Appendix-LIV
Resolution No. 18 [18-1(18-1-2)]

UNIVERSITY OF DELHI

Department of Social Work
(SEMESTER-I)
based on

Undergraduate Curriculum Framework 2022 (UGCF)
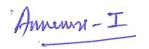
(Effective from Academic Year 2022-23)

DSC – BA (Hons.) Social Work

Sl. No.	Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Pre-requisite	Content of the Course & Reference
				L	T	P		
1.	Fundamental of Social Work	DSC-01	4	3	0	1		*Annexure-I*
2.	Understanding Society for Social work	DSC-02	4	3	0	1		*Annexure-II*
3.	Field Work Practicum-I	DSC-03	4	0	0	4		*Annexure-III*

GENERIC ELECTIVES

Sl. No.	Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Pre-requisite	Content of the Course & Reference
				L	T	P		
1	Social Work Response to Health	GE-01	4	3	1	0		*Annexure-IV*
2	Understanding Gender	GE-02	4	3	1	0		*Annexure-V*

Annexure – I

COURSE : DISCIPLINE SPECIFIC CORE (DSC)

SEMESTER : I

TITLE : FUNDAMENTALS OF SOCIAL WORK

MARKS : 100

CREDITS : 4

Learning Objectives

- To understand basic concepts of social work

- To familiarize with history of social work profession

- To learn the fundamentals of social work practice and its relevance in field work settings

Course Outcomes

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

- Understand the basic concept and meaning of professional social work

- Learn and apply the principles, values and ethics of social work profession in the field

- Gain knowledge about the history of social work profession

LTP	Classes per week	Course Coverage (in %)
Lecture	3	75%
Tutorial	0	0
Practical/ Field work/Hands-on-learning	1	25%

No. of total lectures: 60

Course Content

	(No. of lectures)
Unit I : Basic Concepts of Social Work **Unit Description:** This unit will provide a conceptual understanding of professional social work meaning, goals and its scope . This will also focus on other concepts related to social work.	15

Subtopics: ● Concept, definitions, scope and goals of social work ● Interrelated concepts: Social Reform, Social Services, Social Welfare, Social Development ● Social Justice and Human Rights	
Unit II: Fundamentals of Social Work Profession **Unit Description:** This unit will introduce the students to the basic fundamentals of social work for professional social work practice. This will enhance the skills of the students to learn about principals, values, roles and code of conduct.	**(No. of lectures)** **15**
Subtopics: ● Principles and Values of Social Work ● Code of Ethics: Purpose, Ethical Principles, Ethical responsibilities ● Skills and Role of professional social worker	
Unit III: Historical Development of Social Work **Unit Description:** This unit will help to know about the emergence of professional social work at international level as well as in India. This will give a background of social work as a profession worldwide.	**(No. of lectures)** **15**
Subtopics: ● Development of professional Social Work in UK & USA ● Development of professional Social Work in Asia, Australia & Africa ● Development of professional Social Work in India	
Unit IV: Application and Practice of professional social Work **Unit Description:** This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice.	**(No. of lectures)** **15**
Subtopics: ● Social Work practice in field: Identifying issues & challenges and preparing action plans ● Project Work in field setting: Integrating Values, Principles and Ethics ● Case studies in field work settings	

ASSESSMENT

Internal Assessment: 25 Marks

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

Semester End Examination: 75 Marks as per University academic calendar

Essential readings

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

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

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

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

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

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

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

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

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

Suggested Readings

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

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

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

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

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

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

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

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

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

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

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

Anninum -II

COURSE : DISCIPLINE SPECIFIC CORE (DSC)

SEMESTER : I

TITLE : UNDERSTANDING SOCIETY FOR SOCIAL WORK

MARKS : 100

CREDITS : 4

Learning Objectives

- To understand sociological concepts for professional social work practice

- To develop analytical thinking on social structure and social processes

- To integrate sociological concepts into field settings

Course Outcomes

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

- Integrate the knowledge of society in social work practice

- Reflect an in-depth understanding about the social structure and social systems

- Learn social processes and social stratification to work effectively in field work settings

LTP	Classes per week	Course Coverage (in %)
Lecture	3	75%
Tutorial	0	0
Practical/ Field work/Hands-on-learning	1	25%

Course Content

Unit- I: Basic Concepts Unit Description: This unit will provide a conceptual understanding of society, social structure and institutions. This will also cover the components of culture and its interface with the society.	(No. of lectures) 15
Subtopics: • Society and social structure: meaning, characteristics and Approaches • Social Groups, Community, Association and Social Institutions • Culture: Meaning, components and interface with society	

Unit-2: Understanding Social Processes **Unit Description:** This unit will introduce the concept, structure, functions of family and changing dynamics. This unit will help students in gaining an insight into the concepts of social processes, social change and social control.	**(No. of lectures)** **15**
Subtopics: ● Family: concept, types, functions, dynamics, and socialization ● Social stratification: theories and forms ● Social processes, social change and social control.	
Unit-3: Understanding social problems and concerns **Unit Description:** This unit will provide a conceptual understanding of different social problems that prevail in Indian society.	**(No. of lectures)** **15**
Subtopics: ● Social problems and concerns: Concept, nature, types, causes ● Theoretical perspectives on social problems- biological, psychological, socio-cultural ● Environment degradation and climate change: impact on nature-human interface	
Unit-4: Social work practice and application in society **Unit Description:** This unit will focus on the practice and application of sociological concepts in field settings. Students will acquire knowledge and skill to work with social association and institutions.	**(No. of lectures)** **15**
Subtopics: ● Socialization and human relationships- illustrations from field ● Concern of Scheduled Caste, Scheduled Tribes, Other Backward Classes and Minorities ● Concerns of Children, Women, Elderly and Persons With Disability(PWDs)	

ASSESSMENT

Internal Assessment: 25 Marks

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

Semester End Examination: 75 Marks as per University academic calender

Essential readings

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

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

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

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

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

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

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

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

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

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

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

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

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

Suggested readings

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

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

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

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

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

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

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

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

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

Annexure-III

COURSE : DISCIPLINE SPECIFIC CORE (DSC)

SEMESTER : I

TITLE : FIELD WORK PRACTICUM

MARKS : 100

CREDITS : 4

Learning Objectives

- To develop empathetic attitude towards the needs, problems and real life situations of individuals, families, groups and communities

- To understand fieldwork agency's philosophy, structure, functions, resources, and service delivery system

- To understand the essence of professional relationship and applications of skills to deal with human problems and concerns

Course Outcomes

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

- Understand the significance of field work in social work education

- Understand the programmes and projects of governmental and nongovernmental social welfare/developmental agencies/organizations

- Build the competencies to perform the role of professional social workers

LTP	Classesper week	Course Coverage (in %)
Lecture	0	0
Tutorial	0	0
Practical/ Field work/Hands-on-learning	4	100%

Tasks/Activities:

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

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

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

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

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

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

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

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

9. Continuous self-assessment of field work experiences.

Field work Hours in a semester:

• A minimum of 12 hours which comprises of concurrent fieldwork (8 hrs), Individual conference and group conference (1hrs), report writing (3 hrs) per week 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 180 hours each semester) and percentage of attendance (Minimum 80% attendance in the concurrent field work), participating in regular and specific activities as

instructed from time to time i.e. orientation programme, agency/community tasks, workshops/seminars/special sessions, etc.

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

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

Thus 12 hours x 15 (approx. weeks in a semester) is180 hours per semester.

Teaching learning process

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

Assessment Methods

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

Essential readings

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

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

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

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

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

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

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

Suggested readings

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

COURSE   :GENERIC ELECTIVE (GE)
SEMESTER   : I
TITLE   :SOCIAL WORK RESPONSE TO HEALTH CARE
MARKS   : 100
CREDITS   : 4

Learning Objectives

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

Course Outcomes

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

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

LTP	Classes per week	Course Coverage (in %)
Lecture	3	100%
Tutorial	1	0
Practical/ Field work/Hands-on-learning	0	0

No. of total lectures: 60

Course Content

Unit I: Understanding Health **Unit Description:** To introduce students to the basic concepts of health and well-being in the present social and economic scenario.	**(No. of lectures)** **15**
Subtopics: • Health and Well-Being: Basic concepts, components, determinants • Indicators of health status • Understanding diseases, introducing disease classification system	
Unit II: Understanding Health Care and Concerns **Unit Description:** To learn various public health concerns and health care service delivery and government measures.	**(No. of lectures)** **15**
Subtopics: • Physical Health and Mental Health needs and services • Structure of health care services in India: primary, secondary and tertiary levels • National health policy and national health programs	
Unit III: Health Care and Social Work **Unit Description:** To develop knowledge about health care, health education, and role of social work in health promotion.	**(No. of lectures)** **15**
Subtopics: • Public Health, Health education and Role of Media in Health Promotion • Social, economic and cultural changes and its implications for health • Social work interventions in diverse health care settings	
Unit IV: Environmental and Lifestyle concerns **Unit Description:** Gain insights into the factors contributing to lifestyle diseases and environmental concerns.	**(No. of lectures)** **15**
Subtopics: • Understanding Life style diseases: communicable and non-	

communicable (HIV/AIDS, Malnutrition, T.B., Cancer, diabetes, PCOS) • Reproductive and Child Health: Emerging Concerns • Environmental, Pollution and health concerns: water and airborne diseases.	

Assessment

Internal Assessment: 25 Marks

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

Semester End Examination: 75 Marks as per University academic calender

Essential readings

- Ashdown, M., Brown, S.C., (1953), Social service & mental health, Routeledge&Kegan Paul Ltd., London
- Berkman, B., (2006), Handbook of Social Work in Health and Aging, Oxford
- Chauhan, Devraj,(1997), Health care in India: A profile, Mumbai, Foundation for Research in Community Health, India
- Congress, E. (1999). Social work values and ethics: Identifying and resolving professional dilemmas. Chicago: Nelson-Hall Publishers.
- Das, Veena, (2000), Violence and subjectivity, Berkeley, University of California Press
- Dasgupta, R. (1993), Nutritional planning in India, Hyderabad, NIN
- Denner, Bruce; Price, Richard H., (1973), Community mental health: social action and reaction, Routeledge&Kegan Paul Ltd., London
- Dhooper, S.S., (1997), Social work in Health Care in the 21st Century. Thousand Oaks, CA.: Sage Publications, Inc
- Fort Cowles, L. A., (2000), Social Work in the Health Field: A Care Perspective. Binghamton, NY: The Haworth Press, Inc
- Gehlert, S., (2012), Hand Book of health Social Work, John Wiley & Sons, New Jersey
- Ghosh, B.N., (1951). A Treatise on Hygiene and Public Health, 14th edition, Scientific Publishing Co., Calcutta

- Kawta, K. (1961). Environmental Sanitation in India, Lucknow Publishing House, Lucknow.
- Kerson, T.S. (1997). Social work in health settings: Practice in context (2nd ed.). New York: Haworth.
- Lankenster, T. (1992). A Setting Up Community Health Programme: A Practical Approach for Use in Development Countries, London, Macmillan
- Levy, C. (1973). The value base of social work. Journal of Education for Social Work 9, 34–42.
- Levy, C. (1976a). Social work ethics. New York: Human Sciences Press.
- Liu, C., Wang, D., Liu, C., Jiang, J., Wang, X., Chen, H., ... & Zhang, X. (2020). What is the meaning of health literacy? A systematic review and qualitative synthesis. Family medicine and community health, 8(2).
- Mahajan, Guppy, (1991), Preventive and Social Medicine, Jaypee Brothers, New Delhi.
- Park, K., (2006), Preventive and Social Medicine, BanarasidasBhanot Publishers, Jabalpur
- Ramachandras, L. (1990), Health Education: A New Approach, Vikas Publishing House Pvt.Ltd.,New Delhi
- Read, M., (1966), Culture, health and disease: Social and cultural, Tavistock, London
- Saltz, C.C. & Schaefer, T. (1996). Interdisciplinary teams in health care: Integration of family caregivers. Social Work in Health Care 22(3), 59–70.
- Stevenson, George S., (1956), Mental health planning for social action, McGraw Hill Book Company, U. S. A.
  University Press, U.S.A.
- Wallack, L., Media Advocacy and Public Health: Power for Prevention, sage Publications, New Delhi.
- Wolin, S. (1993). The resilient self: How survivors of troubled families rise above adversity. New York: Villard.

Suggested readings

- Price,S., Andrew T.,(2002). Health of Nations: Infectious disease environment, Cambridge, MIT Press
- Stern, S., Smith, C., & Jang, S. (1999). Urban families and adolescent mental health. Social Work 23(1), 15–27.

- Wharf, B. & McKenzie, B. (1998). Connecting policy to practice in the human services. Toronto: Oxford University Press.

COURSE : GENERIC ELECTIVE (GE)
SEMESTER : I
TITLE :UNDERSTANDING GENDER
MARKS :100
CREDITS :4

Learning Objectives

- Todevelop understanding of the concept of gender and feminist approaches

- To understand women's movement, strategies and interventions

- To develop insights regarding various state and civil society initiatives

Course Outcomes

At the end of the semester the students will be able to
- The concept of gender and the concerns related to women

- The history of women's movement and feminist approaches

- Gender mainstreaming,policies and programmes, and case studies

Course Coverage

LTP	Classes per week	Course Coverage (in %)
Lecture	3	100%
Tutorial	1	0
Practical/ Field work/Hands-on-learning	0	0

No. of total lectures: 60

Course Content

Unit I: Conceptual understanding of Gender	(No. of Lecture)
Unit Description: This unit explains the concepts of gender, sex and	15

feminist approaches. Students will learn and analyze various discriminatory processes and concerns related to gender.	
Subtopics: • Concept of gender and sex, feminist approaches • Types of gender, gender identities and disparities • Gender stereotyping, discrimination, violence in familyand community	
Unit II: Gender perspectives in development **Unit Description:** This unit includes the historical overview of the women movement and various initiatives at national and international level. Students will critically analyze gender inequality and challenges faced at formal and informal set ups in the context of development.	**(No. of Lecture)** **15**
Subtopics: • Historical Overview of women'smovement, world conferences and UN Conventions on women • Gender equality and empowerment • Gender Wage, Gaps and Glass Ceiling, Gender development index, Gender and unorganised sector	
Unit III: Gender Mainstreaming **Unit Description:**This unit covers the concept and importance of gender mainstreaming. Students will learn and develop a critical insight on state and civil society organizations in the process of gender mainstreaming.	**(No. of Lecture)** **15**
Subtopics: • Understanding gender vulnerability and Sexual minority • Gender mainstreaming • Case studies: SEWA, Vishakha, Shah Bano, Manorama, Nirbhaya	

Unit IV: Policy and Programmes	(No. of Lecture)
Unit Description: This unit will briefly introduce the various provisions for women under constitutional and other legislative provisions. Students will learn about various policies, programmes and state mechanisms.	15
Subtopics: • Constitution and legislative safeguards • National Policy and programmes • Institutional mechanisms: National and State Commissions, RashtriyaMahilaKosh, Crime Against women Cell and Family Court	

Assessment

Internal Assessment: 25 Marks

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

Semester End Examination: 75 Marks as per University academic calender

Essential readings

- Aggarwal, B.(ed.) 1988 Structure of Patriarchy. New Delhi: Kali for Women.
- Butler, J. (2002). Gender trouble. London: Routledge.
- Fergusons, C. (ed) (2010) Violent Crime, clinical and implications. California: Sage publications.
- Holmes, M. (2007). What is Gender. New Delhi, Sage Publications, pp 43-62,71-90
- Joseph, S. (2005). Social Work Practice and Men Who Have Sex With Men. New Delhi: Sage Publication.
- Nayar, S. (2010) Violence against Women in South Asian Communities: Issues for Policy and Practice. Delhi: Navyug Books International.
- Prabhakar, V. (2011) Gender Violence: Women Victims in Man's World. New Delhi: Wisdom Press.
- Talwar, R. (1999). The third sex and Human Rights. New Delhi: Gyan Publishing House.

- Wykes, M. and Welsh, K. (2009). Violence, Gender and Justice. London: Sage.

Suggested readings

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