

दिल्लीविश्वविद्यालय  
**UNIVERSITY OF DELHI**

**Bachelor of Arts (Hons) in Social Work**

(Effective from Academic Year 2019-20)



**Revised Syllabus as approved by**

**Academic Council**

Date:

No:

**Executive Council**

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate  
Women's Education Board and School of Open Learning**



**Learning Outcomes Based Curriculum Framework  
(Locf)**

**Bachelor With Honours in Social Work**

**Department of Social Work  
University of Delhi  
Delhi  
(April 2019)**

DELHI SCHOOL  
OF  
SOCIAL WORK  
दिल्ली समाज कर्म विद्यालय

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## **Preamble**

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.

## **Foreword/Preface (by Chairman, UGC)**

To be added

## **Acknowledgement**

### **(Name & Signature of all members of Committee; Invitees and Co-opted members)**

This revised undergraduate programme in social work is the result of tireless work by the Working Group Committee that started with a critical review of the existing undergraduate programme. The CBCS framework has been carefully scrutinised. The Courses Committee also held meetings and had detailed discussion on this proposed programme. As per the guidelines of the University, the Course Coordinator and Working Group Members and all the stakeholders were provided access to participate in the course revision process. There was one Course Coordinator and three Working Group members. Besides, a provision of adding two students was also included, as the students are the important stakeholders in the revision process. The Working Group Committee was constituted by the Department, is as follows:

Prof. Neera Agnimitra, Department of Social Work, University of Delhi (Head of the Department)

Dr. Neena Pandey, Department of Social Work, University of Delhi (Course Coordinator)

Dr. Beena Antony Reji, Department of Social Work, Aditi Mahavidyalaya (Working Group Member)

Dr. Atul Pratap Singh, Department of Social Work, Dr. Bhim Rao Ambedkar College (Working Group Member)

Dr. Tushti Bhardwaj, Department of Social Work, Dr. Bhim Rao Ambedkar College (Working Group Member)

Ms. Shreya Mahawar, Bhim Rao Ambedkar College (Student)

Ms. Anushree, Aditi Mahavidyalaya (Student)

The main task was to revise the existing Bachelor with Honours in Social Work programme of University of Delhi in the light of UGC's Learning Outcome-based Curriculum Framework (UGC-LOCF) in fulfilment of NAAC/UGC requirements. The draft of proposed programme was uploaded on the website for stakeholder's review in public domain. The Committee incorporated all the suggestions keeping in view the feasibility aspects in best interest of the students. The Department sincerely acknowledges and expresses gratitude and appreciation to the entire Working Group Committee and special thanks to Mr. Rakesh Chaudhary.

**Prof. Neera Agnimitra**

Head, Department of Social Work, University of Delhi  
*On behalf of the*

**Working Group Committee**



# **PART-I: BACKGROUND**

## **1. Introduction**

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 interventions to address the same. Hence, 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 professional 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 Learning Outcome Based Curriculum Framework (LOCF) in social work is grounded on the previous Choice Based Credit System (CBCS). The fundamental premise underlying the learning outcomes-based approach is that higher education qualifications such as a Bachelor's Degree programme is awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The key outcomes at the undergraduate level are reflected in terms of Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes which are discussed in later sections.

The programme provides an opportunity for the students to choose courses from the prescribed generic, discipline and skill-based courses. The courses are being evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India and across

countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed. As per these guidelines, the curriculum is based on the following:

**1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core Course.

**2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

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

**2.2. Discipline Specific Elective (DSE) Course:** Elective courses is offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

**2.3. Dissertation/Project:** is considered as a special course involving application of knowledge in solving/analyzing/exploring a real life situation. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be opted in lieu of a discipline specific elective paper. A candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

**3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). AECC courses are based upon the content that leads to Knowledge enhancement. (i) Environmental Science, (ii) English/MIL Communication are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and aimed at providing hands-on-training, competencies, skills etc.

**3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.

**3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

The nomenclature of the degree shall be Bachelor with Honours in Social Work after 3 years. The proposed programme shall be governed by the University of Delhi.

## **2. Learning Outcomes Based Approach in B.A.(H) Social Work**

### **2.1. Nature and Extent of the Programme**

The B.A. (Hons.) Social Work programme is a practice based discipline that prepares its 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 interdisciplinary 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.

Field work practicum in social work is different from other social sciences. It is an integral part of social work education. Field work practicum settings are agencies and community based practice in which students are engaged in understanding various development projects, services and social work interventions. Field work is a practical experience which is purposively arranged for the students. In field work, field will be a setting (a social welfare and/or development agency or open community) which offers avenues for student's interaction with client and client system to apply social work methods, principles, skills and techniques under the guidance of faculty of the respective colleges and practitioner of the agency.

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.

## **2.2. Aims of the Programme**

The overall aims of Bachelor's programme in Social work are:

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

- To develop the students as professional social worker with sensitivity towards social concerns and problems through inculcation of democratic and humanitarian values.

### 3. Graduate Attributes in Social work

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

- ***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.
- ***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.
- ***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.
- ***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.
- ***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.
- ***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.
- ***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.
- ***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.

- **Reflective Thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- **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.
- **Self-Directed Learning:** Ability to work independently, identifies appropriate resources required for a development project, and manages such a project until completion.
- **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.
- **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.
- **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.
- **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.

#### 4. Qualification Descriptors

The qualification descriptors for a Bachelor Degree with Honours in Social Work include the following:

- Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of social work profession as a whole and its applications and ability to link the same to the other related disciplinary areas/subjects; including a critical understanding of the established theories, principles and concepts and of a number of advanced and emerging issues in social work; (ii) procedural knowledge that creates different types of professionals related to social work, including research and development, teaching and government and public service; (iii) skills in current developments in social work, including a critical understanding of the latest developments in social work education, and an ability to use established techniques of analysis and enquiry.
- Demonstrate comprehensive knowledge about materials, including current research, scholarly, and/or professional literature, relating to essential and advanced learning

areas pertaining to social work and techniques and skills required for identifying problems and issues relating to it.

- Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the social work profession for formulating evidence-based solutions and arguments;
- Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex social problems and issues relating to social work.
- Communicate the results of studies undertaken in academic field of social work and related disciplines accurately in a range of different contexts using the fundamental concepts, constructs and techniques of social work.
- Address one's own learning needs relating to current and emerging areas of social work, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
- Apply social work knowledge and transferable skills to new/unfamiliar contexts, to identify and analyse problems/issues and seek solutions to real-life problems.
- Demonstrate social work related and transferable skills that are relevant to some of the job trades and employment opportunities.

## **5. Programme Learning Outcomes**

Programme learning outcomes will include subject-specific skills and generic skills including transferable global skills and competencies. The programme learning outcomes also focus on knowledge and skills that prepare students for further study and employment. They help ensure comparability of learning levels and academic standards and provide a broad picture of the level of competence of graduates of a given programme of the study. The broad learning outcomes of social work programme are:

- To develop sensitivity towards issues of human rights and social justice.
- To familiarize the students with knowledge, skills and attitudes required for professional social work practice.
- 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.

### 5.1. Course-wise Learning Outcomes

The course wise learning outcomes are presented below:

Semester -1	Semester -2
<p><b>C-1: SW 101:</b>  <b>Title: Fundamentals of Social Work.</b>  <b>Learning Outcomes:</b> 1) Able to understand the fundamental concepts of social work profession in order to develop an insight about professional attitude and attribute; 2) Capable to demonstrate the awareness about values and ethics of the social work profession.</p>	<p><b>C-3: SW 201:</b>  <b>Title: Contemporary Social Concerns.</b>  <b>Learning Outcomes:</b> 1) Able to understand the genesis and the current scenario of social problems; 2) Capable to understand the basic concepts related to contemporary Indian social concerns.</p>
<p><b>C-2: SW 102:</b>  <b>Title: Introduction to Society for Social Work.</b>  <b>Learning Outcomes:</b> 1) Capable to understand the basic sociological concepts. 2) Able to know the society, its structure &amp; institutions, various processes in order to get an insight about social phenomenon.</p>	<p><b>C-4: SW 202:</b>  <b>Title: Understanding Psychology for Social Work.</b>  <b>Learning Outcomes:</b> 1) Able to understand the psychological concepts and its relevance to social work; 2) Capable to understand their application in order to deal with dynamics of human behaviour..</p>
<p><b>GE:</b> Any <i>one</i> of the following:  <b>GE:1</b>  <b>SW 111:</b>  <b>Title: Social Work with Youth.</b>  <b>Learning Outcome:</b> 1) Capable to understand the concepts, issues and problems of youth. 2) To orient with policies and programmes related to youth.</p> <p><b>GE:2</b>  <b>SW 112:</b>  <b>Title: Disability and Social Work.</b>  <b>Learning Outcome:</b> 1) Capable to understand the problems &amp; concerns of persons with disability. 2) To orient with policies and programmes related to differently abled persons.</p>	<p><b>GE:</b> Any <i>one</i> of the following:  <b>GE:3</b>  <b>SW 211:</b>  <b>Title: Social Work Response to Health Care.</b>  <b>Learning Outcome:</b> 1) Understand the various emerging health concerns in the society. 2) Able to develop the competencies to work within health care setting.</p> <p><b>GE:4</b>  <b>SW 212:</b>  <b>Title: Happiness, Wellbeing and Social Work</b>  <b>Learning Outcome:</b> 1) Improve collective happiness and wellbeing in every individual. 2) Promote stress free and peaceful environment among individuals and groups in the society.</p>

<p><b>SW 103: Field Work Practicum I</b>  <b>Learning outcome:</b> 1) Able to understand the significance of field work in social work education. 2) Able to understand the programmes and projects of governmental and non-governmental social welfare/developmental agencies/organizations.</p>	<p><b>SW 203: Field Work Practicum II</b>  <b>Learning outcome:</b> 1) Capable to examine agency's structure, function, resources &amp; service delivery system. 2) Able to integrate theoretical knowledge with field practice.</p>
<p><b>Semester -3</b></p>	<p><b>Semester -4</b></p>
<p><b>C-5: SW 301:</b>  <b>Title: Working with Individuals.</b>  <b>Learning Outcomes:</b> 1)Able to demonstrate the familiarity with Casework process; 2) Capable to understand the methodology, tools, techniques and skills required for working with individuals and families.</p>	<p><b>C-8: SW 401:</b>  <b>Title: Working with Communities. Learning Outcomes:</b>1)Able to understand the community, its structure and various aspects; 2)Capable to understand the methodology, tools, techniques and skills to work directly in the society.</p>
<p><b>C-6: SW 302:</b>  <b>Title: Working with Groups.</b>  <b>Learning Outcomes:</b> 1)Able to demonstrate the familiarity with Group Work process; 2) Capable to understand the methodology, tools, techniques and skills required for working with groups.</p>	<p><b>C-9: SW 402:</b>  <b>Title: Introduction to Social Psychology.</b>  <b>Learning Outcome:</b>1)Able to understand the psychological concepts related to social behaviour. 2)Capable to apply the social psychology concept to deal with dynamics in the society.</p>
<p><b>C-7: SW303:</b>  <b>Title: Social Deviance and Criminal Justice. Learning Outcome:</b>1)Able to understand the basic concepts related to, contemporary Indian social problems and related legislations; 2) Capable to understand the process and the mechanisms of formal social control and criminal justice system.</p>	<p><b>C-10: SW 403:</b>  <b>Title: Areas of Social Work Practice.</b>  <b>Learning Outcome:</b> 1)Capable to understand the contemporary areas of social work practice. 2) Able to understand the needs &amp; problems, policy framework, programmes, various institutional &amp; non-institutional services and social work interventions.</p>

<p><b>SEC :</b>Any <i>one</i> of the following:</p> <p><b>SEC:1</b> <b>SW 321:</b> <b>Title:Skills and Techniques of Field Work Practice.</b> <b>Learning Outcome:</b>1) Have conceptual clarity about various skills and techniques of field work practice. 2) Able to utilize them more effectively in real life situation.</p> <p><b>SEC:2</b> <b>SW 322:</b> <b>Title:Programme Media in Social Work.</b> <b>Learning Outcome:</b> 1)Able to understand the concept, importance and relevance of programme media. 2) Capable to develop and sharpen skills for using programme media, information and digital communication.</p>	<p><b>SEC :</b>Any <i>one</i> of the following:</p> <p><b>SEC:3</b> <b>SW 421:</b> <b>Title:Application of Tools of Data Collection.</b> <b>Learning Outcome:</b> 1)Able to design and use various tools of data collection; 2) Familiarize with SPSS.</p> <p><b>SEC:4</b> <b>SW 422:</b> <b>Title:Counselling Skills in Social Work.</b> <b>Learning Outcome:</b> 1)Able to develop the competence in counselling process; 2) Capable to apply various skills required for counselling.</p>
<p><b>GE:</b>Any <i>one</i> of the following:</p> <p><b>GE:5</b> <b>SW311</b> <b>Title:Criminal Justice and Social Work.</b> <b>Learning Outcomes:</b>1) Able to understand the conceptual and theoretical aspects of Criminal Justice and Social Work. 2) Capable to develop the competencies in understanding the correctional social work setting.</p> <p><b>GE:6</b> <b>SW 312:</b> <b>Title:Gender Equality and Social Work.</b> <b>Learning Outcome:</b> 1) Develop understanding of the gender related concerns. 2) Learn gender approaches and legislative measures to respect gender equality in society.</p>	<p><b>GE:</b>Any <i>one</i> of the following:</p> <p><b>GE:7</b> <b>SW 411:</b> <b>Title: Social Work with Elderly.</b> <b>Learning Outcomes:</b>1)Able to understand the concepts, problems, policies and programmes related to aged. 2) Understand the social work practice for working with elderly.</p> <p><b>GE:8</b> <b>SW 412:</b> <b>Title: NGO Management in Social Work</b> <b>Learning Outcomes:</b> 1) Able to understand the basics of entrepreneurial skills by learning the functioning of an NGO. 2) Learning to establish and register an NGO.</p>
<p><b>SW 304: Field Work Practicum III</b> <b>Learning Outcome:</b> 1) Able to prepare learning plan and execute it in the field work practice. 2) Able to develop sensitivity</p>	<p><b>SW 404: Field Work Practicum IV</b> <b>Learning Outcome:</b> 1) Capable to mobilize clients/ beneficiaries to create awareness about needs, problems, rights &amp; responsibilities. 2)</p>



towards the needs & problems of individuals, families & groups.	Able to coordinate the services provided by government & non-government organisations in order to meet the needs of the target group.
<b>Semester -5</b>	<b>Semester -6</b>
<b>C-11: SW 501:</b> <b>Title: Research in Social Work.</b> <b>Learning Outcome:</b> 1)Capable to understand the application of scientific methods of social research. 2) Able to demonstrate skills in applying quantitative research techniques.	<b>C-13: SW 601:</b> <b>Title: Social Welfare Administration.</b> <b>Learning Outcome:</b> 1)Able to understand the social welfare administration in order to get an insight about service delivery system; 2) Able to understand the basics of entrepreneurial skills by learning the functioning of an NGO.
<b>C-12: SW 502:</b> <b>Title: Social Action and Social Movements</b> <b>Learning Outcome:</b> 1) Familiarise with the process of social action and movements. 2)Capable to understand the fundamental concepts for application of social action in addressing the social issues.	<b>C-14: SW 602:</b> <b>Title: Social Policy and Development.</b> <b>Learning Outcome:</b> 1)Familiarize with the concepts and processes of social policy, planning and development.2) Able to understand the significance of social policy & development in social work practice.
<b>DSE:</b> Any <i>two</i> of the following:  <b>DSE 1: SW 531</b> <b>Title: State, Political Economy and Governance.</b> <b>Learning Outcome:</b> 1)Familiarize with the basic concepts related to state, governance and political economy; 2) Capable to formulate social work strategies aligned with the political and economic structure of the society.	<b>DSE:</b> Any <i>two</i> of the following:  <b>DSE 5: SW631</b> <b>Title: Social Legislation and Human Rights.</b> <b>Learning Outcome:</b> 1)Gained knowledge about concept and instruments of human rights, social justice and related social legislations. 2) Able to understand the context of Human Rights and the emergence of rights based perspective in Social Work practice.
<b>DSE 2: SW532</b> <b>Title: Health and Social Work.</b> <b>Learning Outcome:</b> 1)Gained knowledge about the basic concepts in health and mental health. 2) Able to develop the competencies to work within health care setting.	<b>DSE 6: SW632</b> <b>Title: Social Work with Families and Children.</b> <b>Learning Outcome</b> 1) Understand the changing dynamics of family systems and examine state of children in India. 2)Learn and design suitable interventions for ensuring well-being for children and families.

<p><b>DSE 3: SW533</b>  <b>Title: Social Work Intervention in Disaster Management</b>  <b>Learning Outcomes:</b> 1)Able to understand the impact of hazards and disasters. 2) Capable to understand the processes of disaster mitigation and disaster management social work intervention.</p>	<p><b>DSE 7: SW633</b>  <b>Title: Gender and Social Work.</b>  <b>Learning Outcomes:</b> 1) Develop perspective to respond to gender related concerns. 2) Gain knowledge to use the methods, skills and techniques in dealing with gender aspects.</p>
<p><b>DSE 4:SW534</b>  <b>Title:Rural And Urban Community Development</b>  <b>Learning Outcome:</b> 1) Gain theoretical perspectives and knowledge on rural and urban communities  2)Develop skills and competencies to work with rural and urban communities</p>	<p><b>DSE 8:SW634</b>  <b>Title: Project Work/Dissertation</b>  <b>Learning Outcome:</b>1)Capable to apply the research skills and techniques in the real social context. 2) Familiar with the collection of data, analysis and project report writing.</p>
<p><b>SW503: Field Work Practicum V</b>  <b>Learning outcome:</b> 1) Capable to develop professional attitude conducive to deal with social problems.  2) Able to understand community organisation as social structure and power dynamics operating in field setting.</p>	<p><b>SW603: Field Work Practicum VI</b>  <b>Learning outcome:</b> 1) Able to make an assessment of resources &amp; Services and participate in service delivery. 2) Able to imbibe the ethics and values of social work profession.</p>

## 6. Teaching-Learning Processes

The outcome based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centred to learner-centric pedagogies and from passive to active/participatory pedagogies. This programme leads to well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and practice, will constitute an important aspect of the teaching-learning process. Teaching methods, guided by such a framework will include: lectures supported by group tutorial work; practicum and field-based learning, observations and field work to various organisations and communities. The use of prescribed classical, essential, suggested books, e-learning resources and other self-study materials will guide the teaching learning process. The other innovative methods would include: open-ended project work, some of which may be

team-based; activities designed to promote the development of generic and subject-specific skills.

The curriculum will also encompass brain-storming, case study illustrations, thematic interactive discussions, individual instructions, scientific/field work experience based paper presentations in groups, field/exposure visits, concurrent field work and block field work, orientation programme, extension work, field based assignments. It will also include experience sharing/field instruction, lectures by eminent guests and practitioners, exposure to use of information technology (IT) in teaching-learning process. The skill workshops, opportunity to attend seminar and conferences, career guidance, mentorship etc. also constitute the teaching-learning processes of the programme.

## 7. Assessment Methods

The progress of a student towards achievement of learning outcomes will be assessed by using the following: semester end examinations in time-bound manner; practical based assignments; library assignment; project assignment/case-study reports; group assignment; oral presentations, including seminar presentation; field work viva voce; and self-assessment etc.

**7.1 Scheme of Theory Examinations:** The performance of the students should be assessed through two components: internal assessment and semester end examinations keeping in view the following:

- **Internal Assessment:** Attendance, class presentations, assignments (task based oral/or written), and class tests (25 marks).
- **Semester End Examinations:** Written examinations are of theory question paper pattern (75 marks). The semester end examinations shall be conducted as per the academic calendar notified by the University of Delhi.

**7.2 Assessment of Field Work:** At the end of all the semesters, field work assessment will be done both internally and externally. The internal field work assessment is a continuous process. The students are 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 interactions with the assigned supervisors. The students will also be assessed on the basis of their performance for presenting their field work experienced based or scientific paper. 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 college supervisors will also prepare an assessment report regarding the performance of the concerned students on the basis of their learning and performance throughout the semester.

Assessment of field work shall be on the basis of:

Field Work (Internal supervisors)	70 marks
Viva-Voce (External examiner)	30 marks

**7.2.1 Internal Assessment of Field Work:**The student would be assessed for efforts and progress towards task assigned in the learning process during the field work. The college supervisor is required to select the tasks systematically for the students. Then, the students with assistance from their respective college supervisor will develop a learning plan for field work that encompasses the agency specific activities. The students and their college supervisors will meet to review the student's progress and accomplishment on time to time basis during the semester and at the end of the semester. The attendance and participation in rural camp will also be included in assessment. The marks should reflect the students' achievements in terms of completion of the tasks, assignments and demonstration of proficiencies required for field work.

**(NOTE: the details on the assessment of field work is presented in PART II- Ordinance)**

## **8. Keywords**

Social Work, Society, Working with individuals, working with groups, working with communities, Social policy, social legislation, social justice, human rights, NGO management

# PART-II: ORDINANCE

## Undergraduate Course in Social Work Based on LOCF

### 1. Title of the Degree in Social Work

The nomenclature of the degree shall be Bachelor with Honours in Social Work (After 3 years)

### 2. Affiliation

The proposed programme shall be governed by the University of Delhi.

### 3. Mission

To impart knowledge, skills, techniques and attitude necessary for taking up the responsibilities both at grass-root and intermediate level management of social welfare and developmental services.

### 4. Programme Objectives

- 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.
- To develop competencies with knowledge, skills and attitudes required for social work intervention.
- To develop sensitivity towards social concerns and problems through inculcation of democratic and humanitarian values to act as professional social worker.

### 5. Programme Structure

The undergraduate programme is divided into three years and each year will consist of two semesters to be known as Odd Semester and Even Semester which are as follows:

Year	Semester-Odd	Semester-Even
First Year	Semester – 1	Semester – 2
Second Year	Semester – 3	Semester – 4
Third Year	Semester – 5	Semester – 6

## 6. Distribution of Credits under LOCF Framework (CBCS based)

The structure of the programme shall be as follows:

	<b>Core Course (14)</b>	<b>Ability Enhancement Compulsory Course (AECC) (2)</b>	<b>Skill Enhancement Course (SEC) (2)</b>	<b>Elective: Discipline Specific (DSE) (4)</b>	<b>Elective: Generic (GE) (4)</b>	<b>Field Work (6)</b>
I	C 1	(English/MIL Communication) Environmental Science			GE-1	FW-I 6 credits (225 Hrs)
	C 2					
II	C 3	(English/MIL Communication) Environmental Science			GE-2	FW-II 6 credits (225 Hrs)
	C 4					
III	C 5		SEC-1		GE-3	FW-III 6 credits (225 Hrs)
	C 6					
	C 7					
IV	C 8		SEC-2		GE-4	FW-IV 6 credits (225 Hrs)
	C 9					
	C 10					
V	C 11			DSE-1		FW-V 8 credits (250 Hrs)
	C 12			DSE-2		
VI	C 13			DSE-3		FW-VI 8 credits (250 Hrs)
	C 14			DSE-4		
<b>CREDITS</b>	<b>14x4 =56</b>	<b>2x4= 8</b>	<b>2x4= 8</b>	<b>4x4= 16</b>	<b>4x4= 16</b>	<b>40</b>
<b>TOTAL CREDITS: 144</b>						

## 7. Schedule of Papers for Various Semesters

The schedule of papers prescribed for various semesters shall be as follows:

<b>Semester -1</b>	<b>Semester -2</b>
C-1: SW 101: Fundamentals of Social Work	C-3: SW 201: Contemporary Social Concerns
C-2: SW 102: Introduction to Society for Social Work	C-4: SW 202: Understanding Psychology for Social Work
<b>AECC 1*: As per College/University decision</b>	<b>AECC 2*: As per College/University decision</b>
GE: Any <i>one</i> of the following:  GE:1 SW 111: Social Work with Youth GE:2 SW 112: Disability and Social Work	GE: Any <i>one</i> of the following:  GE:3 SW 211: Social Work Response to Health Care GE:4 SW 212: Happiness, Well-being and Social Work
SW 103 :FW Practicum I	SW 203: FW PracticumII
<b>Semester -3</b>	<b>Semester -4</b>
C-5: SW 301: Working with Individuals	C-8: SW 401: Working with Communities
C-6: SW 302: Working with Groups	C-9: SW 402:Introduction to Social Psychology
C-7: SW 303: Social Deviance and Criminal Justice	C-10: SW 403: Areas of Social Work Practice



<p>SEC :Any <i>one</i> of the following:</p> <p>SEC:1 SW 321: Skills and Techniques of Field Work Practice</p> <p>SEC:2 SW 322: Programme Media in Social Work</p>	<p>SEC : Any <i>one</i> of the following:</p> <p>SEC:3 SW 421: Application of Tools of Data Collection</p> <p>SEC:4 SW 422: Counselling Skills in Social Work</p>
<p>GE: Any <i>one</i> of the following:</p> <p>GE:5 SW 311: Criminal Justice and Social Work</p> <p>GE:6 SW 312 : Gender Equality and Social Work</p>	<p>GE: Any <i>one</i> of the following:</p> <p>GE:7 SW 411: Social Work with Elderly</p> <p>GE:8 SW 412: NGO Management and Social Work</p>
SW304: FW Practicum III	SW404: FW Practicum IV
<b>Semester -5</b>	<b>Semester -6</b>
C-11: SW 501: Research in Social Work	C-13: SW 601: Social Welfare Administration
C-12: SW 502: Social Action and Social Movements	C-14: SW 602: Social Policy and Development
<p>DSE: Any <i>two</i> of the following:</p> <p>DSE 1:SW531:State, Political Economy and Governance</p>	<p>DSE: Any <i>two</i> of the following:</p> <p>DSE 5: SW631 : Social Legislation and Human Rights</p>
DSE 2: SW532: Health and Social Work	DSE 6: SW632:Social Work with Families and Children
DSE 3: SW533: Social Work Intervention in Disaster Management	DSE 7: SW633 :Gender and Social Work
DSE 4:SW534:Rural and Urban Community Development	DSE 8: SW634 Project Work/Dissertation

- Note:** \*The details of AEC courses to be added as decided by University;
1. For theory papers: 75 marks for External evaluation and 25 marks for internal assessment;
  2. For Field Work Practicum: 70 marks by internal college supervisors and 30 marks for Field Work Viva Voce by external examiner.

## 8. Eligibility

Admission to the undergraduate programme in Social Work course shall be open to both boys and girls having completed the XII standard examination or its equivalent. The eligibility criteria are as follows:

1. Any person with minimum 45% marks in the aggregate of best four subjects including at least one language in XII standard examination or its equivalent examination recognized by University of Delhi in any discipline shall be eligible to apply for this course.
2. Candidates belonging to SC/ST categories shall be allowed 5% relaxation in the eligibility requirement.
3. Any other admission criteria as per university notification.

## 9. Admission Procedure

Admission procedure will take place as per Delhi University decision.

## 10. Schedule for Theory Classes and Field Work

Four days for theory classes and two days for concurrent field work will be required in all the semesters. Concurrent field work shall be organized on Wednesdays and Fridays. During the theory classes, besides lectures, individual and/or group conferences will be held regularly.

## 11. Field Work Practicum

Field work practicum in social work is different from other social sciences. It is an integral part of social work education. Thus, field work practicum is comprised of approximately 30% weightage of the total credits. Field work is a practical experience for the students. 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.

## 11.1 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,III & V will be given an opportunity to visit and observe various 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. Observation visits to welfare agencies/communities will be an integral part of the orientation programme. Attendance in orientation programme is compulsory.

**C. Concurrent Field Work:** Concurrent field work is required to be conducted simultaneously with class-room teaching of courses from the very beginning of all the semesters (both odd and even) of all three 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. A minimum of 15 hours (including report writing) per week of the concurrent field work will be required for each student. On the basis of 14-15 weeks of field experience per semester, the students should accumulate minimum 225 hours for I& II year and 250 hours for III year (Including rural camp/skill development workshops). The student is required to adhere to the weekly schedule of the following essential parts of the concurrent field work:

1.**Weekly report submission:** The student is required to prepare 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.

2.**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 to discuss his learning assignments. The individual conferences are mentorship programmes to give professional learning experience to each student for their growth.

3.**Group conferences/scientific paper presentations:** The students will be required to present scientific papers or field work experience based papers once in every year. These conferences will provide opportunities to the students to strengthen their presentation skills. In addition, they will also learn to perform the role as a recorder and chairpersons of the scientific sessions.

**D. Rural Camp:** Approximately five days rural camp will be organized for the students of semester-5 or 6 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 camp is compulsory. There shall be

weightage of rural camp in the internal assessment of field work for performance, behavior and learning in rural camp which shall be awarded by the respective supervisors.

**E. Block Field Work:** At the end of semester- IV of the second year, students will be required to undergo four-weeks block field work training in a social welfare agency or project in or outside Delhi. The block field work agencies/projects will be selected with the consent/choice of students. A student preferably to be placed under the supervision of professionally qualified social worker in the agency.

A student has to start the block field work on the date specified by the Department of respective College in the placement letter. Any unreasonable delay in joining block field work or discontinuation will be treated as misconduct. If a student leaves block field work agency without prior approval of agency and/or Department or if his/her performance is found to be unsatisfactory, then he/she will have to repeat the block field work.

During block field work, a student will be expected to submit the complete report to the college supervisor of respective College in a prescribed manner in the Vth Semester. Leave may be allowed during the period of block field work mainly on the ground of sickness. Successful completion of block field work is mandatory before the Bachelor with Honours in Social Work degree can be awarded. The Block field work performance would be included in the field work assesment of the Vth semester.

**F. Skill Development Workshops:** The skill development workshop is a platform in 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 skill workshop are: (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) Workshops on communication; (ix) Mock interviews; (x) Strategic planning for advocacy (xi) lecture series. The skill development workshops are mandatory for final year students in order to complete the credit requirements of the course.

## 11.2. Criteria for Selection of Field Work Agencies

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

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

- c) 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.
- d) The agency must be willing to provide a comprehensive learning opportunity for the students including orientation and learning assignments.

### **11.3. Field Work Placement**

The students of all the semesters will be placed under the supervision of a faculty member of the department of the respective College. The students will be placed with a field work agency by the college supervisor and a list of the same will be displayed accordingly. In the field work placement, preference of the students or faculty members for each other will not be considered. During the placement process, each student is required to attend pre-placement counselling with his/her respective college supervisor. The following points should be taken into consideration for the field work placement:

- a) Gender considerations;
- b) Agency's concerns/expectations about the placement; and
- c) Constraints of students such as - disability, language barrier etc.

Placement of students under the college supervisors will be done as per following modalities:

- a) Placement of students under the college supervisor should be done as per the 1:10 teacher-learner ratio in line with UGC guidelines.
- b) Ratio of girls and boys students should be appropriately distributed among all the college supervisors (in case of co-educational College);
- c) Student should not repeat the college supervisor; and
- d) Equal numbers of students from each class should be given to all the college supervisors.

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

### **11.4. Field Work Supervision**

Supervision is the most significant aspect of field work practicum. In fact, 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 college supervisor must strive to:

- a) Prepare a schedule of meeting with students.
- b) Help the students in preparing learning plan.
- c) 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.

- d) Help them to grow as professional social workers, conscious about the demands of the profession and develop capability to handle situations independently.
- e) Monitor continuously the progress of students and provide feedback to them about the performance.
- f) 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.
- g) Read and check the field work reports and provide necessary feedback to the students regarding report writing.
- h) Develop insight into the process of social work intervention using social work philosophy, principles, methods and skills.
- i) Provide regular, timely and systematic inputs.

Field work supervision inputs are made at different levels. Each student should get half an hour of supervision per week with the respective college supervisor on a planned basis. 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. Generally three major method of supervision are: Individual Conference (IC); Group Conference (GC); and Agency Visits.

Individual Conference (IC) is a tutorial approach to fieldwork supervision. It is a medium through which the college supervisor provides the individually planned educational experience. Group Conference (GC) is organized with the intention to strengthen the knowledge of students by learning from experience of other students. It is held with a group of students with their respective supervisors. A schedule of group conference should be announced by the department of the college. The college supervisors must get in touch with the field work agencies under their supervision by making regular visits in order to be vigilant on the students' field work tasks and to meet agency supervisor. The goals of such agency visits are to: (i) Review the students' assignments and tasks; (ii) Provide support for the students; (iii) Discuss students' learning experience with agency supervisor; (iv) Monitor that the students are receiving quality field work training; (v) Facilitate the integration of theory and practice; and (vi) Know about the performance of the students.

### **11.5. 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 jointly by the Teacher-in-Charge and 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 jointly responsible with the Teacher-in-Charge for organizing, implementing, coordinating, guiding, monitoring and evaluating the entire field work programme. The position of Field Work Coordinator shall keep on rotating among the faculty members of the department.

### **11.6. 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:

- a) 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.
- b) 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.
- c) Minimum eighty percent (80%) attendance in the concurrent field work is compulsory.
- d) 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.
- e) In case, a student is unable to attend scheduled thirty days of concurrent field work in a semester, he/she is expected to compensate the same and this option should be exercised with prior intimation to and approval of the college supervisor.

### **11.7. Submission of Field Work Records/Assignments**

The students are expected to fulfil the following responsibilities related to submission of records/assignments:

- a) To prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
- b) To maintain a cumulative record of actual hours spent at the field work.
- c) To complete and submit weekly records of concurrent field work in a prescribed manner.
- d) To prepare and submit records of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately.
- e) To complete and submit field work self-assessment form after termination of field work.



### **11.8. 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:

- a) Frequently late at the field work without intimating college and agency supervisors.
- b) Absent from field work and/or individual or group conference without intimating college and agency supervisor.
- c) Frequently late in completion of task assigned by agency and/or the college.
- d) Missing appointments with the clients or agency supervisor without intimation.
- e) Exploiting clients or client's family.
- f) Breaching client confidentiality.
- g) Initiating physical confrontation with a client, client's family members, agency supervisor or agency staff.
- h) Acting in a discriminatory manner towards a client.
- i) Falsifying documentation in agency records and field work reports.
- j) Exploiting the agency by misuse of agency services/resources.
- k) Engaging in behaviour that would constitute malpractice.
- l) Engaging in abusive or degrading behaviour towards a client, client's family, agency supervisor or agency staff and college supervisor.
- m) 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.

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

- a) 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;
- b) Receiving written explanation from the student;
- c) Holding inquiry into complaints by the Principal, Teacher-in-Charge, Field Work Coordinator and the college supervisor (if not satisfied with the explanation);
- d) Issuing punishment order by the Principal.

**11.9. Assessment of Field Work:** At the end of all the semesters, a field work assessment will be done both internally and externally. The internal field work assessment is a continuous process. The students are 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 interactions with the assigned supervisors. The students will also be assessed on the basis of their performance for presenting their field work

experienced based or scientific paper. 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 college supervisors will also prepare an assessment report regarding the performance of the concerned students on the basis of his/her learning and performance throughout the semester.

Assessment of field work shall be on the basis of:

Field Work (Internal supervisors)	70 marks
Viva-Voce (External examiner)	30 marks

**11.9.1. Internal Assessment of Field Work:**The student should be assessed for efforts and progress towards task assigned from one point to another in the learning process during the field work. The students with assistance from their respective college supervisor will develop a learning plan for field work that encompasses the activities those are specific to that agency. At the end of each semester, the students and their college supervisors will meet to review the students' progress and accomplishment. The marks should reflect the students' achievements in terms of completion of the tasks and assignments and demonstration of proficiencies required for 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.	<b>Personal Traits</b>	Discipline, Honesty, sincerity, ability to establish and maintain professional relationship with clients, agency staff, co-workers etc.
2.	<b>Attendance</b>	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.	<b>Theoretical perspective in field situations</b>	Understanding about the fundamental concepts, philosophy, ethics, values, methods, principles, skills & techniques of social work etc.

4.	<b>Knowledge about Agency/Community</b>	Knowledge about agency and/or community, structure, functioning, policies, programmes, activities, services, clients, networking with other organizations etc.
5.	<b>Performance in the Field including rural camp &amp; Block field work</b>	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.	<b>Professional Development</b>	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 rectify 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.	<b>Quality of Reports</b>	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.	<b>Group Conferences/ paper presentations</b>	Quality of content of the group conference paper, language, presentation style, clarity of the theme, tackling clarifications and level of participation etc.

**Viva Voce:** Viva-Voce will be conducted jointly by the Department of Social Work, University of Delhi and the respective colleges. Viva-voce will be held in the presence of the Teacher-in-charge and one External Examiner appointed by the University of Delhi. While awarding marks, the college supervisor should place reasons on record for awarding less than 45% marks or more than 75% marks to the students. Attendance in viva-voce is mandatory.

**Block field work:** Block field work will be organised in the summer break after the IVth semester University examinations. The respective college will announce the last date of submission of the block field work file by the students and block field work presentation. The

College may organize presentation of the learning from block-field work placement of the students in the Vth semester. The student will be required to submit the reports to the Vth semester college supervisor in the beginning of the Vth semester.

### **12. Scheme of Examination**

Examination shall be conducted at the end of each Semester as per the academic calendar notified by the University of Delhi.

### **13. Promotion Rules**

1. The student failed in field work will be considered failed in the entire semester. The student will have to repeat the whole semester for the theory papers as well as field work.
2. Promotion to the next semester will be as per the university rules.

### **14. Division/Grade Criteria**

As per University decision

### **15. Infrastructural Requirement**

1. The college should try to fulfil requirements such as- separate space for supervision, time and teacher student ratio requirements etc.
2. All the forms required for field work such as log-sheet, self-assessment form will be made available by the respective department of the college.
3. The College should help its Department develop community development projects so that students could be placed in these projects for field work training.
4. The facility of the vehicle may be made available to the Department. This vehicle will help the Department in organizing orientation visits, study tours, rural camps etc.
5. The Department could have its own magazine or periodical and the students should be encouraged to contribute their field experiences. Such collections will be useful for future students and will encourage them and boost their self-confidence.

## PART-III: SYLLABUS

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# SEMESTER I

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**LEVEL** : **SEMESTER I**  
**COURSE** : **SW-101 (CORE COURSE)**  
**TITLE OF THE PAPER** (C-1) : **FUNDAMENTALS OF SOCIAL WORK**  
**MARKS** : **100**  
**CREDITS** : **4**

### **Objectives**

- To understand the basic concepts of social work.
- To familiarize with the historical development of social work.
- To understand social work as a profession.

### **Course Contents:**

#### **Unit-1: Basic Concepts in Social Work**

- 1.1 Concept, definitions and scope of social work
- 1.2 Related concepts: Social welfare, Social development, Social service and Social reform
- 1.3 Paradigm shift in the practice of social work

#### **Unit-2: History of social work**

- 2.1 Emergence of professional social work in UK and USA
- 2.2 Emergence of professional social work in India
- 2.3 19<sup>th</sup> and 20<sup>th</sup> century reformers and reform movements in India

#### **Unit-3: Fundamentals of Social Work**

- 3.1 Values and code of ethics in social work
- 3.2 Principles of social work: Core and Generic
- 3.3 Skills in social work practice

#### **Unit-4: Professionalization and Challenges**

- 4.1 Attributes of a profession
- 4.2 Social work as a profession and challenges
- 4.3 Roles of professional social worker

### **Readings:**

#### **Classic:**

- Desai, M. (2005): *Ideologies and Social Work: Historical and Contemporary Analysis*. Jaipur: Rawat Publication..
- Skidmore, A.A., Thackeray, M.G. & Farley O.W. (1997). *Introduction to Social Work*. Boston: Allyn & Bacon.

### **Compulsory:**

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

### **Additional:**

- 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 07<sup>th</sup> June, 2019 from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

### **Teaching learning process and Plan**

The teaching learning process will focus on students' learning process and imbibe the fundamentals concepts of social work profession. Students will be engaged in classroom discussions to enhance their knowledge about the subject. Students will also be encouraged to develop a critical perspective through interactive tutorial exercises. Field exposures to various organisations would be used as a platform to relate theoretical understanding to the real-life situations. The other interactive methods including classroom presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

### **Assessment Methods**

Assignments , class-test, individual and groups presentations, class attendance.

### **Keywords**

Social welfare, social development, social work profession, values and ethics



**LEVEL : SEMESTER I**  
**COURSE : SW-102 (CORE COURSE)**  
**TITLE OF THE PAPER(C-2): INTRODUCTION TO SOCIETY FOR SOCIAL WORK**  
**MARKS : 100**  
**CREDITS : 4**

**Objectives:**

- To understand and develop insight about sociological concepts for professional social work practice.
- To develop an understanding and analytical thinking on social structure and social systems.
- To familiarize on concepts of social process & social stratification.

**Course Contents:**

**Unit-1: Basic Concepts**

- 1.1 Social Groups, Community, Association and Social Institutions
- 1.2 Culture: Meaning, components and interface with society
- 1.3 Social Structure and Social Control: concepts and theories

**Unit-2: Understanding Society and Social Process**

- 2.1 Society: meaning, characteristics and Approaches
- 2.2 Social process and Socialization: Concept, Meaning and agencies
- 2.3 Relevance of understanding Sociology for Social Work

**Unit-3: Social Stratification**

- 3.1 Concept and theories of social stratification
- 3.2 Forms of stratification: Caste, Class, Power, Gender
- 3.3 Social change and social mobility

**Unit-4: Social work practice with family**

- 4.1 Family: concept, definitions, structures, functions and contemporary concerns
- 4.2 Families in vulnerable situations (conflicts, family break-up)
- 4.3 Social work intervention with families: Family counselling and family therapy

**Readings:**

**Classic:**

- Berger, P.L. (1963): *An Invitation to Sociology: An Humanistic Perspective*. Harmondsworth. Penguin.
- Bottomore, T.B. (1971): *Sociology: A Guide to Problem and Literature*. Bombay, George Allen and Unwin.
- MacIver & Page (1974): *Society: An Introductory Analysis*. Jaipur, Macmillan India Ltd.

**Compulsory:**

- Giddens, A. (1999): *Sociology*. Cambridge. Polity Press.
- Haralambos, M & Holborn, M. (2014). *Sociology: Themes and Perspectives 8<sup>th</sup> edition*. London, Harper Collins.
- Nagla, B.K. (2013). *Indian Sociological Thought*. Jaipur: Rawat Publication
- Shah, A. M. (2014): *The Writings of A.M.Shah-The Household and family in India*. Stanford University, Orient Blackswan.

**Additional:**

- Abraham, M. Francis (2010): *Contemporary Sociology: An Introduction to Concepts & Theories*. Oxford, Oxford University Press
- Collins, D., Jordan, C. and Coleman, H. (2013) Empowerment series: *An Introduction to Family Social Work 4<sup>th</sup> edition*, Brooks/Cole Cengage Learning, USA.
- Gupta, D. (1993): *Social Stratification*. (Ed.). Delhi, Oxford University Press.
- Robertson Ian (1987): *Sociology (3<sup>rd</sup> ed)*. Worth Publisher. USA.
- Sharma K. L. (1994): *Social Stratification and Mobility*. Jaipur, Rawat Publications.

**Teaching learning process and plan**

The teaching learning process will focus on students' learning process and imbibe the sociological concepts related to social work profession. Students will be engaged in classroom discussions to enhance their knowledge about the subject. Students will also be encouraged to develop a critical perspective through interactive tutorial exercises. Field exposures to various organisations would be used as a platform to relate basic theoretical inputs to the real-life situations. The other interactive methods include classroom presentations, workshops and topic-oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Culture, social structure, Institution, social stratification, socialization

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**TITLE OF THE PAPER (AECC1):English/MIL Communication Environmental Science  
As per University / college decision**

**CREDITS : 4**

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**LEVEL** : **SEMESTER I**  
**COURSE** : **SW- 111 (GENERIC ELECTIVE COURSE)**  
**TITLE OF THE PAPER (GE 1):SOCIAL WORK WITH YOUTH**  
**MARK** : **100 MARKS**  
**CREDITS** : **4**

**OBJECTIVES:**

1. To understand multifaceted needs, issues and problems of youth
2. To familiarize with National youth policy and programmes
3. To orient the role of social work profession with youth

**Unit 1: Understanding Youth**

- 1.1 Concept and definition of youth, youth welfare and its importance
- 1.2 Demographic profile of youth: International and Indian context
- 1.3 Youth and modernization, identity and self image

**Unit 2: Challenges to Youth**

- 2.1 Problems of youth: emotional, interpersonal and intergenerational
- 2.2 Problems of urban and rural youth: poverty and unemployment
- 2.3 Substance abuse, unrest, crime and communalism

**Unit 3: Youth Programmes and Policies**

- 3.1 National Youth Policy, Value education and Life skill education to youth in schools in India
- 3.2 Involvement of youth in National Youth Programmes: NCC, NSS, NYK
- 3.3 Role of the youth in development of the Nation: youth movements, hostels, clubs

**Unit 4: Youth and Social Work Profession**

- 4.1 Youth in the context of education, religion, and population
- 4.2 Youth and mass media
- 4.3 Social work interventions with youth and role of social workers

**Reading list:**

**Classic:**

- Gore, M.S.(1977 )*Indian Youth: Process of Socialisation*, Delhi:Vishwa Yuva Kendra.
- Havighurst, R. J (1975) *Youth*; Chicago:University of Chicago Press.

**Cumpulsory:**

- Erikson, E.H. 1977 *Youth, Change and Challenge*, Calcutta: Firma KLM Pvt. Ltd.
- Fuchs, E.(ed)(1976) *Youth in changing World: Cross-cultural Perspective on Youth*, New York: Mouton the Hague.
- John, V.V. 1974. *Youth and National Goals*, New Delhi :Vishwa Yuva Kendra,.
- Ross, A. D. (1969). *Student Unrest in India- A Comparative Approach* , McGill, London: Queen's university press.

### **Additional:**

- Brown, B. B., Larson, R. W., & Saraswathi, T. S. (Eds.). (2002). *The world's youth. Adolescence in eight regions of the globe*. Cambridge, UK: Cambridge University Press.
- National Youth Policy (2014), Ministry of youth affairs & sports, Govt. of India, New Delhi.
- Sachdeva, D.R. (1993). *Social Welfare Administration in India*. Allahabad: Kitab Mahal
- United Nations (UN) (2018). *Youth and the 2030 Agenda for Sustainable Development*. Retrieved on 07<sup>th</sup> June, 2019 from <https://www.un.org/development/desa/youth/world-youth-report/wyr2018.html>

### **Teaching learning process and plan**

The teaching learning process will focus on giving general ideas of youth welfare and related programmes to the students from non-social work courses. Students will be engaged in classroom participative discussions to impart knowledge about the subject in an interactive manner. The participatory lectures will focus on inculcating the interest of the students in social work concepts. Students will also be encouraged to develop a critical perspective through interactive tutorial exercises. Short documentaries will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, workshops and topic-oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

### **Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

### **Keywords**

Youth, National youth policy, value education, life-skill education

<b>LEVEL</b>	<b>: SEMESTER I</b>
<b>COURSE</b>	<b>: SW- 112 (GENERIC ELECTIVE COURSE)</b>
<b>TITLE OF THE PAPER</b>	<b>: (GE 2) DISABILITY AND SOCIAL WORK</b>
<b>MARKS</b>	<b>: 100 MARKS</b>
<b>CREDITS</b>	<b>: 4</b>

**OBJECTIVES:**

- To understand the concept of disability, needs and challenges of persons with disability (PWDs).
- To understand the prevention and rehabilitation measures to empower and mainstream the PWDs.
- To orient on the rights based perspectives with persons with disability.

**Course Contents:**

**Unit- 1: Understanding Disability**

- 1.1 Concept and meaning: Disability, Impairment, Handicap, and differently able persons
- 1.2 Causes of disability, incidence and prevalence of disability in national and international perspectives
- 1.3 Categories of persons with disability: Physical, orthopaedic, visual, motor & sensory, mental and multiple disability

**Unit-2: Needs, Problems and Services**

- 2.1 Needs and problems of persons with disability, legislations related with disability (PWD Act)
- 2.2 Disability movement: from welfare to right based approach, Institutional and non-institutional services
- 2.3 Models of Disability: The charity model, bio-centric model, functional model and human rights model, inclusive education models

**Unit- 3 : Prevention and Rehabilitation**

- 3.1 Prevention of Disability
- 3.2 Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion
- 3.3 Rehabilitation- concept nature and efforts by government and nongovernmental Organization, Community based rehabilitation

**Unit-4 Disability: rights based perspective**

- 4.1 Human rights and person with disability- UN Declaration of human rights of disabled persons
- 4.2 Human rights violations and protection of rights of differently abled

### 4.3 Mainstreaming and empowerment ideology as social work intervention

#### Readings:

#### Classic:

- Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001). *Handbook of Disability Studies*. California: Sage Publications.
- Oliver, M., & Sapey, B. (eds.) (1998). *Social Work with Disabled People*. London: Palgrave Macmillan.
- Sen, A. (1988). *Psycho-Social Integration of the Handicapped: A Challenge for Society*. New Delhi: Mittal Publishers.

#### Compulsory:

- Albrecht, G.L., Seelman, K.D., & Bury, M (2001). *Handbook of Disability Studies*. California: Sage Publications
- Kundu C.L (ed) (2003). *Disability status India*, New Delhi, Rehabilitation Council of India.
- Puri, M. & Abraham, G. (eds.) (2004). *Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries*. New Delhi: Sage Publications
- Rothman, J.C. (2003). *Social Work Practice Across Disability*. Boston: Allyn & Bacon.

#### Additional:

- Batra, S. (2004). *Rehabilitation of the Disabled: Involvement of Social Work Professionals*. New Delhi: RCI
- Banerjee, G. (2001). *Legal Rights of Person with Disability*, New Delhi: RCI.
- Rothman, J.C. (2003). *Social Work Practice Across Disability*. Boston: Allyn & Bacon.
- Karna, G.N. (2001). *Disability Studies in India: Retrospect and Prospects*, New Delhi: Gyan Publishing House.
- 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 <http://documents.worldbank.org/curated/en/358151468268839622/People-with-disabilities-in-India-from-commitments-to-outcomes>
- World Health Organization (2011). *World Report on Disability*. Available on [https://www.who.int/disabilities/world\\_report/2011/report.pdf](https://www.who.int/disabilities/world_report/2011/report.pdf)

#### Teaching learning process and plan

The teaching learning process will focus on giving conceptual clarity about the field of disability to the students from non-social work programmes. Students will be engaged in classroom participative discussions to impart knowledge about the subject in a simplified manner. The participatory lectures will focus on inculcating the interest of the students in social work concepts in general and the field of disability in particular. Students will also be

encouraged to develop a critical perspective on the subject through interactive tutorial exercises. Short documentaries will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Persons with disability(PWDs), differently abled persons, mainstreaming, empowering PWDs, inclusive education, community based rehabilitation



<b>LEVEL</b>	<b>: SEMESTER I</b>
<b>COURSE</b>	<b>: SW 103</b>
<b>TITLE OF THE PAPER(FW)</b>	<b>: FIELD WORK PRACTICUM-I</b>
<b>MARKS</b>	<b>: 100</b>
<b>CREDITS</b>	<b>: 6</b>

**Objectives:**

- Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
- Provide opportunities to the students to agency's structure, functions, resources, service delivery system etc.
- Learn to make use of professional relationship and referrals to deal with human problems.

**Learning Outcomes:**

- Able to understand the significance of field work in social work education.
- Capable to fulfill the above mentioned field work objectives of this semester.
- Able to understand the programmes and projects of governmental and non-governmental social welfare/developmental agencies/organizations.
- Capable to understand the role of professional social workers.

**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. Work with volunteers, para-professionals/outreach workers in the agency and/or community.
5. 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.
6. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
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.

**Note:**

- A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.
- Must strictly maintain the discipline as applicable for concurrent field work and related activities, such as - completing compulsory hours (Minimum 225 hours each semester or a total of 450 hours for two consecutive semesters) 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 a year.

**Reading List:**

**Classic 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.

**Compulsory Readings:**

- 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.

**Additional 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.

**Teaching learning process**

Field work in social work education involves multiple learning pedagogies and activities. Every student will be assigned a supervisor for personalized learning and mentoring throughout the year. The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conferences/

scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions.

**Assessment Methods**

The field work assessment will be done by both internal supervisor and external examiner. The internal 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 interactions 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 college supervisors will also prepare an assessment report regarding the performance of the concerned student. The students will be required to appear in viva-voce before the external examiner on scheduled university examination day. The distribution of internal and external marking scheme will be 70 and 30 respectively.

**Keywords**

Field work, social work, NGOs, casework, groupwork, community organisation

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## SEMESTER II

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**LEVEL : SEMESTER II**  
**COURSE : SW 201 (CORE COURSE)**  
**TITLE OF THE PAPER (C-3) : CONTEMPORARY SOCIAL CONCERNS**  
**MARKS : 100**  
**CREDITS : 4**

**Objectives:**

- To understand contemporary social concerns in Indian setting.
- To comprehend the causes of social problems and their impact on various groups.
- Develop an understanding about the role of social work profession in dealing with contemporary social concerns.

**Course Contents:**

**Unit-1:Understanding Social Problems**

- 1.1 Social problems: Concept, Nature, types, causes
- 1.2 Theoretical perspective to social problems
- 1.3 Social work response to social problems

**Unit-2:Gender and Related Concerns**

- 2.1 Understanding gender, gender discrimination
- 2.2 Gender based violence: Domestic Violence, Sexual Harassment,LGBTQ community,Concerns of commercial sex workers
- 2.3 Social and legal instruments to address gender related concerns

**Unit 3: Marginal and Vulnerable Groups**

- 3.1 Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities
- 3.2 Concerns of Street and working children, Child labour, Child abuse, child care and protection
- 3.3 Problems of elderly and differently able persons,Caste and communal violence, Alcoholism, drug abuse, development and displacement

**Unit 4: Environmental issues and health concerns**

- 4.1 Environmental degradation and climate change
- 4.2 Community health and Life style diseases:communicable and non-communicable (HIV/AIDS, T.B.,Cancer, diabetes, obesity, PCOD)
- 4.3 Pollution and health concern: water and airborne diseases

## Readings:

### Classic Readings:

- Bottomore, T.B (1972): *Sociology: A Guide to Problems and Literature*, Bombay: George Allen & Unwin.
- Madan, G.R. (1973): *Indian Social Problems*, Vol.1&2. Mumbai: Allied publication.
- Merton, R.K. (1971) *Contemporary Social Problems*, New York: Harcourt Brace Jovanovick and Nisbet.
- Zastrow, C (1999): *Social Problems, Issues and Solution*, Canada: Wadsworth Thomson Learning Publication.

### Compulsory Readings:

- Becker, H.S. (1966): *Social Problems-A Modern Approach*, New York: John Wiley & Sons.
- Bhasin, K (2000) *Understanding Gender*, New Delhi :Kali for women.
- Deshpande, S. (2008). *Contemporary India: A Sociological*, New Delhi: Penguin.
- Sharma S.L. (2000) *Gender Discrimination and Human Rights*, New Delhi: K.K. Publication.

### Additional Readings:

- Alvesson, M. & Billg, Y.D. (1997) *Understanding Gender and Organization*, London: Sage publication Ltd.
- Dave A. & Solanki G. (2001) *Journey from Violence to Crime*. Mumbai: TISS.
- Nehal, A. (1997): *Crime against Women*, New Delhi: Commonwealth Publishers.
- Sharma, S. (1996): *AIDS and Sexual Behaviour*, New Delhi: APH Publishing Corporation.
- Verma, R.B.S. & Singh, A.P. (2012): *Inclusive Development in India*. Lucknow: New Royal Book Company.
- Wingood, G.M. (Eds), (2002): *Handbook of Women's Sexual and Reproductive Health*. India: Springer.

### Teaching learning process and plan

The teaching learning process will focus on introducing contemporary social concerns to the students. Students will be engaged in class-room discussions to enhance their knowledge about the subject. Students will also be encouraged to develop a critical perspective through interactive tutorial exercises. Field exposures to various organisations would be used as a platform to relate basic theoretical inputs to the real-life situations. The other interactive methods include class-room presentations, workshops and topic-oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Social concerns, social problems, gender, child abuse, violence, environment

**LEVEL : SEMESTER II**  
**COURSE : SW202 (CORE COURSE)**  
**TITLE OF THE PAPER (C-4): UNDERSTANDING PSYCHOLOGY FOR SOCIAL WORK**  
**MARKS : 100**  
**CREDITS : 4**

**Objectives:**

1. Understand the basic concepts and processes in psychology for social work practice
2. Develop understanding about personality development
3. Acquire knowledge for applying concepts of psychology in social work

**Course Contents:**

**Unit 1: Basic Psychological Processes**

- 1.1 Learning , Motivation
- 1.2 Intelligence , emotions
- 1.3 Relevance of psychological processes for social work practice

**Unit 2: Growth and Development**

- 2.1 Growth and development: Meaning and differences
- 2.2 Principles of growth and development
- 2.3 Child-rearing practices

**Unit 3: Life Span Stages**

- 3.1 Developmental tasks, needs and challenges at prenatal, infancy and babyhood period
- 3.2 Developmental tasks, needs and challenges of Early childhood, Late childhood and Adolescence
- 3.3 Roles, needs and challenges of Adulthood and Old age

**Unit 4: Personality Development**

- 4.1 Personality: concept, definition and interface of heredity and environment
- 4.2 Personality theories: Freud's psycho-analytic, Erikson's psycho-social
- 4.3 Behaviour modification and Learning theories: Skinner and Ivon Pavlov.

**Readings:**

**Classic:**

- Hall & Lindzey (2009): *Theories of Personality*. New York: John Wiley and Sons.
- Hurlock, B. E. (1981): *Developmental Psychology: A Lifespan Approach*, New Delhi: Tata McGraw Hill. ( Chapter III to VIII)



- Morgan & King (1993): *Introduction to Psychology*, New Delhi: Tata McGraw Hill, Publishing Company Ltd.

### Compulsory :

- Bocket, C. (2002): *Human Growth and Development: A Psycho-social Introduction*, London: SagePublications.
- Nicolson, P. & Bayne, R. (2014). *Psychology for Social Work. Theory and Practice*. London: Palgrave.
- Rao, K.R. & Paranjpe, A.C. (2017). *Psychology in the Indian Tradition*. New York: Springer.
- Richard, M. R. (2012). *Oxford Handbook of Human Motivation*. New York : Oxford publication.
- Specht, J. (2017). *Personality Development Across the Lifespan 1st Edition*. London: Academic Press.

### Additional:

- Bocket, C. (2002): *Human Growth and Development: A Psycho-social Introduction*, London: SagePublications.
- Chowdhary, R. (2006). *ManovigyanTathaManovagyanikPrakriyaen*. New Delhi: Radha Publication.
- Chowdhary, R. (2010). *VikasatmakManovigyan*. New Delhi: NamanPrakashan.
- Cicarrlli, S.K. & Meyer, G.E. (2006): *Psychology*. New Jersey: Pearson Education.
- Dowling, M. (2005): *Young Children's Personal, Social and Emotional Development*, 2<sup>nd</sup> Edition, London: Sage Publications.
- Gielen, U. P. & Roopnarine, J. L. (Eds.). (2004). *Childhood and adolescence: Cross-cultural perspectives and applications*. Westport, Connecticut: Praeger.
- Ingleby, E. (2010): *Applied Psychology for Social Work*. London: Sage Publications.
- Rogoff, B. 2003: *The Cultural nature of Human Development*. New York: Oxford University Press.
- Wayne, W. (2013): *Psychology: Themes and Variations Briefer Version*, 9th Edition. Belmont: Cengage Learning.

### Teaching learning process and plan

The teaching learning process will focus on introducing basic psychological concepts to the students. Students will be engaged in class-room discussions to help them related psychological concepts with the social work practice. Students will also be encouraged to develop a critical perspective through interactive tutorial exercises. Field exposures to various organisations would be used as a platform to relate basic theoretical inputs to the real-life situations. The other interactive methods include class-room presentations, workshops and topic-oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

### Assessment Methods

Assignments , class-test, individual and groups presentations, class attendance .

**Keywords**

Psychology, personality, behaviour, learning, motivation, life span, growth, developmental tasks

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**TITLE OF THE PAPER (AECC 2):English/MIL Communication Environmental Science**

**Syllabi as per University/College Decision**

**CREDITS : 4**

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**LEVEL : SEMESTER II**  
**COURSE : SW: 211 (GENERIC ELECTIVE COURSE)**  
**TITLE OF THE PAPER(GE3): SOCIAL WORK RESPONSE TO HEALTH CARE**  
**MARK : 100 MARKS**  
**CREDITS : 4**

**Objectives:**

- Develop a basic understanding of the concept of health and well-being
- Develop an understanding of the major health concern in Indian context
- Understand appropriate skills and approaches for integrating social work practice in health.

**Course Contents:**

**Unit: 1: Understanding Health**

- 1.1 Health and Well-Being: Concepts, components, determinants
- 1.2 Understanding diseases, introducing disease classification system
- 1.3 Indicators of health status, Health and Mental Health needs and services

**Unit 2: Health Care and Development**

- 2.1 Health scenario of India: Major health issues and related implications
- 2.2 Social and cultural changes and its impact on health
- 2.3 National Health Policy and government programmes

**Unit 3: Health Care and Social Work**

- 3.1 Public Health, Health education, Reproductive and Child Health
- 3.2 Structure of health care services in India: Primary, Secondary and tertiary level
- 3.3 Roles of social work profession in health settings, Role of Media in Health promotion

**Unit 4: Emerging Concerns in Health Care**

- 4.1 Environmental concerns and its impact on health
- 4.2 Community health and Life style diseases: communicable and non-communicable (HIV/AIDS, T.B., Cancer, diabetes, obesity, PCOD)
- 4.3 Pollution and health concern: water and airborne diseases

**Readings:**

**Classic:**

- Berkman, B. (2006). *Handbook of Social Work in Health and Aging*. New York: Oxford University Press.

- Park, K.(2006). *Preventive and Social Medicine*. Jabalpur, India: Banarasi DasBhanotPublishers.
- Ramachandras, L. (1990).*Health Education: A New Approach*. New Delhi:Vikas Publishing House Pvt. Ltd.

### **Compulsory:**

- Chauhan, D. (1997). *Health care in India: A profile*. Mumbai: Foundation for Research in Community Health.
- Dhooper, S. S. (1997).*Social work in Health Care in the 21st Century*. Thousand Oaks, CA.: Sage Publications.
- Fort Cowles, L. A. (2000).*Social Work in the Health Field: A Care Perspective*. Binghamton, NY: The Haworth Press.
- Gehlert, S. (2012).*Hand Book of health Social Work*, New Jersey: John Wiley & Sons.

### **Additional:**

- Lankenster, T. (1992). *A Setting Up Community Health Programme: A Practical Approach for Use in Development Countries*. London: Macmillan.
- Mahajan, G. (1991).*Preventive and Social Medicine*.New Delhi: Jaypee Brothers.
- Price,S.& Andrew T. (2002). *Health of Nations: Infectious disease environment*. Cambridge: MIT Press.
- Seaward, B. L. (1999).*Principles and strategies for health and wellbeing*. Boston: Jones and Bartlett Publishers.
- Wallack, L., Jernijgan, D., Themba-Nixon, M. & Dorfman,L. (1993).*Media Advocacy and Public Health: Power for Prevention*. New Delhi: Sage Publications.

### **Teaching learning process and plan**

The teaching learning process will focus on giving conceptual clarity about the emerging health issues and role of social work profession to the students from non-social work programmes. Students will be engaged in class-room participative discussions to impart knowledge about the subject in a simplified manner. The participatory lectures will focus on inculcating the interest of the students in social work concepts in general and the practice in health setting in particular. Students will also be encouraged to develop a critical perspective on the subject through interactive tutorial exercises. Short documentaries will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

### **Assessment Methods**

Assignments , class-test, individual and groups presentations class attendance.

### **Keywords**

Health, well-being, disease, mental health, health promotion

**LEVEL : SEMESTER II**  
**COURSE CODE : SW-212(GENERIC ELECTIVE COURSE)**  
**TITLE OF THE PAPER (GE 4) : HAPPINESS,WELL-BEING AND SOCIAL WORK**  
**MARKS : 100**  
**CREDITS : 4**

### **Objectives**

- To promote individual, human relations and collective well-being.
- To create stress free, joyful and peaceful environment.
- To develop competencies in every individual to manage self and fellow human beings.

### **Course Contents:**

#### **Unit-1: Understanding Happiness**

- 1.1 Happiness: Concept, Nature and Characteristics
- 1.2 Benefits, Scope and Measurement
- 1.3 Facilitators and Inhibitors

#### **Unit-2: Understanding Well-being**

- 2.1 Well-being: Concept and Dimensions
- 2.2 Theories of Well-being: Psychological and Social
- 2.3 Scope, Challenges and Measurement

#### **Unit-3: Working on Happiness and well-being: skills and techniques for individuals**

- 3.1 Yoga and well being
- 3.2 Cognitive Behaviour Therapy and well being
- 3.3 Mindfulness, meditation and well being

#### **Unit-4: Skills and Techniques with groups**

- 4.1 Working on human relationships: Family, school, work place
- 4.2 Working through community service
- 4.3 Initiatives on happiness and well-being: National and international

### **Reading list:**

#### **Classic Readings:**

- Shaw, J. (1974). *The self in social work*. London: Routledge & Keganpaul.
- Siddiqui, H.Y. (2015). *Social work & human relations*. Jaipur, India: Rawat Publications.

### **Compulsory Readings:**

- Alejandro, C. (2018). *Tibetan Yoga for health and well-being*. California: Hay House.
- Cayoun, B.A. (2014). *Mindfulness-Integrated CBT for well-being and personal growth*. New Jersey: Wiley Blackwell.
- Friedeberger, J. (2011). *The healing power of yoga: For health, Well-being and Inner peace*. New Delhi: Motilal Banarsidass Publishers.
- Tolin, D.F. (2016). *Doing CBT: A Comprehensive Guide to working with Behaviour, thoughts and emotions*. New York: The Guilford Press.

### **Additional Readings:**

- Iyengar, B.K.S. (1995). *Light on Yoga: The Bible of modern yoga*. Berlin: Schocken Publishers.
- McGillivray, M. & Clarke, M. (2006). *Understanding human well-being*. Tokyo: United Nations University Press.
- Langer, E.J. (2014). *Mindfulness, 25<sup>th</sup> anniversary edition*. Boston: Da Capo Lifelong Books.
- Lyubomirsky, S. (2008). *The how of happiness: A new approach to getting the life you want*. New York: Penguin Books.
- Power, M. (2016). *Understanding happiness: a critical review of positive psychology*. London: Routledge Taylor & Francis Group.
- Martin, E.P. S. (2011). *A visionary new understanding of happiness & well-being*. New York: Free press.
- Zimmerman, S.L. (1995). *Understanding family policy: theories & application*. Thousand Oaks: Sage publications.

### **Teaching learning process and plan**

The teaching learning process will focus on giving conceptual clarity about happiness, wellbeing and understanding self. Students will be engaged in class-room participative discussions to impart knowledge about the subject in a simplified manner and understand the role of social work profession for maintaining happiness and wellbeing. The participatory lectures will focus on inculcating the interest of the students in social work concepts in general and strategies to promote happiness and wellbeing in particular. Students will also be encouraged to develop a critical perspective on the subject through interactive tutorial exercises. Short documentaries will be used to relate theoretical understanding to the real-life situations. The other interactive methods will include class-room presentations, workshops and topic-oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

### **Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance

### **Keywords**

Health, happiness, well-being, self- concept, human relations

**LEVEL : SEMESTER II**  
**COURSE : SW 203**  
**TITLE OF THE PAPER (FW) : FIELD WORK PRACTICUM-II**  
**MARKS : 100**  
**CREDITS : 6**

**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 projects of governmental and non-governmental social welfare/developmental agencies/organizations.
- Develop understanding of principles, skills, techniques etc. and their application.

**Learning Outcomes:**

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

**Tasks/Activities:**

1. Perform the assigned tasks during concurrent field work.
2. Work with volunteers, para-professionals/outreach workers in the agency 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 guidance.
4. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
5. Complete and submit weekly records of concurrent field work in a prescribed manner.
6. Prepare group conference (GC) paper, present it and attend with respective college supervisor.
7. Attend workshops on 'attitude building' and 'personality development', whenever organized as per the need.
8. Continuous self-assessment of field work experiences.

**Note:**

- A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.
- Must strictly maintain the discipline as applicable for concurrent field work and related activities, such as - completing compulsory hours (Minimum 225 hours each semester)

or a total of 450 hours for two consecutive semesters) and percentage of attendance (Minimum 80% attendance in the concurrent field work), participating in regular and specific activities as instructed time to time i.e. orientation programme, agency/community tasks, workshops/seminars/special sessions, etc.

### **Reading List:**

#### **Classic Readings:**

- 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.

#### **Compulsory**

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

#### **Additional 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. and Singh, A.P. (2011). *Handbook of Field Work Practice Learning in Social Work*. Lucknow, India: New Royal Book Company.

#### **Teaching learning process**

Field work in social work education involves multiple learning pedagogies and activities. Every student will be assigned a supervisor for personalized learning and mentoring throughout the year. The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conferences/scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions.

#### **Assessment Methods**



The field work assessment will be done by both internal supervisor and external examiner. The internal 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 interactions 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 college supervisors will also prepare an assessment report regarding the performance of the concerned student. The students will be required to appear in viva-voce before the external examiner on scheduled university examination day. The distribution of internal and external marking scheme will be 70 and 30 respectively.

**Keywords**

Field work, social work, NGOs, casework, group work, community organisation

# SEMESTER III

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**LEVEL** : **SEMESTER III**  
**COURSE** : **SW 301 (CORE COURSE)**  
**TITLE OF THE PAPER (C-5)** : **WORKING WITH INDIVIDUALS**  
**MARKS** : **100**  
**CREDITS** : **4**

**Objectives:**

1. Understand social casework as a method of social work.
2. Develop abilities to critically analyse problems of individuals & families and factors affecting them.
3. Enhance understanding of the basic concepts, skills, tools, techniques and process.
4. Develop ability of establishing and sustain a working relationship with the client.

**Course Contents:**

**Unit-1: Introduction to Social Casework**

- 1.1 Concept of social casework: meaning, evolution, nature and objectives
- 1.2 Philosophical assumptions and principles of social casework
- 1.3 Components of social casework: person, problem, place and process

**Unit-2: Understanding Clients**

- 2.1 Human needs & problems faced by individuals and families; individual differences and needs and Coping -Defense mechanisms
- 2.2 Factors impacting personality development of individuals
- 2.3 Concept of social role and reasons for poor role performance

**Unit-3: Tools, Techniques and Skills of Social Casework**

- 3.1 Worker-client relationship and use of authority
- 3.2 Casework tools: listening, observation, interview and home visits
- 3.3 Skills of casework: communication, resource mobilization, rapport building, networking & referral and casework recording

**Unit-4: Process of Social Casework Practice**

- 4.1 Approaches to casework: Psycho-social, Problem Solving and Behaviour Modification
- 4.2 Phases of casework process: study, assessment, intervention, termination, follow-up and evaluation
- 4.3 Casework practice in different settings: family, school, adolescents and youth

**Reading List:**

**Classic Readings:**

- Beistek, F.P. (1957). *The Casework Relationship*. Chicago: Loyola University Press.
- Hamilton, G. (2013). *Theory and Practice of Social Casework*. New Delhi: Rawat Publications.

- 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.
- Younghusband, E. (1966). *New Development in Casework*. London: George Allen and Unwin.

### **Compulsory Readings:**

- Siddiqui, H. Y. (2015). *Social Work & Human Relations*. New Delhi, India: Rawat Publications.
- Singh, A.P. & Girotra, T. (2018). *Case Records in Social Work*. Lucknow, India: Rapid Book Service.
- Skidmore, R.A. & Thakary, M.G. (1982). *Introduction to Social Work*. New Jersey: Prentice Hall.
- Timms, N. (1972). *Recording in Social Work*. London: Routledge and Kegan Paul.

### **Additional Readings:**

- Frankel, A. J. (2011). *Case Management: An Introduction to Concepts and Skills* (3rd ed.). New York. USA: Oxford University Press.
- Mathew, G. (1992). *An Introduction to Social Casework*. Bombay: Tata Institute of Social Sciences.
- Upadhyay, R K. (2003). *Social Case Work: A Therapeutic Approach*. Jaipur: Rawat Publications.
- Werner, H.D. (1965). *A Rational Approach to Social Casework*. New York: Association Press.

### **Teaching learning process and plan**

The teaching learning process will focus on imparting the specialized knowledge of social case work to the students. Students will be engaged in class-room discussions and role plays to strengthen their understanding about skills, techniques, process and values of case work. Students will also be encouraged to develop a critical perspective through interactive tutorial exercises. Field exposures to various organisations would be used as a platform to relate basic theoretical inputs to the real-life situations. The other interactive methods include class-room presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

### **Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

### **Keywords**

Social case work, values, principles, skills, case-work process

**LEVEL** : SEMESTER III  
**COURSE** : SW 302 (CORE COURSE)  
**TITLE OF THE PAPER** (C-6) : WORKING WITH GROUPS  
**MARKS** : 100  
**CREDITS** : 4

**Objectives:**

1. Develop understanding of group work as a method of social work.
2. Develop knowledge, skills and techniques to be used by the social worker in groups.
3. Understanding group as an instrument of change.

**Course Contents:**

**Unit 1: Introduction to Social Group Work**

- 1.1 Groups in social work: Significance, characteristics and types
- 1.2 Concept of group work: Meaning, evolution, nature and principles
- 1.3 Models of group work practice: Remedial, Reciprocal, Social Goal, Mutual Support/Self-Help

**Unit 2: Skills and Techniques of Social Group Work**

- 2.1 Skills in group work: facilitation, analytical thinking, leadership building and recording in group work
- 2.2 Techniques of group work: group counselling, group discussion, group decision-making and program media
- 2.3 Programme planning

**Unit 3: Group Behaviour and Dynamics**

- 3.1 Group behaviour: Interaction patterns and emergence of conflict situations
- 3.2 Group dynamics: Determinants, indicators and outcomes
- 3.3 Leadership and role of group worker

**Unit 4: Social Group Work Practice**

- 4.1 Stages of group work: Planning, formation/beginning, middle/intervention, ending/termination
- 4.2 Evaluation and Recording in group work practice
- 4.3 Application of group work with different groups: children, adolescents, women and persons with disability

**Reading List:**

**Classic Readings:**

- Douglas, T. (1972). *Group Processes in Social Work: A Theoretical Synthesis*. Chicster: Johan Wiley & Sons.
- Konopka, G. (1963). *Social Group Work: A Helping Process*. Eaglewood Cliffs: Prentice.

- Phillips, H.U.. (1957).*Essentials of Social Group Work Skills*. New York: Association Press.
- Trecker, H.B. (1972).*Social Group Work: Principles and Practice*. New York: Association Press.

### **Compulsory Readings:**

- Garvin, C. D. & Gutiérrez, L. M. & Galinsky, M. J. (2004). *Handbook of social work with groups*. New York :Guilford Press.
- Crawford, K., Price,M. & Price,B.(2014). *Group work Practice for Social Workers*. London: Sage Publications.
- Geoffrey, L.G. &Ephross, P.H. (1997).*Group Work with Population at Risk*. New York: Oxford University Press.
- Siddiqui, H.Y. (2008).*Group Work: Theories and Practices*. Jaipur:Rawat Publications.

### **Additional 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*.Hampshire:Ashgate.
- Chowdhary, R. (2013).*SamajkaryaPrakiya*. Delhi: The Bookline Publications.
- Lindsay,T. & Orton, S. (2014).*Groupwork Practice in Social Work*. Exeter: Sage Publications.
- Sondra B. & Camille P. R.(2016).*Group Work: Skills and Strategies for Effective Interventions: Binghamton*. NewYork: Haworth 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.

### **Teaching learning process and plan**

The teaching learning process will focus on imparting the specialized knowledge of social group work to the students. Students will be engaged in class-room discussions and role plays to strengthen their understanding about the process, principles and development of social group work. Students will also be encouraged to develop a critical perspective through interactive tutorial exercises. Field exposures to various organisations would be used as a platform to relate basic theoretical inputs to the real-life situations. The other interactive methods include class-room presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Social group work, group formation, group development, principles of group work, group dynamics

**LEVEL** : **SEMESTER III**  
**COURSE** : **SW 303 (CORE COURSE)**  
**TITLE OF THE PAPER (C-7)** : **SOCIAL DEVIANCE AND CRIMINAL JUSTICE**  
**MARKS** : **100**  
**CREDITS** : **4**

**Objectives:**

- Gain insight into the concept of social deviance and criminal justice.
- 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.
- Understand the philosophy, approaches and relevance of community based programmes in social defence.

**Course Contents:**

**Unit 1: Social Deviance and crime**

- 1.1 Social deviance: concept and theories
- 1.2 Crime: concept, causation, and its relation to social problems
- 1.3 Correctional services: concept, philosophy and changing perspectives

**Unit 2: Social Defence and criminal justice system**

- 2.1 Social Defence: Concept, Philosophy and changing dimensions
- 2.2 Criminal Justice System: Components, Processes and Perspectives – Police, Prosecution, Judiciary and Correctional institutions
- 2.3 Role of social work profession in social defence

**Unit 3: Social Defence Legislation and Criminal Justice System**

- 3.1 Introduction to Indian Penal Code with special reference to women and children
- 3.2 Juvenile Justice(Care and Protection of Children) Act 2016, Immoral Traffic Prevention Act 1986, Probation of Offenders Act, 1958, Beggary Prevention Act
- 3.3 Narcotic Drugs and Psychotropic Substances Act 1986, Prisons Act, Prisoners Act

**Unit 4: Correctional services**

4.1 Institutional services:

- Prisons, Observation Homes, Children homes
- Special homes, Beggar homes, Rescue homes, Drop-in-shelters
- Short-stay homes, Protective homes, Half-way homes, De-addiction centres

4.2 Non-institutional Services

- Probation, Parole, After care, reintegration and follow up.
- Community based programmes: Adoption, foster-care, sponsorship, child-guidance, family counselling, crisis intervention centres, helplines,
- Community correction programmes: Role of police, judiciary and voluntary organisations



## Readings:

### Classic:

- Bhattacharya, S.K. (2003). *Social Defence: An Indian Perspective*. New Delhi: Regency Publications.
- Clinar, M.B. (1963). *Sociology of Deviant Behaviour*. Holt: Rinehart and Winston Inc.
- Cohen, A.K. (1968). *Deviance and Control*. New Delhi India: Prentice Hall.

### Compulsory:

- Alder, F., Mueller, G.O.W. & Laufer, W.S. (2007). *Criminology*. New York: McGraw Hill.
- Chong, M. D. and Francis, A. P. (2016). *Demystifying Criminal Justice Social Work in India*. New Delhi: Sage Publications Pvt. Ltd.
- Dave A. (2015). *Women Survivor of Violence; Genesis and Growth of State support system*. New Delhi: Orient Black Swan.
- Saxena, S. (2004). *Crime against Women and Protective Laws*. New Delhi: Deep and Deep Publications.

### Additional:

- Bare Act. (2015) *The Juvenile Justice: Care and Protection of Child Act 2015 (J-1)*. Delhi: Universal Law Publishing.
- Bare Act. (2016) *The Immoral Traffic (Prevention) Act 1956*. Delhi: Universal Law Publishing.
- Bare Act. (2015) *Narcotic Drugs and Psychotropic Substances Act, 1985*, Delhi: Universal Law Publishing.
- Bare Act (2015) *The Probation of Offenders Act, 1958*, Delhi: Universal Law Publishing.
- Braithwaite, J. (1979) *Inequality, Crime and Public Policy*. London: Routledge.
- Domenech, J.M. et al. (1981) *Violence and its causes*. Paris: UNESCO.
- Holtzhausen, L. (2012). *Criminal Justice Social Work*. Claremont, South Africa: Juta.
- Kumari, V. (2004). *Juvenile Justice in India: From Welfare to Rights*. New Delhi: Oxford University Press.
- Thilagaraj R. & Liu Jianhong (2017). *Restorative Justice in India; Traditional Practice and contemporary applications*. Switzerland: Springer International Publishing.
- Valier, C. (2001) *Theories of Crime and Punishment*. Essex: Longman.
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## Teaching learning process and plan

The teaching learning process will focus on imparting knowledge about social deviance and criminal justice system to the students. Students will be engaged in class-room discussions to strengthen their understanding about our legal system and social legislations. Students will also be encouraged to develop a critical perspective through interactive tutorial exercises. Field exposures to various organisations would be used as a platform to relate basic theoretical inputs

to the real-life situations. The other interactive methods include class-room presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Social deviance, crime, criminal justice system, social defence, correctional services

<b>LEVEL</b>	<b>: SEMESTER III</b>
<b>COURSE</b>	<b>: SW- 321 (SKILL ENHANCEMENT COURSE)</b>
<b>TITLE OF THE PAPER (SEC1)</b>	<b>: SKILLS AND TECHNIQUES IN FIELD WORK PRACTICE</b>
<b>MARKS</b>	<b>: 100</b>
<b>CREDITS</b>	<b>: 4</b>

**Objectives:**

1. To inculcate values in strengthening knowledge and skills, bringing uniformity and high quality standards in field work practice learning.
2. Build confidence and develop aptitude and attitudinal base of the students.
3. Develop sensitivity towards self-awareness, self-development, goal setting and time management.

**Course Contents:**

**Unit 1: Developing Personal and Professional Self**

- 1.1 Understanding ones's perception, self-awareness and sensitivity: significance and application
- 1.2 Goal setting and time management: Concept, significance and practice
- 1.3 Ethical concerns: Sense of responsibility, professional commitment and good conduct at field work

**Unit 2: Planning for Field Work Practice**

- 2.1 Field work learning plan and strategic planning: Concept, importance and practice
- 2.2 Thematic learning modules for targeted populations: Children, adolescent, youth and elderly
- 2.3 Participative Techniques: Social/resource mapping, PLA & PRA and their application

**Unit 3: Documentation of Various Components of Field Work**

- 3.1 Process-oriented records and narrative records
- 3.2 Method-oriented records: Case records, group work records and community practice records
- 3.3 community profile, need-assessment and scientific papers writing

**Unit 4: Essential Skills and Techniques**

- 4.1 Rapport building, public relation, advocacy and networking: concept and application
- 4.2 Simulation exercises, games and role play: Importance and application
- 4.3 Observation & analysis, counselling and guidance: Significance and application

**Reading List:**

**Classic Readings:**

- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd.
- CIDT. (2001). *Participation, Learning and Action*. Walsall: University of Wolverhampton.
- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage Publications.
- Kumar, S. (2002). *Methods for Community Participation: A Complete Guide for Practitioners*. London: ITDG Publishing.

**Compulsory Readings:**

- Datar, S. et al. (2010). *Skill Training for Social Workers: A Manual*. New Delhi: Sage Publications.
- Singh, A.P. & Girotra, T. (2018). *Case Records in Social Work*. Lucknow: Rapid Book Service.
- Subhedar, I. S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.
- Trevithick, P. (2000). *Social Work Skills: A Practice Handbook*. Buckingham, Philadelphia: Open University Press.

**Additional Readings:**

- Jackson, A. J. (1995). *Leadership Circles from Participatory Learning and Action (PLA)*. London: IIED.
- NAPSWSI. (2016). *NAPSWSI's Code of Ethics for Professional Social Workers in India*. New Delhi: National Association of Professional Social Workers in India.
- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow: Rapid Book Service.
- Verma, R.B.S. & Singh, A.P. (2013). *Standard Manual for Field Work Practicum in Social Work*. Lucknow: New Royal Book Company.

**Teaching learning process and plan**

The teaching learning process will focus on imparting the specialized knowledge and skills of working in the fields of social work through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the practice of the skills and develop a critical perspective about social realities. The participatory lectures will focus on inculcating the interest of the students in the practice specific skills and techniques centered to the practice of social work profession. Short documentaries will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, workshops and topic-oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Professional self, self-awareness, ethics, PRA, PLA,

**LEVEL** : SEMESTER III  
**COURSE** : SW- 322 (SKILL ENHANCEMENT COURSE)  
**TITLE OF THE PAPER (SEC-2): PROGRAMME MEDIA IN SOCIAL WORK**  
**MARKS** : 100  
**CREDITS** : 4

**Objectives:**

- Understand the concept of programme media and its importance in social work practice.
- Develop an understanding of various types of programme media and their effective use in social work realm.
- Motivate students to develop creative ideas and to express them.

**Course Contents:**

**Unit -1: Communication, ProgrammeMedia and Information Literacy**

- 1.1 Communication: Concept, principles and its significance for development
- 1.2 Programme media: Concept,significanceand usage in perception building
- 1.3 Information and digital literacy: Concept, importance and components

**Unit- 2: Modes of Programme Media**

- 2.1 Types of programme media: Group discussion, advertisement, flip chart, flash cards, art & craft, theatre, drama, mime,singing and story-telling and interactive games
- 2.2 Role of programme media in creating propaganda and public opinion
- 2.3 Application of program media in various settings

**Unit -3: Audio-Visual Media and Creative Writings in Social Work**

- 3.1 Movie screening, discussion and review
- 3.2 Collage, poster making and exhibition
- 3.3 Short story writing, converting short stories into screen play, slogans and songs writing and preparing brochures, hand-outs & pamphlets

**Unit -4:Programme Media for Masses**

- 4.1 Use of puppet shows and folk songs
- 4.2 Use of street plays
- 4.3 Use of role plays

**Reading List:**

**Classic Readings:**

- Chen, H. T. (2005). *Practical Programme Evaluation: Assessing and Improving Planning, Implementation and Effectiveness*. California: Sage Publication.

- Cortright, R. & Hinds, G. (1959). *Creative Discussion*. New York: The Macmillian Company.

**Compulsory Readings:**

- Balwant, G. (1991). *Folk Theatre in India*. Bombay: Rupa & Co.
- Dev, M. P. (2009). *Creative Writing: A Beginner's Manual*. New Delhi: Pearson Longman.
- Mathur, D. (2003). *AASHAA, Short Stories by Indian Women, Odyssey II*. London: Indian Bookshelf and New Delhi: Star Publishing.
- Menon, M. & Gandhi, V.P. (1997.) *Media and Communications - Vol. I*. (New Information Order). New Delhi: Kanishka Publishers/Distributors.

**Additional Readings:**

- National School of Drama. (2006). *NukkadNatakRachnaaurPrastuti*. Delhi: NSD.
- Mohan, K. & Banerji, M. (1990). *Developing Communication Skills*. Pilani: Birla Institute of Technology and Science.

**Teaching learning process and plan**

The teaching learning process will focus on imparting the specialized knowledge of using various kind of programme media in social work to the students. Students will be engaged in class-room discussions and role plays to develop a critical perspective and strengthen their understanding about the required techniques and application of programme media. Field exposures to various organisations would be used as a platform to relate basic theoretical inputs to the real-life situations. The other interactive methods include class-room presentations, workshops and topic-oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments/script writing/tool development/role plays, class-test, individual and groups presentations, class attendance.

**Keywords**

Programme media, street plays, puppets, folk songs, social messages, public opinion

<b>LEVEL</b>	<b>: SEMESTER III</b>
<b>COURSE</b>	<b>: SW 311 (GENERIC ELECTIVE COURSE)</b>
<b>TITLE OF THE PAPER (GE-5)</b>	<b>: CRIMINAL JUSTICE AND SOCIAL WORK</b>
<b>MARK</b>	<b>: 100 MARKS</b>
<b>CREDITS</b>	<b>: 4</b>

**Objectives:**

- 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.
- Understand the philosophy, approaches and relevance of community based programmes in social defence.

**COURSE CONTENTS:**

**Unit 1: Crime and Correctional Services**

- 1.1 Crime: concept, causation and its relation to social problems
- 1.2 Changing dimensions of crime, Theories of crime and punishment
- 1.3 Correctional services: concept, philosophy and changing perspectives

**Unit 2: Concept, Nature and Scope of Social Defence**

- 2.1 Social Defence: Concept, Philosophy and changing dimensions
- 2.2 Children in need of care and protection, Children in conflict with law, Street and working children, older persons, offenders
- 2.3 Crimes against children, women and older persons, Alcoholism and drug abuse

**Unit 3: Social Defence Legislation and Criminal Justice System**

- 3.1 Introduction to Indian Penal Code, Criminal Procedure Code and Indian Evidence Act
- 3.2 Criminal Justice System: Components, Processes and Perspectives – Police, Prosecution, Judiciary and Correctional institutions
- 3.3 Juvenile Justice (Care and Protection of Children) Act 2015, Immoral Traffic Prevention Act 1956, Probation of Offenders Act, 1958, Beggar Prevention Acts, Narcotic Drugs and Psychotropic Substances Act 1986, Prisons Act, Prisoners Act

**Unit 4: Correctional services**

- 4.1 Institutional Correctional Services-structures, functions and limitations
  - Prisons, Observation Homes, Children homes
  - Special homes, Beggar homes, Rescue homes, Drop-in-shelters
  - Short-stay homes, Protective homes, Half-way homes, De-addiction centres etc.

## 4.2 Non-institutional Services

- Probation and Parole
- Community correction programmes: Role of police, judiciary and voluntary organisations
- Community based programmes: Adoption, foster-care, sponsorship, child-guidance, family counselling, crisis intervention centres, helplines, neighbourhood and mutual-help groups.
- After care, intensive after care, reintegration and follow up

### **Readings:**

#### **Classic:**

- Bhattacharya, S.K.(2003).*Social Defence: An Indian Perspective*. New Delhi: Regency Publications.
- 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.
- Strang, H., & Braithwaite, J.(2003)*Restorative Justice and Civil Society*. Cambridge University Press
- Valier, C.(2001)*Theories of Crime and Punishment*. Essex: Longman.

#### **Compulsory reading**

- Alder, F. M. & Laufer, W. (2007). *Criminology*. New York: McGraw Hill.
- Chong, M. D. & Francis, A. P. (2016). *Demystifying Criminal Justice Social Work in India*. New Delhi: Sage Publications Pvt. Ltd.
- 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.

#### **Additional:**

- 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.

### **Teaching learning process and plan**

The teaching learning process will focus on imparting the specialized knowledge of criminal justice system and its interface with field of social work through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in social work concepts in general and criminal justice system in particular. Students will also be encouraged to develop a critical perspective on the subject through interactive tutorial exercises. Short documentaries will be used to relate theoretical understanding to the real-life situations. The other interactive methods include classroom presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

### **Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

### **Keywords**

Crime, social defence, Criminal justice system, correctional services, non-institutional services

**LEVEL : SEMESTER III**  
**COURSE CODE : SW- 312 (GENERIC ELECTIVE)**  
**TITLE OF THE PAPER (GE:6) : GENDER EQUALITY AND SOCIAL WORK**  
**MARKS : 100**  
**CREDITS : 4**

### **Objectives**

- Understanding the concept of gender and related concerns
- Understanding analytical perspective about gender development
- To know gender specific policies and programmes

### **Course Content:**

#### **Unit-1: Understanding Gender**

- 1.1 Definitions and Concepts: gender, sexuality, types of gender, gender identity, gender equality and disparities
- 1.2 Gender stratification intraditional and modern societies, Gender Stereotyping, Gender Discrimination
- 1.3 Violence in Family and community

#### **Unit-2: Gender perspective in development**

- 2.1 Historical Overview of Feminist Movements: welfare to rights and empowerment approach
- 2.2 Gender equality and empowerment.
- 2.3 Gender approaches to development: WID, WAD and GAD, Gender development index

#### **Unit-3: Gender Mainstreaming**

- 3.1 Sexual minority: concerns of LGBTQ
- 3.2 Gender mainstreaming: Principles, strategies and tools
- 3.3 State and civil society initiatives

#### **Unit-4: Policy and Programmes**

- 4.1 Constitution and legislative safeguards, international covenants for women
- 4.2 National Policy and plans with gender focus
- 4.3 Institutional mechanisms: National Commission for Women, Rashtriya Mahila Kosh, Crime Against women Cell, Family Court, Family counselling centers and crisis intervention centers

### **Reading list:**

### **Classic Readings:**

- Aggarwal, B.(ed.) (1988)*Structure of Patriarchy*. New Delhi: Kali for Women.
- Holmes, M.(2007). *What is Gender*. New Delhi, Sage Publications, pp 43-62,71-90
- Wykes, M. and Welsh, K. (2009).*Violence, Gender and Justice*. London: Sage Publication.

### **Compulsory Readings:**

- Andal, N. (2002).*Women in Indian Society: Options and Constraints*. New Delhi: Rawat Publications.
- Bansal, D. K. (2006) *Gender Violence*. New Delhi: Mahaveer and Sons.
- Basu, A. &Jefferey, P.(2004).*Appropriating Gender*. London: Routledge.
- Revathi (2009).*Laws relating to domestic violence*. Hyderabad: Asia Law House.

### **Additional Readings:**

- Chaudri, M. (2003) *Feminisms in India*. New Delhi: Kali for Women.
- Dube, L. &Palriwala, R. (eds.)(1990). *Structures and Strategies: Women, and Family*. New Delhi: Sage Publications.
- Fergusons, C. (ed) (2010) *Violent Crime, clinical and implications*. California: Sage publications.
- Joseph, S. (2005). *Social Work Practice and Men Who Have Sex With Men*. New Delhi: Sage Publication.
- Momsen, J.(2009). *Gender and Development*, London &New York: Routledge
- 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.
- Taneja, A. (2005) *Gandhi,women and the national movement,1920-1947*. New Delhi: HarAnand Publication
- Wendt, S & Nicole M. (2016).*Contemporary Feminisms in Social Work Practice*, New York: Routledge.

### **Teaching learning process and plan**

The teaching learning process will focus on imparting the understanding of gender concerns through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the non social work students in gender issues. Short documentaries and Newspapers discussion will be used to relate

theoretical understanding to the real-life situations. The other interactive methods include classroom presentations, workshops and topic-oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Gender, Discrimination, violence, LGBTQ, equality, NCW, family courts

<b>LEVEL</b>	<b>: SEMESTER III</b>
<b>COURSE</b>	<b>: SW 304</b>
<b>TITLE OF THE PAPER(FW)</b>	<b>: FIELD WORK PRACTICUM-III</b>
<b>MARKS</b>	<b>: 100</b>
<b>CREDITS</b>	<b>: 6</b>

**Objectives:**

- 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.
- Imbibe the ethics and values of social work profession including attributes for the same.
- Develop an ability to narrate experience/learning, assessment of services & resources and participate in service delivery.

**Learning Outcomes:**

- Able to prepare learning plan and execute them.
- Able to develop sensitivity towards the needs and problems of individuals, families and groups and ability to work with them in the most efficient manner.
- Able to develop skills of writing field work records.
- Able to develop professional attitude conducive to deal with various problems by making use of supervisory guidance.
- Able to develop skills of writing field work records. and preparing scientific/field work experience based group conference (GC) paper presentations and make meaningful discussions during group interactions.

**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, individuals, families and groups and perform the assigned tasks during concurrent field work.
4. Work with individuals, families and groups alongwith volunteers, para-professionals/outreach workers in the agency and/or community and deal with cases (2-3), work with families (3-4) and form group/s.
5. Regular reporting to all concerned persons (both at agency and the college level) during scheduled meetings and supervisory/individual conferences (ICs) in order to seek guidance.
6. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
7. Complete and submit weekly records of concurrent field work in a prescribed manner.

8. Prepare and present group conference (GC) paper.
9. Continuous self-assessment of field work experiences.
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 themes that may be taken under skill workshop are: (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 counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

**Note:**

- A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.
- Must strictly maintain the discipline as applicable for concurrent field work and related activities, such as - completing compulsory hours (Minimum 225 hours each semester or a total of 450 hours for two consecutive semesters) and percentage of attendance (Minimum 80% attendance in the concurrent field work), participating in regular and specific activities as instructed 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 a year.

**Reading List:**

**Classic 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.
- 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.

**Compulsory Readings:**

- Bhanti, R. (1996). *Field Work in Social Work Perspective*. Udaipur: Hiamanshu Publications.
- Doel, M., & Shardlow, S. M. (2005). *Modern Social Work Practice: Teaching and Learning in Practice Settings*. Burlington, VT: Ashgate.
- Singh, A.P. & Girotra, T. (2018). *Case Records in Social Work*. Lucknow, India: Rapid Book Service.
- Subhedar, I. S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.

**Additional 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.

### **Teaching learning process**

Field work in social work education involves multiple learning pedagogies and activities. Every student will be assigned a supervisor for personalized learning and mentoring throughout the year. The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conferences/scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions.

### **Assessment Methods**

The field work assessment will be done by both internal supervisor and external examiner. The internal 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 interactions 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 college supervisors will also prepare an assessment report regarding the performance of the concerned student. The students will be required to appear in viva-voce before the external examiner on scheduled university examination day. The distribution of internal and external marking scheme will be 70 and 30 respectively.

### **Keywords**

Field work, social work, NGOs, casework, group work, community organisation, counselling

## SEMESTER IV

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**LEVEL : SEMESTER IV**  
**COURSE : SW 401 (CORE COURSE)**  
**TITLE OF THE PAPER(C-8) : WORKING WITH COMMUNITIES**  
**MARKS : 100**  
**CREDITS : 4**

**Objectives:**

- Develop an understanding of community organization as a method of social work.
- Develop capacity to understand the different aspects of community in the context of community organization.
- Enhance understanding of models, strategies and process involved in working with communities.

**Course Contents:**

**Unit-1: Understanding Community**

- 1.1 Concept of community: Meaning, definitions and elements
- 1.2 Types of community: Urban, rural, tribal, virtual and functional communities.
- 1.3 Community power structure and functions of the community

**Unit-2: Introducing Community Practice**

- 2.1 Concept of community organization: Nature, evolution and characteristics
- 2.2 Assumptions and principles of community organization
- 2.3 People's participation: Rationale, types and methods

**Unit-3: Processes of Community Practice**

- 3.1 Steps of community organization
- 3.2 Models: Locality Development, Social Planning and Social Action
- 3.3 Approaches: Welfarist, Social Development and Empowerment

**Unit-4: Community Organization and Development**

- 4.1 Community development: Concept, aims & objectives, basic elements
- 4.2 Community organization and community development
- 4.3 Role of community organizer

**Reading List:**

**Classic Readings:**

- Dunham, A. (1962). *Community Welfare Organization: Principles and Practice*. New York: Thomas Crowell.
- 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.
- Ross, M.G. (1967). *Community Organization: Theory, Principles and Practice*. New York: Harper & Row.

**Compulsory Readings:**

- Hardcastle D. A., Powers P. R & Wenocur S.(2004) *Community practice: Theories and skills for social workers*.New York: Oxford University Press.
- Lee, J. (2001). *The Empowerment Approach to Social Work Practice: Building the Beloved Community*. New York:Columbia Press.
- Siddiqui, H.Y. (1997).*Community Organization in India*. New Delhi: Harnam
- Somerville P. (2016).*Understanding community: Politics, policy and practice* (2nd edition). Bristol: Polity Press and Social Policy Association

**Additional Readings:**

- Hardina, D.(2002). *Analytical skills for community organization practice*. Columbia University Press.
- Kumar, S. (2002).*Methods for Community Participation: A Complete Guide for Practitioners*. New Delhi: Sage Publication.
- Raju, M. L. (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.
- Verma, R.B.S. & Singh, A.P. (2015).*SamudayikSangathanEvamAbhyaas*. Lucknow: New Royal Book Company.
- Weil, M.(2005).*Handbook of Community Practice*.London: Sage.

**Teaching learning process and plan**

The teaching learning process will focus on imparting the knowledge of community organisation and its practice base in social work profession through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. Students will also be encouraged to develop a critical perspective on the subject through interactive tutorial exercises. Short documentaries will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Community organisation, social action, people's participation, community organisation models, approaches to community organisation

**LEVEL** : SEMESTER IV  
**COURSE** : SW-402 (CORE COURSE)  
**TITLE OF THE PAPER** (C-9) : INTRODUCTION TO SOCIAL PSYCHOLOGY  
**MARKS** : 100  
**CREDITS** : 4

**Objectives:**

1. Understand the fundamentals of social psychology
2. Understand interpersonal and societal issues
3. Understand group behaviour and interaction processes

**Course Contents:**

**Unit 1: Nature and Scope of Social Psychology**

- 1.1 Social psychology: definition, concept and scope
- 1.2 Methods of social psychology.
- 1.3 Relevance of social psychology to social work practice.

**Unit 2: Concepts in Social Psychology**

- 2.1 Social Perception, Social Influence
- 2.2 Aggression, public opinion, propaganda and social media
- 2.3 Interpersonal Attraction

**Unit 3: Understanding Groups and Crowds**

- 3.1 Group: Definition, Types
- 3.2 Group development and group process
- 3.3 Crowd and mob: Characteristics, behaviour and dynamics

**Unit 4: Social Attitudes and Leadership**

- 4.1 Social attitudes: Definition, Features and formation, measurement and change.
- 4.2 Prejudice and stereotypes
- 4.4 Leaderships: Traits, styles and types

**Readings:**

**Classic Readings:**

- Aronson, E., Wilson, T.D., & Akert, R.M. (2007) *Social Psychology* (6th Ed.) New Jersey: Prentice Hall.
- Baron, R.A., Byrne, D. & Bhardwaj, G. (2014) *Social Psychology* (12th Ed.) London: Pearson Education Inc.
- Feldman, R. S. (2001) *Social Psychology* (3rd Ed.) (Unit I, II, III, IV) USA: Pearson.
- Lindgren H.C, 1962 *Introduction To Social Psychology*. New Jersey: John Wiley and Sons.

**Compulsory Readings:**

- Barrett, W.D. (2016). *Social Psychology-Core Concepts and Emerging Trends*. London: Sage Publications.
- Crisp, R.J. & N Turner, R.N. (2014) *Essential Social Psychology*. London: Sage Publications.
- Myers, D.G. (2010) *Social Psychology* (10<sup>th</sup>, Edition). New York: McGraw-Hill.
- Paliwal S., (2002) *Social Psychology*. Jaipur : RBS Publishers.

**Additional Readings:**

- Chowdhary, R. (2013) *Samajik Manovigyan-Ek Parichay*. New Delhi: The Book Line Publisher.
- 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.
- Kuppaswami, B. (1994) *Social Psychology*. Bombay : Asia Publishing House.
- Lindgren, H.C. (1962) *Introduction to Social Psychology*. New Jersey: John Wiley and Sons.

**Teaching learning process and plan**

The teaching learning process will focus on imparting the specialized knowledge of social psychology and its interface with the field of social work through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in social psychology concept and its practice to social work profession. Short documentaries will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, workshops and topic-oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Social psychology, prejudice, stereotype, social perception and aggression

**LEVEL** : **SEMESTER- IV**  
**COURSE** : **SW- 403 (CORE COURSE)**  
**TITLE OF THE PAPER( C 10): AREAS OF SOCIAL WORK PRACTICE**  
**MARKS** : **100**  
**CREDITS** : **4**

- Develop an understanding of the different areas of social work practice.
- Develop skills to work in diverse areas of social work practice.
- Learn to apply social work interventions in various areas of social work practice.

### **Course Contents:**

#### **Unit-1: Disability and Social Work**

- 1.1 Concept and meaning: Disability, Impairment, Handicap, and differently abled
- 1.2 Causes of disability, Categories of persons with disability: Physical, orthopaedic, visual, motor & sensory, intellectual and multiple disability
- 1.3 Needs and problems of persons with disability,
- 1.4 Prevention of Disability, Rehabilitation programmes for the PWDs, Mainstreaming PWDs as empowerment ideology

#### **Unit-2: Elderly and social work**

- 2.1 Needs and problems of elderly: physical, psychological, financial, social and environmental, Changing family norms, intergenerational gaps, Family relationships and caregiving issues
- 2.2 Social security measures, Welfare programmes/schemes for the elderly, National Policy for older persons
- 2.3 Involvement of the elderly in community resource building; Role of NGOs, police system, Empowering elderly: Counselling services for preparation of old age, lifestyle management, retirement plan, second career
- 2.4 Interventions for enhancing wellbeing of the institutionalized elderly

#### **Unit-3: Conflict mitigation and peace building**

- 3.1 Understanding conflict: definition, concepts of violence, riots, rebellion and genocide
- 3.2 Conflict in societies: Communal/ethnic/racial/caste- causes and implications
- 3.3 Conflict induced trauma and social work interventions
- 3.4 Peace building steps, process and strategies: role of state and civil societies

## **Unit-4: Environment, Sustainable Development and Social work**

- 4.1 Environment: Definition and components, impact of environmental degradation on marginalised groups, Environmental social work
- 4.2 Global environmental issues and concerns, Climate change: Social implications and consequences such as disasters; food shortages; migration; conflict
- 4.3 Sustainable Development: Concept, potentialities and challenges
- 4.4 Environmental movements and Role of civil society organisations in environment conservation

### **Readings:**

#### **I. Disability and Social Work**

#### **Classic readings:**

- Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001). *Handbook of Disability Studies*. California: Sage Publications.
- Oliver, M. (1996) ,*Understanding Disability: From Theory to Practice*. Basingstoke. New York: Palgrave.
- Robert, P., Marinelli, R.P. & Dell Orto, A.E. (1999),*Psychological and Social Impact of Disability*. New York: Springer.

#### **Compulsory Readings**

- Karna, G.N. (2001). *Disability Studies in India: Retrospect and Prospects*. New Delhi: Gyan Publishing House.
- Rothman, J.C. (2003),*Social Work Practice Across Disability*. Boston: Allyn & Bacon.
- World Bank (2007).*Disability in India: From Commitments to Outcomes*. Working Paper, 2007, Washington DC: World Bank.
- World Health Organization (2011)*World Report on Disability*. World Health Organization, available on:[https://www.who.int/disabilities/world\\_report/2011/report.pdf](https://www.who.int/disabilities/world_report/2011/report.pdf)

#### **II Elderly and Social Work**

#### **Classic Readings:**



University Press.

- Carter, N. 2007 *The Politics of the Environment: Ideas, Activism, Policies* (2nd edition). London: Cambridge University Press.
- Dominelli, L. 2012 *Green Social Work –From Environmental Crises to Environmental Justice*. Cambridge: Polity Press.
- Grey, M., Coates, J., & Hetherington, T. 2013 *Environmental Social Work*. New York: Routledge.
- Rogers, P., Jalal, K., & Boyd, J. 2008 *An Introduction to Sustainable Development*. London: Earthscan.

**Compulsory Readings:**

- Gadgil, M. & Guha, R. 1995 *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London: Routledge.
- Guha, R., & Alier, J. 1997 *Varieties of environmentalism: essays north and south*. New York: Routledge.
- Rangarajan, M. 2006 *Environmental issues in India*. New Delhi: Pearsons
- Somayaji, S., & Talwar, S. 2011 *Development induced displacement, rehabilitation and resettlement in India: current issues and challenges*. London: Routledge.

**Teaching learning process and plan**

The teaching learning process will focus on imparting the knowledge of various areas of social work and the art of working in these fields through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in various emerging areas of social work practice. Short documentaries will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Environment, disability, elderly, conflict management, peace building, Sustainability



**LEVEL** : SEMESTER IV  
**COURSE CODE** : SW 421(SKILL ENHANCEMENT COURSE)  
**TITLE OF THE PAPER (SEC3): APPLICATION OF TOOLS OF DATA COLLECTION**  
**MARKS** : 100  
**CREDITS** : 4

**Objectives**

- Understanding nature of data and use of data management software
- Familiarizing students with basic tools of data collection
- Developing skills in designing and administration of basic tools

**Course Contents:**

**Unit-1: Data types and uses**

- 1.1 Data : definition, importance and uses of data, primary and secondary sources
- 1.2 Introduction to SPSS: Data entry, variable view
- 1.3 Basic descriptive analysis (preparing tables and charts)

**Unit-2: Questionnaire**

- 2.1 Understanding Questionnaire: concept, purpose and scope
- 2.2 Designing: types of questions, presentation and formats
- 2.3 Administration of questionnaire: practical applications

**Unit-3: Interview schedule and checklist**

- 3.1 Checklist Schedule: concept, purpose and scope
- 3.2 Understanding interview schedule: concept, purpose and scope
- 3.3 Designing and administration of interview schedule and checklist: practical application

**Unit-4: scale**

- 4.1 Understanding scales: concept and purpose
- 4.2 Types of scales: Likert, Guttman and Thurstone
- 4.3 Administration of any one scale: Practical application

**Reading list:**

**Classic Readings:**

- Goode, W. J. & Hatt, P. K. (1952). *Methods in social research*. New York: McGraw Hills.

### **Compulsory Readings:**

- Ahuja,R. (2008). *Research methods*, Jaipur: Rawat Publications.
- Gaur, A.S.& Gaur, S.S. (2006): *Statistical Methods for practice and research- a guide to data analysis using SPSS*, New Delhi. Response Books.
- Kothari C. R. (2009). *Research methodology: methods & techniques* (2<sup>nd</sup> ed.).New Delhi: New Age International Publishers.
- Kumar, R. (2006). *Research methodology* (2<sup>nd</sup> ed.). New Delhi: Pearson Education

### **Additional Readings:**

- Singleton, R. A., Straits, B. C., & Straits, M. (1999). *Approaches to Social Research*.New York and Oxford: Oxford University Press..

### **Teaching learning process and plan**

The teaching learning process will focus on imparting the basic knowledge and skills involved in development of tools of data collection. The participative lectures will help students learn the skills involved in administration of the tools and collect data. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities and appropriate tools. Classroom demonstration will be used to relate theoretical understanding to the practice of data collection and organization The other interactive methods include class-room presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

### **Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

### **Keywords**

Data collection tools, questionnaire, interview schedule, scale, checklist

**LEVEL : SEMESTER IV**  
**COURSE CODE :SW- 422 (SKILL ENHANCEMENT COURSE)**  
**TITLE OF THE PAPER (SEC 4): COUNSELLING SKILLS IN SOCIAL WORK**  
**MARK : 100 MARKS**  
**CREDITS : 4**

**Objectives:**

- Understanding the conceptual framework and process of counselling
- Understand the ethical principles associated with good practice
- Gain knowledge on the use of skills and techniques of counselling

**Course Contents:**

**Unit 1: Conceptual Framework**

- 1.1 Counselling: Concept, elements, stages and process
- 1.2 Ethical principles for good practice in counselling
- 1.3 Role of counsellors in providing effective counselling

**Unit 2: Listening Skills**

- 2.1 Developing effective listening skills
- 2.2 The use of questions in counselling
- 2.3 Barriers in listening

**Unit 3: Counselling Micro Skills**

- 3.1 Reflection and Paraphrasing
- 3.2 Summarising
- 3.3 Confronting

**Unit 4: Counselling with Various Groups**

- 4.1 Children, Youth, Distressed Women, Pre marital Counselling
- 4.2 Marital discord counselling, PLWHA,
- 4.3 Grief and Bereavement Counselling

**Readings:**

**Classic:**

- NarayanaRao, S. (2002). *Counselling and Guidance*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Nayak, A. K. (2002). *Guidance and Counselling*. New Delhi: APH Publishing Corporation.

- Sharma, R. N. (2001). *Guidance and Counselling*. New Delhi :Surjeet Publication.

### **Compulsory:**

- Dave, I (1983). *The Basic Essentials of Counselling*. New Delhi: Sterling Publishers Pvt. Ltd.
- Egan, G. (2009). *The skilled Helper* (9th Ed.). London : Brooks Cole/ Thomson.
- Jones R N.(2011) *Theory and Practice of Counselling and Therapy*.(5th Edition).Thousand Oaks:Sage Publication
- Young, M.E.(1992) *Counselling Methods and Techniques: An Eclectic Approach*. New York: Macmillan.

### **Additional:**

- Corey, G(2005) *Theory and Practice of Counselling and Psychotherapy*. California: Brooks/ Cole
- Gupta, M. (1979) *Effective Guidance and Counselling*.Jaipur :Mangal Deep Publications,.
- Neilson P. , King R.J, & Baker, F.A. (ed). (2016) *Creative Arts in Counselling and Mental Health*.USA, Sage Publications.

### **Teaching learning process and plan**

The teaching learning process will focus on imparting the specialized knowledge of counselling to the students. Students will be engaged in class-room discussions and role plays to strengthen their understanding about skills, techniques and process of counselling and develop a critical perspective about human relations. Field exposures to various organisations would be used as a platform to relate basic theoretical inputs to the real-life situations. The other interactive methods include class-room presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:**V-VIIIWeeks, **III Unit:** IX-XIWeeks, **IV Unit:** XII-XIV Weeks.

### **Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

### **Keywords**

Counselling, values, skills, grief, bereavement, marital discord

**LEVEL : SEMESTER IV**  
**COURSE : SW- 411 (GENERIC ELECTIVE COURSE)**  
**TITLE OF THE PAPER(GE7): SOCIAL WORK WITH ELDERLY**  
**MARKS : 100**  
**CREDITS : 4**

### **Objectives**

- To understand the basic needs and issues of elderly persons in contemporary society.
- Develop critical understanding of the policies and programmes for the elderly at the national and international levels.
- Understand the relevance and nature of social work interventions for the elderly in the contemporary social situations.

### **Course Contents:**

#### **Unit- 1: Understanding Old Age**

- 1.1 Introduction to basic terms: Elderly, ageing, greying population,
- 1.1 Demography of the Ageing at national and international level and its related implications
- 1.2 Theories of ageing- biological/developmental, psychological, sociological

#### **Unit-2: Issues, Policy, Programmes and Initiatives**

- 2.1 Needs and problems of elderly: physical, psychological, financial, social and environmental, Changing family norms, intergenerational gaps, Family relationships and caregiving issues
- 2.2 Social security measures, Welfare programmes/schemes for the elderly
- 2.3 National Policy for older persons, international resolutions

#### **Unit-3: Strategies for Active and Healthy Ageing**

- 3.1 Rights of older persons against neglect, abuse, violence and abandonment
- 3.2 Managing chronic diseases and promoting well-being in old age, Programmes for active ageing: day care centre, recreational centre, self help/ support groups,
- 3.3 Involvement of the elderly in community resource building; Finance management and wealth creation, Role of NGOs, police system, community groups, safe and group housing

## Unit IV: Social Work Interventions

- 4.1 Empowering elderly: Counselling and guidance services for preparation of old age, lifestyle management, retirement plan, second career, grief and bereavement counselling, addressing spiritual needs
- 4.2 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.
- 4.3 Interventions for enhancing wellbeing of the institutionalized elderly

### Reading list:

#### Classic Readings:

- Marshall, M. (1983). *Social Work with Old People*. Noida: The Macmillan Press Ltd.
- 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.

#### Compulsory 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
- Paltasingh, T. & Tyagi, R. (Eds.) (2015) *Caring for the elderly: Social Gerontology in Indian Context*, New Delhi: Sage
- Sears, J.T. (2009). *Growing older*. USA: Routledge, Tylor & Francis Group.

#### Additional 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 Publishing Company.

## Teaching learning process and plan

The teaching learning process will focus on imparting the specialized knowledge of the field of elderly and its interface with the field of social work through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in the field of elderly and its practice. Short documentaries will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Elderly, demography, elderly policy, healthy ageing, empowering elderly

<b>LEVEL</b>	<b>: SEMESTER IV</b>
<b>COURSE</b>	<b>: SW- 412 (GENERIC ELECTIVE COURSE)</b>
<b>TITLE OF THE PAPER (GE-8)</b>	<b>: NGO MANAGEMENT AND SOCIAL WORK</b>
<b>MARKS</b>	<b>: 100</b>
<b>CREDITS</b>	<b>: 4</b>

**Objectives:**

- Develop an understanding about non-governmental organizations.
- Acquire skills and competence in managing NGOs.
- To develop basic understanding in entrepreneur skills.

**Course Contents:**

**Unit -1: Conceptual Framework of NGOs**

- 1.1 Voluntary initiatives in India: Pre/post-independence phase
- 1.2 NGOs: Concept, characteristics, nature, forms
- 1.3 Relationship between government and NGOs and their interface

**Unit-2: Establishing an NGO**

- 2.1 Salient features of legal provisions: The Societies Registration Act, 1860; The Indian Trusts Act, 1882 and The Companies Act, 1956
- 2.2 Registering an NGO: Formation of society and registration process under appropriate legislation
- 2.3 National policy on voluntary sector

**Unit-3: Management of NGOs**

- 3.1 Organizational Planning: Vision, mission, goals, formulation of objectives & strategies and manpower/human resource planning
- 3.2 Management and functions of NGOs: Recruitment, selection, induction & placement, training & development, employee remuneration motivation and morale
- 3.3 Organizational environment & culture, leadership, coordination and employee discipline

**Unit-4: Project Implementation, Monitoring and Evaluation**

- 4.1 Project formulation: Types, stages and factors affecting
- 4.2 Project implementation: Mobilization of resources, fund raising and grant-in-aid
- 4.3 Project monitoring and evaluation



## **Reading List:**

### **Classic Readings:**

- Edwards, M. R. (2002). *The Earthscan Reader on NGO Management*. London: Alan Fowler.
- Horton, D. & Anastasia, A. (2003). *Evaluating Capacity Development*. Canada: International Development Research Centre.
- Levis, D. (2001). *The Management of NGO Development Organization: An Introduction*. London: Routledge.
- Norton M. & Murray C. (2000). *Getting Started in Fund Raising*. New Delhi: Sage Publication Pvt. Ltd.

### **Compulsory Readings:**

- Abraham, A. (2011). *Formation and Management of NGOs*. Delhi, India. Universal Law Publishing Co.
- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). *Designing and Managing Programs: An Effectiveness based Approach (5th Ed)*. Thousand Oaks : Sage Publications.
- 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.

### **Additional Readings:**

- Coley, S.M. & Schein, C.A. (1990). *Proposal Writing (Sage Services Guides)*. New Delhi: Sage Publication.
- Chandra, S. (2001). *NGO: Structure, Relevance and Functions*. New Delhi: Kanishka Publishers.
- Chowdhary, S. (1990). *Project Management*. Delhi: Tata McGraw-Hill.
- Dadrawala, N.H. (2004). *The Art of Successful Fund Raising*. New Delhi: CA
- Mukherjee, K.K. (1999). *A Guide Book for Strengthening Voluntary Organization*. Ghaziabad, India: Gram Nivojana Kandra.
- 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.

## **Teaching learning process and plan**

The teaching learning process will focus on imparting the specialized knowledge of NGOs management and its importance in the field of social work through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in NGOs formation, registration and the implementation of projects. Short documentaries will be used to relate

theoretical understanding to the real-life situations. The other interactive methods include classroom presentations, workshops and topic-oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

NGOs, Project formulation, Registration, Management, Monitoring and evaluation

<b>LEVEL</b>	<b>: SEMESTER IV</b>
<b>COURSE</b>	<b>: SW404</b>
<b>TITLE OF THE PAPER (FW)</b>	<b>: FIELD WORK PRACTICUM -IV</b>
<b>MARKS</b>	<b>: 100</b>
<b>CREDITS</b>	<b>: 6</b>

**Objectives:**

1. Learn to mobilize clients/beneficiaries to utilize the services provided by the agency.
2. Coordinate the services provided by governmental and non-governmental organizations in meeting the additional needs of the clients/beneficiaries.
3. Learn to apply theoretical base i.e. methods, principles, approaches, models, skills and techniques while working with individuals, families and groups.
4. Develop ability to assess own performance and improve it accordingly.
5. Develop capacity to prepare process/method-oriented records.

**Learning Outcomes:**

- Capable to mobilize clients/beneficiaries to create awareness about needs, problems, rights, responsibilities etc. and motivate them to participate in their development and facilitate them to utilize the available services.
- Able to coordinate the services provided by governmental and non-governmental organizations/institutions in meeting the felt needs of the clients/beneficiaries.
- Able to develop sensitivity towards the issues related to social justice and human rights for marginalized groups.

**Tasks/Activities:**

1. Assist agency and/or community in programme planning and implementing the activities.
2. Participate/work with groups and communities along with volunteers, para-professionals/outreach workers in the agency and/or community and form group/s, 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.).
3. Regular reporting to all concerned persons (both at agency and the college) during scheduled meetings and supervisory/individual conferences (ICs) in order to seek guidance.
4. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisors.
5. Complete and submit weekly records of concurrent field work in a prescribed manner.
6. Prepare and present group conference (GC) paper.
7. Continuous self-assessment of field work experiences.

8. Attend skill development workshops in which the values, principles, methods, techniques, tools etc. are translated into practice skills, i.e. 'learning by doing'. The themes that may be taken under skill workshop are: (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 counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

**Note:**

- A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.
- Must strictly maintain the discipline as applicable for concurrent field work and related activities, such as - completing compulsory hours (Minimum 225 hours each semester or a total of 450 hours for two consecutive semesters) and percentage of attendance (Minimum 80% attendance in the concurrent field work), participating in regular and specific activities as instructed time to time i.e. orientation programme, agency/community tasks, workshops/seminars/special sessions, etc.

**Reading List:**

**Classic 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.
- 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.

**Compulsory Readings:**

- Bhanti, R.. (1996). *Field Work in Social Work Perspective*. Udaipur: Hiamanshu Publications.
- Doel, M., & Shardlow, S. M. (2005). *Modern Social Work Practice: Teaching and Learning in Practice Settings*. Burlington, VT: Ashgate.
- Tsui, M. S.(2005). *Social Work Supervision: Contexts and Concepts*. Thousands Oaks: Sage Publications.
- Subhedar, I. S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.

**Additional Readings:**

- Verma, R.B.S. & Singh, A.P. (2013). *Standard Manual for Field Work Practicum in Social Work*. Lucknow, India: New Royal Book Company.

**Teaching learning process**

Field work in social work education involves multiple learning pedagogies and activities. Every student will be assigned a supervisor for personalized learning and mentoring throughout the

year. The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conferences/scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions.

### **Assessment Methods**

The field work assessment will be done by both internal supervisor and external examiner. The internal 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 interactions 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 college supervisors will also prepare an assessment report regarding the performance of the concerned student. The students will be required to appear in viva-voce before the external examiner on scheduled university examination day. The distribution of internal and external marking scheme will be 70 and 30 respectively.

### **Keywords**

Field work, social work, NGOs, casework, group work, community organisation, counselling

# SEMESTER V

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<b>LEVEL</b>	<b>: SEMESTER V</b>
<b>COURSE</b>	<b>: SW - 501(CORE COURSE)</b>
<b>TITLE OF THE PAPER</b>	<b>(C11): RESEARCH IN SOCIAL WORK</b>
<b>MARKS</b>	<b>: 100</b>
<b>CREDITS</b>	<b>: 4</b>

### **Objectives:**

- Familiarize students with the nature of social science research and its application in the study of social phenomena.
- Help students learn the research process and develop abilities to prepare research design.
- Learn the process of Data collection, organization, presentation, analysis and report writing.

### **Course Content:**

#### **Unit 1: Research as Scientific Method**

- 1.1 Basics of Research: Meaning, definition, nature, types of research- Basic and applied, application of research in social sciences
- 1.2 Social science research and social work research : Meaning, nature, significance and difference
- 1.3 Research as scientific exercise: Principles of scientific methods, Ethics of social research

#### **Unit 2: Research Process**

- 1.1 Formulation of research problem, Review of literature, Referencing and report writing
- 1.2 Hypotheses: concept, meaning and process of formulation
- 1.3 Research design: exploratory, descriptive, experimental

#### **Unit 3: Sampling framework and data collection**

- 3.1 Concept of universe, sample, sampling unit and source list , Types of sampling frame – Probability and non-probability
- 3.2 Sources of data ( primary and secondary), Methods of data collection(interview, observation, case study and focus group discussion)
- 3.3 Tools of data collection- interview schedule, interview guide, questionnaire, observation guide.

#### **Unit 4: Basic Statistics**

- 4.1 Data editing, classification, presentation and Analysis
- 4.2 Science of statistics- concept, definition, functions and limitations
- 4.3 Descriptive statistics – measures of central tendency (mean, median, mode), Descriptive Analysis : Measures of dispersion (range, mean deviation, standard deviation, coefficient of variation)

## Readings:

### Classic Readings:

- Rubin, A., & Babbie, E. (2011). *Research methods for social work*. Pacific Grove, CA: Brooks.
- Goode, W. J. & Hatt, P. K. (1952). *Methods in social research*. New York: McGraw Hills.

### Compulsory 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.

### Additional Readings:

- Ahuja, R. (2008). *Research methods*, Jaipur: Rawat Publications.
- Gupta, S.C. (2012). *Fundamentals of Statistics, 7<sup>th</sup> revised ed.* New Delhi : Himalaya Publishing House.
- Gupta, S.P. (2012). *Statistical methods* (2<sup>nd</sup> 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* (2<sup>nd</sup> ed.). New Delhi: New Age International Publishers.
- Kumar, R. (2006). *Research methodology* (2<sup>nd</sup> 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.

### Teaching learning process and plan

The teaching learning process will focus on imparting the specialized knowledge of social research and its relevance to the social work profession through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about research methodologies. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in social research methods and undertaking research in future. Research papers discussion will be used to strengthen students' understanding. The other interactive methods include class-room presentations, workshops topic- oriented quiz and numerical practice for statistical classes.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.



**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Research, Data collection, analysis, hypothesis, sampling.

<b>LEVEL</b>	<b>: SEMESTER V</b>
<b>COURSE</b>	<b>: SW 502 (CORE COURSE)</b>
<b>TITLE OF THE PAPER (C-12)</b>	<b>: SOCIAL ACTION AND SOCIAL MOVEMENTS</b>
<b>MARKS</b>	<b>: 100</b>
<b>CREDITS</b>	<b>: 4</b>

**Objectives:**

- Understanding conceptual issues in defining social action and social movements.
- Acquaint students with various theoretical perspectives on social movement.
- Understanding various conventional and contemporary approaches to social work.

**Course Contents:**

**Unit 1: Understanding Social Action**

- 1.1: Social action: Concept and meaning.
- 1.2: Models and strategies of social action.
- 1.3: Social action and socialchange.

**Unit 2: Social Work and Social Action**

- 2.1: Radical social work practice
- 2.2: Structural Social Work practice.
- 2.3: Critical Social Work practice.

**Unit 3: Approaches of Social Action**

- 3.1: Concept of conscientization and critical awareness.
- 3.2: Paulo Friere and Saul Alinsky's contribution to Social Action.
- 3.3: Gandian and Ambedkar approach to Social Action and movement.

**Unit 4: Social Movements**

- 4.1: Social Movements: Concept, nature, componentsand stages.
- 4.2: Classification of Social Movements: Peasant, Women, Dalit, Tribal, J.P.movementand environmental movements in India.
- 4.3: Contemporary Movements: Telangana and Naxalbari.

**Readings:**

**Classic Readings:**

- Alinsky, 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

- Khinduka S.K. & Coughlin, B. J (1975) A Conceptualisation of Social Action. *The Social Review*, 49(1), 1-14.
- Siddiqui, H.Y. (1984). *Social Work and Social Action*. New Delhi: Harnam Publications.

### **Compulsory Readings:**

- Katherinevan W., Laura K., & Cindy J.(2012) *Confronting Oppression, Restoring Justice: From Policy Analysis to Social Action*. USA: CSWE Press
- 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.
- Singh, R. (2001) *Social Movements, Old and New: A post- Modern Critique*. New Delhi: Sage Publications.

### **Additional Readings:**

- Berger, S. & Nehring, H. (Eds.) (2017). *The History of Social Movements in Global Perspective, A Survey*. London: Palgrave Macmillan.
- Domeilli, L. (2002) *Anti Oppressive Social Work ; Theory And Practice*. Basingstoke, UK: Macmillan Publications.
- Laird, S. (2007) *Anti Oppressive Social Work*. London: Sage Publications.
- Lakshmana, C. & Srivastava, R. (1990), *Social Action and Social Change*. Delhi: Ajanta Publications.
- Langman, M. Lee, P (Eds) (1989) *Radical Social Work*. Boston: Unwin Hyman.
- 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.

### **Teaching learning process and plan**

The teaching learning process will focus on imparting the understanding of social action, movements and their relevance to the social work profession through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in social action strategies and its practice to social work profession. Short documentaries and movements narratives will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, Newspapers discussion, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

### **Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

### **Keywords**

Social action, social movements, Radical Social Work, Conscientization, critical awareness.

**LEVEL** : SEMESTER V  
**COURSE** : SW 531(DISCIPLINE SPECIFIC ELECTIVE)  
**TITLE OF THE PAPER (DSE 1)** :STATE, POLITICAL ECONOMY AND GOVERNANCE  
**MARKS** : 100  
**CREDITS** : 4

**Objectives:**

- Familiarize with the basic concepts related to state, governance and political economy relevant to social work.
- Develop critical understanding of democracy and constitutional foundations of India.
- Understand to formulate social work strategies in tune with the political and economic priorities of the nation.

**Course Contents:**

**Unit-1: Understanding State and Indian Constitution**

- 1.1 State and Nation: Concepts, historical background, welfare state
- 1.2 Characteristic features of democracy: Liberty, equality, rights, and social justice
- 1.3 Indian Constitution: Salient features, fundamental rights and directive principles of state policy

**Unit-2: Political Economy**

- 2.1 Political economy: Concept, meaning and relevance
- 2.2 Ideologies: socialism, capitalism, mixed economy; political system (Marxist and Functionalist)
- 2.3 Market and its effect on society; economic processes (production, distribution needs, demand and supply); liberalization, privatization, globalization.

**Unit-3: Introduction to Governance**

- 3.1 Representative democracy and peoples' participation: governance issues (local, regional, national)
- 3.2 Pillars of democratic governance: Judiciary, legislature and executive
- 3.3 Bureaucracy: Concept, salient features, significance, functions

**Unit-4: Civil Society and Development**

- 4.1 Civil society: concept, significance, role of civil society in the development of democratic nation
- 4.2 Grass root democracy and civil society: Functions and roles
- 4.3 Understanding of state, governance and political economy to Social Work

**Reading List:**

**Classic Readings:**

- Bardhan, P. (1984). *The Political Economy of Development in India*. Delhi: Oxford University Press.
- Fine, B. (2000). *Social Capital versus Social Theory: Political Economy and Social Science at the Turn of the Millennium*. London: Routledge.
- Keane, J. (1998). *Civil Society: Old Images. New Visions*. Cambridge: Polity Press.
- Tornquist, O. (1999). *Politics and Development*. London: Sage Publications.

**Compulsory Readings:**

- Chakrabarty, B. (2008). *Indian Politics and Society since Independence: Events Processes and Ideology*. London: Routledge.
- Datt, R. & Sundharam, K.P.M. (2005). *Indian Economy*. New Delhi: Sultan Chand and Sons.
- Gupta, D. (2017) *From 'People' to 'Citizen': Democracy's Must Take Road*, New Delhi, Social Science Press
- Jayal, N.G.(2013). *Citizenship and its Discontent: An Indian Reader*. Orient Blackswan Permanent Black.

**Additional Readings:**

- Agarwal, A. N. (1993). *Economics of Development and Planning*. New Delhi: Vikas Publications.
- Grindle, M. & Thomas, J. (1991). *Public Choices and Policy Change: The Political Economy of Reform in Developing Countries*. London: John Hopkins Press.
- Holton, R. J. (1998). *Globalisation and the Nation-State*. London: Macmillan Press.
- Kothari, R.(2012). *Politics in India*(2<sup>nd</sup> Ed.).. New Delhi :Orient Blackswan.
- Leftwich, A. (2000). *States of Development on the Primacy of Politics in Development*. Cambridge: Polity Press.
- Levi-Faur, D. (2012). *The Oxford Handbook of Governance*. Oxford Clarendon: Oxford University Press.
- Mazumdar, D. & Sarkar, S. (2005). *Globalization, Labour Markets and Inequality in India*. London: Routledge.
- Mishra, R. (1999). *Globalisation and the Welfare State*. London: Edward Elgar Publishing Limited.
- Pierre, J. & Peters, G. (2000). *Governance, Politics and the State*. Basingstoke: Macmillan.
- Turner, M. & Hulme, D. (1997). *Governance Administration and Development: Making the State Work*. London: Macmillan.

**Teaching learning process and plan**

The teaching learning process will focus on imparting the knowledge of state, governance and political economy through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in political dynamics, economic variables and

governance. The students will be encouraged to relate the theoretical understanding of the subject to the practice of social work profession. Short documentaries will be used to relate theoretical understanding to the real-life situations. The other interactive methods include classroom presentations, Newspaper discussions, workshops and topic-oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

State, governance, political economy, Indian constitution, democracy, Judiciary

**LEVEL : SEMESTER V**  
**COURSE : SW- 532 (DISCIPLINE SPECIFIC ELECTIVE)**  
**TITLE OF THE PAPER(DSE-2): HEALTH AND SOCIAL WORK**  
**MARK : 100 MARKS**  
**CREDITS : 4**

**OBJECTIVES :**

- Develop a basic understanding of the concept of health and mental health
- Develop an understanding of the major health concern in Indian context
- To familiarize students with concept, nature and scope of palliative care

**COURSE CONTENTS:**

**Unit: 1: Understanding Health**

- 1.1 Health and Well-Being: Concepts, components, determinants, Indicators of health status
- 1.2 Understanding diseases, Community health and Life style diseases: communicable and non-communicable (HIV/AIDS, T.B., Cancer, diabetes, obesity, PCOD)
- 1.3 Health scenario of India: Major Government Programmes and Policies

**Unit 2: Mental Health and Illness**

- 2.1 Concept, Definitions and components of mental health; Mental health as a positive concept
- 2.2 Approaches to mental Illness: Biological, psychological and sociological
- 2.3 Concept of abnormal behavior, Psychoactive substance use disorders, Schizophrenia, Mood disorders, Neurotic, Stress related, Somatoform disorders

**Unit 3: Health Care and Social Work**

- 3.1 Public Health, Health education, Reproductive and Child Health
- 3.2 Structure of health care services in India: Primary, Secondary and tertiary level,
- 3.3 Roles of social work profession in health settings : Preventive, promotive and rehabilitative approaches

**Unit 4: Palliative Care and Social Work**

- 4.1 Concept, meaning, scope, origin and models of palliative care.
- 4.2 Understanding patient and families -distress, coping, adaptation, truth telling, psycho-social care, spiritual care, caregiving burden, Grief and Bereavement
- 4.3 Ethical and legal issues in palliative care- euthanasia, withdrawal of assistive treatment, issues death and dying

### **Readings:**

#### **Classic Readings:**

- Butcher, J.N., Hooley, J.M. & Mineka, S.M. (2017) *Abnormal Psychology and Modern Life*. New Delhi: Pearson Education.
- Carson R.C., Butcher, J.N. & Mineka, S. (2000). *Abnormal Psychology and Modern Life*. Singapore: Pearson Education.
- Chauhan, D. (1997). *Health care in India: A profile*. Mumbai: Foundation for Research in Community Health, India.
- Park, K., (2006). *Preventive and Social Medicine*. Jabalpur Banarasidas Bhanot Publishers.

#### **Compulsory:**

- Cherny, N., Fallon, M., Kaasa, S., Portenoy, R., & Currow, D. (Eds.), (2015). *Oxford Textbook of Palliative Medicine*. Oxford, UK: Oxford University Press.
- 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*. New Jersey: John Wiley & Sons.
- Rosenberg, J. & Rosenberg, S. (Eds.) (2018). *Community Mental Health: Challenges for the 21st Century*. New York: Routledge.

#### **Additional:**

- Dhooper, S.S., (1997). *Social work in Health Care in the 21st Century*. Thousand Oaks, CA.: Sage Publications, Inc
- Lankenster, T. (1992). *A Setting Up Community Health Programme: A Practical Approach for Use in Development Countries*. London: Macmillan.



- Oliviere, D. Hargreaves, R., Monreo B.,.(1998). *Good Practice in Palliative care: Psycho-social perspective*. Aldershot: Ashgate.
- Price,S. & Andrew T.(2002). *Health of Nations : Infectious disease environment*. Cambridge :MIT Press.
- Williams M. (ed. )(2003). *Psychosocial issues in palliative care*.Oxford: Oxford University Press.

### **Teaching learning process and plan**

The teaching learning process will focus on imparting the specialized knowledge of the various fields of health and its emphasis in the practice of social work through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures and field visits will focus on inculcating the interest of the students in health related concepts and its practice to social work profession. Short documentaries and case studies will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, role plays, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

### **Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

### **Keywords**

Health, Mental health, Mental illness, Health Policy, Health care, Palliative Care

**LEVEL : SEMESTER V**  
**COURSE : SW- 533 (DISCIPLINE SPECIFIC ELECTIVE)**  
**TITLE OF THE PAPER (DSE-3): SOCIAL WORK INTERVENTION IN DISASTER MANAGEMENT**  
**MARKS : 100**  
**CREDITS : 4**

**Objectives:**

- Understand the key concepts, typologies and impact of disasters.
- Understand the processes of mitigation and management of disasters
- Acquire critical understanding of the national disaster management policy and initiatives in India

**Course Contents:**

**Unit 1: Conceptual Framework**

- 1.1 Disaster: Concept, hazard, risk, vulnerability (forms and reduction)
- 1.2 Types of disasters: Natural (famine, drought, flood, cyclone, Tsunami, earthquake) and manmade disasters (riots, blasts, industrial, militancy), major disasters in India
- 1.3 Impact of disasters: Physical, socio-economic, ecological, political and psychological

**Unit 2: Disaster Management in Different Phases**

- 2.1 Pre-disaster: Prevention, mitigation and preparedness
- 2.2 During disaster: Search & rescue, relief mobilization and management, evacuation & camp management
- 2.3 Post-disaster: Reconstruction, rehabilitation and recovery

**Unit 3: Disaster Management Policy and Programmes**

- 3.1 Disaster management policy & programmes in India,
- 3.2 National disaster management framework; administrative & institutional structure for disaster management;
- 3.3 International and national Techno-legal framework: Hyogo Framework for Action, Yokohama Strategy, Sendai framework; Disaster Management Act, 2005; and national guidelines;

**Unit 4: Social Work Intervention in Emergencies and Disasters**

- 4.1 Social work intervention: Contingency planning & fund raising, mobilization & management of human resources, relief material procurement, crisis management, rapid health assessment & emergency health management; livelihood security & social justice concerns
- 4.2 Community based disaster preparedness (CBOP) and management (CBDMM)
- 4.3 Post-disaster trauma care and counseling including grief counseling

**Reading List:**

**Classic Readings:**

- Abarquez, I. & Murshed, Z. (2004). *Community-Based Disaster Risk Management: Field Practitioners' Handbook*. New Delhi: Asian Disaster Preparedness Centre.
- Maskrey, A. (1989). *Disaster Mitigation: A Community Based Approach*. Oxford: Oxfarm.
- Miller J. L. (2012). *Psycho-Social Capacity Building in Response to Disasters*. New York: Columbia University Press.

### **Compulsory Readings:**

- Kelman, I; Mercer, J; & Gaillard, J. (2017) *The Routledge Handbook of Disaster Risk Reduction Including Climate Change Adaptation*. London & New York: Routledge
- López-Carresi, A, Fordham, M.& Wisner, B.(2013) *Disaster Management: International Lessons in Risk Reduction, Response and Recovery*. London: Routledge.
- Mishra, A. & Singh, A. K. (2013). *New Dimensions of Disaster Management in India (Eds.), Vol. II*. New Delhi: Serials Publications.
- Pal, I. & Shaw, R. (Eds) (2017) *Disaster Risk Governance in India and Cross Cutting Issues*, Singapore: Springer

### **Additional Readings:**

- Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (2004). *At Risk: Natural Hazards, People's Vulnerability and Disaster*. London: Routledge.
- CAPART. (1995). *Proceedings of CAPART Workshop on Strengthening of Community Participation in Disaster Reduction*. New Delhi.
- Department of Social Work. (2010). *Monograph: University for Development and integrated Learning (UDAI-I) 2003 and (UDAI-II), Sahyatri*. New Delhi: Department of Social Work, University of Delhi.
- Gupta, M.C., Sharma, V. K., Gupta, L.C., & Tamini, B.K. (2001). *Manual on Natural Disaster Management in India*. New Delhi: National Centre for Disaster Management.
- Singh, R.B. (2000). *Disaster Management(Eds.)*.New Delhi: Rawat Publications.
- Shaw R. & Krishnamurthy, R.R. (2009). *Disaster Management: Global Challenges and Local Solutions*. Hyderabad: University Press.
- Singh, S.K., Kundu, S.& Singh, S. (1998). *Disaster Management*. New Delhi: Mittal Publications.
- Tata Institute of Social Sciences. (2002). Special Volume on Disaster Management. *Indian Journal of Social Work*, 63( 2), April.

### **Teaching learning process and plan**

The teaching learning process will focus on imparting the knowledge of disaster management and its importance to the field of social work practice through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in disaster preparedness and mitigation and their practice to the social work profession. Short documentaries and case studies will be used to understand the various practice models. The other interactive methods include class-room presentations, Newspaper discussions, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Disaster management, man-made disasters, natural disaster, prevention, mitigation,

**LEVEL : SEMESTER V**  
**COURSE : SW 534 (DISCIPLINE SPECIFIC ELECTIVE)**  
**TITLE OF THE PAPER (DSE4) : RURAL AND URBAN COMMUNITY DEVELOPMENT**  
**MARKS : 100**  
**CREDITS : 4**

**Objectives:**

- Develop an understanding of rural and urban communities.
- Develop sensitivity and commitment to the rights of vulnerable groups in rural and urban communities.
- Develop skills necessary for community development work in rural and urban settings.

**Course Contents:**

**UNIT 1 :Understanding Rural Communities and Contemporary Concerns**

- 1.1 Rural communities: Socio-economic and natural diversity, Migrations and contemporary concerns
- 1.2 Dynamics of the rural society: Caste, class, Tribe and gender relations; power, conflict and control, Agrarian relations, structural inequality and land access
- 1.3 Rural Livelihoods, Rural Employment and Self-Employment Programs

**UNIT2 :Rural Community Development, Policies and Programmes**

- 2.1 Rural Community Development: Social justice, Ecological and Indigenous Perspectives
- 2.2 Governance and Administration in Rural India with special focus on Panchayati Raj Institutions
- 2.3 Rural Policies and Programmes :Agriculture (National Mission on Sustainable Agriculture), Forests (FRA)Cooperatives, Micro Credit and Micro Enterprise Development, Rural Poverty and Indebtedness and Poverty Alleviation Programs.

**UNIT 3: Urban Communities, Urbanization and Urban poor**

- 3.1 Urban Communities: Types and features, Causes and consequences of urbanization and unplanned urban growth
- 3.2 Slum: concept, factors contributing to slum development, consequences and issues around evictions and relocation
- 3.3 Urban poor: Identity, Challenges and options (Right to food security, housing and livelihood)

**UNIT 4 :Urban Development Policies and Programmes**

- 4.1 Urban planning: features and models, Urban community Development: Concepts and theories.

4.2 Urban development policies and programmes in India, especially on housing, livelihood, health and sanitation

4.3 Government and Non- Government organization's initiatives for urban community development

### **Readings:**

#### **1. Rural Community Development**

##### **Classic readings:**

- Desai, V. (2012). *Rural Development in India*, Mumbai:Himalaya Publishing House.
- Jana, A.K. (Ed.). (2015). *Decentralizing Rural Governance and Development: Perspectives, Ideas and Experiences*. Jaipur: Rawat Publications.
- Sisodia, Y.S. & Dalapati, T. K. (Ed.). (2015). *Development and Discontent in Tribal India*. Jaipur: Rawat Publications.

##### **Compulsory Readings**

- Brahmanandam, T. (ed.) (2018). *Dalit Issues: Caste and Class Interface*. Jaipur: Rawat Publications.
- Fernandez, B. (2016). *Land, Labour and Livelihoods: Indian Women's Perspectives*. Cham, Switzerland : Palgrave Macmillan.
- Joshi, V. & Upadhyaya, C. (eds). (2017). *Tribal Situation In India: Issues and Development* (2<sup>nd</sup> Ed.). Jaipur: Rawat Publications.
- Westoby, P. & Dowling, G. (2013). *Theory and Practice of Dialogical Community Development International perspectives*. London & New York: Routledge.

##### **Additional readings.**

- Harriss, J. (2017). *Rural Development: Theories of peasant economy and agrarian change*. Jaipur: Rawat
- Maddick, H. (2018). *Panchayati Raj: A Study of Rural Local Government in India*. Jaipur: Rawat Publications.

#### **2. Urban Community Development**

##### **Classic readings:**

- Ferguson, R. F. & Dickens, W. T. (1999). *Urban Problems and Community Development*. Washington, D.C.: Brookings Institution Press.

- Williams, C. (2016). *Social Work and the City: Urban Themes in 21st-Century Social Work*. London: Macmillan

### **Compulsory Readings**

- Chakravarty, S., Negi, R. & Chakravarty, S. (2016). *Space, planning and everyday contestations in Delhi*. New Delhi: Springer India.
- Jayaram, N. (2017). *Social Dynamics of the Urban: Studies from India*. New Delhi: Springer.
- Lemanski, C., & Marx, C. (2015). *The City in Urban Poverty*. New York: Palgrave Macmillan.
- Mukherjee, J. (2018). *Sustainable Urbanization in India: Challenges and Opportunities*. Singapore: Springer.

### **Additional Readings:**

- Ahluwalia, I. J., Kanbur, S. M. R., & Mohanty, P. K. (2014). *Urbanization in India: Challenges, opportunities and the way Forward*. New Delhi: Sage Publications.
- DeFilippis, J., & Saegert, S. (2012). *The Community Development Reader*. New York: Routledge.
- Rajeev, M., & Vani, B. P. (2017). *Financial Access of the Urban Poor in India: A Story of Exclusion*. New Delhi: Springer.
- Sridhar, K. S., & Wan, G. (2016). *Urbanization in Asia: Governance, Infrastructure and the Environment*. New Delhi: Springer India.

### **Teaching learning process and plan**

The teaching learning process will focus on imparting the knowledge on rural and urban communities and their relation to social work profession through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about contemporary situation in rural and urban communities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in various emerging issues and challenges in the different communities and their relation to social work practice. Short documentaries will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

### **Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Rural communities, urban communities, rural development, urban development, Panchayati raj, Livelihood, Slums



**LEVEL : SEMESTER V**  
**COURSE : SW- 503**  
**TITLE OF THE PAPER (FW5): FIELD WORK PRACTICUM-V**  
**MARKS : 100**  
**CREDITS : 8**

**Objectives:**

- Develop sensitivity towards the issues related to social justice and human rights for marginalized groups.
- Develop ability to critically analyze the service delivery system of agency, problems and issues in execution.
- Develop ability to plan, organize and implement the activities within agency/community framework.
- Improve skills in communication and networking with other organizations.

**Learning Outcomes:**

- To imbibe core competencies required for an efficient social work practitioner.
- Able to observe and analyse various social realities.
- Capable to develop professional attitude conducive to deal with various social problems.
- Able to understand community/organisation as social structure and power dynamics operating in field setting.

**Tasks/Activities:**

1. Block field work reports will be submitted to the college supervisor.
2. Attend orientation programme organized by the department at the commencement of the course of the semester.
3. Agency/community visits during orientation programme for learning agency/community structure, functioning, policies, programmes, activities, services, clients, networking with other organizations etc.
4. Establish contact and develop rapport with the agency personnel, volunteers, individuals, families and groups to effectively perform the assigned tasks during concurrent field work.
5. Make use of power structure of surrounding area and local community leaders.
6. Seek client's/beneficiary's participation in utilizing agency and or community services.
7. Make use of practice-learning instructions given by the agency and college supervisor and mobilize resources and develop network.
8. Perform team work in association with other institutions/organizations.
9. Take lead in the programme planning and implementing the activities in the agency and/or community.
10. Work with groups and communities (women, children, youth, elderly, special group etc.) along with volunteers, para-professionals/outreach workers in the agency and/or community and form group/s, 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.).

11. Regular reporting to all concerned persons (both at agency and the college) during scheduled meetings and individual conferences (ICs) in order to seek their guidance.
12. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
13. Complete and submit weekly records of concurrent field work in a prescribed manner.
14. Prepare and present group conference (GC) paper.
15. Continuous self-assessment of field work experiences.
16. Attend skill development workshops in which the values, principles, methods, techniques, tools etc. are translated into practice skills, i.e. 'learning by doing'. The themes that may be taken under skill workshop are: (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 counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.
17. Approximately Five-days Rural Camp will be organized for the students of semester-5 or 6 to provide exposure to the students about the socio-economic, political and cultural situations and problems of rural life. The rural camp will be organized under the guidance of the faculty members. Attendance of rural camp is compulsory.

**Note:**

- A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.
- Must strictly maintain the discipline as applicable for concurrent field work and related activities, such as - completing compulsory hours (Minimum 225+25 hours of rural camp/workshop/seminar each semester or a total of 500 hours for two consecutive semesters) and percentage of attendance (Minimum 80% attendance in the concurrent field work), participating in regular and specific activities as instructed time to time i.e. orientation programme, agency/community tasks, workshops/seminars/special sessions, etc.

**Reading List:**

**Classic Readings:**

- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd
- Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.

**Compulsory Readings:**

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

#### **Additional Readings:**

- Doel, M., & Shardlow, S. M. (2005). *Modern Social Work Practice: Teaching and Learning in Practice Settings*. Burlington, VT: Ashgate.
- Garthwarf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.

#### **Teaching learning process**

Field work in social work education involves multiple learning pedagogies and activities. Every student will be assigned a supervisor for personalized learning and mentoring throughout the year. The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conferences/scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars, rural camp and skill-oriented sessions.

#### **Assessment Methods**

The field work assessment will be done by both internal supervisor and external examiner. The internal 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 interactions 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 college supervisors will also prepare an assessment report regarding the performance of the concerned student. The students will be required to appear in viva-voce before the external examiner on scheduled university examination day. The distribution of internal and external marking scheme will be 70 and 30 respectively.

#### **Keywords**

Field work, social work, NGOs, casework, group work, community organisation, social action, survey

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# Semester VI

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**LEVEL** : SEMESTER VI  
**COURSE** : SW-601(CORE COURSE)  
**TITLE OF THE PAPER** (C-13): SOCIAL WELFARE ADMINISTRATION  
**MARKS** : 100  
**CREDITS** : 4

**Objectives:**

1. Understand concept, principles and components of social welfare administration.
2. Develop understanding of social welfare administration as a method of social work profession.
3. Acquire competence in social welfare and development services.

**Course Contents:**

**Unit 1: Introduction to Social Welfare Administration**

- 1.1 Concept, nature and components of social welfare administration
- 1.2 History of social welfare administration
- 2.1 Principles of social welfare administration

**Unit 2: Structures and Processes**

- 2.1 Central and State Social welfare boards, Ministry of Women and Children, Directorate of Social welfare.
- 2.2 Registration of social welfare organizations: Societies registration Act, Indian Trust Act, Companies Act, Cooperatives Act
- 2.3 NGOs and GOs as service providers

**Unit 3: Organization of Human Services**

- 3.1 Management of human service organizations
- 3.2 Decision making processes, Role of Communication in administration
- 3.3 Group processes in welfare administration

**Unit 4: Emerging Trends in Welfare Administration**

- 4.1 Fund Raising, Resource Mobilization, Grant-in-aid, social marketing
- 4.2 Practice of Social Welfare Administration in different settings.
- 4.3 Social welfare Administration as an instrument of Social Change

**Readings:**

**Classic 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.

- 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.

### **Compulsory Readings:**

- 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

### **Additional 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,

### **Teaching learning process and plan**

The teaching learning process will focus on imparting the understanding of social welfare administration and its significance to the field of social work practice through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in establishment, management and functioning of government and non-government organisations. Case studies will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, Newspaper discussion, workshops and topic-oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

### **Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

### **Keywords**

Social Welfare administration, NGOs, GOs, Registration, Fund raising, Grant-in-aid, POSDCORB, resource mobilization

**LEVEL : SEMESTER VI**  
**COURSE : SW 602 (CORE COURSE)**  
**TITLE OF THE PAPER (C-14) : SOCIAL POLICY AND DEVELOPMENT**  
**MARKS : 100**  
**CREDITS : 4**

**Objectives:**

- Develop understanding of social policy and social planning.
- Understand the concept, process, indicators and determinants of social development.
- Develop capacity to formulate strategies necessary for social development.

**Course Contents:**

**Unit-1: Understanding Social Policy**

- 1.1 Social policy: Concept, significance and scope
- 1.2 Principles and models of social policy
- 1.3 Social Policy and Indian Constitution

**Unit-2: Social Planning**

- 2.1: Social Planning: Concept, scope, principles and types
- 2.2: Inter-relationship between social policy, planning and development
- 2.3: Planning Commission, NitiAayog, Five Year Plans and social planning in India

**Unit-3: Introduction to Social Development**

- 3.1 Social Development: Concept: Dimensions, prerequisites, strategies and indicators
- 3.2 Models of Development: Capitalism, socialism and mixed economy
- 3.3 Factors of Development: Economic, social, cultural, political; sustainable development; MDGs and SDGs

**Unit-4: Understanding Human Development**

- 4.1 Human Development: Concept, definition, objectives and indicators
- 4.2 UNDP and Human Development, Human Development Index (HDI)
- 4.3 Approaches to Human Development

**Reading List:**

**Classic Readings:**

- Booth, D. (1994). *Rethinking Social Development*. London : Longman.
- Gore, M.S. (1973). *Aspects of Social Development*. Bombay: TISS.
- Kulkarni, P.D. & Nanavatty, M.C. (1997). *Social Issues in Development*. Delhi: Uppal Publications.
- Midgley, J. & Livermore M. (Eds.). 2009. *The handbook of Social Policy*, USA: 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



**Compulsory Readings:**

- Alcock, P. Haux, T., May, M.& Wright, S. (eds.). (2016)*The Student's Companion to Social Policy*. (5th Ed.) Oxford: Blackwell /Social Policy Association
- 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. (2014) *Social Development: Theory and Practice*. Thousand Oaks, CA: Sage Publications.

**Additional 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.

**Teaching learning process and plan**

The teaching learning process will focus on imparting the understanding of social policy and its interface with social development through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in policy, planning and development concepts. Short documentaries, case-studies will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, Newspaper discussions, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Social policy, social development, planning, Sustainable development, Human Development,  
HD

**LEVEL : SEMESTER-VI**  
**COURSE CODE : SW - 631(DISCIPLINE SPECIFIC ELECTIVE)**  
**TITLE OF THE PAPER(DSE-5): SOCIAL LEGISLATION AND HUMAN RIGHTS**  
**MARKS : 100**  
**CREDITS : 4**

**OBJECTIVES:**

- Understand the role and function of legal system and relevant legislations in protecting social justice and human rights.
- Develop insight into social legislations and Human rights in dealing with different vulnerable groups.
- Understand the context of Human Rights and the emergence of rights based perspective in Social Work practice.

**Course Contents:**

**Unit 1: Indian Legal System and Human Rights instruments**

- 1.1 Law, Society and Social Change
- 1.2 Constitution of India: The Preamble, Fundamental Rights , Duties and the Directive Principles
- 1.3 Human Rights instruments: RTI and PIL

**Unit-2: Social Legislations in India**

- 2.1 Social Legislation: Nature, scope and impact
- 2.2 Social Legislations for the Women, Children, Elderly, differently abled and Personal Laws
- 2.3 Social Legislation for Marginalized Groups (SC, ST, OBC& Minorities), Refugees and migrants

**Unit-3: Understanding of Human Rights**

- 3.1 Concept and Historical Context of Human Rights
- 3.2 The Universal Declaration of Human Rights 1948
- 3.3 UN Convention of Human Rights: Civil, Political, Economic, Social and Cultural

**Unit-4: Human Rights in Indian Context**

- 4.1 Human rights movements in India: Initiatives of Civil Society
- 4.2 Statutory Provisions- National Human Rights Commission
- 4.3 Protection of Human Rights Act

**Readings:**

**Classic 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.
- 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.

### **Compulsory Readings:**

- Carr, H. & Goosey, D. (2017).*Law for Social Workers*.Oxford: Oxford University Press.
- 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.

### **Additional Readings:**

- Bare Act.(2015) *The Juvenile Justice: Care and Protection of Child Act 2015 (J-1)*. Delhi: Universal Law Publishing.
- Bare Act.(2016) *The Immoral Traffic (Prevention) Act 1956*. Delhi: Universal Law Publishing.
- Bare Act (2016) *The Protection of women from Domestic Violence Act 2005*, Delhi, Universal 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.
- Bare Act.(2016) *The Maintenance and Welfare of Parents and Senior Citizens Act 2007*. Delhi: Universal Law Publishing.
- Bare Act.(2016) *The Protection of Children from Sexual Offences Act, 2012*. Delhi: Universal Law Publishing.
- Bare Act.(2016) *The Hindu Adoption and Maintenance Act, 1956*. Delhi: Universal Law Publishing.
- Bare Act.(2016) *Muslim Laws*. Delhi: Universal Law Publishing.
- Bare Act.(2016) *The Hindu Marriage Act, 1955*. Delhi: Universal Law Publishing.
- Bare Act.(2016) *The scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989*. Delhi: Universal Law Publishing.
- Bare Act.(2016) *The Protection of Civil Rights Act, 1955*. Delhi: Universal Law Publishing.
- Bare Act.(2016) *The Dowry Prohibition Act, 1961*. Delhi: Universal Law Publishing.
- Bare Act.(2016) *The Right to Information Act, 2005*. Delhi: Universal Law Publishing.

- Bare Act.(2016) *The Indecent Representation of Women (Prohibition) Act, 1986*. Delhi: Universal Law Publishing.
- Kohli, A.S. (2004).*Human Rights and Social Work Issues -Challenges and response*.New Delhi:Kanishka Publishers Distributors.
- Nirmal C.J.(1999).*Human rights in India –Historical, Social and Political Perspectives*.Delhi:Oxford University Press.
- Mallicot, S. L.(2012).*Women & Crime*.New Delhi :Sage Publication,.
- Mathew, P.D. (1998)*Public Interest Litigation*.New Delhi:Indian Social Institute,
- Mathew, P.D. (1995).*Family Court*.New Delhi:Indian Social Institute.
- Stammers N.(2004).*Human Rights and Social Movements*. London & New York:Pluto Press,

### **Teaching learning process and plan**

The teaching learning process will focus on imparting the understandings of human rights concepts and its relation to social legislations through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in contemporary human rights issues, relevant social legislations and their implementation to the social work profession. Short documentaries and Newspaper discussion will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

### **Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

### **Keywords**

Human rights, social legislation, RTI, PIL, UDHR, NCHR

**LEVEL : SEMESTER VI**  
**COURSE : SW- 632(DISCIPLINE SPECIFIC ELECTIVE)**  
**TITLE OF THE PAPER( DSE6 ): SOCIAL WORK WITH FAMILIES AND CHILDREN**  
**MARKS : 100**  
**CREDITS : 4**

### **Course Objectives**

- To understand families as social systems and factors affecting family functioning
- To comprehend the significance of child development and rights of children
- To acquaint with policies, programmes and services related to family and children and develop skills of working with families and children

### **Course Contents:**

#### **UNIT 1 :Understanding dynamics of family system**

- 1.1 Family: concept, definitions, structures, functions and contemporary concerns
- 1.2 Marriage: concept, relevance, structures and functions
- 1.3 Family in problem: types, causes and consequences, Families in vulnerable situations (poverty, disaster, communal violence)

#### **UNIT 2 :Social work response with Families**

- 2.1 Family counseling and family therapy
- 2.2 Skills and techniques of working with families
- 2.3 Family enrichment programmes

#### **UNIT 3: Child Development: Issues and Challenges**

- 3.1 Child development: concept and Demographic state of children in India: health, education, protection
- 3.2 Early childhood care and development, Child rearing practices and implications
- 3.3 Child Rights, Constitutional provisions, Policies and legislations for child well-being

#### **UNIT 4 :Children in difficult situation: policy and social work response**

- 4.1 Children in difficult circumstances: disability, poverty, migration, orphaned, trafficked, in prostitution, abuse
- 4.2 Legislations and programmes for child protection
- 4.3 Social work response to children in need of care and protection, Child counseling, therapy, skills and techniques in working with children

## Readings

### Classic Readings

- Bajpai, A. (2003). *Child Rights in India – Law, Policy and Practice*. Delhi: Oxford University press.
- Enakshi, G.T. (ed) .(2002). *Children in Globalising India – Challenging Our Conscience*. New Delhi: HAQ Centre for child Rights.
- 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.

### Compulsory Readings

- Davies, M. (2012). *Social work with children and families*, UK: Palgrave Macmillan
- Kumari, V. &Brooks, S.L. (2004).*Creative Child Advocacy – Global Perspectives*, New Delhi: Sage Publications
- McClennen, J.C. (2010). *Social work & family violence: theories, assessment and intervention*. New York: Springer Publishing Company
- Williams, L. Edward, T.M., Patterson, J. &Chamow, L. (2014). *Essential assessment skills for couple & family therapists*. New York:Guilford Press.

### Additional Readings

- Bajpai, A, (2017). *Child Rights in India: Law, Policy & Practice*.New Delhi :Oxford University Press
- 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
- Maluccio, A.N., Pine, B.A. &Tracy, E.M. (2002). *Social Work Practice with Families and Children*, New York: Columbia University Press.
- Patrick, C.M. (2005).*Families and Change (3<sup>rd</sup> Edition) Coping with Stressful Events and Transitions*.London: Sage Publications.
- Petr, C.G. (2004). *Social Work with Children and Their Families: Pragmatic Foundations* (2<sup>nd</sup> ed.), New York: Oxford University Press.
- Patricia, M. & Hook, V. (2016). *Social Work Practice with Families: A Resiliency based Approach*.UK: Oxford University Press
- Unwin, P. & Hogg, R. (2012). *EffectiveSocial Work with Children and Families: A Skills Handbook*. London: Sage Publication.

### Teaching learning process and plan

The teaching learning process will focus on imparting the knowledge on social work with families and children through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about contemporary situation concerning families and children. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in various emerging issues and challenges concerning families and children and their

relation to social work practice. Short documentaries will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, workshops and topic-oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:** V-VIII Weeks, **III Unit:** IX-XI Weeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Family, Children, Child rights, Family therapy, counseling with children, Child advocacy, Child rearing



**LEVEL** : SEMESTER VI  
**COURSE CODE** : SW- 633 (DISCIPLINE SPECIFIC ELECTIVE)  
**TITLE OF THE PAPER (DSE7)** : GENDER AND SOCIAL WORK  
**MARKS** : 100  
**CREDITS** : 4

**Objectives**

- Understanding the concept of gender and related concerns
- Understanding analytical perspective about gender development
- To know gender specific policies and programmes

**Course Content:**

**Unit-1: Understanding Gender**

- 1.1 Definitions and Concepts: gender, sexuality, types of gender, gender identity and disparities
- 1.2 Gender stratification in traditional and modern societies, Gender Stereotyping, Gender Discrimination, Violence in Family and community
- 1.3 Major Feminist thoughts: social and radical

**Unit-2: Gender perspective in development**

- 2.1 Historical Overview of Feminist Movements: welfare to rights and empowerment approach
- 2.2 Gender equality and empowerment.
- 2.3 Gender approaches to development: WID, WAD and GAD, Gender development index

**Unit-3: Gender Mainstreaming**

- 3.1 Sexual minority: concerns of LGBTQ
- 3.2 Gender mainstreaming: Principles, strategies and tools
- 3.3 State and civil society initiatives

**Unit-4: Policy and Programmes**

- 4.1 Constitution and legislative safeguards, international covenants for women
- 4.2 National Policy and plans with gender focus
- 4.3 Institutional mechanisms: National Commission for Women, Rashtriya Mahila Kosh, Crime Against women Cell, Family Court, Family counselling centers and crisis intervention centers

**Reading list:**

### Classic Readings:

- Aggarwal, B.(ed.) 1988 *Structure of Patriarchy*. New Delhi: Kali for Women.
- 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.
- Wykes, M. and Welsh, K. (2009).*Violence, Gender and Justice*. London: Sage.

### Compulsory Readings:

- Fergusons, C. (ed) (2010) *Violent Crime, clinical and implications*. California: Sage publications.
- 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.

### Additional 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.
- Momsen, J.2009 *Gender and Development*, London &New York: Routledge
- Wendt, S & Nicole M. 2016 *Contemporary Feminisms in Social Work Practice*, New York: Routledge.

### Teaching learning process and plan

The teaching learning process will focus on imparting the understanding of gender concerns and its importance to the field of social work through participative lectures. Students will be engaged in class-room discussions to strengthen their understanding about the subject and develop a critical perspective about social realities. The tutorials will offer personalized space to each student to satisfy their queries and guide their progress. The participatory lectures will focus on inculcating the interest of the students in gender issues and its practice to social work profession. Short documentaries and Newspapers discussion, field reflections will be used to relate theoretical understanding to the real-life situations. The other interactive methods include class-room presentations, workshops and topic- oriented quiz.

**I Unit:** I-IV Weeks, **II Unit:**V-VIIIWeeks, **III Unit:** IX-XIWeeks, **IV Unit:** XII-XIV Weeks.

**Assessment Methods**

Assignments, class-test, individual and groups presentations, class attendance.

**Keywords**

Gender, Discrimination, violence, LGBTQ, legislation, NCW, family courts

<b>LEVEL</b>	<b>: SEMESTER VI</b>
<b>COURSE</b>	<b>: SW- 634 (DISCIPLINE SPECIFIC ELECTIVE)</b>
<b>TITLE OF THE PAPER(DSE8)</b>	<b>: PROJECT WORK/DISSERTATION</b>
<b>PAPER</b>	<b>: SW-DSE 634</b>
<b>MARK</b>	<b>: 100 MARKS</b>
<b>CREDITS</b>	<b>: 4</b>

### **Objectives:**

- Give opportunity to apply research skills and techniques in the real social phenomena.
- Help students to learn the research process and develop abilities to prepare research design in the realm of social work.
- Familiarize students with collection of data, analysis and project report writing.

### **Learning Outcomes:**

- Capable to apply the research methods, skills, tools and techniques in the real social phenomena.
- Familiar with the collection of data, analysis and project report writing.

### **Tasks/Activities:**

1. The students shall be required to apply for taking up project work as elective and also mention his/her area of research interest.
2. The students shall be guided by the research guide for the completion of their project work/dissertation. For this purpose, the Department in consultation with faculty members can frame rules regarding the allocation of the students for supervision.
3. Each student will develop a research topic in consultation with assigned guide.
4. The students should prepare a research proposal in consultation with the research guide and submit 2 copies of the same well in advance to the department.
5. It is expected that each student will submit his/her 2 typed copies of “dissertation/project work” along with “executive summary” before the commencement of the semester end examinations.
6. The project work must be original work of the student and free from any kind of academic misconduct.

### **Teaching learning process**

The teaching learning process will focus on imparting the specialized knowledge of social research and its relevance to the social work profession through conducting small research project work. Students will be engaged in individualized discussions with the supervisor and would finalize the proposal, conduct research and prepare the final report. The students will be encouraged to develop a critical perspective about research methodologies through research reviews and discussion. The supervisor will guide the students in one-to-one setting for preparing research proposal, conducting review of literature, developing tools, data collection,

analysis and report writing. The other interactive methods include presentations and attending related seminars.

### **Assessment Methods**

The evaluation of this research based dissertation/project shall be on the basis of:

Dissertation (research guide)	75 marks
Viva-Voce (External examiner)	25 marks

### **Keywords**

Research, research proposal, review of literature, data tools, Data collection, analysis, hypothesis, sampling, report writing.

<b>LEVEL</b>	<b>: SEMESTER VI</b>
<b>COURSE</b>	<b>: SW 603</b>
<b>TITLE OF THE PAPER (FW 6)</b>	<b>: FIELD WORK PRACTICUM-VI</b>
<b>MARKS</b>	<b>: 100</b>
<b>CREDITS</b>	<b>: 8</b>

**Objectives:**

- 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:**

- To imbibe core competencies required for an efficient social work practitioner.
- Engage in meaningful discussions during supervisory conferences.
- Able to develop an ability to narrate the learning experiences, assessment of services and resources and participate in service delivery.
- Able to imbibe the ethics and values of Social Work profession including attributes for the same.

**Tasks/Activities:**

1. Make use of power structure of surrounding area and local community leaders.
2. Seek client's/beneficiary's participation in utilizing agency and or community services.
3. Make use of practice-learning instructions given by the agency and college supervisor and mobilize resources and develop network.
4. Perform team work in association with other institutions/organizations.
5. Take lead in the programme planning and implementing the activities in the agency and/or community.
6. Work with groups and communities (women, children, youth,elderly and special groups etc.) along with volunteers, para-professionals/outreach workers in the agency and/or community and form group/s , organize programmewith them by using programme media and prepare a report on community dynamics including - demography, power structure, diversity/identity (gender, age, occupation, linguistic etc.).
7. Regular reporting to all concerned persons (both at agency and the college) during scheduled meetings and individual conferences (ICs) in order to seek their guidance.
8. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
9. Complete and submit weekly records of concurrent field work in a prescribed manner. Prepare and present group conference (GC) paper.
10. Continuous self-assessment of field work experiences.

11. Attend skill development workshops in which the values, principles, methods, techniques, tools etc. are translated into practice skills, i.e. 'learning by doing'. The themes that may be taken under skill workshop are: (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 counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

**Note:**

- A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.
- Must strictly maintain the discipline as applicable for concurrent field work and related activities, such as - completing compulsory hours (Minimum 225+25 hours of rural camp/workshop/seminar hours each semester or a total of 500 hours for two consecutive semesters) and percentage of attendance (Minimum 80% attendance in the concurrent field work), participating in regular and specific activities as instructed time to time i.e. orientation programme, agency/community tasks, workshops/seminars/special sessions, etc.

**Reading List:**

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

**Compulsory Readings:**

- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.
- Verma, R.B.S. & Singh, A.P. (2013). *Standard Manual for Field Work Practicum in Social Work*. Lucknow, India: New Royal Book Company.

**Teaching learning process**

Field work in social work education involves multiple learning pedagogies and activities. Every student will be assigned a supervisor for personalized learning and mentoring throughout the year. The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conferences/scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars, rural camp and skill-oriented sessions.

**Assessment Methods**

The field work assessment will be done by both internal supervisor and external examiner. The internal 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 interactions 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 college supervisors will also prepare an assessment report regarding the performance of the concerned student. The students will be required to appear in viva-voce before the external examiner on scheduled university examination day. The distribution of internal and external marking scheme will be 70 and 30 respectively.

**Keywords**

Field work, social work, NGOs, casework, group work, community organisation, social action, survey

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