

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
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focus on other concepts related to social work.	
Subtopics: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: Bloomsbury
- 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.	
<i>Subtopics:</i> <ul style="list-style-type: none"> • 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. London, 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 & Unwin.
- 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
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<p>Subtopics:</p> <ul style="list-style-type: none"> • Health and Well-Being: Basic concepts, components, determinants • Indicators of health status • Understanding diseases, introducing disease classification system 	
<p>Unit II: Understanding Health Care and Concerns Unit Description: To learn various public health concerns and health care service delivery and government measures.</p>	<p>(No. of lectures) 15 Weeks: V-VIII</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • 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 	
<p>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.</p>	<p>(No. of lectures) 15 Weeks: IX-XI</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • 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 	
<p>Unit IV: Environmental and Lifestyle concerns Unit Description: Gain insights into the factors contributing to lifestyle diseases and environmental concerns.</p>	<p>(No. of lectures) 15 Weeks: XII-XV</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> • 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, Routledge & 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:	

<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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. (2003) 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.

DEPARTMENT OF SOCIAL WORK

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
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<p>Unit Description: This unit will reflect upon the constitutional and legal framework in India for ensuring social justice, equality, and rights.</p>	
<p>Subtopics:</p> <ul style="list-style-type: none"> ● 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 	
<p>Unit II: Understanding Social Justice</p> <p>Unit Description: This unit will provide a conceptual understanding about social justice.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> ● 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 	
<p>Unit III: Instruments of Social Justice</p> <p>Unit Description: This unit will give an insight about various instruments of social justice</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> ● 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 	
<p>Unit IV: Application of Social Work in Promoting Social Justice</p> <p>Unit Description: This unit will give an exposure to promote social justice, equality and ensuring rights.</p>	30 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Application of instruments of Social Justice: legal literacy/free legal aid/RTI/PIL ● Approaches of intervention: Children, Women, Elderly, persons with disability 	

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| <ul style="list-style-type: none"> ● Professional ethics: sensitivity and empathetic attitudes towards vulnerable populations | |
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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:	

<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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
- Bocket, C. (2002): Human Growth and Development: A Psycho-social Introduction, London: Sage Publications
- Chowdhary, R. (2006). Manovigyan Tatha Manovagyanik Prakriyaen. New Delhi: Radha Publication.
- Chowdhary, R. (2010). Vikasatmak Manovigyan. New Delhi: Naman Prakashan.
- 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.

DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): FIELD WORK PRACTICUM- II

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

- Capable to critically examine the agency's structure, functions, resources, service delivery system etc.
- Able to integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques etc.)
- Able to write field work reports

SYLLABUS OF DSC-3

Tasks/Activities:

1. Perform the assigned tasks during scheduled concurrent field work.

2. 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.
3. Regular reporting to all concerned persons (both at agency and college level) during scheduled meetings and supervisory/individual conferences in order to seek regular guidance.
4. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both the College and Agency Supervisor.
5. Carry out and perform the agency-based field work tasks assigned by the respective Agency Supervisor.
6. Complete hand written report in a prescribed manner for each scheduled field work day and submit the same on a weekly basis to the respective College Supervisor.
7. The students must get the reports checked during the scheduled Individual Conference with the college supervisor.
8. Each field work report should be worthy and rich enough to justify the hours per day.
9. Prepare group conference (GC) paper in consultation with college supervisor, present it and perform all the defined roles.
10. Attend workshops on 'attitude building' and 'personality development', whenever organized as per the need.
11. 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 (120 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.

CATEGORY-IV

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

SYLLABUS OF GE-3

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
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Subtopics: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	12 th 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: <ul style="list-style-type: none"> • Historical development of voluntary initiatives in India • Civil society organizations: Concept, characteristics, nature, types and forms 	

<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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, FCRA, 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 Publishers.
- 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 Douglas & Anastasia 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 Nivajana Kandra.
- 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.

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.