: Scientific Poster designing and paper publication   30 Hours

Unit Description: This unit will introduce students to essential skills in scientific poster designing and paper publication. This unit will also give hands-on experience in poster designing, presentation and paper writing.

Subtopics:

- Project work- Design a poster reflecting the following: Poster designing skills using ppt and/or Canva (size, text, pictorial representation), short video in poster for online presentations.
- Project work- Write a scientific paper reflecting following component: Abstract, Introduction, Methods, Ethics Permission Statement, Results, Discussion, Conclusion, Limitations, Acknowledgement, Funding, Conflict of Interest, References.
- Paper Publication: identifying relevant journals, quality grading of journal, formatting paper as per journal requirements, paper assessment checklists, ORCID, manuscript submission portal, addressing reviewers' comments.

Practical component– Unit IV application based

Essential readings

- Anderson, I. (2009). Avoiding plagiarism in academic writing. Nursing standard, 23(18), 35-38
- Briggs, D. J. (2009). A practical guide to designing a poster for presentation. Nursing standard, 23(34)
- Coley, S. M., & Scheinberg, C. A. (2008). Proposal writing: Effective grantsmanship. Sage.
- Elliott, N., & Higgins, A. (2012). Surviving Grounded Theory Research Method in an Academic World: Proposal Writing and Theoretical Frameworks. Grounded theory review, 11(2)
- Gregar, J. (1994). Research design (qualitative, quantitative and mixed methods approaches). Book published by SAGE Publications, 228
- Guz, A. N., & Rushchitsky, J. J. (2009). Scopus: A system for the evaluation of scientific journals. International Applied Mechanics, 45(4), 351-362
- Neville, C. (2016). EBOOK: The Complete Guide to Referencing and Avoiding Plagiarism. McGraw-Hill Education (UK)

Suggested readings

- Pecorari, D. (2013). Teaching To Avoid Plagiarism: How To Promote Good Source Use: How to Promote Good Source Use. McGraw-Hill Education (UK)
- Ridder, H. G. (2014). Book Review: Qualitative data analysis. A methods sourcebook (Vol. 28, No. 4, pp. 485-487). Sage UK: London, England: Sage publications
- Rosmarakis, E. S., Soteriades, E. S., Vergidis, P. I., Kasiakou, S. K., & Falagas, M. E. (2005). From conference abstract to full paper: differences between data presented in conferences and journals. The FASEB Journal, 19(7), 673-680
- Sharma, R. (2010). A step-by-step guide to students: how to avoid plagiarism. Journal of education research, 4(2)

- Vardi, I. (2012). Developing students' referencing skills: a matter of plagiarism, punishment and morality or of learning to write critically?. Higher Education Research & Development, 31(6), 921-930

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Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
INTERNAITONAL SOCIAL WORK PRACTICE DSE 20	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning objectives of this course are as follows:
● To understand the overall scenario of International social work.

● To study about the functions of major International social welfare organisations.

● To explore the various approaches and practices of International social work

Learning outcomes

At the end of the semester the students will be able to

● Critically appraise the International social work practice at global level.

● Describe the programmes and functioning of various International social welfare organisations

● Apply the different approaches and strategies of social work in solving the human, ecological and global issues and challenges.

SYLLABUS OF DSE- 20

Unit I : Introduction to International social work   15 Hours

Unit Description: This unit will help to know about the emergence of professional social work at international level and in India This unit will provide a meaning, goals and its scope of International social work.

Subtopics:

- Global spread of social work: origin, expansion and recent trends
- International social work: definition, scope, values and ethics.
- International Social work Associations, roles and membership

Unit II: International social welfare organisations   **15 Hours**

 Unit Description: This unit will introduce the students to different International social welfare organisation. The interdependence of International social work will help to develop interface at global level.

Subtopics:

- UN organizations and WHO
- International organisations of social work at National and global level.
- International-domestic practice interface

Unit III: Integrated-Perspective Approach   **15 Hours**

Unit Description: The main focus of this unit is to know about different human issues and intervention strategies at global level. This unit will help to know about the emergence of different approaches in social work.

Subtopics:

- Global social issues: poverty, child rights, women issues, refugees, terrorism, war and violence
- Global environmental and health issues: environment degradation, climate change and life-style disease
- Global and human rights perspective: Integrated-Perspective Approach

Unit IV: Practice of International social work   **30 Hours**

 Unit Description: This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice. The students will be required to prepare a project on any one of the sub-theme.

Subtopics:

- Social Work practice in field: Identifying issues, challenges and preparing action plans
- Project Work in field setting: Integrating Values, Principles and Ethics
- Case studies from international social work practice domain

 Practical component– Unit IV application based

   Essential readings

● Bennett, A.L. (1988): International Organisation: Principles and Issues (4th ed.) Englewood Cliffs, NJ: Prentice Hall.

● Bettmann, J., Jacques, G. & Frost, C. (2012). International Social Work Practice: Case Studies from a Global Context Routledge.

● Cox, David & Pawar, M. (2006). International Social Work: Issues, Strategies and Programmes. New Delhi: Vistaar Publications

● Desai, M. (2005): Ideologies and Social Work: Historical and Contemporary Analysis. Jaipur: Rawat Publication.

● Dubois, B. & Miley, K. K. (2002). Social work: An empowering profession. London: Allyn and Bacon.

● Healy, L. (2008), International Social Work. New York: Oxford University Press.

● Miley, K. K., O'Melia, M., &DuBois, B. L. (1998). Generalist social work practice: An empowering approach. Boston: Allyn & Bacon.

● Neil, T. (2015). Understanding Social Work: Preparing for practice. London: Macmillan.

Suggested Readings

● Elisabeth, R. (2003). Social Work and Human Rights: A Foundation for policy and practice, New York: Columbia University Press.

● Higham, P. (2004): Social Work: Introducing Professional Practice. London: Sage.

● Lyons, K, Manion, K, & Carlsen, M. (2006). International Perspective on Social Work, New York: Palgrave MacMillan.

● Morales, A.T., Sheafor, B.W. and Scott, M.E. (2010): Social Work: A Profession of Many Faces. London. Allyn and Bacon.

● National Association of Social Worker (NASW). (2017). Code of ethics. Retrieved on 14 May 2022, 2019 from https://www.socialworkers.org/About/Ethics/Code-of-Ethics

● Payne, M. (2010). Understanding International Social Work: A Critical Analysis. New York: Palgrave MacMillan

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	**Tutorial**	**Practical/ Practice**		
FEMINIST SOCIAL WORK DSE 21	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To Understand the concept of Feminism
- To familiarise with the evolution of the Feminism and feminist thought.
- To learn the feminist Social Work and its practice in field setting.

Learning outcomes

At the end of the semester the students will be able to

- Describe feminist thoughts and its evolution.
- Apply the understanding of feminism and feminist thoughts into the field situation
- Comprehend the principles and framework of Feminist Social Work Practice.

SYLLABUS OF DSE- 21

Unit I: Understanding Feminism   **15 Hours**

Unit Description : This unit will familiarise the students with the evolution of feminist thinking and various phases. This will help students to position the current feminist thinking into perspective.

Subtopics:

- History and Evolution of feminist thought
- Oppression vs liberation.
- Women's diverse movements

Unit II : Understanding Feminist Theories **15 ours**

Unit Description: This unit will help students understand various feminist theories that are used by the practitioners and educators.

Subtopics:

- Cultural Feminism and Radical Feminism
- Liberal Feminism and Marxist Feminism
- Post-Modern Feminism

Unit III: Understanding Feminist Social work **15 Hours**

Unit Description: This unit will help the student understand Feminist Social Work i.e. practicing feminist thinking and attitude while practicing social work .

Subtopics:

- Understanding structural social work and Structural gendered Inequalities
- Principles of Feminist Social Work
- Traditional Social Work vs Feminist Social Work

Unit IV: Application of Feminist social work **30 Hours**

Unit description: This unit focuses on the skills and Frameworks that can be used to work in the field with feminist perspective.

Subtopics:

- Understanding and preparing Gender analysis framework.
- Project report/Case study on a program for women empowerment.
- Critical review of social legislations for women.

Practical component– Unit IV application based

Essential readings:

- Adams, R. (1998) *Quality Social Work* (London: Macmillan – now Palgrave).

- Adams, R., Dominelli, L. and Payne, M. (1998) *Social Work: Themes, Issues and Critical Debates* (London: Macmillan – now Palgrave).

- Basu, M. (1997) The Challenge of Local Feminisms: Women's Movements in Global Perspective (Boulder:Westview Press

- Bhatti-Sinclair, K. (1994) 'Asian Women and Domestic Violence from Male Partners' in Lupton, C.and Gillespie, T. (eds) Working with Violence (London: BASW/Macmillan – now Palgrave)

- Convention on the Elimination of All Forms of Discrimination Against Women ' By Dubravka Šimonović Chairperson of the Committee on the Elimination of

Discrimination against Women (2007-2008) https://legal.un.org/avl/pdf/ha/cedaw/cedaw_e.pdf

- Feminist Social Work, 1989 Lena Dominelli, Eileen McLeod Macmillan Education, 1989 - Social Science.

- Feminist Social Work, Lena Domeili 2002 Palgrave Macmillan

- Margaret Alston (1990) Feminism and Farm Women, Australian Social Work, 43:1,
- Mukhopadhyay Oxfam 1999, 2005. Accessible from https://www.ndi.org/sites/default/files/Guide%20to%20Gender%20Analysis%20Frameworks.pdf.

- Understanding Feminism 2009 Peta Bowden , Jane Mummery, Routeledge. https://www.google.co.in/books/edition/Understanding_Feminism/9aLCBQAA

- Van Den Bergh, Nan & Cooper, Lynne B. 1986 Feminist Visions for Social Work, Maryland: NASW. Jenny Gilmore.

Suggested Readings:

- Brandwein, R. (1986) 'A Feminist Approach to Social Policy', in N. Van Den Berg and L. Cooper(eds) Feminist Visions for Social Work (Silver Spring, MD.: NASW)

- Brook, E. and Davis, A. (1985) Women, the Family and Social Work (London: Tavistock).

- Dominelli, L. (1992) 'More than a Method: Feminist Social Work' in K. Campbell (ed), Critical Feminisms (Milton Keynes: Open University).

- Donnelly, A. (1986) Feminist Social Work with a Women's Group, University of East Anglia Monographs (Norwich: University of East Anglia).

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Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
OCCUPATIONAL SOCIAL WORK DSE 22	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
● To understand basic concept of occupational social work, workplace and changing workforce.

● To provide an insight on issues of workforce, social security and welfare measures.

● To understand social work response to workplace concerns.

Learning outcomes

At the end of the semester the students will be able to

● Apply social work knowledge with respect to various challenges at work place.

● Appreciate needs and problems of work force, and requirements of changing workplace.

● Demonstration the critical skills of emergency planning and management in emergency situations.

SYLLABUS OF DSE- 22

Unit I : Occupational social work: Concept and Scope   **15 Hours**

Unit Description: This unit will provide a conceptual understanding of Occupational social work, meaning, goals and its scope. This unit focus on needs, issues and problems affecting work like and organisational life.

Subtopics:
- Occupational social work-concept, history, scope, components, principles
- Changing profile of work, workers and work place organisations.
- Labour policy- decent work, ILO initiatives and Indian realities.

Unit II: Workers in organised sectors: Issues and challenges   **15 Hours**

 Unit Description: This unit focuses on the issues and challenges workers face in the organised sector. This will enhance the knowledge of the students on duties, issues and challenges of welfare officer in such sectors.

Subtopics:
- Issues of factory workers, wages and social security
- Industrial relations: determinants, trade unions, legislations
- Labour welfare, duties of welfare officer, wellbeing of workers

Unit III: Working Conditions and Conditions of Work   **15 Hours**

Unit Description: This unit helps to know about the physical and mechanical environment at workplace. This unit facilitates to understand the working conditions of labour and social security for organised and unorganised sector.

Subtopics:
- Physical and mechanical environment-provisions of Factories Act, working conditions and problems of workplace.
- Conditions of work: Wages, dearness allowance, perks and incentives, leaves, holidays.
- Social security for organised and unorganised sector: measures, issues and challenges

Unit IV: Emerging Issues and Concerns for Occupational Social Work   **30 Hours**

 Unit Description: This unit will highlight the emerging issues and major concerns for occupational social work. This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice.

Subtopics:
- Mental health issues at workplace: work life balance

- Employee Assistance programmes, Corporate Social Responsibility: emerging issues and concerns
- Project Work or Selected case studies on work place interventions.

Practical component– Unit IV application based

Essential readings

- Akbas, S. (1983): Industrial social work: Influencing the system at the workplace. In Dinerman. M. (Ed) *Social Work in a Turbulent World*. Silver Spring, MD: NASW.

- Bargal, D. (1999). *The future development of occupational social work*, New York: The Haworth Press Inc.

- Kurzman.P.A., & Allabs, S.H, (1997). *Work and well-being: The occupational social work advantage*. Washington DC: NASW Press.

- Madiden, R. P. (2001). *Global perspectives of occupational social work* (Monograph published simultaneously As Employee Assistance Quarterly, ½). Haworth Press

- Pual Maiden, R. (2013). Global perspective of occupational social work, New York: Routledge.

- Straussner, S.L. A. (1990). Occupational social work today. New York: The Haworth Press

Suggested readings

- Alam, M., & Mishra, S.M (1998). Structural reform and employment issues in India: A case of industrial labour. Indian Journal of Labour Economics. Vol. 41 No.2 (p 271-292).

- Bhatt, S. (1993). *Democracy in trade unions*. New Delhi. Uppal Publishing House.

- Bhatt, S. (2001). (2004). *Occupational social work in India: Opportunities and challenge*. Contemporary Social Work, Vol. XVII, October 2001.

- Bhatt, S., & Singh, A. P., (2015). *Social work practice: The changing context. The Readers Paradise*, New Delhi, ISBN: 978-93-82110-43-9

- Monappa, A. (2000). *Managing human resource*. New Delhi: M C Millan.

- National Association of Social Worker (NASW). (2017). Code of ethics. Retrieved on 14 May 2022, 2019 from https://www.socialworkers.org/About/Ethics/Code-of-Ethics

- Saini, D. S. & Khan, S. S. (2000). *Human resource management perfective for the new era*. New Delhi: Response Books.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-): HUMAN RESOURCE MANAGEMENT

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
HUMAN RESOURCE MANAGEMENT DSE 23	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

● To understand basic concepts of human resource management and organisation behaviour

● To provide requisite legal base to address the issue related to human resources in organisations

● To develop appropriate skills and competencies in managing human resources.

Learning outcomes

At the end of the semester the students will be able to

● Develop an understanding of the human resource system in the organisations

● Address the issues related to human resources in organisations

● Apply appropriate skills and competencies in managing and developing human resources.

SYLLABUS OF DSE- 23

Unit I : Human Resource Functions: Theory and Practice　　　　**15 Hours**

Unit Description: This unit will provide a conceptual understanding of human resources systems in an organisation. This unit also focuses on emerging trends in the management of human resources.

Subtopics:
- Human Resource Management: Concept and perspectives
- Human Resource planning, recruitment, selection and on boarding.
- Performance management, compensation management, employee retention and HR automation tools.

Unit II: Developing Human Resources　　　　**15 Hours**

Unit Description: This unit will introduce the students to the basic concept and approach of HRD. This unit engages students on core areas of HRD related to labour relations, employee support and assistantship programmes, CSR, work life balance.

Subtopics:
- HRD as a concept, goal, approaches, labour relations, CSR and development of human resources
- Learning organisation-concept, methods and practice
- Managing stress, counselling, work life balance, Employee assistance programmes.

Unit III: Organisation Behaviour　　　　**15 Hours**

Unit Description: This unit will help to know about the organisation behaviour, its concept, typology and theories. Communication in work organisations.

Subtopics:
- Organisation Behaviour: Concept and Theories.
- Teams, Motivation and Leadership-traits, typology, and theories.
- Communication in organisations, employee engagement and diversity management

Unit IV: Legal Base for Practice　　　　**30 Hours**

Unit Description: This unit will focus on the application of different legislation on labours and practice-based approach where students will learn to integrate theory and practice. The onus of the curriculum besides knowledge sharing and knowledge creation is on creativity, critical thinking and skill development. The student will prepare project on any one of the sub-topics.

Subtopics:
- Factories Act, 1948, Contract Labour Act, 1970, Trade Union Act, 1926 and Industrial Dispute Act 1947
- Legislations related to wages Minimum Wages Act, 1948; Payment of Wages Act 1936; Equal Remuneration Act, 1976 and Payment of Bonus Act 1965
- Workmen's Compensation Act, ESI Act, 1948 and Maternity Benefit Act, 1961.

Practical component (if any) – Unit IV application based

Essential readings

- Armstrong, M., Taylor, S. (2017): A Handbook of human resource management practice (14th ed.). London; Kogan Page.

- Daft, R. L. (2016). Organization: Theory and design (12th ed.). M ason,Ohio,USA: Cengage Learning

- Robbins, S. P., Judge, T. A., Millet, B., & Boyle, M. (2013). Organizational behavior, (7th). Australia : Pearson

- Mathis, R. L., Jackson, J. H., Valentine, S. R., & Maglich, P. A. (2016). Human resource management, (15th ed.). Boston, USA: Cengage Learning

- Silvera, D. M. (1990). Human resource management: The Indian experience. New Delhi: New India Publications.

- Pareek, U., & Rao, T. V. (2003). Designing and managing H R systems (3rd ed). N ew Delhi: Oxford & IBH Publishing.

- Pareek, U. (2016). Understanding organisational behavior. New Delhi: OUP.

- Mallick, P. L. (2002). Industrial law. Lucknow: Eastern Book Company

- Verma, A. , Kochan, A. T., & L ansbury, R . D. (1995). Employment relations in the growing Asian economics. London: Routledge

- Ramnarayan, S., & Rao, T. V. (2011). Organization development: Accelerating learning and transformation. New Delhi: Sage Publications

- Roychowdhury, A. (2018). Labour law reforms in India: All in the name of Jobs. New York: Routledge

Suggested Readings
- Agarwala, T. (2007). Strategic human resource management. New Delhi: OUP.
- Bratton, J., & Gold, J. (2017). Human resource management, theory and practice. London: Macmillan Press Ltd.
- Bridger, E. (2015). Employee engagement. USA: Kogan Page.
- Cohen, D. S. (2009). The talent edge: A behavioural approach to hiring, developing and keeping top performers. New York: John Wiley.

- Gordon, J. R. (2002). Organizational behaviour: A diagnostic approach (7th ed.) Ne w Jersey: Pearson Education.
- Malhotra, O. P. (2015). The law of industrial disputes. 1 & 2. New Delhi: Lexis Nexis . Cameron, K. S., & Q uinn, R. E. (2011). Diagnosing and changing organisational culture. SFO, CA,USA: Jossey- Bass
- Monappa, A., Nambudiri, R., & Selvaraj, P. (2012). Industrial relations and labour laws. New Delhi: Tata Mc Graw
- Rao, T . V. (2014). HRD audit: Evaluating the human resource functions for business improvement. New Delhi, India: Sage
- Schein, E. H. (2017). Organisational culture and leadership. SFO, CA,USA: J osseyBass

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
CHILD CARE PRACTICE IN GLOBAL CONTEXT DSE 24	4	3	0	1	12th Pass	NIL

Learning objectives

- Develop a comprehensive insight into child development, welfare, and child-centric interventions for their well-being and empowerment.
- To analyse international child rights frameworks and protection mechanisms.
- To understand the various theories and practices of child development and child care in the global context

Learning outcomes

At the end of the semester, the students will be able to
- Appreciate the global child protection policies and mechanisms.
- Apply culturally sensitive approaches and strategies in childcare practice
- Design and implement child-centric interventions in different contexts and situations.

SYLLABUS OF DSE- 24

Unit I : Introduction to Child Development and Global Perspectives   15 Hours

Unit Description: This unit will help to know about the concept and development of child overview and understanding of theories. This unit aims to develop understanding child care practice in global context.

- Child development and global perspective: Different concepts and approaches of defining 'child', developmental stages
- Child development: Overview of key theories
- Globalization and child development & Comparative international perspective

Unit II: Understanding of cultural diversity in child care   **15 Hours**

 Unit Description: This unit will help students to understand the cultural values and variations in child-rearing and care practices. This unit also aims to develop an understanding of cultural competence in child care.

Subtopics:
- Cultural variations in child-rearing practices
- Case studies: cultural differences in parenting styles
- Cultural competence in childcare

Unit III: Child Rights and Welfare on the Global Stage   **15 Hours**

Unit Description: This unit will help in the development of a deeper understanding of the Rights of the Child. The main focus of this unit is to know about global policies and programs and understand the child protection policies and programmes in India.

Subtopics:
- Child rights: UN Convention on the Rights of the Child
- Child protection policies: policies and initiatives world wide
- Child protection policies and programmes in India
- Emerging challenges in child rights protection

Unit IV: Practice of International child-centric social work   **30 Hours**

 Unit Description: This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice. The student will prepare project on any of the sub-topic.

Subtopics:
- Child-centric social work practice: Evaluation of child care programmes in India
- Project design and implementation techniques: Integrating social work methods in child care practice
- Case study analysis of successful childcare programmes.

Practical component (if any) – Unit IV application based

Essential readings
- Alston, P. (1994). The Best Interests of the Child: Reconciling Culture and Human Rights. Oxford University Press.
- Arnett, J. J. (2016). Child development: A cultural approach. Pearson.
- Bandura, A. (1977). Social Learning Theory. General Learning Press.

- Bronfenbrenner, U. (1979). The Ecology of Human Development: Experiments by Nature and Design. Harvard University Press.
- Doek, J. E. (2013). CRC Commentary: A Commentary on the United Nations Convention on the Rights of the Child. Brill.
- Ennew, J., & Plateau, D. P. (Eds.). (2002). Researching Children's Experience: Approaches and Methods. World Vision International.
- Freeman, M. (2016). The Best Interests of the Child: A Dialogue between Theory and Practice. Brill.
- Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (1999). The scientist in the crib: Minds, brains, and how children learn. William Morrow & Co.
- Harkness, S., & Super, C. M. (Eds.). (1996). Parents' cultural belief systems: Their origins, expressions, and consequences. Guilford Press. https://www.who.int/nutrition/publications/infantfeeding/9241562218/en/
- Lynch, E. W., & Hanson, M. J. (Eds.). (2011). Developing cross-cultural competence: A guide for working with children and their families. Brookes Publishing.
- Piaget, J. (1952). The Origins of Intelligence in Children. International Universities Press.
- UNICEF. (2020). Child Rights and the SDGs. Retrieved from https://www.unicef.org/sdgs/child-rights
- United Nations. (1989). Convention on the Rights of the Child. Retrieved from https://www.ohchr.org/en/professionalinterest/pages/crc.aspx
- Van Bueren, G. (1995). The International Law on the Rights of the Child. Martinus Nijhoff Publishers.
- World Health Organization. (2021). Global strategy for infant and young child feeding. Retrieved from
- World Health Organization. (2021). Violence against children prevalence estimates, global, regional and national, 2017-2030. Retrieved from https://www.who.int/publications/i/item/9789240020364

Suggested Readings

- Higham, P. (2004): Social Work: Introducing Professional Practice. London: Sage.
- Lyons, K, Manion, K, & Carlsen, M. (2006). International Perspective on Social Work, New York: Palgrave MacMillan.
- Rogoff, B. (2003). The cultural nature of human development. Oxford University Press.

  Save the Children. (2020). State of the World's Mothers: The Urban Disadvantage. Retrieved from https://www.savethechildren.org/content/dam/usa/reports/advocacy/sowm/sowm-2020.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DEPARTMENT OF SOCIAL WORK

BA (Hons.) Social work
Category-IV

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : FUNDAMENTALS OF

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
FUNDAMENTALS OF SOCIAL WORK DSC 1 SW101	4	3	0	1	Class XII from any discipline as per University guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To understand basic concepts of social work
- To familiarize with history of social work profession
- To learn the fundamentals of social work practice and its relevance in field work settings

Learning outcomes

At the end of the semester the students will be able to
- Understand the basic concept and meaning of professional social work
- Learn and apply the principles, values and ethics of social work profession in the field
- Gain knowledge about the history of social work profession

SYLLABUS OF DSC-1

Unit I : Basic Concepts of Social Work Unit Description: This unit will provide a conceptual understanding of professional social work meaning , goals and its scope . This will also	16 Hours

focus on other concepts related to social work.	
Subtopics: • Concept, definitions, scope and goals of social work • Interrelated concepts: Social Reform, Social Services, Social Welfare, Social Development • Social Justice and Human Rights	
Unit II: Fundamentals of Social Work Profession **Unit Description:** This unit will introduce the students to the basic fundamentals of social work for professional social work practice. This will enhance the skills of the students to learn about principals, values, roles and code of conduct.	**16 Hours**
Subtopics: • Principles and Values of Social Work • Code of Ethics: Purpose, Ethical Principles, Ethical responsibilities • Skills and Role of professional social worker	
Unit III: Historical Development of Social Work **Unit Description:** This unit will help to know about the emergence of professional social work at international level as well as in India. This will give a background of social work as a profession worldwide.	**12 Hours**
Subtopics: • Development of professional Social Work in UK & USA • Development of professional Social Work in Asia, Australia & Africa • Development of professional Social Work in India	
Unit IV: Application and Practice of professional social Work **Unit Description:** This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice.	**16 Hours**
Subtopics: • Social Work practice in field: Identifying issues & challenges and preparing action plans • Project Work in field setting: Integrating Values, Principles and Ethics • Case studies in field work settings	

Practical component (if any) – Unit IV application based

Essential readings

- Adams, Robert et al. (2002): Social Work: Themes, Issues and Critical Debates. Second Ed. Sage London.

- Brill, N.I. & Levine, J. (2002). Working with People: The Helping Process. Boston: Allyn & Bacon.

- Chatterjee, Pranab (1996): Approaches to the Welfare State. National Association of Social Workers (NASW). Washington DC.

- Cox. E. Lisa et.al. (2021). Introduction to Social Work: An Advocacy-Based Profession, Third Edition, Thousand Oaks: SAGE Publishing.

- Desai, M. (2005): Ideologies and Social Work: Historical and Contemporary Analysis. Jaipur: Rawat Publication.

- Dubois, B . & Miley, K. K. (2002). Social work: An empowering profession. London: Allyn and Bacon.

- Miley, K. K., O'Melia, M., & DuBois, B. L. (1998). Generalist social work practice: An empowering approach. Boston: Allyn & Bacon.

- Neil, T. (2015). Understanding Social Work: Preparing for practice. London: Macmillan.

- Skidmore, A.A., Thackeray, M.G. & Farley O.W. (1997). Introduction to Social Work. Boston: Allyn & Bacon.

Suggested Readings

- Cox. E. Lisa et.al. (2019). Macro Social Work Practice: Advocacy in Action, First Edition, Thousand Oaks: SAGE Publishing.

- Payne, M. (2005). Modern social work theory. New York: Palgrave/ MacMillan.

- Dominelli, L. (2004). Social work: theory and practice for a changing profession. Cambridge: Polity Press.

- Sajid S. M., & Jain, R. (2018). Reflections on social work profession. New Delhi: Bloomsburry

- Bhatt, S., & Singh, A. P., (2015). Social work practice: The changing context. The Readers Paradise, New Delhi, ISBN: 978-93-82110-43-9

- Bhatt, S., & Pathare, S. (2014). Social work education and practice engagement. ISBN: 9788175417571(HB), 9788175417953(PB), Shipra Publications, New Delhi.

- Trevithick, P. (2000). Social Work Skills: A Practice Handbook. Philadelphia: Open University Press.

- Farley, W, Larry, L.S. and Scott, B.W. (2003): Introduction to Social Work. Boston, Allyn&Bacon.

- Higham, P. (2004): Social Work: Introducing Professional Practice. London: Sage.

- Morales, A.T., Sheafor, B.W. and Scott, M.E. (2010): Social Work: A Profession of Many Faces. London. Allyn and Bacon.

- National Association of Social Worker (NASW). (2017). Code of ethics. Retrieved on 14 May 2022, 2019 from https://www.socialworkers.org/About/ Ethics/Code-of-Ethics

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 Marks as per University academic calendar

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): UNDERSTANDING SOCIETY FOR SOCIAL WORK

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
UNDERSTANDING SOCIETY FOR SOCIAL WORK DSC 2 SW102	4	3	0	1	Class XII from any discipline as per University guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To understand sociological concepts for professional social work practice

- To develop analytical thinking on social structure and social processes

- To integrate sociological concepts into field settings

Learning outcomes

At the end of the semester the students will be able to

- Integrate the knowledge of society in social work practice
- Reflect an in-depth understanding about the social structure and social systems
- Learn social processes and social stratification to work effectively in field work settings

SYLLABUS OF DSC- 2

Unit- I: Basic Concepts **Unit Description:** This unit will provide a conceptual understanding of society, social structure and institutions. This will also cover the components of culture and its interface with the society.	**16 Hours**
Subtopics: • Society and social structure: meaning, characteristics and Approaches • Social Groups, Community, Association and Social Institutions • Culture: Meaning, components and interface with society	
Unit-2: Understanding Social Processes **Unit Description:** This unit will introduce the concept, structure, functions of family and changing dynamics. This unit will help students in gaining an insight into the concepts of social processes, social change and social control.	**16 Hours**
Subtopics: • Family: concept, types, functions, dynamics, and socialization • Social stratification: theories and forms • Social processes, social change and social control.	
Unit-3: Understanding social problems and concerns **Unit Description:** This unit will provide a conceptual understanding of different social problems that prevail in Indian society.	**12 Hours**
Subtopics: • Social problems and concerns: Concept, nature, types, causes • Theoretical perspectives on social problems- biological, psychological, socio-cultural • Environment degradation and climate change: impact on nature-human interface	
Unit-4: Social work practice and application in society **Unit Description:** This unit will focus on the practice and application of sociological concepts in field settings. Students will acquire knowledge	**16 Hours**

and skill to work with social association and institutions.	
Subtopics: • Socialization and human relationships- illustrations from field • Concern of Scheduled Caste, Scheduled Tribes, Other Backward Classes and Minorities • Concerns of Children, Women, Elderly and Persons With Disability(PWDs)	

Practical component (if any) – Unit IV application based

Essential readings

- Balgopal, P.R and Bhatt, S. (2013). Social Work Response to Social Realities, New Royal Book Company, Lucknow.

- Berger, P.L. (1963): An Invitation to Sociology: An Humanistic Perspective. Harmondsworth. Penguin.

- Giddens, A. (1999): Sociology. Cambridge. Polity Press.

- Haralambos, M & Holborn, M. (2014). Sociology: Themes and Perspectives 8th edition. Lomdon, Harper Collins.

- MacIver & Page (1974): Society: An Introductory Analysis. Jaipur, Macmillan India Ltd.

- Menon, N. (1999). Gender and Politics in India, Oxford University Press, New Delhi

- Nagla. B.K. (2013). Indian Sociological Thought. Jaipur: Rawat Publication

- Prasad S.K. (2000). Social Problems in India, Mohit Publications Ltd., India.

- Ranjan, R. (2016). Social Problems in India, Academic Publication, Delhi.

- Shah, A. M. (2014): The Writings of A. M. Shah - The Household and family in India. Stanford University, Orient Blackswan.

- Srinivas, M.N. (2005), Social Change in India. New Delhi: Allied Publishers.

- Srinivas, M.N. (2005), Social Change in India. New Delhi: Allied Publishers. University Press, New Delhi.

- Zastrow, C. (1999). Social Issues and Solutions. Wadsworth Thomson Learning Publications. Canada.

Suggested readings

- Abraham, M. Francis (2010): Contemporary Sociology: An Introduction to Concepts & Theories. Oxford, Oxford University Press

- Bottomore. T.B. (1972).Sociology: A Guide to Problems and Literature, Bombay: George Allen & Unvin.

- Cohen, A.K. (1968). Deviance and Control, Prentice Hall India, New Delhi.

- Collins, D., Jordan, C. and Coleman, H. (2013) Empowerment series: An Introduction to Family Social Work 4th edition, Brooks/Cole Cengage Learning, USA.

- Gupta, D. (1993): Social Stratification. (Ed.). Delhi, Oxford University Press.

- Madan, G.R. (1973).Indian, Social Problems, Vol, 1 & 2, Mumbai: Allied Publications.

- Merton, R.K (1971).Contemporary Social Problems, New York: Harcourt brace Jovanovick and Nisbet.

- Rawat, H.K. (2013).Contemporary Sociology, Rawat Publication, New Delhi.

- Sharma K. L. (1994): Social Stratification and Mobility. Jaipur, Rawat Publications.

ASSESSMENT
Internal Assessment: 25 Marks
The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 Marks as per University academic calendar

Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): FIELD WORK PRACTICUM

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
FIELD WORK PRACTICUM-I DSC 3 SW103	4	0	0	4	Class XII from any discipline as per University guidelines	NIL

Learning Objectives

- To develop empathetic attitude towards the needs, problems and real life situations of individuals, families, groups and communities
- To understand fieldwork agency's philosophy, structure, functions, resources, and service delivery system
- To understand the essence of professional relationship and applications of skills to deal with human problems and concerns

Learning outcomes

At the end of the semester, students will be able to

- Understand the significance of field work in social work education
- Understand the programmes and projects of governmental and nongovernmental social welfare/developmental agencies/organizations
- Build the competencies to perform the role of professional social workers

SYLLABUS OF DSC-3

Tasks/Activities:

1. Attend orientation programme organized by the department at the commencement of the course of the semester.

2. Agency/community visits during orientation programme for learning agency/community structure, functioning, policies, programmes & activities, services, clients, networking with other organizations etc.

3. Establish contact and develop rapport with the agency personnel, volunteers and/or community people and perform the assigned tasks during concurrent field work.

4. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor

5. Work with volunteers, para-professionals/outreach workers in the agency and/or community.

6. Regular reporting to all concerned persons (both at agency and college level) during scheduled meetings and supervisory/individual conferences in order to seek their guidance.

7. Complete and submit weekly records of concurrent field work in a prescribed manner.

8. Attend workshops on "perspectives building" and "social sensitization", whenever organized as per the need.

9. Continuous self-assessment of field work experiences.

Field work Hours in a semester:

- A minimum of 12 hours which comprises of concurrent fieldwork (8 hrs), report writing (3 hrs) per week will be required for each student. An hour(1) of Field work mentoring per week (individual conference) may also be counted.

- Must strictly maintain the discipline as applicable for concurrent field work and related activities, such as - completing compulsory hours (Minimum 180 hours each semester) and percentage of attendance (Minimum 80% attendance in the concurrent field work), participating in regular and specific activities as instructed from time to time i.e. orientation programme, agency/community tasks, workshops/seminars/special sessions, etc.

- The field work agency of the students will remain the same for two consecutive semesters of an academic year.

Total time in fieldwork practicum in a week is 12 hours,

Thus 12 hours x 15 (approx. weeks in a semester) is 180 hours per semester.

Teaching learning process

- The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conference scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions. The field work agency of the students will remain the same for two consecutive semesters of an academic year. Every student will be assigned a supervisor for personalized learning and mentoring throughout the academic year.

Practical component (if any) – 100% Field work (15 weeks)

Essential readings

- Brown, S.C. & Gloyne, E.R. (1966).The Field Training of Social Workers: A Survey. London: George Allen and Unwin Ltd.

- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). Contemporary Field Social Work: Integrating Field and Classroom Experience. Thousand Oaks, CA: Sage publication.

- Garthwarf, E. (2005).The Social Work Practicum. Boston: Pearson Education.

- Singh, R. R. (1985).Field Work in Social Work Education. New Delhi: Concept Publishing Company.

- Singh, A.P. (2017). Strengthening Field Work in Social Work Education. Lucknow, India: Rapid Book Service.

- Subhedar, I.S. (2001). Field Work Training in Social Work.New Delhi: Rawat Publications.

- Tsui, Ming-sum. (2005).Social Work Supervision: Contexts and Concepts.New Delhi: Sage Publications.

Suggested readings

- Verma, R.B.S. and Singh, A.P. (2011).Handbook of Field Work Practice Learning in Social Work. Lucknow, India: New Royal Book Company.

Assessment Methods

- The field work assessment is a continuous process. The students will be required to submit their weekly report to the respective supervisors. Any delay in report submission will bring disadvantage to the students. Their learning will be monitored through weekly individual conferences (IC) with the assigned supervisors. At the end of the semester, students will be required to prepare a field work self-assessment report as per the guidelines in a prescribed form and submit the same to the respective college supervisors. The field work assessment will be done by both internal supervisor and external examiner. The distribution of internal and external marking scheme will be 75 and 25 respectively. The students will be required to appear in viva-voce before the external examiner on scheduled university examination day.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Social Work

GENERIC ELECTIVES (GE-1): SOCIAL WORK RESPONSE TO HEALTH CARE

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
SOCIAL WORK RESPONSE TO HEALTH CARE GE 1 SW 111	4	3	1	0	Class XII from any discipline as per University guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To build a basic understanding of the concept of health and well-being for all
- To develop orientation and understanding of the health policy and programs and related areas of social work practice in diverse health settings
- To develop an appropriate set of skills and approaches towards practicing social work intervention in everyday situations to foster well-being and healthy life for all

Learning outcomes

At the end of the semester, the student will be able to

- Develop understand about health concerns service delivery structure in India
- Learn about national health policies and programmes of Government of India for health promotion
- Gain knowledge about various life style disease and factors contributing to the same

SYLLABUS OF GE-1

Unit I: Understanding Health Unit Description: To introduce students to the basic concepts of health and well-being in the present social and economic scenario.	(No. of lectures) 15 Weeks: I-IV

Subtopics: • Health and Well-Being: Basic concepts, components, determinants • Indicators of health status • Understanding diseases, introducing disease classification system	
Unit II: Understanding Health Care and Concerns **Unit Description:** To learn various public health concerns and health care service delivery and government measures.	(No. of lectures) 15 Weeks: V-VIII
Subtopics: • Physical Health and Mental Health needs and services • Structure of health care services in India: primary, secondary and tertiary levels • National health policy and national health programs	
Unit III: Health Care and Social Work **Unit Description:** To develop knowledge about health care, health education, and role of social work in health promotion.	(No. of lectures) 15 Weeks: IX-XI
Subtopics: • Public Health, Health education and Role of Media in Health Promotion • Social, economic and cultural changes and its implications for health • Social work interventions in diverse health care settings	
Unit IV: Environmental and Lifestyle concerns **Unit Description:** Gain insights into the factors contributing to lifestyle diseases and environmental concerns.	(No. of lectures) 15 Weeks: XII-XV
Subtopics: • Understanding Life style diseases: communicable and non- communicable (HIV/AIDS, Malnutrition, T.B., Cancer, diabetes, PCOS) • Reproductive and Child Health: Emerging Concerns • Environmental, Pollution and health concerns: water and airborne diseases.	

Practical component (if any) - NIL

Essential readings

• Ashdown, M., Brown, S.C., (1953), Social service & mental health, Routeledge & Kegan Paul Ltd., London
• Berkman, B., (2006), Handbook of Social Work in Health and Aging, Oxford
• Chauhan, Devraj,(1997), Health care in India: A profile, Mumbai, Foundation for Research in Community Health, India
• Congress, E. (1999). Social work values and ethics: Identifying and resolving professional dilemmas. Chicago: Nelson-Hall Publishers.

- Das, Veena, (2000), Violence and subjectivity, Berkeley, University of California Press
- Dasgupta, R. (1993), Nutritional planning in India, Hyderabad, NIN
- Denner, Bruce; Price, Richard H., (1973), Community mental health: social action and reaction, Routeledge & Kegan Paul Ltd., London
- Dhooper, S.S., (1997), Social work in Health Care in the 21st Century. Thousand Oaks, CA.: Sage Publications, Inc
- Fort Cowles, L. A., (2000), Social Work in the Health Field: A Care Perspective. Binghamton, NY: The Haworth Press, Inc
- Gehlert, S., (2012), Hand Book of health Social Work, John Wiley & Sons, New Jersey
- Ghosh, B.N., (1951). A Treatise on Hygiene and Public Health, 14th edition, Scientific Publishing Co., Calcutta
- Kawta, K. (1961). Environmental Sanitation in India, Lucknow Publishing House, Lucknow.
- Kerson, T.S. (1997). Social work in health settings: Practice in context (2nd ed.). New York: Haworth.
- Lankenster, T. (1992). A Setting Up Community Health Programme: A Practical Approach for Use in Development Countries, London, Macmillan
- Levy, C. (1973). The value base of social work. Journal of Education for Social Work 9, 34–42.
- Levy, C. (1976a). Social work ethics. New York: Human Sciences Press.
- Liu, C., Wang, D., Liu, C., Jiang, J., Wang, X., Chen, H., ... & Zhang, X. (2020). What is the meaning of health literacy? A systematic review and qualitative synthesis. Family medicine and community health, 8(2).
- Mahajan, Guppy, (1991), Preventive and Social Medicine, Jaypee Brothers, New Delhi.
- Park, K., (2006), Preventive and Social Medicine, Banarasidas Bhanot Publishers, Jabalpur
- Ramachandras, L. (1990), Health Education: A New Approach, Vikas Publishing House Pvt.Ltd.,New Delhi
- Read, M., (1966), Culture, health and disease: Social and cultural, Tavistock, London
- Saltz, C.C. & Schaefer, T. (1996). Interdisciplinary teams in health care: Integration of family caregivers. Social Work in Health Care 22(3), 59–70.
- Stevenson, George S., (1956), Mental health planning for social action, McGraw Hill Book Company, U. S. A. University Press, U.S.A.
- Wallack, L., Media Advocacy and Public Health: Power for Prevention, sage Publications, New Delhi.
- Wolin, S. (1993). The resilient self: How survivors of troubled families rise above adversity. New York: Villard.

Suggested readings
- Price, S., Andrew T.,(2002). Health of Nations: Infectious disease environment, Cambridge, MIT Press
- Stern, S., Smith, C., & Jang, S. (1999). Urban families and adolescent mental health. Social Work 23(1), 15–27.
- Wharf, B. & McKenzie, B. (1998). Connecting policy to practice in the human services. Toronto: Oxford University Press.

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 Marks as per University academic calendar

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-2): UNDERSTANDING GENDER

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
UNDERSTANDING GENDER GE 2 SW 112	4	3	1	0	Class XII from any discipline as per University guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To develop understanding of the concept of gender and feminist approaches
- To understand women's movement, strategies and interventions
- To develop insights regarding various state and civil society initiatives

Learning outcomes

At the end of the semester the students will be able to
- The concept of gender and the concerns related to women
- The history of women's movement and feminist approaches
- Gender mainstreaming, policies and programmes, and case studies

SYLLABUS OF GE-2

Unit I: Conceptual understanding of Gender Unit Description: This unit explains the concepts of gender, sex and feminist approaches. Students will learn and analyze various discriminatory processes and concerns related to gender.	(No. of Lecture) 15 Weeks: I-IV
Subtopics:	

• Concept of gender and sex, feminist approaches • Types of gender, gender identities and disparities • Gender stereotyping, discrimination, violence in family and community	
Unit II: Gender perspectives in development **Unit Description:** This unit includes the historical overview of the women movement and various initiatives at national and international level. Students will critically analyze gender inequality and challenges faced at formal and informal set ups in the context of development.	(No. of Lecture) **15** **Weeks: V-VIII**
Subtopics: • Historical Overview of women's movement, world conferences and UN Conventions on women • Gender equality and empowerment • Gender Wage, Gaps and Glass Ceiling, Gender development index, Gender and unorganised sector	
Unit III: Gender Mainstreaming **Unit Description:** This unit covers the concept and importance of gender mainstreaming. Students will learn and develop a critical insight on state and civil society organizations in the process of gender mainstreaming.	(No. of Lecture) **15** **Weeks: IX-XI**
Subtopics: • Understanding gender vulnerability and Sexual minority • Gender mainstreaming • Case studies: SEWA, Vishakha, Shah Bano, Manorama, Nirbhaya	
Unit IV: Policy and Programmes **Unit Description:** This unit will briefly introduce the various provisions for women under constitutional and other legislative provisions. Students will learn about various policies, programmes and state mechanisms.	(No. of Lecture) **15** **Weeks: XII-XV**
Subtopics: • Constitution and legislative safeguards • National Policy and programmes • Institutional mechanisms: National and State Commissions, Rashtriya Mahila Kosh, Crime Against women Cell and Family Court	

Practical component (if any) - NIL

Essential readings

• Aggarwal, B.(ed.) 1988 Structure of Patriarchy. New Delhi: Kali for Women.
• Butler, J. (2002). Gender trouble. London: Routledge.
• Fergusons, C. (ed) (2010) Violent Crime, clinical and implications. California: Sage publications.
• Holmes, M. (2007). What is Gender. New Delhi, Sage Publications, pp 43-62,71-90

- Joseph, S. (2005). Social Work Practice and Men Who Have Sex With Men. New Delhi: Sage Publication.
- Nayar, S. (2010) Violence against Women in South Asian Communities: Issues for Policy and Practice. Delhi: Navyug Books International.
- Prabhakar, V. (2011) Gender Violence: Women Victims in Man's World. New Delhi: Wisdom Press.
- Talwar, R. (1999). The third sex and Human Rights. New Delhi: Gyan Publishing House.
- Wykes, M. and Welsh, K. (2009). Violence, Gender and Justice. London: Sage.

Suggested readings

- Bansal, D. K. (2006) Gender Violence. New Delhi: Mahaveer and Sons.
- Basu, A. &Jefferey, P.2004 Appropriating Gender. London: Routledge.
- Chaudri, M. (20036) Feminisms in India. New Delhi: Kali for Women.
- Dominelli L. (2002). Feminist social work: Theory and Practice , New York: Palgrave
- Momsen, J.2009 Gender and Development, London &New York: Routledge
- Rege, S. (Ed.). (2003). Sociology of gender: The challenge of feminist sociological thought. SAGE Publications India.
- Wendt, S & Nicole M. 2016 Contemporary Feminisms in Social Work Practice, New York: Routledge.

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 Marks as per University academic calendar

Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Category I

BA (Hons.) Social Work

> DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-4) – :
> INDIAN CONSTITUTION AND SOCIAL JUSTICE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
INDIAN CONSTITUTION AND SOCIAL JUSTICE DSC 4 SW201	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
● To understand the basic framework of Indian Constitution within the context of social justice

● To sensitize the students to promote social justice in relation to the vulnerable people

● To understand the application of social work interventions

Learning outcomes

At the end of the semester the students will be able to

● Understand the Indian Constitution within the context of social justice and its linkages with social work practice

● Be sensitive towards promoting social justice in relation to the society

● Apply social work interventions in real life situations

SYLLABUS OF DSC-4

Unit I: Constitutional and Legal Framework in India	15 Hours

Unit Description: This unit will reflect upon the constitutional and legal framework in India for ensuring social justice, equality, and rights.	
Subtopics: ● Basic frame work of the constitution: Preamble, Fundamental Rights, Fundamental Duties and Directive Principle of State Policy ● Indian legal system: Relevant sections for women and children from Indian Penal Code (IPC) ● Role of Juvenile Justice Board, Child Welfare Committees and Special Women cell	
Unit II: Understanding Social Justice **Unit Description:** This unit will provide a conceptual understanding about social justice.	**15 Hours**
Subtopics: ● Social justice: Concept, philosophy, features and forms ● Manifestations of social injustice in the Indian context: Exclusion, oppression and marginalization ● Social Justice as a core value and principle of social work profession	
Unit III: Instruments of Social Justice **Unit Description:** This unit will give an insight about various instruments of social justice	**15 Hours**
Subtopics: ● Instruments of Social Justice: Positive and Protective Discrimination, legal and public advocacy, Public Interest Litigation (PIL), Legal Literacy and Right to Information (RTI) ● Statutory bodies for justice: National and State Commissions for Women, Minorities, Scheduled Castes, Scheduled Tribes and Human Rights ● Role of professional social workers and mass media in promoting social justice	
Unit IV: Application of Social Work in Promoting Social Justice **Unit Description:** This unit will give an exposure to promote social justice, equality and ensuring rights.	**30 Hours**
Subtopics: ● Application of instruments of Social Justice: legal literacy/free legal aid/RTI/PIL ● Approaches of intervention: Children, Women, Elderly, persons with disability	

| ● Professional ethics: sensitivity and empathetic attitudes towards vulnerable populations | |

Practical component (if any) – Unit IV application based

Essential Readings

● Bakshi, P.M. (2014). The Constitution of India. Universal Law Publishing Co. Pvt. Ltd, New Delhi.

● Clayton, Matthew and Williams, Andrew (2004), Social Justice, Wiley-Blackwell.

● International Federation of Social Workers (1994). Human Rights and Social Work: A Manual for Schools of Social Work and the Social Work Profession, Berne: International Federation of Social Workers.

● Iyer, V.R.K. (1980). Some Half Hidden Aspects of Indian Social Justice. Lucknow: Eastern Book Company.

● K.D Gaur, (2015). Textbook on Indian Penal Code, Universal Law Publishing, New Delhi.

● Mahajan, G. (ed.) (1998). Democracy, Difference and Social Justice. New Delhi: Cambridge University Press.

● Pandya, R. (2013) Social Justice and Empowerment of Disadvantaged Groups in India, New Century Publications, New Delhi.

Suggested Readings

● Basu, D.D. (2008). Introduction to the Constitution of India (Lexis-Nexis-Butterworth Wadhwa.

● Braithwaite, J. (1979). Inequality, Crime and Public Policy. London: Routledge.

● Saraf, D.N. (ed), (1984). Social Policy Law and Protection of Weaker Section of Society, Lucknow, Eastern Book Company.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): HUMAN GROWTH AND PERSONALITY DEVELOPMENT

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
HUMAN GROWTH AND PERSONALITY DEVELOPMENT DSC 5 SW202	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
● To understand the basic concepts and processes in psychology essential for social work practice

● To develop understanding about personality development and associated theories

● To acquire skill base for applying concepts of psychology in social work practice

Learning outcomes

At the end of the semester the students will be able to

● Learn about human growth and stages of development across the life span

● Learn about personality development theories and integrate the same in social work practice

● Apply the basic psychological processes in Social Work Practice

SYLLABUS OF DSC- 5

Unit I: Growth and Development **Unit Description:** The unit will introduce the basic principles of growth and development. The students will learn about the developmental stages across the lifespan.	**15 Hours**
Subtopics:	

● Growth and development: Concepts, Principles, and Differences ● Developmental tasks, needs and challenges: Prenatal, infancy and babyhood periods, Early childhood and Late childhood ● Developmental tasks, needs and challenges: Adolescence, Adulthood, Old age	
Unit II: Personality Development **Unit Description:** The students will gain insights into factors contributing to development of personality. The students will also gain critical insight into personality theories.	**15 Hours**
Subtopics: ● Personality: Concept, hereditary and environmental perspectives, ● Personality theories: Freud's Psycho-analytic theory and Erikson's Psycho-social theory ● Child-rearing practices	
Unit III: Basic Psychological Processes **Unit Description:** This unit will introduce the basic psychological process with an emphasis on applications of psychology in real life situations.	**15 Hours**
Subtopics: ● Learning: Concept and theories: Skinner and Pavlov ● Motivation: Concept and theories (Maslow) ● Memory, Emotions, Intelligence, central nervous system	
Unit IV: Application of psychological understanding in field work setting **Unit Description:** This unit will give practical exposure to apply behavioural and psychological learning in field situations.	**30 Hours**
Subtopics: ● Psychosocial assessment and Case studies ● Observation based Project Report on developmental tasks, needs and challenges on any one life stage ● Application of Behavioural theory/learning theories with children/adolescence	

Practical component (if any) – Unit IV application based

Essential readings

- Baron, R. & Misra.G. (2013).Psychology. New Delhi: Pearson

- Bcoket, C. (2002): Human Growth and Development: A Psycho-social Introduction, London: SagePublications

- Chowdhary, R. (2006).ManovigyanTathaManovagyanikPrakriyaen. New Delhi: Radha Publication.

- Chowdhary, R. (2010).Vikasatmak Manovigyan. New Delhi: NamanPrakashan.

- Cicarelli, S.K. and White, N.J. (2017). Psychology. Boston: Pearson

- Hall & Lindzey (2009): Theories of Personality. New York:John Wiley and Sons

- Morgan & King (2017: Introduction to Psychology, New Delhi: Tata McGraw Hill, Publishing Company Ltd.

Suggested readings

- Feldman.R (2004). Understanding Psychology, Tata Mcgraw Hill Publishing Co. td

- Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.

- Santrock, J.W. (2012).Life Span Development (13th ed.) New Delhi: McGraw Hill.

- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
FIELD WORK PRACTICUM-II DSC 6 SW203	4	0	0	4	12th Pass	NIL

Learning Objectives

- To develop understanding of identities of people, dynamics of relationships, resources and opportunities to deal with them

- Develop an ability to critically examine and appreciate programmes and services of governmental and non-governmental social welfare/developmental organizations

- To acquire skills of working with people at individual, group and community level by integrating class room learning into real life situation

Learning outcomes

At the end of the semester, students will be able to

- Critically examine the agency's structure, functions, resources, service delivery system etc.

- Integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques etc.)

- Write analytical field work reports

SYLLABUS OF DSC-6

Tasks/Activities:

1. Perform the assigned tasks during scheduled concurrent field work. The field work agency will remain the same in an academic year. Every student will be assigned a College supervisor for personalized learning and mentoring throughout the academic year.

2. Field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/ mentoring, group conference scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions. Direct field work hours have to be 120 hours in a semester.

3. Work with volunteers, para-professionals/outreach workers in the field work agency such as - non-governmental organisations (NGOs) or voluntary organisations (VOs) and governmental organisations (GOs); and/or community.

4. Student will perform the agency-based field work tasks assigned by the respective Agency Supervisor.

5. Regular reporting to all concerned persons (both at agency and college level) during scheduled field visits, meetings and supervisory/individual conferences to seek regular guidance. Minimum 80% of attendance is required in each components of field work.

6. Prepare daily report in prescribed format and submit to the college supervisor on weekly basis. Prepare learning plan, agency/community profile in a timely and appropriate manner to both the College and Agency Supervisor. Students will engage in 3 hours of report writing per week.

7. The students must get the reports checked during the scheduled Individual Conference (IC) with the college supervisor on weekly basis. Attend Group conferences (GC), prepare group conference paper in consultation with college supervisor, thus learning the roles of presenter, chairperson, and recorder. The individual mentoring (IC & GC) to students by the college supervisor will include 1 hour per week.

8. Attend skill-based workshops as and when organised by the Department.

9. The students are required to submit self-evaluation report in the prescribed format for term end examination. Field work practicum follows continuous evaluation by the supervisor.

Practical component (if any) – 100% Field work
(Direct field work: 120 hours, field work mentoring & report writing: 60 hours)

Essential Readings

- Bhanti, R. (1996). Field Work in Social Work Perspective. Udaipur: Hiamanshu Publications.

- Brown, S.C. &Gloyne, E.R. (1966). The Field Training of Social Workers: A Survey. London: Allen and Unwin.

- Garthwarf, E. (2005). The Social Work Practicum. Boston: Pearson Education.

- Singh, R. R. (1985). Field Work in Social Work Education. New Delhi: Concept Publishing Company.

- Singh, A.P. (2017). Strengthening Field Work in Social Work Education. Lucknow, India: Rapid Book Service.

- Subhedar, I. S. (2001). Field Work Training in Social Work.New Delhi: Rawat Publications.

- Tsui, M. (2005). Social Work Supervision: Contexts and Concepts. New Delhi: Sage Publications.

Suggested readings

- Doel, M.&Shardlow, S. M. & Johnson, P. G. (2011). Contemporary Field Social Work: Integrating Field and Classroom Experience. Thousand Oaks, CA: Sage Publications.

- Doel, M. &Shardlow, S. M. (2005). Modern Social Work Practice: Teaching and Learning in Practice Settings. Burlington, VT: Ashgate.

- Verma, R.B.S. & Singh, A.P. (2011). Handbook of Field Work Practice Learning in Social Work. Lucknow, India: New Royal Book Company.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY DEPARTMENT OF SOCIAL WORK

GENERIC ELECTIVES (GE-3): SOCIAL WORK WITH YOUTH

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
SOCIAL WORK WITH YOUTH GE 3 SW 211	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
● To understand the concept of youth, their developmental needs, concerns and challenges

● To gain understanding about the various policies and programmes concerning the Youth

● To identify the role of youth in the national development

Learning outcomes

At the end of the semester, the student will be able to

● Understand differential needs, concerns and challenges of the youth

● Develop insight about the effectiveness of various policies and programmes for the youth

● Know the significance and modalities of youth participation for the nation's development

Unit I: Understanding Youth **Unit description:** The unit will introduce with demographic profile of youth in India. The students will also learn about the needs and empowerment strategies for the youth in contemporary context.	**15 Hours**
Subtopics: • Concepts and perspectives of Youth • Socio-demographic variables (like gender, caste, class, locale) influencing youth development and empowerment • Youth Empowerment: Needs, Importance and strategies	
Unit II: Challenges before Youth **Unit description:** This unit will introduce students with the challenges faced by the youth. The students will also learn about the intergenerational challenges in urban and rural context.	**15 Hours**
Subtopics: • Interpersonal concerns and dynamics: Urban and Rural youth, • Intergenerational challenges faced by youth • Youth Unrest, Unemployment, skill development, depression & suicidal tendency	
Unit III: Youth Policies and Programme **Unit description:** This unit will introduce students with National policies and various programmes for youth development.	**15 Hours**
Subtopics: • National Youth Policy • Youth Development Programmes: National Cadet Corps (NCC), National Service Scheme(NSS), Nehru Yuva Kendra Sangathan (NYKS) • Entrepreneurship schemes: Technology, and education for youth development	
Unit IV: Social Work and Youth **Unit description:** This unit will help students to reflect upon the youth movement and leadership strategies. The students will also analyze the use of mass media and social work interventions.	**15 Hours**
Subtopics: • Youth movement and Leadership • Effective use of mass media in advocacy, participation and awareness generation • Social Work interventions with Youth	

Practical component (if any) - NIL

Essential readings

● Barry, M. (2005). Youth Policy and Social Inclusion, Routledge, London.

- Deb, S., Majumdar, B.& Sunny A. M. (2022). Youth Development in India Future Generations in a Changing World, 1st, Edition Routledge India.

- Gill, J. (2009). Youth, Polity Press, UK.

- Kehily J.M (Etd.) (2007). Understanding Youth: Perspectives, identities & practices, Sage Publication, London.

- Mahadevan, U. Rozario, H K. Greesan, botcha, R. (ed.) (2016). Youth Development: Emerging Perspectives,Shipra Publications.

- Vasanti, R & Paul, D (2006). Youth and Globalisation, Proceedings of the workshop on youth and Globalisation, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and TISS, Mumbai.

- Wood, J. & Hine, J. (2009). Theory and Policy for Practice, Sage Publication.

Suggested readings

- S. Narayanasamy (2003). Youth Development in The New Millennium, Discovery Publishing House

- Sarumathy, M. & Kalesh, H. (2007). Youth Policies and Programmes in South Asia Region, Rajiv Gandhi Institute of Youth Development, Ministry of Youth Affairs and Sports. GOI.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-4): MANAGEMENT OF CIVIL SOCIETY ORGANIZATION

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
MANAGEMENT OF CIVIL SOCIETY ORGANIZATION GE 4 SW 212	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- Develop an understanding about civil society organizations

- Learn the process of establishing civil society organizations

- Acquire skills and competencies in managing civil society organizations

Learning outcomes

At the end of the semester the students will be able to

- Able to develop conceptual understanding about civil society organizations

- Capable to learn overall procedure of establishing civil society organizations

- Develop skills in managing civil society organizations and formulating, implementation, monitoring and evaluating of development project

SYLLABUS OF GE-4

Unit I: Conceptual Framework of Civil Society Organizations (CSO)	
Unit Description: This unit will give an opportunity to the students to understand the concept of civil society organizations and voluntary initiatives in India.	15 Hours
Subtopics: • Historical development of voluntary initiatives in India • Civil society organizations: Concept, characteristics, nature, types and forms	

• Civil society sector: critical assessment of needs in contemporary context, interface between government and CSOs	
Unit II: Establishing an NGO **Unit Description:** This unit will give an opportunity to the students to learn the process of establishing an NGO.	**15 Hours**
Subtopics: • Salient features of legal provisions: The Societies Registration Act, 1860; The Indian Trusts Act, 1882; The Charitable & Religious Trusts Act, 1920; Religious Endowment Act, 1863; and The Companies Act, 1956, FCRAct,1976 • National policy on voluntary sector, Registration and formation of an NGO, National policy on voluntary organisations • Legal compliances and Taxation requirements	
Unit III: Management of NGOs **Unit Description:** This unit will give an opportunity to the students to learn the management of Non-governmental organizations.	**15 Hours**
Subtopics: • Organizational Planning: Vision, mission, goals, formulation of objectives, strategies and manpower/human resource planning • Management and functions of NGOs: Recruitment, selection, induction, placement, training, employee remuneration and motivation • Organizational environment, work culture, leadership, coordination and employee discipline	
Unit IV: Project Implementation, Monitoring and Evaluation **Unit Description:** This unit will engage students in learning formulation, implementation, monitoring and evaluation of development projects.	**15 Hours**
Subtopics: • Developing projects on different issues: Types, stages, factors • Project implementation: Mobilization of resources, fund raising and grant-in-aid • Project monitoring and evaluation	

Practical component (if any) - NIL

Essential Readings

● Abraham, Anita. (2011). Formation and Management of NGOs. Delhi, India. Universal Law Publishing Co.

● Bhatia S.K. (n.d.). Training & Development. New Delhi: Deep & Deep Publication Pvt. Ltd.

- Chandra, S. (2001). NGO: Structure, Relevance and Functions. New Delhi: Kanishka Publishars.

- Chowdhary, S. (1990). Project Management. Delhi: Tata McGraw-Hill.

- Coley, S.M. & Schein, C.A. (1990). Proposal Writing (Sage Services Guides). New Delhi: Sage Publication.

- Dadrawala, N.H. (2004). The Art of Successful Fund Raising. New Delhi: CA.

- Edwards, Michale R. (2002). The Earthscan Reader on NGO Management. London: Alan Fowler.

- GOI (2018): Foreign Contribution (Regulation) Act, 2010 along with rules and regulations, BARE Act. Universal Publications, New Delhi.

- Horton Dougles & Anestasia A. (2003). Evaluating Capacity Development. Canada: International Development Research Centre.

- Indian Center of Philonthropy, (2002). Investing in Ourselves: Giving & Fund Raising In India, New Delhi: Sampradan

- Jackson, J.E. (1989). Evaluation for Voluntary Organisation. Delhi: Information and News Network.

- Levis, David (2001). The Management of NGO Development Organization: An Introduction. London: Routledge.

- Mukherjee, K.K. (1999). A Guide Book for Strengthening Voluntary Organization. Ghaziabad, India: Gram Nivojana Kandera.

- Nabhi Board of Editors (2020): Nabhi's Handbook for NGOs. New Delhi: Nabhi Publications.

- Naik, B. M. (1985). Project Management: Scheduling and Monitoring. Delhi: Vani Educational Book.

- Norton M. & Murray C. (2000). Getting Started in Fund Raising. Sage Publication Pvt. Ltd.

- Padaki, V. & Vaz, M. (2004). Management Development and Non-Profit Organisation. New Delhi: Sage Publication.

- Pamecha, V.K. (2012). Project Proposal Formulation & Funding of NGOs & NPOs in India. New Delhi: Jain Book Agency.

- Sankaran & Rodrigues. (1983). Handbook for the Management of Voluntary Organisation.' Madras: Alpha Publications.

- Verma R.B.S. & Singh, Atul Pratap. (2005). Manav Sansadhan Vikas Evam Prabandhan Ki Rooprekha (Hindi). Lucknow, India: New Royal Book Company.

Suggested Readings

- PRIA. (2001). Defining Voluntary Sector in India: Voluntary Civil or Non-profit. New Delhi: Participatory Research in Asia- PRIA.

- PRIA. (2001). NGOs in India: A Critical Study. Delhi: PRIA.

- Save the Children. (2006). Toolkit: A Practical Guide to Planning, Monitoring, Evaluating and Impact assessment. London, UK: Save the Children.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Department of Social Work

Category I

Semester- III

BA((Honours) Social work

> **DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – : WORKING WITH INDIVIDUALS**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
WORKING WITH INDIVIDUALS DSC 7 SW301	4	3	0	1	12th Pass	NIL

Learning Objectives
The Learning Objectives of this course are as follows:
- To learn to critically analyse problems of individuals & families and factors affecting them
- To develop understanding of the basic concepts, skills, tools, techniques and process of social case work as a method of social work
- To strengthen ability of establishing and sustaining a professional relationship with the client

Learning outcomes

At the end of the semester, the student will be able to

- Reflect the practical understanding of the process, tools, techniques required for working with individuals and families

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- Demonstrate the skills sets required for working with individuals using social casework process
- Demonstrate critical assessment of the real-life situations and gain confidence to apply social casework method in the various settings

SYLLABUS OF DSC-7

Unit I: Introduction to Social Casework **Unit Description:** This unit will provide a conceptual understanding about social casework. The unit will also detail principles and process used in social casework.	**15 Hours**
Subtopics: • Concept of social casework: meaning, evolution, nature and objectives • Philosophical assumptions and principles of social casework • Components of social casework: person, problem, place and process	
Unit II: Understanding Clients **Unit Description:** This unit will give an opportunity to the students to learn the human needs, problems, real-life dynamics. The unit discuss challenges in role performance and coping mechanisms.	**15 Hours**
Subtopics: • Human needs and problems faced by individuals and families; individual differences, needs and coping-defense mechanisms • Factors impacting personality development of individuals • Concept of social role and factors affecting role performance	
Unit III: Tools, Techniques and Skills of Social Casework **Unit Description:** This unit will introduce the students to the various tools, techniques and skills of social casework. The unit will also cover the significance of worker-client relationship.	**15 Hours**
Subtopics: • Worker-client relationship and use of authority • Casework tools: listening, observation, interview and home visits, counselling. • Skills of casework: communication, resource mobilization, rapport building, networking, referral and casework recording	
Unit IV: Application of Social Casework Process **Unit Description:** This unit will engage the students in various practice-learning activities related to approaches, phases and casework practice in different settings.	**30 Hours**

Subtopics:
   • Approaches to casework: Psycho-social, Problem Solving, Ecological, crisis intervention, Behaviour Modification and Eclectic
   • Phases of casework process: study, assessment, intervention, termination, follow-up and evaluation
   • Casework practice in different settings: family, school, community (prepare any one case report)	

Practical component (if any) – Unit IV application based   30 hours

Essential Readings

- Mathew, G. (1992). *An Introduction to Social Casework.* Bombay: Tata Institute of Social Sciences.
- Singh, A. P. & Girotra, T. (2018). *Case Records in Social Work.* Lucknow, India: Rapid Book Service.
- Skidmore, R.A. & Thakhary, M.G. (1982). *Introduction to Social Work.* New Jersey: Prentice Hall.
- Upadhayay, R K. (2003). *Social Case Work: A Therapeutic Approach.* Jaipur: Rawat Publications.
- Robert, W. R. & Nee., R. H. (1970). *Theories of Social Casework.* University of Chicago Press

Suggested Readings

- Beistek, F.P. (1957). *The Casework Relationship.* Chicago: Loyola University Press.
- Hamilton, G. (1956). *Theory and Practice of Social Casework.* New York: Columbia University Press.
- Pearlman, H.H. (1957). *Social Casework: A Problem Solving Process.* Chicago: The University of Chicago Press.
- Timms, N. (1964): *Social Casework: Principles and Practice.* London: Routledge and Kegan Paul.
- Werner, H.D. (1965). *A Rational Approach to Social Casework.* New York: Association Press.
- Younghusband, E. (1966). *New Development in Casework.* London: George Allen and Unwin.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
WORKING WITH GROUPS DSC 8 SW302	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To develop understanding of group work as a method of social work.

- To develop knowledge, skills and techniques to be used by the social worker in groups.

- To understand the significance of groups as an instrument of change

Learning outcomes

At the end of the semester the students will be able to

- Learn the basic concept of social group work and leaning to handle emerging dynamics.
- Demonstrate skills in group formation, development and techniques used by social workers with different groups.
- Gain confidence in application of various concept of social group work in field work settings

SYLLABUS OF DSC- 8

Unit I : Introduction to Social Group Work **Unit Description:** The unit will introduce the concept of social group work and its process. The unit will also cover various models used in group work practice.	**15 Hours**

Subtopics:
 	
    • Groups in social work: types, characteristics and significance
    • Concept of group work: meaning, evolution, nature and principles
    • Models of group work practice: Remedial, Reciprocal, Social Goal, Mutual Support/Self-Help, Task and Treatment Group	

Unit II: Skills and Techniques of Social Group Work **Unit Description:** The unit will introduce skills and techniques used in social group work. The unit will also demonstrate the significance of programme planning and use of programme media in social group work.	**15 Hours**

Subtopics:
 	
    • Skills in group work: facilitation, group communication, analytical thinking, leadership building and recording in group work
    • Techniques of group work: group counselling, group discussion, group decision-making, group therapy
    • Programme planning and use of program media in social group work	

Unit III: Group Behaviour and Dynamics **Unit Description:** This unit will introduce group behaviour and process of conflict resolution in group work setting. The unit will also focus on various stages of group development and associated dynamics.	**15 Hours**

Subtopics:
 	
    • Group behaviour: Interaction patterns, emergence and resolution of conflict situations
    • Stages of group development: Planning, formation/beginning, middle/intervention, ending/termination
    • Group process and dynamics: determinants, indicators and outcomes, leadership and role of group worker	

Unit IV: Application of Social Group Work Practice **Unit Description:** This unit will give exposure to practical implementation of group formation and development in real life situations.	**30 Hours**

| Subtopics:
 • Practical implementation of group development stages with one group in a social setting
 • Evaluation and Recording in group work practice
 • Application of group work with different groups: children, adolescents, women and persons with disability | |

Practical component (if any) – Unit IV application based   30 Hours

Essential readings
  - Crawford, K., Price,M. & Price,B.(2014). Group work Practice for Social Workers. London: Sage Publications.
  - Douglas, T. (1972). Group Processes in Social Work: A Theoretical Synthesis.Chicester: Johan Wiley & Sons.
  - Garvin, C. D. & Gutiérrez, L. M. & Galinsky, M. J. (2004). Handbook of social work with groups. New York :Guilford Press.
  - Geoffrey, L.G. &Ephross, P.H. (1997).Group Work with Population at Risk. New York: Oxford University Press.
  - Konopka, G. (1963).Social Group Work: A Helping Process. Eaglewood Cliffs: Prentice. 65
  - Phillips, H.U.. (1957).Essentials of Social Group Work Skills. New York: Association Press.
  - Siddiqui, H.Y. (2008).Group Work: Theories and Practices. Jaipur:Rawat Publications
  - Trecker, H.B. (1972).Social Group Work: Principles and Practice. New York: Association Press.
  - Toseland, R.W. & Rivas, R. (1984). An Introduction to Group Work Practice. New York: MacMillian.
  - Trevithick,P.(2016). Group work: A Handbook of Effective Skills and Interventions.New York: McGraw-Hill Education • Wilson, G. & Ryland, G. (1949).Social Group Work Practice. Cambridge, Houghton: Mifflin Company.

Suggested Readings
  - Balgopal, P.R.&Vassil, T.V. (1983).Groups in Social Work: An Ecological Perspective.New York: Macmillan.
  - Benson, J.F. (1987). Working More Creatively with Groups. New York: Tavistock Publication.
  - Brown, A.(1994).Group Work.Hamphshire:Ashgate.
  - Chowdhary, R. (2013).SamajkaryaPrakiya. Delhi: The Bookline Publications.
  - Lindsay,T. & Orton, S. (2014).Groupwork Practice in Social Work. Exetor: Sage Publications.
  - Sondra B. & Camille P. R.(2016).Group Work: Skills and Strategies for Effective Interventions: Binghamton. NewYork: Haworth Press.

DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9): FIELD WORK PRACTICUM- III

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
FIELD WORK PRACTICUM III DSC 9 SW 303	4	0	0	4	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To provide an opportunity to practice the methods of working with individuals, families and groups
- To learn to make use of professional relationship and referrals to deal with human problems and to embine the ethics and values of social work profession
- To develop an ability to narrate experience/learning, assessment of services & resources and participate in service delivery.

Course Outcomes:

At the end of the semester, the students will be able to:

- Develop learning plan of action and execute them in the field practice.

- Develop sensitivity towards the needs and problems of individuals, families and groups to work with them in the most efficient manner.
- Develop professional attitude conducive to deal with various problems by making use of supervisory guidance and strengthen skills of writing field work records

SYLLABUS OF DSC-9

Tasks/Activities: 120 hours

1. Perform the assigned tasks during scheduled concurrent field work. The field work agency will remain the same in an academic year. Every student will be assigned a College supervisor for personalized learning and mentoring throughout the academic year.

2. Field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/ mentoring, group conference scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions. Direct field work hours have to be 120 hours in a semester.

3. Establish contact and develop rapport with the agency personnel& volunteers, individuals, families and groups and perform the assigned tasks during concurrent field work.

4. Work with individuals, families and groups alongwith volunteers, paraprofessionals/outreach workers in the agency and/or community and deal with cases (2-3), work with families (3-4) and form group/s.

5. Work with volunteers, para-professionals/outreach workers in the field work agency such as - non-governmental organisations (NGOs) or voluntary organisations (VOs) and governmental organisations (GOs); and/or community.

6. Student will perform the agency-based field work tasks assigned by the respective Agency Supervisor.

7. Regular reporting to all concerned persons (both at agency and college level) during scheduled field visits, meetings and supervisory/individual conferences to seek regular guidance. Minimum 80% of attendance is required in each components of field work.

8. Prepare daily report in prescribed format and submit to the college supervisor on weekly basis. Prepare learning plan, agency/community profile in a timely and appropriate

manner to both the College and Agency Supervisor. Students will engage in 3 hours of report writing per week.

9.   The students must get the reports checked during the scheduled Individual Conference (IC) with the college supervisor on weekly basis. Attend Group conferences (GC), prepare group conference paper in consultation with college supervisor, thus learning the roles of presenter, chairperson, and recorder. The individual mentoring (IC & GC) to students by the college supervisor will include 1 hour per week.

10. Attend skill development workshops in which the values, principles, methods, techniques, tools etc. are translated into practice skills, i.e. "learning by doing". The skill workshop will target: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counselling techniques; (vii) Practice of participative techniques; (viii) Communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

11. The students are required to submit self-evaluation report in the prescribed format for term end examination. Field work practicum follows continuous evaluation by the supervisor.

Practical component (if any) – 100% Field work
(Direct field work: 120 hours, field work mentoring & report writing: 60 hours)

Essential Readings
- Bhanti, R. (1996). *Field Work in Social Work Perspective*. Udaipur: Hiamanshu Publications
- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd
- Dash, B.M. & Roy, S. (2020). *Field Work Training in Social Work*. London: Routledge
- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage.
- Garthwarf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.
- Roy, S. (2012). *Field Work in Social Work*. Jaipur: Rawat Publication
- Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.
- Singh, A.P. & Girotra, T. (2018). *Case Records in Social Work*. Lucknow, India: Rapid Book Service.

- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.
- Subhedar, I. S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.

Suggested Readings

- Verma, R.B.S. & Singh, A.P. (2013). *Standard Manual for Field Work Practicum in Social Work*. Lucknow, India: New Royal Book Company.
- Tsui, M. S. (2005). *Social Work Supervision: Contexts and Concepts*. New Delhi: Sage Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-5): PERSONS WITH DISABILITY AND SOCIAL WORK

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
PERSONS WITH DISABILITY AND SOCIAL WORK GE 5 SW 311	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To understand the concept of disability, needs and challenges of persons with disability (PWDs)
- To familiarize students with various government departments and other non-profit organisations working with PWDs

- To develop understanding of various approaches, strategies and models for working with PWDs and promoting an inclusive society

Learning outcomes

At the end of the semester, the student will be able to:

- Develop theoretical perspective on disability, skills to identify and analysis the issues of persons with disability

- Learn about different international, government, civil society initiatives for PWDs

- Demonstrate the sensitivity and required skills for working with persons with disability.

SYLLABUS OF GE-5

Unit I: Understanding Disability	15 Hours
Unit Description: The students will learn about various types of disability and be sensitized to the needs and concerns of persons with disability (PWD).	
Subtopics: ● Disability, Impairment, Handicap,: Concept, Meaning, magnitude and Causes ● Categories of persons with disability - physical, sensory, neurological/mental, blood related disorders and, multiple disability ● Needs and challenges of persons with disability, genesis and categorization of PWDs	
Unit II: Models and programmes for PwDs	**15 Hours**
Unit Description: This unit will introduce various models of disability and programmes for the benefit of PWDs. The learners will understand the process of inclusion through affirmative actions of persons with disability as a stakeholder in the development process.	
Subtopics: ● Models of Disability: Biomedical, cultural, empowerment, moral, charity, economic, social, diversity ● Assistance to Disabled persons for purchasing / fitting of aids / appliances (ADIP) Scheme, Rehabilitation Centres, District	

primary education programme, Sarva Shiksha Abhiyan, Inclusive education and Higher education Service delivery: Disability certification, pension, travel concessions, employment/entrepreneurship for PWDs	
Unit III: Mainstreaming disability: National and International initiatives for PWDs **Unit Description:** Students will learn about national and international measures towards mainstreaming persons with disability and developing inclusive societies.	**15 Hours**
Subtopics: • UN Convention on the Rights of Persons with Disabilities, • Rights of the persons with Disability Act (RPWD Act 2016), Rehabilitation Council Act 1992, The Mental Health Act 2017 • Constitutional Provisions related with persons with disability, Legal Jurisprudence and relevant judgements to ensure the Rights of Persons with Disabilities	
Unit IV: Disability and Social Work Profession **Unit Description:** This unit will focus on the relevance of social work profession for the empowerment of persons with disabilities. The students will be introduced to the government departments and civil society organizations working with PWDs.	**15 Hours**
Subtopics: • Princples, ethics and practice of rehabilitation (social, economic, community based), Developing sensitivity: Communication and ethics of working with PWDs, Role of a Social worker in various settings related to disabilities, Formation of alliances, networks and advocacy groups of PWDs • Civil Society Organizations for PWDs: Functions and programmes, Equal opportunity cells: Roles & functions, barrier free physical infrastructures in institutions and public places	

• Department of Empowerment of Persons with Disability (Divyangjan), Ministry of Social Justice & Empowerment, The National Trust	

Practical component (if any) - NIL

Essential readings

- Albrecht, G.L., Seelman, K.D., & Bury, M (2001). Handbook of Disability Studies. California: Sage Publications

- Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001). Handbook of Disability Studies. California: Sage Publications.

- Chavan, B.S., Ahmad, W., Gupta, R.K. (2022): Comprehensive Textbook on Disability. Jaypee Brothers Medical Publishers; New Delhi, India.

- Kundu C.L (ed) (2003).Disability status India, New Delhi, Rehabilitation Council of India.

- Oliver, M., & Sapey, B. (eds.) (1998).Social Work with Disabled People. London: Palgrave Macmillan.

- Puri, M. & Abraham, G. (eds.) (2004). Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.

- Sen, A. (1988).Psycho-Social Integration of the Handicapped: A Challenge for Society. New Delhi: Mittal Publishers.

Suggested readings

- Batra, S. (2004). Rehabilitation of the Disabled: Involvement of Social Work Professionals. New Delhi: RCI

- GOI (2018).The Rights of the Persons with Disabilities Act, BARE ACT 2016.

- GOI (2022): Ministry of Social Justice and Empowerment. National Institutes | Department of Empowerment of Persons with Disabilities | MSJE | Government of India (disabilityaffairs.gov.in)

- Karna, G.N.(1999).United Nations and the Rights of Disabled Persons: A Study In Indian Perspective. New Delhi: APH Publishing Corporation.

- The World Bank (2007). Disability in India: From Commitments to Outcomes. Available on People with disabilities in India: from commitments to outcomes (worldbank.org)

- World Health Organization (2011). World Report on Disability. Available on https://www.who.int/disabilities/world_report/2011/report.pdf

Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
SOCIAL WORK WITH ELDERLY GE 6 SW 312	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the basic needs and issues of elderly persons in contemporary society.

  - Develop a critical understanding of the policies and programmes for the elderly at the national and international levels.

  - Understand the implementations of social work interventions for the elderly in contemporary social situations.

Learning outcomes

At the end of the semester the students will be able to

- Learn the basic needs, and concerns of elderly persons in contemporary society.
- Understand and critically appraise the various Policies, Programmes and Initiatives for elder persons
- Demonstrate social work interventions to enhance the well-being and welfare of older persons

Unit- 1:Understanding Old Age	15 Hours
Unit Description: This unit will provide a conceptual understanding of ageing, demography of ageing and theories of ageing	
Subtopics: • Introduction to basic concepts: Elderly, ageing, greying population, Senior Citizen • Demography of the Ageing: National and international level Implications • Theories of ageing- biological/developmental, psychological, sociological	
Unit II: Issues, Policy, Programmes and Initiatives	15 Hours
Unit Description: This unit will introduce the students to the basic needs and problems of elderly. This will also explain various social security and welfare measures for elderly in India.	
Subtopics: • Needs and problems of elderly: physical, psychological, financial, social and environmental, Changing family norms, intergenerational gaps, Family relationships and caregiving issues • Social security measures, Welfare programmes/schemes for the elderly, The Maintenance and Welfare of Parents and Senior Citizens Act, 2007 • National Policy for older persons, International resolutions	
Unit III: Strategies for Active and Healthy Ageing	15 Hours
Unit Description: This unit will discuss the intervention strategies to ensure healthy and active ageing. This will also discuss government, non-governmental and community-level interventions for the welfare of elder persons.	
Subtopics: • Rights of older persons against neglect, abuse, violence and abandonment. • Managing chronic diseases and promoting well-being in old age, Programmes for Active ageing: day care centre, recreational centre, self-help/ support groups • Involvement of the elderly in community resource building; Finance management and wealth creation, planning for	

retirement life, Role of NGOs, police system, community groups, safe and group housing	
Unit IV: Social Work Interventions **Unit Description:** This unit will focus on the application and practice-based approach where students will learn various levels of intervention to enhance well-being and welfare of older persons.	**15 Hours**
Subtopics: • Empowering elderly: Counselling and guidance services for preparation of old age, lifestyle management, retirement plan, second career, grief and bereavement counselling, addressing spiritual concerns • Family Interventions and social support strategies; counselling services for caregivers, sensitizing children/families/ communities, creating favourable/safe environment for the elderly, emergency response systems: Helpline, peer counselling. Community living. • Interventions for enhancing well-being of the institutionalized elderly	

Practical component (if any) - NIL

Essential readings

• Bemoth, M. & Winkler, D. (2017). Healthy Ageing and Aged Care, UK: Oxford University Press
• Binstock, R.H., & George, L.K. (2001). Handbook of Aging and Social Science. New York :Academic Press.
• Cox, E.O., Kelchner, E.S., & Chapin, R.K. 2002 Gerontological Social Work Practice: Issues, Challenges and Potential, Haworth Social Work
• Marshall, M. (1983).Social Work with Old People. Noida: The Macmillan Press Ltd.
• Palta singh, T. & Tyagi, R. (Eds.)(2015) Caring for the elderly: Social Gerontology in Indian Context, New Delhi: Sage
• Rajan, S.I., Mishra, U.S., & Sarma, P.S. (eds.)1999 India's Elderly: Burden or Challenge. New Delhi: Sage Publications.
• Ramamurthi, P.V., Jamuna, D. (eds.) (2004). Handbook of Indian Gerontology. New Delhi : Serial Publication.
• Sears, J.T.(2009). Growing older. USA: Routledge, Tylor& Francis Group.

Suggested readings

• Atchley, R. (1997).Social forces and aging: an introduction to social gerontology, 8th ed. Belmont: Walsworth Publishing Co.,
• Bali, A.P. (ed.) 1999 Understanding Greying People of India. New Delhi: Inter India Publication.

- Birren, J.E., & Schaie, K.W. (eds.),2001 Handbook of the Psychology of Aging (5th ed.), San Diego: Academic Press.
- Dhillon, P.K. 1992 Psychosocial Aspects of Ageing in India. New Delhi: Concept

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 5 (DSE-1): RURAL AND URBAN COMMUNITY DEVELOPMENT(RUCD)

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
RURAL AND URBAN COMMUNITY DEVELOPMENT DSE 1 SW 321	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To understand basic concepts, nature and characteristics of rural and urban communities.
- To understand the needs, social concerns and challenges in rural and urban communities
- To develop an insight about government measures, schemes/programmes, agencies of participative and democratic governance

Learning outcomes

At the end of the semester the students will be able to

- Develop a practical understanding of various concerns and challenges in rural and urban community development.
- Develop professional social work practice skills and competencies in addressing developmental concerns.
- Develop an in-depth understanding of the government measures designed for rural and urban communities.

SYLLABUS OF DSE- 1

Unit I: Understanding Basic Concepts **Unit Description:** This unit will provide a conceptual understanding of nature and development of rural and urban communities. The unit will also cover social work practice in rural and urban settings.	**15 Hours**
Subtopics: • Characteristics and Nature of Rural and Urban Societies, Rural and Urban Governance • Socio-economic & political structure of rural and urban communities, Rural and Urban Community development • Social work response to community development	
Unit II: Rural Development : Policies, Programmes and Advocacy **Unit Description:** This unit will introduce students to develop an critical understanding about various policies and programmes. This unit will also include use of policy advocacy, implementation of programmes for development of rural communities .	**15 Hours**
Subtopics: • Key Policies and Programmes – MGNREGA, PMAY-G, PMGSY, DDUGKY, MISSION ANTODYA, NSAP, SAGY, DAY-NRLM, SPMRM (RURBAN), Microfinance and Credit, Forest Rights Act, Agriculture related Policy and Panchayati Raj • Role of IT and ICT in rural development, Social Advocacy in Rural Sector, social entrepreneurship, Role of Social Work Professionals • Case Studies – Best Practices in rural development	
Unit III: Urban Community Development –Characteristics and Approaches **Unit Description:** This unit will focus on urban community development, its history and characteristics. Students will be oriented about the key concerns of urban societies and interventions by social workers and voluntary organisations.	**15 Hours**
Subtopics: • Urban Sites of Development – Slum Resettlements, J J Clusters, Authorised and Unauthorised Colonies, Gated Communities and Ghettoization, Key issues: Homeless, Public Health and Sanitation • Approaches – Urban Growth, Sustainable Development and Participatory Action Plan • Key Policy/Programme Initiatives - SMART City mission , AMRUT, PMAY (U), PMSAVNidhi, DAY-NULM, SBM, URBAN TRANSPORT, JAL SHAKTI, HRIDAY, JNNURM, NERUDP	

Unit IV: RUCD and Social Work Interventions	30 Hours
Unit Description: This unit will engage students in learning by doing by preparing community profile and undertaking need asseement. The students will be introduced to best practices in community development.	
Subtopics: • Community profile and mapping • Need Assessment: Community power structure, Sociogram, SWOC Analysis, Stakeholder Analysis, Problem tree, Digital and Technological Skills for Social Workers • Case Studies – Best Practices in rural and urban community development	

Practical component (if any) – Unit IV application based   30 hours

Essential Readings:

- Agarwal, Siddharth, and Shivani Taneja. "All Slums Are Not Equal: Child Health Conditions Among the Urban Poor." Indian Pediatrics 42 (2005): 233–244. Print.

- Buckley, R., Singh, M. and Kalarickal, J. (2015). *Strategizing Slum Improvement in India: A Method to Monitor and Refocus Slum Development Programs*. Global Urban Development.

- Chaudhary, A. (2004) Rural Sociology, Dominant Publishers and Distributors, India

- Datta, A. (2012).*The Illegal City: Space, Law and Gender in a Delhi Squatter Settlement*. Ashgate, Burlington

- Dhaliwal.S.S, 2004, *Good Governance in Local Self Government*. Deep and Deep Publications

- Desai, A.R.(2011). *Rural Sociology in India, 5th ed.* India: Sage Publication

- Gore, M.S.et.al (ed.) (1990) *Social Implications of Development: The Asian Experience,* Vindya Prakashan Pvt. Ltd, Allahabad.

- Gupta, A. K. (2016). *Grass Root Innovation: Minds on the margin are no marginal minds.* India: Penguin Random House

- Henderson, Jones and Thomas 1980 The Boundaries of Change in Community Work, George Allen and Unwin, London

- Hazell, P. & Rosegrant, M. (2000) Rural Asia: Beyond the Green Revolution.

OUP/ADB.

- Healey, P. (1997). *Collaborative Planning: Shaping Places in Fragmented Societies.* Macmillan, London.

- "India National Report": India: National Report Progress of Implementation of the Habitat Agenda (1996-2000), United Nations. Ministry of Urban Development and Poverty Alleviation, Government of India, 2001. Web. Sept.-Oct. 2015

- Jayapalan. N. (2002). *Urban Sociology.* Atlantic Publishers & Distributors, New Delhi

- Jha, Saumitra, Vijayendra Rao, and Michael Woolcock. "Governance in the Gullies: Democratic Responsiveness and Leadership in Delhi's Slums." World Development 35 (2007): 230-46.

- Joel S.G. (2003) NGOs And Rural Development Theory And Practical, Concept Publishing Company.India.

- Singh, K. & Shishodia, A. (2016). *Rural development, Principles, Policies & Management.* India: Sage Publication

- Lieten, G.K. (2003) Power And Politics And Rural Development, Monohar Publishers. India.

- Lipton, M. & Longhurst, R. (1989) New Seeds and Poor People. London, Routledge

- MahiPal (2020). *Rural Local Goverance & Development.* India: Sage Publication.

- Midagley, J and others,1986, Community Participation, Social Development and the State, Methuen and Co Limited, New York

- Ministry of Rural Develepment Website, GOI https://rural.nic.in/scheme-websites

- Ministry of Housing and Urban Affairs Website, GOI. https://mohua.gov.in/

- Ministry of Housing and Urban Affairs Website, GOI. Best Practices: Habitat Planning and Design for Urban Poor. https://smartnet.niua.org/sites/default/files/resources/04_Best_Practices_Habitat_Planning.pdf

- Payne, G. (2005). Getting ahead of the game: A twin-track approach to improving existing slums and reducing the need for future slums. Environment and Urbanization, 17: 135–145.

- Rao, G.S. 2000, Urban Development with Community Initiatives: Retrospect and Prospect, Atlantic Publishers and Distributor, New Delhi.

- Sahu, B.K. (2003) Rural Development In India, Anmol Publications Pvt. Ltd, India

- Singh, S.K., 2002, Rural Development: Policies and Programmes, Northern Book Centre, New Delhi

- Singh P.K., Nair A., Issac J. (2021), "Are Land Conflicts Documented Sufficiently in India?", International Journal of Rural Management
- Singh, K.N. and Singh, S.N. (1976). Effective Communication media for Rural Audiences, Dharamsi Morarji Chemical Company

- Vittal, N. Communication for Rural Development in India: some facts, NIRD, Hyderabad

Suggested Readings:

- Chambers, R. (1989) Farmer First. Intermediate Technology Publications.

- Indranil De (2020), "Sanitation and User Charges in Indian Slums - Who Pays and How does it Matter?", Economic and Political Weekly, 55, pp: 38-45

- Pugh, C. (1990). Housing and urbanisation. New Delhi: Sage

- Streeten, P. (1981) First Things First, Meeting Basic Human Needs in Developing Countries. Oxford University Press

- Thurow R (2013) The Last Hunger Season: A year in an African farm community on the brink of change. Public Affairs.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GENDER AND DEVELOPMENT DSE 2 SW322	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To develop understanding of the gender related concepts, concerns and feminist perspectives
- To understand the approaches towards gender and development
- To develop insights about society, state and civil society initiatives for gender and development

Learning outcomes

At the end of the semester the students will be able to

- Understand the concept of gender and various gender related concerns
- Critically understand different approaches towards gender and development
- Learn various policies and programmes for gender mainstreaming

SYLLABUS OF DSE- 2

Unit I : Conceptual understanding of Gender **Unit Description:** This unit explains the concepts of gender, sex and feminist approaches. Students will learn and analyze various discriminatory processes and concerns related to gender.	**15 Hours**

Subtopics: • Concept of gender and sex, gender identities and disparities • Gender stereotyping, discrimination, violence in relationship, family and community • Feminist perspectives: critical reflections	
Unit II: Approaches on gender and development **Unit Description:** This unit will introduce different approaches towards gender and devlopment.	**15 Hours**
Subtopics: • Women in Development (WID),Women and Development (WAD) • Gender and Development (GAD) • Equality, Equity and Empowerment	
Unit III: Gender Inclusion **Unit Description:** This unit covers the concept and importance of gender inclusion. Students will learn and develop a critical insight on gender equality and empowerment.	**15 Hours**
Subtopics: • Understanding gender vulnerability and Sexual minority • Gender inclusion: Concept, approach and strategies • Understanding Gender based violence	
Unit IV: Policy and Programmes **Unit Description:** This unit will briefly introduce the various provisions for women under constitution and other legislative provisions. Students will learn about various policies, programmes and state mechanisms.	**30 Hours**
Subtopics: • Constitution and legislative safeguards for women • Preparation of a project report: National Policy and programmes for women, Institutional mechanisms: National and State Commissions, Rashtriya Mahila Kosh, Crime Against women Cell and Family Court • Case studies for gender and development and gender mainstreaming in field work settings	

Practical component (if any) – Unit IV application based

30 Hours

Essential readings

- Aggarwal, B.(ed.) 1988 Structure of Patriarchy. New Delhi: Kali for Women.
- Butler, J. (2002). Gender trouble. London: Routledge.
- Fergusons, C. (ed) (2010) Violent Crime, clinical and implications. California: Sage publications.
- Holmes, M. (2007). What is Gender. New Delhi, Sage Publications, pp 43-62,71-90
- Joseph, S. (2005). Social Work Practice and Men Who Have Sex With Men. New Delhi: Sage Publication.
- Nayar, S. (2010) Violence against Women in South Asian Communities: Issues for Policy and Practice. Delhi: Navyug Books International.
- Prabhakar, V. (2011) Gender Violence: Women Victims in Man's World. New Delhi: Wisdom Press.
- Talwar, R. (1999). The third sex and Human Rights. New Delhi: Gyan Publishing House.
- Wykes, M. and Welsh, K. (2009). Violence, Gender and Justice. London: Sage.

Suggested readings

- Bansal, D. K. (2006) Gender Violence. New Delhi: Mahaveer and Sons.
- Basu, A. &Jefferey, P.2004 Appropriating Gender. London: Routledge.
- Chaudri, M. (20036) Feminisms in India. New Delhi: Kali for Women.
- Momsen, J.2009 Gender and Development, London &New York: Routledge
- Wendt, S & Nicole M. 2016 Contemporary Feminisms in Social Work Practice, New York: Routledge.
- Dominelli L. (2002). Feminist social work: Theory and Practice , New York: Palgrave
- Rege, S. (Ed.). (2003). Sociology of gender: The challenge of feminist sociological thought. SAGE Publications India.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
PROJECT FORMULATION AND IMPLEMENTATION DSE 3 SW 323	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To understand the techniques and procedures related to project formulation, project planning and implementation.
- To learn project identification, feasibility analysis, design, financing, implementation, monitoring and evaluation.
- To learn application of various tools for analyzing the problems in order to select the projects.

Learning outcomes

At the end of the semester the students will be able to

- Develop knowledge about the essential components of project formulation and project appraisal.
- Execute a project to achieve specific goals that will benefit the society.
- Apply appropriate approaches to plan a new project and develop project schedule.

SYLLABUS OF DSE- 3

Unit I: Introduction to Project Formulation and Planning Unit Description: This unit will give an opportunity to the students to understand the project formulation, planning and selection.	15 Hours

Subtopics • Project formulation: meaning, objectives, importance, types, project selection and formulation • Stages of project formulation • Project planning: Project scope, estimation, basic scheduling, resource levelling & allocation	
Unit II: Project Appraisals **Unit Description**: This unit will give an opportunity to the students to learn project appraisal and report writing.	**15 Hours**
Subtopics: • Feasibility study: Types and steps in feasibility study • Project appraisal techniques: Measures of project risk, Sensitivity Analysis, Scenario Analysis, Simulation Analysis • Limitation of project appraisal and report	
Unit III: Project Implementation and Monitoring **Unit Description**: This unit will give an opportunity to the students to gain an in-depth knowledge about project implementation and monitoring	**15 Hours**
Subtopics: • Project implementation: Prerequisites for successful project implementation, stages of implementation and teamwork • Project monitoring: meaning, objectives, needs and significance • Monitoring techniques and monitoring schedules	
Unit IV: Project Evaluation and Review **Unit Description**: The students will be engaged in various learning activities related to practical application of steps and techniques of project evaluation and review.	**30 Hours**
Subtopics: • Project evaluation: meaning, objectives, scope, stages, approach and steps • Techniques of project evaluation: Time estimation, PERT Model, CPM Model, Performance Audit, input analysis, financial cost-benefit analysis, social-cost benefit analysis • Environmental impact assessment, case studies of development projects.	

Practical component (if any) – Unit IV application based

30 Hours

Essential Readings:

- Arya, T.S. (2014). Illustrated Project Proposals for NGOs and Social Workers. Nabhi Publication, New Delhi.
- Blanchard, P.N., Thacker, J.W. (2005). Effective Training: Systems, Strategies and Practices. Prentice Hall, India.
- Goel, B.B. (2001). Project Management: A Development Perspective. Deep & Deep Publications. New Delhi.
- International Tropical Timber Organization (2009). Manual for Project Formulation (3rd ed.) GI Series 13.
- Jawahar Lal Nehru National Urban Renewal Mission, GOI. Detailed Project Report: Preparation Toolkit (Sub-mission for Urban Infrastructure and Governance), Government of India.
- Khanna, R. B. (2011). Project Management, PHI Learning Private Limited. New Delhi.
- Thakur, D. (1992). Project Formulation & Implementation. Deep & Deep Publications, New Delhi.
- Virendra, C.A., Pamecha, K. (2018). Guide to Project Reports, Project Appraisals and Project Finance (a Handbook on Project management). Xcess Informatics & Services.

Suggested Readings:

- Diwan P. (n.d.). Project Management, Deep & Deep Publications, New Delhi.
- Gautam, V., Shobhana G. (2008). Training and Development. Indian Society for Training and Development, New Delhi.
- Larson, E.W., Clifford, F. G., & Joshi, R. (2021). Project Management-The Managerial Process (8th ed.). Tata Mcgraw-Hill Publishing Co. Ltd.
- Meredith, J.R., Mantel Jr. S. J. (2009). Project Management- A Managerial Approach. John Wiley and Sons, USA.
- Steve Truelove (1997). Handbook of Training and Development. Wiley–Blackwell

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time,

Semester- IV

[UG Programme for Bachelor in Social Work (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -10 (DSC-10) – : UDERSTANDING SOCIAL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
UDERSTANDING SOCIAL PSYCHOLOGY DSC 10	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To understand the fundamentals of social psychology and its relevance to social work practice
- To understand interpersonal and societal issues related with individual, groups and communities
- To understand group behaviour, interaction processes to guide the social work practice

Learning Outcomes

At the end of the semester, the student will be able to

- Describe the basic concepts and processes of social psychology

- Identify various factors influencing group behaviour in the society

- Demonstrate the application of various concepts of social psychology in field work settings

SYLLABUS OF DSC-10

Unit I : Nature and Scope of Social Psychology   15 Hours

Unit Description: This unit will provide a conceptual understanding of the methods of social psychology. It will also cover significance of social psychology for social work profession.

Subtopics:

- Social psychology: definition, concept and scope
- Methods of social psychology: Interview schedule, questionnaire, observation, experimentation and socio-metric method
- Relevance of social psychology to social work practice

Unit II: Processes in Social Psychology

Unit Description: This unit will introduce the students to the basic processes of social psychology. This will enhance the knowledge of the students to learn various aspects influencing the individual, group and community behaviour.

15 Hours

Subtopics:

- Social perception, Social influence & Interpersonal attraction
- Public opinion, propaganda, prejudice and stereotypes
- Social attitudes: Definition, features, formation and change

Unit III: Understanding Groups and Crowds

15 Hours

Unit Description: This unit will help to learn about the group, crowd and mob behaviour and their influence on the life of people in the community.

Subtopics:

- Group: Definition, types and functions, stages and process
- Crowd and mob: Characteristics, behaviour and dynamics
- Leaderships: Traits, styles and types

Practical component

30 Hours

Unit IV: Application of Social Attitudes and Leadership

Unit Description: This unit will focus on the application aspects of social attitude, leadership, prejudice and stereotypes prevailing in the society. The student will learn to integrate social psychology into practice.

Subtopics:

- Project on implimentation any one measurement of scale
- Case studies (1-2) on prejudice and stereotypes from the field settings /media
- Project on leadership styles from field settings/ workshop/media/interative sessions

Essential readings

- Aronson, E., Wilson, T. D., & Akert, R. M. (2015). *Social Psychology* (9th ed.). Boston, MA: Pearson/Allyn and Bacon.

- Baron, R. A., & Branscombe, N. R. (2016). *Social Psychology* (14th ed.). Boston, MA: Pearson/Allyn and Bacon.

- Baron, R.A , Byrne, D. & Bhardwaj. G (2014). *Social Psychology (12th Ed.)*. London: Pearson Education Inc.

- Barrett, W.D. (2016). *Social Psychology-Core Concepts and Emerging Trends*. London: Sage Publications.

- Chowdhary, R. (2013). *Samajik Manovigyan – Ek Parichay*. New Delhi: The Book Line Publisher

- Crisp, R. J. & N Turner, R. N. (2014). *Essential Social Psychology*. London: Sage Publications.

- Myers,D.G. (2010). *Social Psychology (10th,Edition)*. New York: McGraw-Hill.

- Paliwal, S. (2002). *Social Psychology*. Jaipur : RBS Publishers

Suggested Readings
- Aronson, E.,Wilson,T.D., &Akert, R.M. (2007). *Social Psychology (6th Ed.)*. New Jersey: Prentice Hall.

- Feldman, R. S. (2001*). Social Psychology (3rd Ed.)*. USA: Pearson

- Franzoi, S. (2009). *Social Psychology(5th Ed.)*. New York : McGraw-Hill.

- Jowett, G. & O'Donnell. V.(2018). *Propaganda and Persuasion*,7th ed. London: Sage Publications.

- Kuppuswami.B. (1994). *Social Psychology*. Bombay : Asia Publishing House.

- Lindgren, H.C.(1962). *Introduction to Social Psychology*. New Jersey: John wiley and Sons.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 11 (DSC-11): WORKING WITH COMMUNITIES

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
WORKING WITH COMMUNITIES DSC 11	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To understand community dynamics and community organization as a method of social work.
- To understand different aspects of community in the context of community organization.
- To enhance understanding of models, strategies and process involved in working with communities.

Learning Outcomes

At the end of the semester, the student will be able to:
- Identify the community power structure and various programmes of community development.
- Apply the tools, techniques and skills to work directly in the communities.
- Demonstrate familiarity with community organization as a macro method of social work.

SYLLABUS OF DSC- 11

Unit I: Understanding Community   **15 Hours**

Unit Description: This unit will provide a conceptual understanding about the community. It will also explain the various types, functions and power structures of the community.

Subtopics:
- Concept of community: meaning, definitions and elements
- Types of community: Urban, rural, tribal, functional and virtual communities
- Functions of the community, community power structure and diversities

Unit II: Introducing Community Practice   **15 Hours**

Unit Description: This unit will give an opportunity to the students to learn about the community practice as a macro method of social work. The unit will also discuss the basic assumptions and principles of community organization and people's participation as a key feature.

Subtopics:
- Concept of community organization: Nature, evolution, characteristics, basic assumptions and principles of community organization
- Community development: Concept, aims, objectives, basic elements and community development as a goal of community organization
- People's participation: Rationale, types and methods

Unit III: Processes of Community Practice   **15 Hours**

Unit Description: This unit will introduce the students to the various steps involved in the process of community practice. The unit will also cover various models and approaches of community organization.

Subtopics:
- Steps of community organization, Role of community organizer
- Models: Locality Development, Social Planning and Social Action
- Approaches: Welfarist, Social Development and Empowerment

Practical component   **30 Hours**

Unit IV: Application of Community Practice

Unit Description: This unit will engage the students in practice-learning activities related to community development programme and micro-planning for various issues.

Subtopics:
- Identification of the needs/problems and assessment of a community (field settings/own neighbourhood) by using participatory methods (assignment/project work).
- Programme planning/micro-planning and preparation of action plan for taking action in a short-term and long term manner (assignment/project work).
- Best practices of community empowerment programme and success stories of civic driven initiatives or people's participation for extending cooperation and collaboration towards community development (assignment/project work/case study).

Essential Readings

- Gangrade, K.D. (1971). *Community Organization in India*. Mumbai: Popular Prakashan.

- Gangrade, K.D. (2001). *Working with community at the grassroots level: Strategies and programmes.*New Delhi:Radha Publications.

- Lee, Judith. (2001). *The Empowerment Approach to Social Work Practice: Building the Beloved Community*. Columbia Press.

- Ross, M.G. (1967). Community Organization: Theory, Principles and Practice. New York: Harper & Row.

- Siddiqui, H.Y. (1997). *Community Organization in India.* New Delhi: Harnam.

- Verma, R.B.S. & Singh, A. P. (2015). *Samudayik Sangathan Evam Abhyaas* (Hindi). Lucknow: New Royal Book Company.

- Weil, M.(2005).*Handbook of Community Practice.*London: Sage.

Suggested Readings

- Hardina, D.(2002). Analytical skills for community organization practice. Columbia University Press.

- Kumar, Somesh. (2002). *Methods for Community Participation: A Complete Guide for Practitioners.* New Delhi: Sage Publication (Vistaar).

- Raju, M. Lakshmipathi. (2012). *Community Organization and Social Action: Social Work Methods and Practices.* New Delhi: Regal Publications

- Stepney P. & Popple K.(2008). *Social work and the community: A critical context for practice.* Basingstoke:Palgrave Macmillan.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 12 (DSC-12): FIELD WORK PRACTICUM- IV

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
FIELD WORK PRACTICUM IV DSC 12	4	0	0	4	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To learn to mobilize clients/beneficiaries to utilize the services provided by the agency.
- To coordinate the services provided by governmental and non-governmental organizations in meeting the additional needs of the clients/beneficiaries.
- To learn to apply theoretical base i.e. methods, principles, approaches, models, skills and techniques while working with individuals, families and groups.

Learning Outcomes:

At the end of the semester, the students will be able to:

- Mobilize clients/beneficiaries to create awareness about needs, problems, rights, responsibilities etc.
- Coordinate the services provided by governmental and non-governmental organizations/institutions in meeting the felt needs of the clients/beneficiaries.
- Demonostrate sensitivity towards the issues related to social justice, human rights for marginalized groups and develop skills of writing effective field work records.

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SYLLABUS OF DSC-12
Practical component– 100% Field work (Direct field work: 120 hours)

Tasks/Activities:

1. Perform the assigned tasks during scheduled concurrent field work. The field work agency will remain the same in an academic year. Every student will be assigned a College supervisor for personalized learning and mentoring throughout the academic year.

2. Field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/ mentoring, group conference scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions. Direct field work hours have to be 120 hours in a semester.

3. Establish contact and develop rapport with the agency personnel& volunteers, individuals, families and groups and perform the assigned tasks during concurrent field work.

4. Work with individuals, families and groups alongwith volunteers, paraprofessionals/outreach workers in the agency and/or community and deal with cases (3-4), work with families (3-4) and form group/s.

5. Work with volunteers, para-professionals/outreach workers in the field work agency such as - non-governmental organisations (NGOs) or voluntary organisations (VOs) and governmental organisations (GOs); and/or community.

6. Student will perform the agency-based field work tasks assigned by the respective Agency Supervisor.

7. Regular reporting to all concerned persons (both at agency and college level) during scheduled field visits, meetings and supervisory/individual conferences to seek regular guidance. Minimum 80% of attendance is required in each components of field work.

8. Prepare daily report in prescribed format and submit to the college supervisor on weekly basis. Prepare learning plan, agency/community profile in a timely and appropriate manner to both the College and Agency Supervisor. Students will engage in 3 hours of report writing per week.

9. The field work reports and progress of the student should be discussed during the scheduled Individual Conference (IC) with the college supervisor on weekly basis. The student must attend Group conferences (GC), prepare group conference paper in consultation with college supervisor, thus learning the roles of presenter, chairperson, and recorder. The individual mentoring (IC & GC) to students by the college supervisor will include 1 hour per week.

10. Attend skill development workshops in which the values, principles, methods, techniques, tools etc. are translated into practice skills, i.e. "learning by doing". The skill workshop will target: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counselling techniques; (vii)

Practice of participative techniques; (viii) Communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

11. The students are required to submit self-evaluation report in the prescribed format for term end examination. Field work practicum follows continuous evaluation by the supervisor.

Students shall invest 60 hours out of class/field for the purpose of writing report of the field work separately.

Essential Readings

- Bhanti, R. (1996). *Field Work in Social Work Perspective*. Udaipur: Hiamanshu Publications

- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd

- Dash, B.M. & Roy, S. (2020). *Field Work Training in Social Work*. London: Routledge

- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage.

- Garthwarf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.

- Roy, S. (2012). *Field Work in Social Work*. Jaipur: Rawat Publication

- Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.

- Singh, A.P. & Girotra, T. (2018). *Case Records in Social Work*. Lucknow, India: Rapid Book Service.

- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.

- Subhedar, I. S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.

Suggested Readings

- Verma, R.B.S. & Singh, A.P. (2013). *Standard Manual for Field Work Practicum in Social Work*. Lucknow, India: New Royal Book Company.

- Tsui, M. S. (2005). *Social Work Supervision: Contexts and Concepts*. New Delhi: Sage Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-7): HUMAN RIGHTS AND SOCIAL JUSTICE

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
HUMAN RIGHTS AND SOCIAL JUSTICE GE 7	4	3	1	0	12th Pass	NIL	Social Work

Learning Objectives

The Learning objectives of this course are as follows:

- To understand basic concepts of human rights and social justice

- To understand various human rights concerns in national and international contexts.

- To learn features of legal measures and international conventions to protect human rights and ensure social justice.

Learning Outcomes

At the end of the semester, the student will be able to:
- Describe the basic concept and meaning of human rights and theories of social justice

- Identify and critically analyse various human rights issues in the national and international context

- Describe and critically evaluate the role of various national and international organisations in protection of human rights and ensure social justice

SYLLABUS OF GE-7

Unit-I: Understanding Human Rights   15 Hours

Unit Description: This unit will provide a conceptual understanding of human rights. The unit will also cover the various human rights conventions.

Subtopics:

- Human rights: Concept, Genesis of human rights, Historical development of Human Rights
- The Universal Declaration of Human Rights 1948
- UN Conventions and International covenants: International Covenants on Civil and Political Rights, International Covenant on Economic, Social, and Cultural Rights

Unit II: Human rights concerns: National and international perspective   10 Hours

Unit Description: This unit will discuss various human rights issues in Indian and international context.

Subtopics:

- Human right issues in Indian context : Gender, caste, oppression, minority, indigenous people, forced labour, and human rights violations in contemporary India
- Human right issues in global context: war, human trafficking, unrest, genocide, refugees, global warming and climate change
- Globalization and Human Rights: Environment, Hunger, Poverty, Migrant workers, Inequality, Labour rights and Unorganised sector

Unit III: Social Justice and human rights approaches   10 Hours

Unit Description: This unit will provide a conceptual understanding of social justice. The unit will also cover human rights approaches to ensure social justice in the society.

Subtopics:

- Social Justice: meaning, philosophy, forms

- Historical development of social movements in India; Gandhi, Ambedkar and Nelson Mandela's views on social Justice
- Instruments to social justice in the Indian context : fundamental rights and Directive principle of state policy, Right to Information Act (RTI), Public Interest Litigation (PIL), Free Legal Aid, Crime against women cell, (CAW Cell)

Unit IV: Legal measures and social work approaches   10 Hours

Unit Description: This unit will discuss the social work approach towards human rights. It also discusses the role of civil society organisations and professional social worker in protection of human rights.

Subtopics:

- Legal measures: The Protection of Human Rights Act 199
- Role of National bodies: National Human right commission, National commission for Women, National commission for Scheduled Caste , National commission for Scheduled Tribes, National commission for minorities, National commission for Other Backward communities
- Role of United Nations (UN) and its agencies in promoting human rights

Practical component (if any) - NIL

Essential Readings

- Balakrishnan, R., Heintz, J., & Elson, D. (2016). Rethinking Economic Policy for Social Justice: The radical potential of human rights. Routledge.
- Capeheart L. & Milovanovic D. (2007). Social justice: Theories, issues and movements. Rutgers University Press.
- Gangrade K.D. (2011).Social Legislation in India. Concept: New Delhi.
- Ife, J.(2001). Human Rights and Social Work: Towards Rights-based Practice. UK: Cambridge University Press.
- Krishnan, P. S. (2017). Social exclusion and justice in India. Routledge India.
- Motilal, S., & Nanda, B. (2006). Human rights, gender and environment. Allied Publishers.
- Oommen, T. K. (2014). Social inclusion in independent India: Dimensions and approaches. Orient Blackswan.
- Reichert, E.(2003). Social work and Human Rights A Foundation for Policy and Practice. Jaipur & New Delhi: Rawat Publication.
- Sandel J. Michael (2010). Justice: what's the right thing to do?. New Delhi: Penguin,
- Singh, A. K. (2014).Human Rights and Social Justice. India VL Media Solutions.
- Teltumbde, A. (2017).Dalit: Past, Present & Future, London: Routledge.
- Tripathy, R.N. (2019).Human Rights Gender and Environment. New Delhi: MKM Publishers Pvt. Ltd.
- Watts, L., & Hodgson, D. (2019). Social justice theory and practice for social work. Springer.

Suggested Readings

- Ambedkar, B. R. (1944). Annihilation of caste with a reply to Mahatma Gandhi. YB Ambedkar, Bombay.
- Ambedkar, B. R. (2014). Annihilation of caste. Verso Books.
- GOI. (2022) The Protection of Human Rights Act, 1993 (BARE Act), Delhi: Universal Law Publishing.
- Borgohain, B. (1999). Human Rights – Social Justice and Political Challenges. New Delhi: Kanishka Publishers
- Janusz, S. & Volodin, V. (ed.) (2001). A Guide to Human Rights: Institutions, Standards, Procedures. Paris: UNESCO Publishing
- Kothari, S. & Sethi, H (ed.) (1991). Rethinking Human Rights – Challenges for Theory and Action, New Delhi: Lokayan Publications.
- Mohapatra, A.R. (2001). Public Interest Litigation and Human Rights in India, New Delhi: Radha publications.
- Rehman, K. (2002). Human Rights and the Deprived, New Delhi: Commonwealth publishers.
- Singh, M. P. (2019). VN Shukla's Constitution of India. Eastern Book Company.
- Subramanian, S (1997). Human Rights: International Challenges, New Delhi: Manas Publications.
- Waghmare, B.S. (2001). Human Rights – Problems and Prospects, Delhi: Kalinga Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-8): ENVIRONMENT AND SOCIAL WORK

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
ENVIRONMENT AND SOCIAL WORK GE 8	4	3	1	0	12th Pass	NIL	Social Work

Learning Objectives

The learning objectives of this course are as follows:

- To gain insight about the global environmental issues and concerns.
- To understand the relationship between environment and development and relate the same to sustainable development.
- To critically assess the constitutional provisions, policies and legislative framework for the conservation of environment in India.

Learning Outcomes

At the end of the semester the students will be able to

- Appraise the interdepending relationship between environment and human society.
- Enumerate global environmental concerns and critically examine India's initiatives towards the protection and conservation of environment.
- Evaluate the nature and scope of green social work and critically appraise the role of civil society organisations.

SYLLABUS OF GE-8

Unit I: Understanding Environment   **15 Hours**

Unit Description: This unit will help students to understand about the environment and its linkages human beings. The students will critical assess the vital role of environment in human development.

Subtopics:
- Environment: meaning, nature and components
- Environment, ecology and their linkages with human beings
- Environment and society- Changing patterns- from survival needs to emerging consumerism, Energy intensive life-style

Unit II: Environmental Issues and Concerns   10 Hours
Unit Description: This unit will emphasize on emerging environmental issues and concerns. The unit will also discuss the global environmental issues such as climate change and greenhouse effect.

Subtopics:
- Global environmental issues and concerns- Greenhouse effect, climate change and Ozone layer depletion
- Environmental imbalance: Issues of environmental degradation and pollution; nature, causes and impact
- Social implications and consequences of environmental imbalance- loss of livelihood, disasters; food shortages; migration, and conflict

Unit III: Interface between Development and Environment   10 Hours

Unit Description: This unit will define the meaning and concept of sustainable development and related issues. Students will learn about the various environmental movements in India. It also cover the constitutional provisions, policies and legislative framework related to environment protection in India.

Subtopics:
- Sustainable Development: Concept, potentialities and challenges
- Environmental movements: Chipko Movement, Mitti Bachao Andolan, Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts
- Constitutional provisions, policies and legislative framework pertaining to environment protection in India

Unit IV: Social Work Response to Environment Protection and Development   10 Hours
Unit Description: In this unit the student will learn about the role of social workers in addressing the environmental issues, role of civil society organizations and green social work.

Subtopics:
- Approaches to environmental conservation, community based natural resource management
- Role of civil society organisations in environment conservation
- Green Social Work and environment protection: concept, nature objectives, importance and initiatives

Practical component (if any) - NIL

Essential readings

- Arnold, David and Ramchandra Guha (eds.), Nature, Culture, Imperialism; Essays on the Environmental History of South Asia, Delhi, OUP, 199. 9

- Das, R.C., Barul , J.K. Sahu , N.C. & Mishra ,M.K. (1998) The Environment divide: the Dilemma of Developing Countries. New Delhi: Indus Publishing co.

- Dominelli Lena (2021) Green Social Work: From Environmental Crises to Environmental Justice. Polity Press UK.

- Gadgil, Madhav and Ramchandra Guha, Ecology and Equity; the use and Abuse of Nature in Contemporary India, Penguin, Delhi, 1995.

- Gadgil, Madhav and Ramchandra Guha, This fissured Land: An ecological History of India, Delhi, OUP, 1994.

- Goldsmith, E. And Hildyard, N. (ed.) the Social and Environmental Effects of Large Dams; Vol. I-III (Overview, Case studies and Bibliography), Wadebridge Ecological Centre U.K.

- Guha Ramchandra, The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP, 1991.

- Gupta, K.R. (ed.) (2005) Environment: Problems & Policies, Vol. I & II. New Delhi: Atlantic Publications.

- Hoff. M.D. & Mc Nutt, J.G. (1992). The Global Environmental Crisis: Implications for Social Welfare and Social Work. Hong Kong: Avebury, Aldershot and Brookfield.

- Jana, M.M. (1991) Environmental Degradation and Developmental Strategies in India. New Delhi: Ashish Publications.

- Krishna, Sumi, Environmental Politics; People's lives and Developmental Choices, Delhi, Sage, 1996.

- Reid, D.E. (1995) Sustainable Development: An Introductory Guide. London: Earthscan Publications.

- Sundaram K.V. Jha, M.M & Mrityunjay , M.(ed.) (2004) Natural resources management and livelihood security: survival strategies & sustainable   policies. New Delhi: Concept publishing co.

- Verma Alka (2015) Green Social Work Environmental Protection. Pentagon Press India.

Suggested readings

- Aggarwal, A. & Narain, S. (1989) Towards Green Villages: A strategy for Environmentally Sound and Participatory Rural Development. New Delhi: Centre for Science and Environment.

- Centre or Science and Environment, The State of India's Environment: the Citizens Reports Vol. I-IV, New Delhi.

- Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity (CBD). 13. Kothari, Ashish, Meera, People and Protected Areas.

- Hoff. M.D. & Mc Nutt, J.G. (1992). The Global Environmental Crisis: Implications for Social Welfare and Social Work. Hong Kong: Avebury, Aldershot and Brookfield.

- Mishra Anupam, Aaj bhi Khare hain Talab (in Hindi), Gandhi Peace foundation, New Delhi.

- Owen, D.F., What is Ecology, Oxford University Press Oxford, 1980.

- Vettivel, S.K. (1993) Participation and Sustainable Development. New Delhi: Vetri Publishers.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
CRIMINAL JUSTICE AND SOCIAL WORK DSE 4	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- Develop understanding of the concept and philosophy of social defence and correctional services.
- Develop practice skills in prevention, correction and rehabilitation work in social defence.
- Develop understanding about the social defence legislations and criminal justice system.

Learning Outcomes

At the end of the semester the students will be able to:

- Describe the concept of crime, social defence and correctional services.

- Critically assess the social justice system and social defence legislations.

- Appraise the siginifcance of Institutional and Non-Institutional correctional services in Indian context.

SYLLABUS OF DSE- 4

Unit I : Crime and Correctional Services   **15 Hours**

Unit Description: The unit will introduce students with the concept and understanding of crime and correctional services.

Subtopics:
- Crime: concept, causation and its relation to social problems
- Changing dimensions of crime, Theories of crime and punishment
- Correctional services: concept, philosophy and changing perspectives

Unit II: Concept and Scope of Social Defence   **15 Hours**

Unit Description: The unit will introduce students with the concept and understanding of Social defence and its relevance in society.

Subtopics:
- Concept and Approaches of Social Defence, Historical development of social defence services in India
- Crimes against children, children in need of care and protection, children in conflict with law, street and working children
- Crime against women and older persons, alcoholism and drug abuse

Unit III: Social Defence Legislations and Criminal Justice System   **15 Hours**

 Unit Description: The unit will introduce students with the Criminal Justice system and related legislations.

Subtopics:
- Components Processes and Perspectives of Criminal justice system : Police, Judiciary and Correctional institutions.
- Introduction to Indian Penal Code, Criminal Procedure Code, Indian Evidence Act
- Juvenile Justice (Care and Protection of Children) Act 2015, The Immoral Traffic (Prevention) Act 1956, Probation of Offenders Act, 1958, Narcotic Drugs and Psychotropic Substances Act 1985

Practical component   **30 Hours**

Unit IV: Correctional Services

Unit Description: The unit will introduce students with the concept and types of Institutional and Non-Institutional Correctional services. The unit will be application based.

Subtopics:
- Project report/ case study on any one social legislation related to children or women.
- Project report/ case study on Institutional Correctional Services: Prisons, Observation Homes, Children homes, Special homes, Protective homes, Beggar homes, De-addiction centers
- Project report/ case study on Non-Institutional Services: Probation and Parole, Adoption, Foster Care, sponsorship, crisis intervention centres

Essential readings

- Alder, F, M. & Laufer, W. (2007). Criminology. New York: McGraw Hill.

- Bhattacharya, S.K.(2003).*Social Defence: An Indian Perspective.* New Delhi: Regency

Publications.

- Chong, M. D. & Francis, A. P. (2016). Demystifying Criminal Justice Social Work in India. New Delhi: Sage Publications Pvt. Ltd.

- Devasia, V.V. (1992).*Criminology, Victimology and Corrections*. New Delhi: Ashish Publishing House.

- Gaur, K.D. (2002).*Criminal Law, Criminology and Criminal Administration*. New Delhi: Deep and Deep Publications.

- Holtzhausen, L. (2012). Criminal Justice Social Work. Claremont, South Africa: Juta.

- Robert, A. R., & Springer, D. W. (2007). Social Work in Juvenile & Criminal Justice Settings (3rd ed.). Springfield, USA: Charles C Thomas Publisher.

- Strang, H., &Braithwaite, J.(2003)*Restorative Justice and Civil Society*. Cambridge University Press

- Valier, C.(2001)*Theories of Crime and Punishment*. Essex: Longman.

Suggested readings

- Callen, F.T. & Agrew, R. (2005). Criminological Theories, Past to Present. Los Angeles: Roxbury Publishing.

- Chakrabarti, N.K. (ed.)(1999). Institutional Corrections in the Administration of Criminal Justice. New Delhi: Deep & Deep Publications.

- Kumari, V. (2004). Juvenile Justice in India: From Welfare to Rights. New Delhi: Oxford University Press.

- Smith, P. D. &Natalier, K. (2005). Understanding Criminal Justice: Sociological Perspectives. London :Sage Publication.

- Tandon, S.L.(1990)Probation: A New Perspective. New Delhi: Reliance Publishing

- United Nations (1980).Principles on Linking the Rehabilitation of Offenders to Related Social Services. New York: United Nations.

- United Nations (1985). Alternatives to Imprisonment and Measures for the Social Resettlement of Prisoners. New York: United Nations.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SOCIAL WORK WITH FAMILIES AND CHILDREN DSE 5	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To understand families as social systems and comprehend the factors affecting family functioning
- To develop the skills, techniques and practices of therapies required for working with the families and children
- To understand the government and non-government efforts for the welfare of the family and children

Learning outcomes

At the end of the semester the students will be able to

- Describe the changing nature of family system and its signifcance in child development
- Critically evaluate the policies, programmes and services related to family and children
- Apply the skills, techniques and therapies of social work profession in working with family and children

SYLLABUS OF DSE- 5

Unit I: Understanding dynamics of family system   **15 Hours**

Unit Description: This unit will provide a conceptual understanding of family as an institution and its importance. This will also focus on problems of families.

Subtopics:

- Family as an Institution – importance, functions, developmental stages, family patterns and changing trends
- Marriage: concept, relevance, structures and functions
- Family Disorganization and Family Problems

Unit II: Social Work with families   **15 Hours**

Unit Description: This unit will introduce the social work intervention in family issues and concerns. This will enhance the skills of the students to learn about family counselling skills, family therapies with understanding of government and non-government initiatives for family welfare.

Subtopics:

- Family counselling and family therapy
- Skills and techniques of working with families
- Voluntary and Government agencies for Family Welfare

Unit III: Child Development: Issues and Concerns

Unit Description: This unit will help to know about the concept of child   **15 Hours** development, needs and problems of children. This will also give an understanding of the evolution of welfare services at national and international level.

Subtopics:

- Nature and extent of Child development – demographic profile, needs and problems of children
- Early childhood care and development, Child rearing practices and implications
- Evolution of child welfare services in India and abroad, types of Child Welfare Services and the changing trends in child welfare services.

Practical component   **30 Hours**

Unit IV: Social Work with Children in difficult circumstances

Unit Description: This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice.

Subtopics:

- Case Studies (1-2): Children in difficult circumstances: disability, poverty, migration, orphaned, child trafficking, child abuse
- Project report (1-2): Child Development programme, polices, constitutional provisions,

- Obsverational Report (1-2): Child related Institutional and non-institutional services

Essential readings

- Adams, Robert et al. (2002): Social Work: Themes, Issues and Critical Debates. Second Ed. Sage London.

- Bajpai, A. (2003). Child Rights in India – Law, Policy and Practice. Delhi: Oxford University press.

- Davies, M. (2012). Social work with children and families, UK: Palgrave Macmillan

- Enakshi, G.T. (ed) .(2002). Children in Globalising India – Challenging Our Conscience. New Delhi: HAQ Centre for child Rights.

- Maluccio, A.N., Pine, B.A. &Tracy, E.M. (2002). Social Work Practice with Families and Children, New York: Columbia University Press.

- McClennen, J.C. (2010) Social work & family violence: theories, assessment and intervention. New York: Springer Publishing Company

- Patricia, M. & Hook, V. (2016). Social Work Practice with Families: A Resiliency based Approach.UK: Oxford University Press

- Tata Institute of Social Sciences. (1994). Enhancing the Role of Family as an Agency for Social and Economic Development. Mumbai: Unit for Family Studies, TISS.

- Unwin, P. & Hogg, R. (2012). Effective Social Work with Children and Families: A Skills Handbook. London: Sage Publication.

- Williams, L. Edward, T.M., Patterson, J. & Chamow, L. (2014). Essential assessment skills for couple & family therapists. New York: Guilford Press.

Suggested Readings

- Boss, P.G., Doherty, W.J., LaRossa, R., Schumm, W.R., &Steinmetz, S.K.(2009). Source Book of Family Theories and Methods: A Contextual Approach. New York: Springer.

- Kumari, V. & Brooks, S.L. (2004).Creative Child Advocacy – Global Perspectives, New Delhi: Sage Publications

- Patrick, C.M. (2005) Families and Change (3rd Edition) Coping with Stressful Events and Transitions. London: Sage Publications.

- Petr, C.G. (2004). Social Work with Children and Their Families: Pragmatic Foundations (2nd ed.), New York: Oxford University Press.

Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	**Tutorial**	**Practical/ Practice**		
COUNSELLING AND THERAPEUTIC INTERVENTIONS DSE 6	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To understand concept and process of counselling.
- To understand therapeutic relationships and the ethical principles associated with good practice.
- To learn skills and techniques of counselling and responsibilities of counsellors in therapeutic relationships.

Learning Outcomes

At the end of the semester the students will be able to

- Reflect conceptual clarity on counselling and associated concepts
- Domenostrate skills and techniques for practice of counselling and therapeutic sessions.
- Evaluate the value of therapeutic relationships and recognize ethical issues in counselling

SYLLABUS OF DSE- 6

Unit I: Conceptual Framework: Counselling   **15 Hours**
Unit Description: To introduce students to the concept, stages, process of counselling and role of counsellors

Subtopics:
- Counselling: Concept, elements, stages and process
- Therapeutic relationships and ethical principles for good practice in counselling
- Role of counsellors in providing effective counselling

Unit II: Developing counselling Skills   **15 Hours**

Unit Description: To learn skills in effective listening, questioning and practice of counselling.

Subtopics:
- Developing effective listening skills, Barriers in listening
- Use of empathy, questioning and probing in counselling
- Reflection, Paraphrasing, Confronting, Summarising, counselling records

Unit III: Therapeutic Interventions with Various Groups   **15 Hours**

Unit Description: To gain insights into therapeutic interventions and enhance professional practice in counselling

Subtopics:
- Children, Youth, Distressed Women, Pre-marital Counselling, Grief and Bereavement Counselling
- Family Therapy and family counselling, Marital discord counselling
- Therapeutic approaches: Behaviour modification, Crisis intervention and Art therapy

Practical component   **30 Hours**

Unit IV: Practice of counselling and therapeutic Interventions

Unit Description: To gain insights into the important therapeutic interventions and enhance professional practice in counselling.

Subtopics:
- Case study/observation report higlighting concerns and issues of a child/youth/woman in distress
- Project report/case study: any one therapeutic approach (Behaviour modification, Crisis intervention & Art therapy)
- Counselling records highlighting counselling skills and process

Essential readings
- Evans, D.R., Hearn, M.T., Uhlemann, M.R., & Ivey, A.E. (2008). Essential Interviewing: A Programmed Approach to Effective Communication. Thomson: Brooks/Cole.

- Evans, T. (2015). Counselling skills for Becoming A wiser Practitioner-Tools, techniques and reflections For building practice wisdom. Jessica Kingsley Publishers.

- Feltham, C. (2007). Professional skills for counsellors – understanding the counselling relationships. Sage publication

- Goud, N. & Arko, A. (2006). Psychology and personal growth. Pearson, MA.

- Inskipp, F. (2004). Skills training for Counselling. Sage publications.

- Ivey, A.E., & Ivey, M.B.(2007). Intentional Interviewing and Counselling. Thomson: Brooks/Cole.

- Jones, R. N. (2005). Practical counselling and helping skills - text and activities for the life skills counselling model. (5th ed). Sage publications.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu
- Nelson-Jones, R. (2008). Basic Counselling Skills: A Helper's Manual. Sage Publications.

Suggested readings

- Bond, T. (1997). Standards and Ethics for counsellors in action. Sage
- Charles, G.J., & Bruce, F.R. (1995). Counselling Psychology. Harcourt Brace Publishers Essential Reading / Recommended Reading ·
- Corey, G. (2008). Student manual for Theory and Practice of Counselling and Psychotherapy (8th ed.). CA: Brooks/Cole.
- Corey, G. (2012). Theory and practice of counselling and psychotherapy (9th ed.). Belmont, CA: Brooks/Cole.
- Felthman, C., & Horton, I. (2000). Handbook of Counselling and Psychotherapy. Sage
- Gilland, B.E., & James, R.K. (1998). Theories and Strategies in Counselling and Psychotherapy. Singapore: Allyn and Bacon.
- Neukrug, E. (2011). The world of the counsellor: An introduction to the counselling profession. Nelson Education.
- Robert, G. L., & Marianne, M.H. (2003). Introduction to Counselling and Guidance. Pearson education, Inc.
- Sharma, R .N.,& Sharma,R. (2004). Guidance and Counselling in India

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

SUMMER INTERNSHIP/ FIELD WORK PRACTICUM/BLOCK PLACEMENT

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SUMMER INTERNSHIP/ FIELD WORK PRACTICUM/BLOCK PLACEMENT	2	0	0	2	12th pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To understand field work organization's philosophy, structure, functions and service delivery system.
- To undertake need assessment of the target group using social work theoretical approaches.
- To undertake projects to address identified needs of the target groups.

Learning Outcomes:

At the end of the semester, the students will be able to:

- Describe organization's nature of work and service delivery system.
- Demonstrate their skills, techniques, methods and principles in meeting the felt needs of the clients/beneficiaries.
- Acquire a training completion certificate from the organization.

Tasks/Activities:

1. Students will be required to undergo two-weeks block placement training in a social welfare agency or Government organizations in or outside Delhi. The block placement agencies/projects will be selected with the consent/choice of students.

2. Identification and assessment of needs/problems, ability to integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques)in accordance with learning plan, ability to utilize administrative skills etc.

3. Independent planning and execution of any one or two selected projects.

4. Block placement reports will be submitted to the college supervisor in the form of project file at the completion of the training. The student shall invest additional 20 hours for project file completion.

5. A confidential report from the concerned organization will be required for successful completion of the training.

6. The college may organize presentation of the learning from block placement/summer training of the students after the completion for assessment.

Assessment will be done by the college based on project report, presentation and confidential report from the concerned organization.

DEPARTMENT OF Social Work
Category I

[UG Programme for Bachelor in Social Work (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13) – : ADMINISTRATION OF WELFARE AND

DEVELOPMENT SERVICES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
ADMINISTRATION OF WELFARE AND DEVELOPMENT SERVICES DSC 13	4	3	0	1	12th Pass	NIL

Learning Objectives
The learning objectives of this course are as follows:
- 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 acquire competence in implemenatation of social welfare and development services.

Learning Outcomes

At the end of the semester, the student will be able to
- Evalaute the process and implementation of social welfare administration in government and non-government organizations.
- Demonstrate the practical aspects of registration of social welfare organizations.
- Utilize their skills in human resource management and prepare fund raising proposal.

SYLLABUS OF DSC-13

Unit I : Introduction to Social Welfare Administration   15 Hours

Unit Description: This unit will provide a conceptual understanding and components of social welfare administration.

Subtopics:

- Concept, nature and components of social welfare administration
- History of social welfare administration
- Principles of social welfare administration

Unit II: Structures and Processes   15 Hours

Unit Description: This unit will introduce the students to the basic structure and process of registration for the NGOs, Trust, Civil society.

Subtopics:

- Central and State Social welfare boards, Ministry of Women and Children, Directorate of Social welfare.
- Registration of social welfare organizations: Societies Registration Act, Indian Trust Act, Companies Act, Cooperatives Act
- NGOs and GOs as service providers

Unit III: Organization of Human Services   15 Hours

Unit Description: This unit will help to learn about the various methods of funding and as well as process of decision-making and communication in social welfare administration.

Subtopics:

- Management of human service organizations, Fund-raising, Grant-in-aids, Resource mobilization, Social marketing
- Decision making processes, Role of communication in administration
- Group processes in welfare administration

Practical component   30 Hours

Unit IV: Application of Social Welfare Administration

Unit Description: This unit will focus on the application aspects of implementation of fund-raising strategies and service providing procedures.

Subtopics:

- Project Proposal: Fund Raising Campaign (any one)
- Case study: Practice of Social Welfare Administration in different settings.
- Project Report: Observe and evaluate the functioning of NGOs or Government Organizations (any one)

Essential Readings:

- Bhattacharya, S (2006) Social Work Administration & Development, New Delhi: Rawat Publications

- Goel, S.L. & Jain, R.K (1988).Social Welfare Administration, Vol. I and II. New Delhi: Deep Publication.

- Kaushik, A. (2012) Welfare and Development Administration in India, Global Vision.New Delhi: Publishing House. p.p.1-41,181-206.

- Kettner, P. M., Moroney, R. M., &Martin, L. L.(2017) Designing and Managing Programs: An Effectiveness based Approach (5th Ed.). Thousands Oaks, CA: Sage Publications

- Padaki, V. &Vaz, M.(2004)Management Development and Non-profit Organizations, New Delhi: Sage publications.

- Palekar, S.A.(2012) Development Administratio. New Delhi: PHI Publications

- Patti, R.J.(2008) The Handbook of Human Service Management.USA: Sage Publications

- Siddiqui, H.Y (1990).Social Welfare in India, New Delhi:Harnam Publications.
Suggested Readings:

- Chandra, S.(2001) Non-Governmental Organizations: Structure, Relevance and Function. New Delhi: Kanishka Publishers

- Goel& Kumar (2004) Administration and Management of NGOs, New Delhi : Deep and Deep publication.

- Naidu, S.P. (1996).Public Administration Concept and Theorie. New Delhi: New Age International Publishers.

- Norton. M. &Culshaw.M.(2000).Getting Started in Fund Raising.New Delhi: Sage Publications.

- Verma R.B.S. (2014). Introduction to Social Administration.Delhi: Shipra Publications, 1-42, 72-184,

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SOCIAL ACTION AND MOVEMENTS DSC 14	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning objectivs of this course are as follows:
- To understand conceptual issues in defining social action and social movements.
- To learn various theoretical perspectives on social movements.
- To understand various conventional and contemporary approaches to social action and movements.

Learning outcomes

At the end of the semester the students will be able to

- Describe conceptual issues related with social action and movements

- Evaluate the approaches of social action and its relevance to social work profession

- Critically appraise various social movements and their impact on Indian social structure.

SYLLABUS OF DSC- 14

Unit I : Basic Concepts of Social Action and Social Movements   15 Hours

Unit Description: This unit will provide a conceptual understanding of meaning, goals and scope of social action and movements.

Subtopics:
- Concept, definitions, scope and relevance of social action
- Models of social action, Strategies, and skills for social action
- Social Movements: Concept, nature, component and stages.

Unit II: Social Work and Social Action   15 Hours

 Unit Description: This unit will introduce students to the basic fundamentals of social action for various types of professional social work practice.

Subtopics:
- Critical Social Work practice: conscientisation and critical awareness
- Radical social work practice
- Structural Social Work practice

Unit III: Approaches of Social Action   **15 Hours**

Unit Description: This unit will focus on various approaches to social action. It will help students to develop a perspective and take an approach as suitable to the situation.

Subtopics:
- Anti-oppressive social work practice
- Paulo Friere and Saul Alinskey's contribution to Social Action
- Gandhian contribution to social action –Stages and tactics

Practical component   **30 Hours**

Unit IV: Interface between social movements and social work

Unit Description: This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice of social action into real life situation.

Subtopics:
- Project report on any one of following movements : Feminist movement, J.P movement, Anti corruption movement, Water Movement in India.
- Project report on any one of the socially disadvantage groups: SC & ST, Dalits, indigenous movements, LGBTQIA+
- Project Report on any one of the environmental movements: Narmada Bachao Andolan , Tehri, Chipko Andolan

Essential Readings:

- Alinskey, S. (1989) Rules for Radicals: A Practical Primer for Realistic Radicals.New York : Vintage Books,.

- Bailey, R& Brake, M. (1975) Radical Social Work, London:Edward Arnold,. pp 1-11, 53-61, 76-95.

- Freire, P (2005) Pedagogy of the Oppressed.New York : Continuum,. pp 43-100 110

- Katherinevan W., Laura K., & Cindy J.(2012) Confronting Oppression, Restoring Justice: From Policy Analysis to Social Action. USA: CSWE Press

- Khinduka S.K. & Coughlin, B. J (1975) A Conceptualisation of Social Action.The Social Review, 49(1), 1-14.

- Porta D.D. & Diani, M. (Eds) (2015). The Oxford Handbook of Social Movements.New York: Oxford University Press

- Shah, G. (2002) Social Movements and the State,New Delhi:Sage Publications.

- Siddiqui, H.Y. (1984). Social Work and Social Action. New Delhi: Harnam Publications.

- Singh, R. (2001) Social Movements, Old and New:A post- Modern Critique.NewDelhi:Sage Publications.

Suggested Readings:

- Berger, S. &Nehring, H. (Eds.)(2017). The History of Social Movements in Global Perspective, A Survey. London: Palgrave Macmilian.

- Domeilli, L. (2002) Anti Oppressive Social Work ; Theory And Practice. Basingstoke, UK: Macmillan Publications.

- Laird, S. (2007) Anti Oppressive Social Work. London: Sage Publications.

- Lakshmanna, C. &Srivastava, R. (1990), Social Action and Social Change. Delhi: Ajanta Publications.

- Langman, M. Lee, P (Eds) (1989) Radical Social Work.Boston: UnwinHyman.

- Shabbir. M. (Eds)(2017).Ambedkar on law constitution and social justice.Jaipur: Rawat Publications .

- Singh A. (eds) (2019)Relevance of Dr Ambedkar in modern India. New Delhi: Century Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 15 (DSC-15): FIELD WORK PRACTICUM- V

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
FIELD WORK PRACTICUM V DSC 12	4	0	0	4	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To learn to mobilize clients/beneficiaries to utilize the services provided by the agency and improve skills in communication and networking with other organizations.
- To coordinate the services provided by governmental and non-governmental organizations in meeting the additional needs of the clients/beneficiaries.
- To learn to apply theoretical base i.e. methods, principles, approaches, models, skills and techniques while working with individuals, families and groups.

Learning Outcomes:

At the end of the semester, the students will be able to:

- Mobilize clients/beneficiaries to create awareness about needs, problems, rights, responsibilities, etc.
- Coordinate the services provided by governmental and non-governmental organizations/institutions in meeting the felt needs of the clients/beneficiaries.
- Demonstrate sensitivity towards the issues related to social justice, human rights for marginalized groups in urban and rural settings and develop skills of writing effective field work records

SYLLABUS OF DSC-15

Practical component– 100% Field work (Direct field work: 120 hours)

Tasks/Activities:
1. Perform the assigned tasks during scheduled concurrent field work. The field work agency will remain the same in an academic year. Every student will be assigned a College supervisor for personalized learning and mentoring throughout the academic year.

2. Field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/ mentoring, group conference scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions. Direct field work hours have to be 120 hours in a semester.

3. Establish contact and develop rapport with the agency personnel& volunteers, individuals, families and groups and perform the assigned tasks during concurrent field work.

4. Work with individuals, families and groups along with volunteers, paraprofessionals/outreach workers in the agency and/or community and deal with cases (3-4), work with families (3-4) and form group/s.

5. Work with volunteers, para-professionals/outreach workers in the field work agency such as - non-governmental organisations (NGOs) or voluntary organisations (VOs) and governmental organisations (GOs); and/or community.

6. Student will perform the agency-based field work tasks assigned by the respective Agency Supervisor.

7. Regular reporting to all concerned persons (both at agency and college level) during scheduled field visits, meetings and supervisory/individual conferences to seek regular guidance. Minimum 80% of attendance is required in each components of field work.

8. Prepare daily report in prescribed format and submit to the college supervisor on weekly basis. Prepare learning plan, agency/community profile in a timely and appropriate manner to both the College and Agency Supervisor. Students will engage in 3 hours of report writing per week.

9. The students must get the reports checked during the scheduled Individual Conference (IC) with the college supervisor on weekly basis. Attend Group conferences (GC), prepare group conference paper in consultation with college supervisor, thus learning the roles of presenter, chairperson, and recorder. The individual mentoring (IC & GC) to students by the college supervisor will include 1 hour per week.

10. Attend skill development workshops in which the values, principles, methods, techniques, tools etc. are translated into practice skills, i.e. "learning by doing". The skill workshop will target: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice

of counselling techniques; (vii) Practice of participative techniques; (viii) Communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

11. Organize programme with organizations/community by using programme media and prepare a report on community dynamics including - demography, power structure, diversity/identity (gender, age, occupation, linguistic etc.). Mobilize community resources and develop network/linkages in implementation of programmes.

12. Attending five-days 'Rural Camp' for exposure about the socio-economic, political, cultural situations and problems of rural life. The rural camp will be organized under the guidance of the faculty members. Attending rural camp is compulsory and performance of the students will counted towards the final award of marks in field work evaluation.

13. The students are required to submit self-evaluation report in the prescribed format for term end examination. Field work practicum follows continuous evaluation by the supervisor.

Students shall invest 60 hours out of class/field for the purpose of writing report of the field work separately.

Essential Readings

- Bhanti, R. (1996). *Field Work in Social Work Perspective*. Udaipur: Hiamanshu Publications

- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd

- Dash, B.M. & Roy, S. (2020). *Field Work Training in Social Work*. London: Routledge

- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage.

- Garthwarf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.

- Roy, S. (2012). *Field Work in Social Work*. Jaipur: Rawat Publication

- Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.

- Singh, A.P. & Girotra, T. (2018). *Case Records in Social Work*. Lucknow, India: Rapid Book Service.

- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.

- Subhedar, I. S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.

Suggested Readings

- Verma, R.B.S. & Singh, A.P. (2013). *Standard Manual for Field Work Practicum in Social Work*. Lucknow, India: New Royal Book Company.
- Tsui, M. S. (2005). *Social Work Supervision: Contexts and Concepts.* New Delhi: Sage Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-9) : SOCIAL WORK RESPONSE TO SUBSTANCE

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
SOCIAL WORK RESPONSE TO SUBSTANCE ABUSE GE 9	4	3	1	0	12th Pass	NIL	Social Work

Learning Objectives

The learning objectives of this course are as follows:
- To build a basic understanding of the concept of substance abuse

- To understand the impact of substance abuse on individual and society

- To   learn various programmes and legal measures to control substance abuse by government and non-government organizations.

Learning outcomes

At the end of the semester, the student will be able to:
- Evaluate the impact of substance abuse on health of individuals and society.

- Critically assess various programmes of government and Non Government Organization to prevent and control substance abuse.

- Critically appraise the functioning of drug de-addiction centres and role of social work profession.

SYLLABUS OF GE-9

Unit I: Understanding Substance Abuse   15 Hours

Unit Description: This unit will describe various concepts related to substance abuse. The students will also learn about various theories and socio-cultural perspectives of addictive behaviour.
Subtopics:
- Substance abuse: Meaning, Definition and its causes
- Types of substance abuse and related risk factors
- Theories of addiction, social, cultural and psychological perspectives of   addiction

Unit II: Psychoactive substances and impact   10 Hours

Unit Description: To familiarize students with various psychoactive substances and their impact on physical, mental and social health of individuals and families.
Subtopics:
- Categories of psychoactive substances
- Impact of Substance abuse on Physical Health, Mental Health, Social relationship
- Crime and Substance abuse

Unit III: Policies, Programmes and Substance abuse   10 Hours

Unit Description: This unit will describe various programmes and legislations to curb substance abuse in Indian context.
Subtopics:
- Prevention and control of substance abuse : Role of educational institutions, families, Government and Non-Government Organizations
- Drug De-addiction centres: functioning and approaches, Ways to say no to drugs, Alcohol Anonymous groups, peer support groups for recovery addicts
- Narcotic Drugs & Psychotropic substance Act 1985

Unit IV: Social Work Intervention in Substance Abuse   10 Hours

Unit Description: This unit will introduce the role of social work profession in addressing the issues related to substance abuse.
Subtopics:
- Role of Social Worker in prevention and control of substance abuse: Individual ,Group and Community level
- Cognitive and Dialectical behaviour theory
- Family practice and Group Work in the field of Addiction

Practical component (if any) - NIL

Essential readings

- Anthony. G., (2013): Social Work with Drug, Alcohol and Substance Misusers: SAGE Publications, Ltd

- Fitzgerald E.H. & Puttler I. L. (2018): Alcohol Use Disorders: A Developmental Science Approach to Etiology, New York: Oxford University Press.

- Korsmeyer, P et.al.(2008): Encyclopedia of Drugs, Alcohol and Addictive Behavior,MI: Macmillan Reference (Gale/Cengage) .

- Palmer. D. S., (2021) Social Work in Mental Health and Substance Abuse: Apple Academic Press

Suggested readings

- Madan,G.R.(1973): Indian Social Problems,Vol.1&2. Mumbai:Allied publication.
- Merton, R.K. (1971) Contemporary Social Problems, NewYork: Harcourt Brace Jovanovickand Nisbet.
- Zastrow, C (1999): Social Problems, Issues and Solution,Canada:Wadsworth Thomson, Learning Publication.
- WHO: https://www.who.int/docs/default-source/substance-use/who-psa-93-10.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
GLOBAL SOCIAL CONCERNS AND INTERNATIONAL SOCIAL WORK GE 10	4	3	1	0	12th Pass	NIL	Social Work

Learning Objectives

The Learning Objectives of this course are as follows:
- To understand the scenario of global social work.
- To learn about the functioning of major International social welfare organizations.
- To understand the various approaches and practice of social work at global level.

Learning Outcomes

At the end of the semester the students will be able to:
- Identify contemporary social issues and concerns prevailing at global level
- Evaluate the role of various international organizations to enhance well-being of the people around the world.
- Critically appraise integrated social work practice approach in global context.

SYLLABUS OF GE-10

Unit-1: Contemporary Issues at Global Level   **15 Hours**

Unit Description: This unit will provide a conceptual understanding about the contemporary issues and concerns prevailing at global level.

Subtopics:
- Global spread of social work: origin, expansion and recent trends
- Global Issues: poverty, environment & climate change and pandemic
- Social Work with family issues and homeless people

Unit II: Empowering Approach to Social Work   **10 Hours**

Unit Description: This unit will introduce the students to the emerging approach to social work profession. This will also explain various elements, basic strategies, phases, functions, role and client system.

Subtopics:
- Elements and basic strategies of empowering approach
- Phases of empowering practice
- Social work functions and role in empowering process

Unit III: Integrated-Perspective Approach to Social Work   **10 Hours**
Unit Description: This unit will discuss the integrated-perspective approach to social work. This unit will also discuss about various viewpoints and social justice and human rights perspective.
Subtopics:
- Social Justice and Human Rights in Global perspective
- The Social System View, The Ecological Perspective and the Ecosystem View, Integrated perspective approach to social Work
- Comparison of contemporary social work practice in UK, USA and India

Unit IV: International Organizations of Social Work and Social Welfare   **10 Hours**
Unit Description: This unit will focus on the international organizations of social work and social welfare through which the students will learn about various international collaborations to enhance well-being and welfare of the people.
Subtopics:
- International organizations of social work: International Association of schools of Social Work (IASSW), International Federation of Social Workers (IFSW) and International Council on Social Welfare (ICSW)
- UN agencies and International NGOs: UNICEF, WHO, UNDP, Red Cross, YMCA/YWCA
- International-domestic practice interface and global interdependence of social work

Practical component (if any) – NIL

Essential Readings

- Bettmann, J., Jacques, G. & Frost, C. (2012). International Social Work Practice: Case Studies from a Global Context. Routledge.
- Cox, David & Pawar, M. (2006). International Social Work: Issues, Strategies and Programmes. New Delhi: Vistaar Publications.
- Dubois, Brenda & Miley, Karla Krogsrud (1999): Social Work: An Empowering Profession. London: Allyn and Bacon.
- Elisabeth, R. (2003). Social Wok and Human Rights: A Foundation for Policy and Practice. New York: Columbia University Press.
- Healy, L. (2008). International Social Work. New York: Oxford University Press.

- Hugman, R. (2010). Understanding International Social Work: A Critical Analysis. New York: Palgrave MacMillan.
- Lee, J.A. (2001). The Empowerment Approach to Social Work Practice. New York: Columbia University Press.

Suggested Readings

- Louise C. Johnson (1998): Social Work Practice A Generalist Approach, Allyn Bacon.
- Miley, Karla Krogsrud, O' Melia , Michael and Dubious, Brenda (1998): Generalist Social Work Practice: An Empowering Approach. London, Allyn Bacon.
- Singh, A. P. (2012): United Nations International Children's Fund (UNICEF): An Overview. *Encyclopedia of Social Work in India*. Third Edition. New Royal Book Company. Lucknow.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DISASTER MANAGEMENT AND SOCIAL WORK DSE 7	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To learn the basic concept, typology and impact of disaster

- To understand the process of mitigation and management of disasters

- To acquire critical understanding of the disaster management policy and programmes in India.

Learning outcomes

At the end of the semester the students will be able to

- Apply the methods, values and ethics of social work profession in the field of disaster management.

- Critically appraise the national disaster management policy and programmes in India.

- Demonstrate skills and sensitivity to work with different organizations for disaster management.

SYLLABUS OF DSE- 7

Unit I : Basic Conceptual Framework   15 Hours

Unit Description: This unit will provide a conceptual understanding of various types of disasters and related impact on individuals and communities.

Subtopics:
- Basic concept: Disaster, Hazard, Risk, Vulnerability
- Types of disasters: natural (famine, drought, flood, cyclone, tsunami, earthquake) and manmade disasters (riots, industrial, militancy)

- Impact of disasters: Physical, Socio-economic, ecological, political and psychological

Unit II: Disaster Management in Different Phases   15 Hours

Unit Description: This unit will introduce the students to the different phases of disaster management. This will also help students to learn about post disaster measures in reconstruction, rehabilitation and recovery.

Subtopics:

- Pre-disaster: Prevention, mitigation and preparedness
- During disaster: search, rescue, evacuation, relief mobilization and management
- Post-disaster: Reconstruction, rehabilitation and recovery

Unit III: Disaster Management Policy and Programmes   15 Hours

Unit Description: This unit will help to learn about the different policies and programmes for prevention. It also cover the different guidelines set up at National and International level.

Subtopics:

- Disaster management policy and programmes in India
- National disaster management framework; administrative and institutional structure for disaster management
- International and National Techno-legal framework: Yokohama Strategy, Hyogo Framework for Action, Sendai framework; Disaster Management Act, 2005, National guidelines for disaster management

Practical component   30 Hours

Unit IV: Social Work Intervention in Emergencies and Disaster

Unit Description: This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice in emergencies and disasters.

Subtopics:

- Project Report/Case Study: Social Work Intervention: Contingency planning, fund raising, mobilization, management of human resource, relief material procurement, crisis management, rapid health assessment, emergency health management, livelihood security and social justice concerns.
- Project Report/Case Study: Community based disaster preparedness (CBOP) and managements (CBDM)
- Project Report/Case Study: Post-disaster trauma care and counselling including grief counselling

Essential readings

- Abarquez, I., &Murshed, Z. (2004).Community-Based Disaster Risk Management: Field Practitioners' Handbook. New Delhi: Asian Disaster Preparedness Center.

- Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (2004). At risk: Natural hazards, people's Vulnerability and Disaster. London: Routledge.

- Carter, I. (2002). Preparing for disaster, PILLARS Guide. UK: Tearfund.
- Carter, I. (2003). Mobilising the community, PILLARS Guide. UK: Tearfund.
- Department of Social Work. Monograph: University for Development and integrated Learning (UDAI-I) 2003 and (UDAI-II) Sahyatri. University of Delhi: Department of Social Work. 2010
- Jamshed JI Tata Centre for Disaster Management Working Papers series 2007-2009, Tata Institute of Social Sciences, Mumbai.

- Joint Assistance Centre. (1980). Natural Disaster, New Delhi: AdhyatmaSadhana Kendra.
- Maskrey, A. (1989). Disaster Mitigation: A Community Based Approach, Oxford: Oxfarm.
- Miller J. L. (2012) Psycho Social Capacity Building in Response to Disasters, Columbia University Press, New York.
- Ministry of Home Affairs, Government of India, (2011) United Nation Development Programmes, Disaster Management in India.

Suggested Readings:

- Mohan, M., Clarke, C. (1992). Disaster Prevention for Sustainable Development, Economic and Policy Issues. Geneva: World Bank
- Parasuraman, S. and Unnikrishnan, P.V. (2000). India Disasters Report: Towards Policy Initiative, New Delhi: Oxford University Press.
- Shaw R. Krishnamurthy, R.R. (2009) Disaster Management –Global Challenges and local Solutions, University Press, Hyderabad
- Singh, Atul Pratap (2013). Community Based Disaster Management: An Initiative of Social Work Professionals in Bihar Fflood, 2008. In Mishra, A., & Singh, A. K. (eds.). New Dimensions of Disaster Management in India. Vol. II. New Delhi: Serials Publications.
- Singh, R.B. (ed.). (2000). Disaster Management, New Delhi: Rawat Publications.
- Siporin, M. (1966). The experience of aiding the victims of Hurricane Betsy social service review, vol. 10. • Tata Institute of Social Sciences. (2002). Special Volume on Disaster Management, Indian Journal of Social Work, Vol.63, Issue 2, April.
- United Nation Development Programmes- India & international recovery Platform (IRP), 2010 Guidance Note on recovery : Psycho Social

DISCIPLINE SPECIFIC ELECTIVE COURSE – 8 (DSE-5): SOCIAL LEGISLATIONS AND HUMAN RIGHTS

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SOCIAL LEGISLATIONS AND HUMAN RIGHTS DSE 8	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To develop insight into social legislations related to weaker sections and marginalised groups
- To learn about various constitutional and legal measures to safeguard the rights of different groups in Indian context
- To understand the relevance of social legislations to safeguard the human rights of the people

Learning outcomes

At the end of the semester the students will be able to

- Critically evaluate various social legislations related to different social groups
- Critically appraise constitutional provisions and other legal measures safeguarding rights of the people in Indian context
- Identify and evaluate various civil society initiatives for safeguarding human rights

SYLLABUS OF DSE- 8

Unit I: Social Legislations in India   **15 Hours**

Unit Description: This unit will discuss the nature, scope and impact of social legislations. The unit will also discuss various social legislations related to weaker sections and marginalised groups.

Subtopics:

- Social Legislations: Nature, scope and impact
- Social Legislations for Women, Children, Elderly, differently abled, Marginalized Groups (SC, ST, OBC& Minorities)
- Social legislations related to family (Marriage, succession and adoption)

Unit- II: Indian Legal System   15 Hours

Unit Description: This unit will introduce basic concepts of law and society. This unit will also discuss various constitutional and legal measures to safeguard human rights in India.

Subtopics:

- Law, Society and Social Change
- Constitution of India: The Preamble, Fundamental Rights, Fundamental Duties and the Directive Principles of state policy
- Salient provisions in the Indian Penal Code (IPC) related to crime against women, children and other weaker sections

Unit III: Understanding Human Rights   15 Hours

Unit Description: This unit will introduce the concept and historical development of human rights. The will also discuss international declarations and various covenants on human rights.

- Human rights: Concept, three generations of human rights, Historical development of Human Rights
- The Universal Declaration of Human Rights 1948
- UN Conventions and International covenants: International Covenants on Civil and Political Rights, International Covenant on Economic, Social, and Cultural Rights

Practical component   30 Hours

Unit IV: Human Rights movements and instruments

Unit Description: This unit will focus on human rights movements and civil societies in India. This will also analyse statutory provisions on human rights in India.

Subtopics:

- Project report/ case study: Human rights movements in India: Initiatives of Civil Society, relation between social legislations and human right issues

- Project report/ observation visit report: Statutory Provisions-National Human Rights Commission, Protection of Human Rights Act
- Project report/ case study: Human right Instruments- Public Interest Litigation and Right to Information Act

Essential readings

- Bakshi, P.M., (2007) Constitution of India. Delhi: Universal Law Publishing House
- Baxi, U.(1988)Law and Poverty – Critical essay, Bombay, M.N. Tripathi PVT. Ltd.
- Carr, H. & Goosey, D. (2017).Law for Social Workers. Oxford: Oxford University Press.
- Gangrade, K.D.(2011).Social Legislation in India. Delhi: Concept Publishing Company
- Ife, J.(2001).Human Rights and Social Work: Towards Rights-based Practice. UK: Cambridge University Press.
- Reichert, E.(2003). Social work and Human Rights: A Foundation for Policy and Practice. Jaipur & New Delhi : Rawat Publication.
- Singh, A. K. (2014).Human Rights and Social Justice. India VL Media Solutions.
- Teltumbde, A.(2017).Dalit: Past, Present & Future, London: Routledge.
- Tripathy, R.N.(2019).Human Rights Gender and Environment. New Delhi: MKM Publishers pvt. Ltd

Suggested readings

- Bare Act (2016) The Protection of women from Domestic Violence Act 2005, Delhi, Universal Publishing
- Bare Act. (2016) The Maintenance and Welfare of Parents and Senior Citizens Act 2007. Delhi: Universal Law Publishing.
- Bare Act. (2016) The scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989. Delhi: Universal Law Publishing.
- Bare Act.(2015) The Juvenile Justice: Care and Protection of Child Act 2015 (J-1). Delhi: Universal Law Publishing.
- Bare Act.(2016) Muslim Laws. Delhi: Universal Law Publishing.

- Bare Act.(2016) The Dowry Prohibition Act, 1961. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Hindu Adoption and Maintenance Act, 1956. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Hindu Marriage Act, 1955. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Immoral Traffic (Prevention) Act 1956. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Indecent Representation of Women (Prohibition) Act, 1986. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Protection of Children from Sexual Offences Act, 2012. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Protection of Civil Rights Act, 1955. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Right to Information Act, 2005. Delhi: Universal Law Publishing.
- Bare Act.(2018) The Rights of the Persons with Disabilities Act 2016. Delhi: Universal Law Publishing.
- Bare Act.(2018) The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013. Delhi: Universal Law Publishing.
- Kohli, A.S. (2004).Human Rights and Social Work Issues -Challenges and response. New Delhi: Kanishka Publishers Distributors.
- Mallicot, S. L.(2012).Women & Crime. New Delhi: Sage Publication.
- Mathew, P.D. (1995).Family Court. New Delhi: Indian Social Institute.
- Mathew, P.D. (1998)Public Interest Litigation. New Delhi: Indian Social Institute,
- Nirmal C.J.(1999).Human rights in India –Historical, Social and Political Perspectives. Delhi: Oxford University Press.
- Stammers N.(2004).Human Rights and Social Movements. London & New York: Pluto Press,

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DISABILITY AND SOCIAL WORK DSE 9	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To understand the concept of disability, needs and challenges of persons with disability (PWDs)

- To familiarize students with the functioning of various government and non-government organisations working with PWDs

- To develop understanding of various approaches, strategies and models for working with PWDs and promoting an inclusive society

Learning outcomes

At the end of the semester the students will be able to

- Describe the concept, types and the causes of disability and develop skills to analyse the issues of PWDs

- Critically appraise different international, government, civil society initiatives for PWDs

- Demonstrate sensitivity and required skills for working with persons with disability.

SYLLABUS OF DSE- 9

Unit I: Understanding Disability   **15 Hours**

Unit Description: The students will learn about various types of disability and be sensitized to the needs and concerns of persons with disability (PWD).

Subtopics:

- Disability, Impairment, Handicap: Concept, Meaning, magnitude and Causes
- Categories of persons with disability - physical, sensory, neurological/mental, blood related disorders and multiple disability
- Genesis and development of categorization of PWDs, Needs and challenges of persons with disability

Unit II: Models and programmes for PwDs   15 Hours

Unit Description: This unit will introduce various models of disability and programmes for the benefit of PWDs. The learners will understand the process of inclusion through affirmative actions of persons with disability as a stakeholder in the development process.

Subtopics:

- Models of Disability: Biomedical, cultural, empowerment, moral, charity, economic, social, diversity
- Assistance to Disabled persons for purchasing / fitting of aids/ appliances (ADIP) Scheme, Rehabilitation Centres, District primary education programme, Sarv Shiksha Abhiyan, Inclusive education and Higher education Service delivery: Disability certification, pension, travel concessions, employment/entrepreneurship for PWDs
- Equal opportunity cells: Roles, functions, barrier free physical infrastructures in institutions and public places

Unit III: Mainstreaming Disability   15 Hours

Unit Description: Students will learn about national and international measures towards mainstreaming persons with disability and developing inclusive societies.

Subtopics:

- UN Convention on the Rights of Persons with Disabilities,
- Rights of the persons with Disability Act (RPWD Act)2016, Rehabilitation Council Act 1992, The Mental Health Act 2017
- Constitutional Provisions, Legal Jurisprudence and relevant judgements to ensure the Rights of Persons with Disabilities

Practical component   30 Hours
Unit IV: Disability and Social Work Profession

Unit Description: This unit will focus on the relevance of social work profession for the empowerment of persons with disabilities. The students will be introduced to the government departments and civil society organizations working with PWDs.

Subtopics:

- Project report: Principles, ethics and practice of rehabilitation (Social, Economic and Community based), Role of a Social worker in various settings related to disabilities, Formation of alliances, networks and advocacy groups of PWDs
- Project Report/ Observation visit report: Government Institutions: Department of Empowerment of Persons with Disability (Divyangjan), Ministry of Social Justice & Empowerment, The National Trust, National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD), Pt. Deendayal Upadhyaya National Institute for Persons with Physical Disabilities (PDUNIPPD), National Institute for Locomotor Disabilities (NILD), Indian Sign Language, Research & Training Centre (ISLRTC)
- Case Study: Civil Society Organizations for PWDs: Functions, programmes and Challenges

Essential readings

- Albrecht, G.L., Seelman, K.D., & Bury, M (2001). Handbook of Disability Studies. California: Sage Publications

- Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001). Handbook of Disability Studies. California: Sage Publications.

- Chavan, B.S., Ahmad, W., Gupta, R.K. (2022): Comprehensive Textbook on Disability. Jaypee Brothers Medical Publishers; New Delhi, India.

- Kundu C.L (ed) (2003).Disability status India, New Delhi, Rehabilitation Council of India.

- Oliver, M., & Sapey, B. (eds.) (1998).Social Work with Disabled People. London: Palgrave Macmillan.

- Puri, M. & Abraham, G. (eds.) (2004). Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.

- Sen, A. (1988).Psycho-Social Integration of the Handicapped: A Challenge for Society. New Delhi: Mittal Publishers.

Suggested readings

- Addlakha, R. (2020). *Disability Studies in India*. Routledge India.

- Batra, S. (2004). Rehabilitation of the Disabled: Involvement of Social Work Professionals. New Delhi: RCI

- GOI (2018).The Rights of the Persons with Disabilities Act, BARE ACT 2016.

- GOI (2022): Ministry of Social Justice and Empowerment. National Institutes | Department of Empowerment of Persons with Disabilities | MSJE | Government of India (disabilityaffairs.gov.in)

- Karna, G.N.(1999).United Nations and the Rights of Disabled Persons: A Study In Indian Perspective. New Delhi: APH Publishing Corporation.

- The World Bank (2007). Disability in India: From Commitments to Outcomes. Available on People with disabilities in India: from commitments to outcomes (worldbank.org)

- World Health Organization (2011). World Report on Disability. Available on https://www.who.int/disabilities/world_report/2011/report.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DEPARTMENT OF Social Work
Category I

[UG Programme for Bachelor in Social Work (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -16 (DSC-16)– : SOCIAL POLICY AND DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SOCIAL POLICY AND DEVELOPMENT DSC 16	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To develop understanding of social policy and social planning.
- To understand the concept, process, indicators and determinants of social development.
- To develop capacity to formulate strategies necessary for social development.

Learning outcomes

At the end of the semester, the student will be able to

- Describe various concepts related to social policy and social planning

- Enumerate factors related to social and human development

- Apply the knowledge of various concepts of social policy and development in field practice.

SYLLABUS OF DSC-16

Unit I : Understanding Social Policy   **15 Hours**

Unit Description: This unit will provide a conceptual understanding, significance and principles of social policy. It will also cover legislative framework contributing to social policy in India.

Subtopics:
- Social policy: Concept, significance and process
- Principles and models of social policy
- Social Policy and Indian Constitution: Fundamental Rights, Fundamental Duties and Directive Principles of State Policy(DPSP).

Unit II: Social Planning   **15 Hours**

 Unit Description: This unit will introduce the students to the basic concept of social planning. This will enhance the knowledge of the students to learn various aspects related to social planning.

Subtopics:
- Social Planning: Concept, scope, principles and types
- Inter-relationship between social policy, planning and development
- Planning Commission, Niti Aayog and social planning in India

Unit III: Introduction to Social and Human Development   **15 Hours**

Unit Description: This unit will help to learn about the concept of social development and other factors contributing to human development.

Subtopics:
- Social Development: concept, dimensions, prerequisites, strategies, indicators and models of Development (capitalism, socialism and mixed economy)
- Factors of Development: Economic, social, cultural, political, sustainable development, MDGs and SDGs
- Human Development: Concept, definitions, objectives and Human Development Index (HDI) by UNDP

Practical component   **30 Hours**

Unit IV: Application of social policy in social work

 Unit Description: This unit will focus on various aspects of practical and field experiences with respect to formulation and implementation of social policy.

Subtopics:
- Process of social policy formulation: case study/report based on experiencial sharing by NGOs professionals/bureaucrats
- Project work: specific programmes and schemes related to any one social policy
- Case study related to implementation of social policy (any one)

Essential Readings
- Alcock, P. Haux, T., May, M.& Wright, S. (2016). *The Student's Companion to Social Policy. (5th Ed.).* Oxford: Blackwell /Social Policy Association

- Bhartiya, A.K. & Singh, D.K. (2009). *Social Policy in India*. Lucknow : New Royal Book Company.

- Booth, D. (1994). *Rethinking Social Development*. London :Longman.

- Datt, G. & Mahajan, A. (2020). *Indian Economy (73rd edition)*. New Delhi: S Chand & Co Ltd

- Gore, M.S. (1973). *Aspects of Social Development*. Bombay: TISS.

- Kulkarni, P.D. & Nanavatty, M.C. (1997). *Social Issues in Development*. Delhi: Uppal Publications.

- Livingstone, A.(2011). *Social Policy in Developing countries*. UK: Routledge.

- McMichael, Philip. (2012). *Development and Social Change: A Global Perspective (5th Edition)*. Thousand Oaks, CA: Sage Publications Inc.

- Midgley, J. &Livermore M. (2009). *The handbook of Social Policy*. USA: Sage Publications.

- Midgley, J. (2014). *Social Development: Theory and Practice*. Thousand Oaks, CA: Sage Publications.

- Miles, I. (1985). *Social Indicators for Human Development*. London: Frances Pinter.

- Pathak, S.H. (2013). *Social Policy, Social Welfare and Social Development*. Bangalore: Niruta Publishers

- Titmuss, R. (1974). *Social Policy*. London: Routledge

Suggested Readings

- Drez, J. &Sen, A. (2007). *Indian Development*. New Delhi: Oxford University Press.

- Ghai, D. (2000). *Social Development and Public Policy: A Study of Some Successful Experiences*. Geneva: UNRISD.

- Larrain, J. (2013). *Theories of Development: Capitalism, Colonialism and Dependency*. John Willey and Sons

- Peet, R. & Hartwick, E. (2015). *Theories of development: Contentions, arguments, alternatives*. NY, London: Guilford Publications

- Sikka, P. (2012). *Planning in India: Scientific Developments with National Five-Year Plans*. New Delhi: Uppal Publishing House.

- Sinha, R.K.& Das, D.K. (2000). Development Paradigms: Indian Development Experience. New Delhi:Deep and Deep Publishers.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 17 (DSC-17): UNDERSTANDING RESEARCH IN SOCIAL WORK

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
UNDERSTANDING RESEARCH IN SOCIAL WORK DSC 17	4	3	0	1	12ᵗʰ Pass	NIL

Learning Objectives

The learning objectivs of this course are as follows:
- To familiarize students with the nature of social science research and its application in the study of social phenomena.

- To help students learn the research process and develop abilities to prepare research design.

- To learn the process of data collection, organization, presentation, analysis and report writing.

Learning outcomes

At the end of the semester the students will be able to:

- Describe the basic steps involved in research process.
- Identify the process involved in tools designing and their implementation for data collection
- Demonstrate skills in drafting research proposal.

SYLLABUS OF DSC- 17

Unit I : Research as Scientific Method   **15 Hours**

Unit Description: This unit will introduce students to the basics of research in social sciences, its principles and ethics in research.

Subtopics:

- Basics of Research: Meaning, definition, nature, types of research- Basic and applied, application of research in social sciences
- Social science research and social work research : Meaning, nature, significance and difference
- Research as scientific exercise: Principles of scientific methods, Ethics of social research

Unit II: Research Process   15 Hours

Unit Description: This unit will focus on introducing the students with formulating research problem and hypothesis as well as types of research designs.

Subtopics:

- Formulation of research problem, Review of literature, Hypotheses: concept, meaning and process of formulation, Referencing and report writing,
- Research design: exploratory, descriptive, experimental
- Concept of universe, sample, sampling unit and source list, Types of sampling framework – Probability and non-probability

Unit III: Data collection and management   15 Hours

Unit Description: This unit will help students to know about the data collection tools and statistical method to analyse the data.

Subtopics:

- Sources of data (primary and secondary), Methods of data collection(interview, observation, case study and focus group discussion)
- Tools of data collection- interview schedule, interview guide, questionnaire, observation guide, FGD guideline.
- Science of statistics- concept, definition, functions and limitations, Descriptive statistics – measures of central tendency (mean, median, mode), Descriptive Analysis : Measures of dispersion (range, mean deviation, standard deviation, coefficient of variation)

Practical component   30 Hours

Unit IV: Application of Research methods

Unit Description: This unit will focus on practical and hands on experience in the development of research tools, data collection and management.

Subtopics:
- Project work: development of any one tool of data collection
- Project work: Proposal formulation, tool administration and data collection
- Project Work: Data editing, classification, presentation and Analysis

Essential readings

- Bordens, K. S.& Abbott, B. B.(2018): *Research Design and Methods: A Process Approach, 10th ed.* New York: McGraw-Hill.

- Bryman, A.(2012): *Social Research Methods, 4th ed.* New Delhi: Oxford.

- Crano, W. D.,Brewer, M. B. & Lac, A. (2015).*Principles and Methods of Social Research, 3rd ed.* New Delhi: Routledge.

- Gaur, A.S.& Gaur, S.S. (2006). *Statistical Methods for practice and research- a guide to data analysis using SPSS.* New Delhi:Response Books.

- Goode, W. J. & Hatt, P. K. (1952). *Methods in social research.* New York: McGraw Hills.

- Rubin, A., & Babbie, E. (2011). *Research methods for social work.* Pacific Grove, CA: Brooks

Suggested Readings

- Ahuja,R. (2008). *Research methods,* Jaipur: Rawat Publications.

- Gupta, S.C. (2012).*Fundamentals of Statistics,* 7th revised ed. New Delhi : Himalaya Publishing House.

- Gupta, S.P. (2012). *Statistical methods*(2nd ed.). New Delhi: Sultan Chand & Sons.

- Hardwick, L. Smith, R. & Worsley, A.(2016). *Innovations in Social Work Research: Using Methods Creatively.* London: Jessica Kingsley.

- Kothari C. R. (2009). *Research methodology: methods & techniques* (2nd ed.).New Delhi: New Age International Publishers.

- Kumar, R. (2006). *Research methodology* (2nd ed.). New Delhi: Pearson Education.

- Laldas, D. K., 2000. *Practice of Social Research. Jaipur:* Rawat Publication.

- Singleton ,R. A., & Straits,B. C. (1999). *Approaches to social research.* New York: Oxford University Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
FIELD WORK PRACTICUM VI DSC 18	4	0	0	4	12th Pass	NIL

Learning Objectives:
 The learning objectives of this course are as follows:
- Develop ability to affect changes in improving service delivery by introducing innovations in practice.
- Improve skills in communication and networking with other organizations.
- Learn to make use of practice-learning instructions.

Learning Outcomes:
At the end of the semester, the students will be able to:
- Perform assigned tasks in order to imbibe core competencies required for an efficient social work practitioner.
- Engage in meaningful discussions during supervisory conferences/interactions.
- Develop an ability to narrate the learning experiences, assessment of services and resources and participate in service delivery.
- Imbibe the ethics and values of Social Work profession including attributes for the same.

SYLLABUS OF DSC-18

Practical component– 100% Field work (Direct field work: 120 hours)

Tasks/Activities:
1. The field work agency will remain the same in an academic year. Every student will be assigned a College supervisor for personalized learning and mentoring throughout the academic year.
2. Student will perform the agency-based field work tasks assigned by the respective Agency Supervisor.
3. Field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/ mentoring, group conference scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops,

seminars and skill-oriented sessions. Direct field work hours have to be 120 hours in a semester.

4. Establish contact and develop rapport with the agency personnel & volunteers, individuals, families and groups and perform the assigned tasks during concurrent field work.

5. Perform the assigned tasks during scheduled concurrent field work.

6. Work with individuals, families and groups along with volunteers, paraprofessionals/outreach workers in the agency and/or community and deal with cases (2-3), work with families (3-4) and form group/s.

7. Work with volunteers, para-professionals/outreach workers in the field work agency such as - non-governmental organisations (NGOs) or voluntary organisations (VOs) and governmental organisations (GOs); and/or community.

8. Organize programme with them by using programme media and prepare a report on community dynamics including - demography, power structure, diversity/identity (gender, age, occupation, linguistic etc.).

9. Regular reporting to all concerned persons (both at agency and college level) during scheduled field visits, meetings and supervisory/individual conferences to seek regular guidance. Minimum 80% of attendance is required in each components of field work.

10. Prepare learning plan, agency/community profile in a timely and appropriate manner to both the College and Agency Supervisor. Students will engage in 3 hours of report writing per week.

11. Make use of practice-learning instructions given by the agency and college supervisor and mobilize resources and develop network.

12. Prepare field work reports in prescribed format and submit to the college supervisor on weekly basis.

13. The students must get the reports checked during the scheduled Individual Conference (IC) with the college supervisor on weekly basis. Attend Group conferences (GC), prepare group conference paper in consultation with college supervisor, thus learning the roles of presenter, chairperson, and recorder. The individual mentoring (IC & GC) to students by the college supervisor will include 1 hour per week.

14. Attend skill development workshops in which the values, principles, methods, techniques, tools etc. are translated into practice skills, i.e. "learning by doing". The skill workshop will target: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counselling techniques; (vii) Practice of participative techniques; (viii) Communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

15. The students are required to submit self-evaluation report in the prescribed format for term end examination. Field work practicum follows continuous evaluation by the supervisor.

Students shall invest 60 hours out of class/field for the purpose of writing report of the field work separately.

Essential Readings

- Bhanti, R. (1996). *Field Work in Social Work Perspective*. Udaipur: Hiamanshu Publications

- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd

- Dash, B.M. & Roy, S. (2020). *Field Work Training in Social Work*. London: Routledge

- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage.

- Garthwarf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.

- Roy, S. (2012). *Field Work in Social Work*. Jaipur: Rawat Publication

- Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.

- Singh, A.P. & Girotra, T. (2018). *Case Records in Social Work*. Lucknow, India: Rapid Book Service.

- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.

- Subhedar, I. S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.

Suggested Readings

- Verma, R.B.S. & Singh, A.P. (2013). *Standard Manual for Field Work Practicum in Social Work*. Lucknow, India: New Royal Book Company.

- Tsui, M. S. (2005). *Social Work Supervision: Contexts and Concepts*. New Delhi: Sage Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-11):SOCIAL WORK WITH FAMILIES

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
SOCIAL WORK WITH FAMILIES GE 11	4	3	1	0	12th Pass	NIL	Social Work

Learning Objectives

The Learning Objectives of this course are as follows:
- To understand families as social systems and factors affecting family functioning
- To understand the government and non-government efforts for the welfare of the families
- To sharpen the skills, techniques, knowledge and therapies required for working with the families

Learning outcomes

At the end of the semester, the student will be able to:
- Describe concepts of family structure, issues and challenges in contemporary context
- Critically appraise the policies, programmes and services related to family
- Apply the skills, techniques and therapies of social work profession while working with families

SYLLABUS OF GE-11

Unit I: Understanding Family   **15 Hours**

Unit Description: This unit will provide a conceptual understanding of family as an institution and its importance in society.

Subtopics:
- Family– Concept, Definition, types of families, Social functions of families
- Changing structure and functioning of family system
- Impact of urbanization on Family

Unit II: Understanding Family Issues and Concerns   **10 Hours**

Unit Description: This unit will focus on the concept of marriage, relationships and issues faced by families in contemporary context.

Subtopics:
- Stress and change over the family life cycle: Marital problems, Work and family stresses
- Divorce, Remarriage and live-in-relationships, Family violence, Abuse and neglect
- Dealing with children, adolescents, coping with ageing, Drug and Alcohol abuse,

Unit III: Family Welfare and Services   **10 Hours**

Unit Description: This unit will provide an understanding of strengthening family system through various government and non-government initiatives.

Subtopics:
- Family Management- nature, principles and family budgeting
- Family Welfare Policy and Programmes
- Family Life Education – objectives, process, method, pre-marital counselling

Unit IV: Social Work intervention with families   **10 Hours**

Unit Description: This unit will introduce the social work intervention to handle family issues and concerns. This will enhance the competency of the students to learn about family counselling skills and family therapies.

Subtopics:
- Skills and techniques of working with families
- Ecological approach, system approach to family needs assessment and interventions
- Family counselling and family therapy

Practical component (if any) - NIL
Essential readings

- Charles H. Zastrow. (2009) Social Work with Groups, New Delhi: Cenage Learning India Pvt.Ltd

- Davies, M. (2012). Social work with children and families, UK: Palgrave Macmillan

- Maluccio, A.N., Pine, B.A. &Tracy, E.M. (2002). Social Work Practice with Families and Children, New York: Columbia University Press.
- McClennen, J.C. (2010)Social work & family violence: theories, assessment and intervention. New York: Springer Publishing Company
- M.Haralambus & R.M Heald,(2009) Sociology Themes and Perspectives. Oxford University Press
- Patricia, M. & Hook, V. (2016). Social Work Practice with Families: A Resiliency based Approach.UK: Oxford University Press
- Tata Institute of Social Sciences. (1994). Enhancing the Role of Family as an Agency for Social and Economic Development. Mumbai: Unit for Family Studies, TISS.
- Unwin, P. & Hogg, R. (2012). EffectiveSocial Work with Children and Families: A Skills Handbook. London: Sage Publication.
- Williams, L. Edward, T.M., Patterson, J. &Chamow, L. (2014). Essential assessment skills for couple & family therapists. New York:Guilford Press.

Suggested readings

- Boss, P.G., Doherty, W.J., LaRossa, R., Schumm, W.R., &Steinmetz, S.K.(2009). Source Book of Family Theories and Methods: A Contextual Approach. New York: Springer.
- Kumari, V. &Brooks, S.L. (2004).Creative Child Advocacy – Global Perspectives, New Delhi: Sage Publications
- Patrick, C.M. (2005)Families and Change (3rd Edition) Coping with Stressful Events and Transitions.London: Sage Publications.
- Petr, C.G. (2004). Social Work with Children and Their Families: Pragmatic Foundations (2nd ed.), New York: Oxford University Press.

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Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
EMERGING AREAS OF SOCIAL WORK PRACTICE GE 12	4	3	1	0	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To learn the issues and challenges faced by individuals and communities in contemporary context
- To learn the specific skills for working in various settings namely health, CSR, Environment and disability
- To understand the role of social work profession in addressing the contemporary concerns in emerging settings

Learning outcomes

At the end of the semester the students will be able to:

- Describe the issues and challenges faced by individuals and communities in contemporary context
- Demonostrate specific skills required for working with various settings namely health, CSR, Environment and disability
- Critically appraise the social work interventions for working with emerging social work areas

SYLLABUS OF GE-12

Unit I : Health and social work   15 Hours

Unit Description: This unit will provide a conceptual understanding of health. This will also focus on emerging health issues and approaches of social work in health setting.

Subtopics:

- Meaning and definition of health (Physical and mental health), Social work in pandemic time, Pollution and health concerns
- Lifestyle diseases: communicable and non-communicable (HIV/AIDS, T.B., Cancer, diabetes, obesity, PCOD)
- Field of gerontology and chronic illness: Needs of older persons, physical and mental concerns of older persons, Palliative and hospice care,

Unit II: Social Work and Corporate Social Responsibility (CSR)   10 hours

Unit Description: This unit will introduce concept of CSR and industry participation in development.

Subtopics:

- Corporate Social Responsibility (CSR), case studies of CSR in India.
- Prevention of human exploitation in industries, concept of welfare in capitalist order, labour issues and trade unions
- Critical reflection on inequality and poverty in capitalist system, Resistance against exploitation of MNCs and corporates

Unit III: Environmental social work   10 Hours

Unit Description: This unit will introduce definition and components of environment and various environmental issues and the role of civil society organisations in environment conservation.

Subtopics:

- Environment: Definition and components, Global and local environmental issues, concept of Green social work
- Sustainable Development: Concept, potentialities and challenges, sustainable development and technology.
- Environmental movements and Role of civil society organisations in environment conservation. case studies: NBA, Chipko movement, Niyamgiri movement, Plachimada Strike against MNC.

Unit IV: Disability and Social Work   10 Hours

Unit Description: This unit will focus on concerns of people with disabilities. This will also cover various programmes for rehabiliataion and mainsteaming of PWDs.

Subtopics:
- Concept and meaning: Disability, Impairment, Handicap, and differently abled
- Causes of disability, Categories of persons with disability: Physical, orthopaedic, visual, motor and sensory, intellectual and multiple disability, Needs and problems of persons with disability
- Prevention of Disability, Rehabilitation programmes for the PWDs, Mainstreaming PWDs as empowerment ideology

Practical component (if any) - NIL

Essential readings

- Agarwal, B. (2015). Gender and green governance: the political economy of women's presence within and beyond community forestry. Oxford: Oxford University Press.

- Albrecht, G.L., Seelman, K.D., & Bury, M (2001). Handbook of Disability Studies. California: Sage Publications

- Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001).Handbook of Disability Studies. California: Sage Publications.

- Bare Act.(2018) The Rights of the Persons with Disabilities Act 2016. Delhi: Universal Law Publishing.

- Berkman, B. (2006).Handbook of Social Work in Health and Aging.New York: Oxford University Press.

- Carter, N. (2007).The Politics of the Environment: Ideas, Activism, Policies (2nd edition).London: Cambridge University Press.

- Chauhan, D. (1997). Health care in India: A profile. Mumbai: Foundation for Research in Community Health.

- Corrigan, P., & Leonard, P. (1978). Social work practice under capitalism: A Marxist approach. Springer.

- Crane, A., McWilliams, A., Matten, D., Moon, J., & Siegel, D. S. (Eds.). (2008). The Oxford handbook of corporate social responsibility. OUP Oxford.

- Dhooper, S. S. (1997).Social work in Health Care in the 21st Century. Thousand Oaks, CA.: Sage Publications.

- Dominelli, L. (2012). Green Social Work –From Environmental Crises to Environmental Justice. Cambridge: Polity Press.

- Fort Cowles, L. A. (2000).Social Work in the Health Field: A Care Perspective. Binghamton, NY: The Haworth Press.

- Gadgil, M. & Guha, R. (1995). Ecology and Equity: The Use and Abuse of Nature in Contemporary India. London: Routledge.

- Gehlert, S. (2012).Hand Book of health Social Work, New Jersey: John Wiley & Sons.

- Grey, M., Coates, J., & Hetherington, T. (2013). Environmental Social Work. New York: Routledge.

- Guha, R., & Alier, J. (1997). Varieties of environmentalism: essays north and south. New York: Routledge.

- Harvey, D. (2005). From globalization to the new imperialism. Critical globalization studies, 91, 100.

- Ife, J.(2001).Human Rights and Social Work: Towards Rights-based Practice. UK: Cambridge University Press.

- Joseph, E. S. (2002). Globalization and its discontents.

- Kohli, A.S. (2004).Human Rights and Social Work Issues -Challenges and response. New Delhi: Kanishka Publishers Distributors.

- Kundu C.L (ed) (2003).Disability status India, New Delhi, Rehabilitation Council of India.

- Oliver, M., & Sapey, B. (eds.) (1998).Social Work with Disabled People. London: Palgrave Macmillan.

- Park, K.(2006). Preventive and Social Medicine. Jabalpur, India: Banarasi Das Bhanot Publishers.

- Ramachandras, L. (1990).Health Education: A New Approach. New Delhi:Vikas Publishing House Pvt. Ltd.

- Rangarajan, M. (2006). Environmental issues in India. New Delhi: Pearsons

- Reichert, E.(2003). Social work and Human Rights: A Foundation for Policy and Practice. Jaipur & New Delhi: Rawat Publication.

- Reisch, M., & Jani, J. S. (2012). The new politics of social work practice: Understanding context to promote change. The British Journal of Social Work, 42(6), 1132-1150.

- Rogers, P., Jalal, K., &Boyd, J. (2008). An Introduction to Sustainable Development. London: Earthscan.

- Rothman, J.C. (2003). Social Work Practice Across Disability. Boston: Allyn & Bacon

- Sen, A. (1988).Psycho-Social Integration of the Handicapped: A Challenge for Society. New Delhi: Mittal Publishers.

- Singh, A. K. (2014).Human Rights and Social Justice. India VL Media Solutions.

- Tripathy, R.N.(2019).Human Rights Gender and Environment. New Delhi: MKM Publishers Pvt. Ltd

Suggested Readings

- Nirmal C.J.(1999).Human rights in India –Historical, Social and Political Perspective. Delhi: Oxford University Press.
- Stammers N.(2004).Human Rights and Social Movements. London & New York: Pluto Press,
- Talwar, R. (1999). The third sex and Human Rights. New Delhi: Gyan Publishing House.
- Somayaji, S., &Talwar, S. (2011). Development induced displacement, rehabilitation and resettlement in India: current issues and challenges. London: Routledge
- Sharma S.L. (2000) Gender Discrimination and Human Rights, New Delhi: K.K. Publication.

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Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
QUANTITATIVE, QUALITATIVE AND MIXED RESEARCH METHODS DSE 10	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To understand the nature, scope and significance of research in social work practice
- To develop an ability to see the linkages between practice, research and theory
- To learn the process of data collection, organization, presentation, analysis and report writing

Learning outcomes

At the end of the semester the students will be able to

- Enumerate the concept of quantitative and qualitative research and its significance in field practice
- Draft research proposal and apply research process in practice/field
- Demonstrate skills, techniques and integrate theories of social work resesch in field work and research practice

SYLLABUS OF DSE- 10

Unit I: Quantitative Research Method   15 Hours

 Unit Description: This unit will introduce the quantitative research method, data processing and data analysis with different types of methods.

Subtopics:

- Quantitative Research Methods- Scales, Questionnaire, interview schedule, statistical Data processing.
- Tabulation and presentation of Statistics: (1) Measures of Central Tendency- Mean, Median, Mode (2) Measures of Variability: Standard Deviation and Mean Deviation.
- Correlation-Meaning and Scope Significance Tests: Pearson's Chi-Square and 't' test.

Unit II: Qualitative Research Methods   15 Hours

Unit Description: This unit will help to learn about the qualitative research methods and tools of data collection. The unit will also cover different measures of analysing the data and report writing.

Subtopics:

- Qualitative Research Methods- Nature, Concept and Definition of Qualitative Research, Advantages and disadvantages of Qualitative Research
- Tools of Data Collection in Qualitative Research: Observation, Focus Group Discussion, In-depth Interview, Case Studies.
- Analysis of qualitative data, Possible biases and measures to ensure objectivity, Content analysis, framework analysis

Unit III: Mixed Research Method   15 Hours

Unit Description: This unit will focus on the mixed research methods. This will also emphasize on validity and reliability of this method as well as report writing and evaluation.

Subtopics:

- Integration/mixing quantitative and qualitative data, Triangulation
- Validity and Reliability in Mixed Methods Research
- Reporting and Evaluating: Quantitative, Qualitative and Mixed Methods Research

Practical component   30 Hours

Unit IV: Report prepartion and plagiarism check

Unit Description: This unit will provide hands on experience of preparing reports based on quantative and qualitative data. The unit also covers process of plagiarism check and its siginifcance.

Subtopics:

- Project work: Quantative data collection and analysis using statistical measures
- Project Work: Qualiatative data collection, transcription and analysis
- Project Work: Report preparation, plagiarism checking using software

Essential readings

- Babbie, E. (2015). Basics of Social Research, Rawat Publications, Jaipur.
- Babbie, E .(2014). Practice of Social Research, Rawat Publications, Jaipur

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- Bajpai S.R. (1976). Methods of Social survey and Research, Kitab Ghar, Kanpur

- Bhattacharyya, D.K., (2009). Research Methodology, Excel Publications,New Delhi.Maluccio

- Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. New Delhi: Sage.

- Leavy, P. (2017). Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches. New York: Guilford Press

- Martin, W. E.; & Bridgmon, K. D. (2012). Quantitative and Statistical Research Methods: From Hypothesis to Results. San Francisco: Jossey-Bass.

- Rajaretnam, T. (2015). Statistics for Social Sciences. New Delhi: Sage

Suggested Readings:

- Atkinson, P. & Delamont, S. (2011). Sage Qualitative Research Methods. New Delhi: Sage.

- Bandalos, D. L. (2018). Measurement Theory and Applications for the Social Sciences. New York: The Guilford Press.

- Goodwin, C. J. (2010). Research in Psychology Methods and Design, 6th ed. New Jersey: John Wiley & Sons.

- Hammersley, M. (2013). What is Qualitative Research? New York: Bloomsbury.

- Hays, William L (1973). Statistics for the social sciences. New York: Rinchart and Winston

- Mcnemar, Q (1949). Psychological Statistics. New York: John Willey

- Mitchell, M. L.; & Jolley, J. M. (2013). Research Design Explained, 8th ed. New Delhi: Wadsworth, Cengage Learning.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
PUBLIC HEALTH POLICIES AND PROGRAMMES DSE 11	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To develop capacity to apply conceptual framework of public health system in India
- To understand public health programs for children, women and elderly
- To gain a critical perspective towards national health policy, programs and legislations.

Learning outcomes

At the end of the semester the students will be able to

- Evalute health care system and develop competencies in managing health systems at different levels.
- Develop action plan for identified public health issues according to national health programs.
- Apply conceptual framework to understand national policy in health care.

SYLLABUS OF DSE- 11

Unit I: Public Health
Unit Description: To understand the concept of public health and introduce different types of health systems in India.   **15 Hours**

Subtopics:
- Public Health: Definition, principles, Social determinants of Health
- Public health system in India
- Present health scenario in India

Unit II: Basic Epidemiology and National Policy for health, programs and Legislations   **15 Hours**

Unit Description: To comprehend the basic epidemiology in order to understand the national policies, programs and legislations.

Subtopics:
- National Health Policy 2017, Government health schemes and Programmes.
- Non-Communicable Diseases- (Cancer, Diabetes) and Communicable disease- (Tuberculosis, STI, HIV/AIDS)
- Epidemic Diseases Act, 1897, the Disaster Management Act of 2005, Draft of the Public Health (Prevention, Control and Management of Epidemics, Bio-terrorism and Disasters) Act, 2017 in the light of Public Health Emergency

Unit III: National Health Programmes in India-I
Unit Description: To develop an understanding about the objectives, action plan, achievements and constraints of various National Health Programmes.   15 Hours

Subtopics:
- National Rural Health Mission,
- RMNCH +A
- National Urban Health Mission.

Practical component

Unit IV: Social work applications in health care   30 Hours
Unit Description: To develop an understanding about the objectives, action plan, achievements and constraints of various National Health Programmes.

Subtopics:
- Case study of Universal Immunization Programme and/or Integrated Child Development Scheme
- Project Work: Analysis on the field of the Water supply and Sanitation program
- Project Work/Case Study: Understanding the ground realities of the program with its challenges and concerns

Essential readings
- Banerjee, B. (2018). D.K. Taneja's Health Policies, Programmes in India. New Delhi, Jaypee Brothers Medical Publishers.
- Duggal, R. (2014). Health planning in India. Accessed from http://www.cehat.org/cehat/uploads/files/a168.pdf
- Government of India (2017). National health policy 2017. Ministry of health and family welfare, pp 1–31.

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- Kishore, J. (2012). National Health Programs of India. New Delhi, Century Publications.

- Park, K. (2015). Preventive and Social Medicines. M/S Banarsidas Bhanot, Jabalpur.

- Patel, R. K. (2015). Health status and programmes in India. New Delhi, New Century Publications.

- Sharma, K.K. (2017). Government programmes to improve health and environment. Ministry of Health and Family Welfare, Government of India. Accessed from www.nams-india.in/downloads/CME-NAMSCON2017/9M2017.pdf

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- National Healh Policy 2022 accessed from https://nhm.gov.in/images/pdf/guidelines/nrhm-guidelines/national_nealth_policy_2002.pdf.

Suggested readings

- Central Bureau of health Intelligence (2016). National health profile 2016.

- Directorate General of Health Services, Ministry of Health and Family Welfare. Accessed from http://www.indiaenvironmentportal.org.in/files/file/National%20Health%20Profile%202016212.pdf

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- Government of India (2015). Manual on health statistics in India. Ministry of Statistics and Programme Implementation. Accessed

from http://www.mospi.gov.in/sites/default/files/publication_reports/Manual-Health-Statistics_5june15.pdf.

- Planning Commission (2012). Report of the steering committee on health for the 12th five year plan. Health division, Government of India, pp 1–77.

- Planning Commission (2013a). Twelfth five year plan (2012–2017) faster, more inclusive and sustainable growth, 1:1–370. Accessed from http://planningcommission.gov.in/plans/planrel/12thplan/pdf/12fyp_vol1.pdf

- Planning Commission (2013b). Twelfth five year plan (2012–2017) faster, more inclusive and sustainable growth, 2:1–438. Accessed from http://planningcommission.gov.in/plans/planrel/12thplan/pdf/12fyp_vol2.pdf

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Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
PEACE BUIDLING AND CONFLICT RESOLUTION DSE 12	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To develop an understanding about the theories of peace and conflict and to conceptualise key issues and debates around it.
- To develop knowledge about various peace processes in resolving conflict in India and international levels.
- To develop an ability to work on peace building and conflict resolution.

Learning outcomes

At the end of the semester the students will be able to

- Describe the emergence of various social conflicts and their impact on society
- Critically examine the role of professional social workers in peace building processes.
- Evaluate indigenous and international initiatives for peace building and conflict resolution.

SYLLABUS OF DSE- 12

Unit I : Conceptual Framework of Peace Building and Conflict Resolution	15 Hours

Unit Description: This unit will provide a conceptual understanding of indigenous and international approaches to theorise peace and social conflict.

Subtopics:
- Definition, conceptual framework and context of Conflict
- Social Conflicts in India – Land and Agrarian Conflict, Caste, Communalism, Gender based Conflict, Regionalism and Armed Conflict
- International Conflicts – Inter State and Intra State conflict, Ethnic, Territorial, Communal, Economic, Armed Conflict

Unit II: Conflict Analysis: Strategy and Skills   **15 Hours**

 Unit Description: This unit will focus on developing an understanding about diverse set of strategies, values and skills essential in building peace and resolving conflicts.

Subtopics:

- Conflict Audit - Stages of Conflict, steps of conflict audit, Mapping entry points, role of actors.
- Conflict induced Trauma and Social Work Interventions
- Case Reflections from India's experience as Multi-Cultural Society : Significance of decentralization and Conscientisation

Unit III: Peace building : Definition, Structures and Contestations

 Unit Description: This unit will help students in developing an understanding about concept of building peace, steps, processes and structures that play significant role in peace building.   **15 Hours**

Subtopics:

- Restoration and Rebuilding – Role of National-Regional-Local structures, key actors from civil society.
- Peace Building – Social Inclusion, Community Mobilisation and Social Movements, response of Civil Society, role of National and international organisations
- Case reflections from State Human Rights Commission, UNHCR, Grass root and indigenous organisations in peace building, Gandhian Thought and Mobilisation

Practical component   **30 Hours**

Unit IV: Role of Social Work in Peace building

Unit Description: This unit will help to learn about role of social workers in peace building and conflict resolution.

Subtopics:

- Project Work/Case Study: Conflict management and conflict resolution Approaches (Analytical, problem solving, conflict transformation and inter personal mediation)
- Project Work/Case Study: Models of Conflict mitigation for Peace building, Building Resilience, Social Analysis - Dialogue, Representation and Social Inclusivity
- Project Work/Case Study: Anti-Oppressive Social Work : Redefining Nature of Engagement and People's Participation

Essential readings

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- Avruch, K . (2000). The complexity of cooperation: Agent-based models of competition and collaboration. Princeton, N.J : Princeton University Press.

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- Nagaraj, V. K. (2015). Towards reimagining dominant approaches war, conflict and development. Economic and Political Weekly, Vol.50, No. 9,

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- Sarma, N., & Motiram, S. (2014). Reflections on violent social conflict in western Assam the tragedy of identity. Economic and Political Weekly, Vol.49, No. 11

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- Webel, C., & Galtung, J. (2007). Handbook on conflict and peace building. London: Routledge

Suggested Readings

- Adeney, K. Regionalism, Identity and Reconciliation: Federalism in India and Pakistan. UK: Political Studies Association, 2000.

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