

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF SOCIAL WORK

**UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)**



SYLLABUS OF COURSES TO BE OFFERED **Core Courses, Elective Courses & Ability Enhancement Courses**

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be 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 to begin with 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.

Outline of Choice Based Credit System:

- 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 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 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 the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are 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.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of courses under B.A (Honors), B.Com (Honors) & B.Sc. (Honors)

Course	*Credits	
	Theory+ Practical	Theory + Tutorial
<u>I. Core Course</u>		
(14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial*		
(14 Papers)	14X2=28	14X1=14
<u>II. Elective Course</u>		
(8 Papers)		
A.1. Discipline Specific Elective	4X4=16	4X5=20
(4 Papers)		
A.2. Discipline Specific Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)		
B.1. Generic Elective/		
Interdisciplinary	4X4=16	4X5=20
(4 Papers)		
B.2. Generic Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)		
<ul style="list-style-type: none"> • Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester 		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory		
(2 Papers of 2 credit each)	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
2. Ability Enhancement Elective (Skill Based)		
(Minimum 2)	2 X 2=4	2 X 2=4
(2 Papers of 2 credit each)		
Total credit	140	140
Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.		

* wherever there is a practical there will be no tutorial and vice-versa

7. Schedule of Papers for Various Semesters

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

Semester -1	Semester -2
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
AECC 1*: As per College/University	AECC 2*: As per College/University

decision	decision
GE1 : Any one of the followings: SW 111: Social Work with Youth SW 112: Disability and Social Work	GE2 : Any one of the followings: SW 211: Social Work Response to Health Care SW 213: Criminal Justice Social Work
FW 1: SW 106 (6 credits)	FW 2: SW 206 (6 credits)

Semester -3	Semester -4
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 Social Psychology For Social Work
C-7: SW303 Social deviance and Social problems	C-10: SW 403 Areas of SW Practice
SEC 1: Any one of the followings SW 311: Communication for Development SW 312: Programme Media in Social Work	SEC 2: Any one of the followings SW 411: Application of Programme Media SW 412: Skill and Technique of Field Work Practice.
GE3 : Any one of the followings SW 321: Integrated Methods In Social Work Practice-I SW 322 : Palliative Care in Social Work	GE4 : Any one of the followings Any One of the two SW 421: Social Work with Older Persons SW 422: International Social work
FW3: SW306 (8 credit)	FW 4: SW406 (8 credit)

Semester -5	Semester -6
C-11: SW 501 Social Policy and Development	C-3: SW 601 Social Welfare Administration
C-12 : SW 502 Social Action and Movements	C-4: SW 602 Research in Social Work
DSE 1: Social Legislation and Human Rights	DSE 3: Social Work Practice in Different Settings
DSE 2: Health and Social Work	DSE 4: NGO Management
DSE 3: Social Work Intervention in Disaster	DSE 3: Counselling Skills in Social Work Practice
DSE 4: Social Work Response to Social Concerns	DSE 4: Project Work/Dissertation
FW5: SW 506 (8 credits)	FW6: SW 606 (8 credits)

Note: *The details of AEC courses to be added as decided by University;

**For theory papers: 75 marks for External evaluation and 25 marks for internal assessment;

*** For Field Work Practicum: 70 marks by internal college supervisors/instructors 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:

- a. 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.
- b. Candidates belonging to SC/ST categories shall be allowed 5% relaxation in the eligibility requirement.

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. These field work days may be changed as per the convenience of the respective College and field work agencies. During the theory classes, besides lectures, individual and/or group conferences will be held regularly in the afternoons.

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 at least one-third weightage of the total marks scheme. Field work is a practical experience which is deliberately arranged for the students. In field work, field will be a situation (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. Objectives of Field Work Practicum

The field work practicum has been developed to achieve the following objectives:

Semester-1

1. To Orient students with social work lexicon and prepare the students with requisite value orientation
2. To develop understanding of field and field work; and attaching the students various types of agency
3. Develop understanding of social structure and social systems.

Semester-2

1. Place the students various types of agency , communities and with professionals

2. Give exposure to the students to various social welfare and development programmes and services.
3. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
4. Develop an understanding of agency's structure, function and service delivery system.

Semester-3

1. Provide an opportunity to practice the methods of working with individuals, groups and communities. to learn to make use of professional relationship and referrals to deal with human problems.
1. Imbibe the ethics and values of social work profession including attributes for the same.
2. Develop an ability to narrate of experience/learning, assessment of services & resources and participate in service delivery.

Semester-4

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. principles, approaches and skills of social work while working in the field.
4. Develop ability to assess own performance and improve it accordingly.
5. Develop capacity to prepare process/method-oriented records.

Semester-5

1. Develop sensitivity towards the issues related to social justice and human rights for marginalized groups.
2. Develop ability to critically analyze the service delivery system of agency, problems and issues in execution.
3. Develop ability to plan, organize and implement the activities within agency/community framework.

Semester-6

1. Develop ability to effect changes in improving service delivery by introducing innovations in practice.
2. Improve skills in communication and networking with other organizations.
3. Learn to make use of practice-learning instructions.

11.2 Components of Field Work

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

A. Observation Visits: Students of semester-1 will be given an opportunity to visit and observe various agency/community setting in order to know about the initiatives of governmental and non-governmental organizations towards social problems.

B. Orientation Programme: Three-day orientation programme will be organized at the commencement of the course of the semester-1 of first year and at the beginning of semester-1, , semester-3, and semester-5 of second, and third years respectively before starting concurrent filed work. No student will be admitted after the commencement of the orientation programme. Orientation 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 will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of all the semesters (both odd and even) of all three year and shall continue till the preparation leave before the commencement of the examinations. Two days in a week 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 concurrent field work will be required for each student. On the basis of 14 weeks of field experience per semester, the students should accumulate minimum 200 hours each semester or a total of 400 hours for two consecutive semesters.

D. Rural Camp: Five-day rural camp will be organized for the students of semester-5 & 6 of third year (preferably for semester-5 students) 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. There shall be 20 marks for performance, behavior and learning in rural camp which shall be awarded by camp in charge and faculty supervising camp activities,

E. Block Field Work: At the end of semester-6 of third year, students will be required to undergo four-week block field work training in a social welfare agency or project in or outside Delhi. It is treated more as pre-employment experience. The block field work agencies/projects will be selected with the consent/choice of students. A student must 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 has to repeat the block field work.

During block field work, a student will be expected to submit weekly reports to the Department of respective College in a prescribed manner. Leave will be allowed during the entire 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.

F. Skill Development Workshops: The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, '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 workshop 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 counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

11.3. Criteria for Selection of Field Work Agencies

Only faculty of the college and/or agency personnel can initiate the process to become a field work setting. The following criteria will be used for screening and selecting organizations for field work setting:

1. The agency's philosophy of service must be compatible with the values and ethics of the social work profession and the objectives of field work practicum.
2. The Agency must be willing to accept and follow the requirements of the College for participation in the field work practicum.
3. The agency must provide experienced staff to act as field work supervisor/instructor and provide them with the time and resources necessary to fulfill his/her roles.
4. The agency must be willing to provide a comprehensive learning opportunity for the students including orientation and learning assignments.

11.4. Field Work Placement

Placement process will be initiated soon after admissions are over. The students of all the semesters of will be placed under the supervision of a faculty member of the department of the respective College. One or two students will be placed with a field work agency by the college supervisor/instructor 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 counseling with his/her respective college supervisor/instructor. Following points should be taken into consideration during 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/instructor will be done as per following modalities:

- a. Placement of students under the college supervisor/instructor should be done as per the 1:10 teacher-learner ratio;
- 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/instructor; and
- d. Equal numbers of students from each class should be given to all the college supervisors/instructor.

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

11.5. Change of Field Work Agency

Generally, a student should complete two consecutive semesters in the same agency. If a change of field work agency is needed, it should be done early in the beginning only in extreme circumstances for the

betterment of student, agency and the college. Any such change can be made after discussion in the departmental meeting. The students are not allowed to change a placement in any circumstances.

11.6. Field Work Supervision/Instruction

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/instructor must strive to:

1. Prepare a schedule of meeting with students;
2. Help the students in preparing learning plan;
3. Help the students to develop maturity in dealing with different circumstances and learn to appreciate and respect multiplicity and diversity of society, culture and communities;
4. Help them to grow as professional social workers, conscious about the demands of the profession and develop capability to handle situations independently;
5. Monitor continuously the progress of students and provide feedback to them about the performance;
6. Arrange periodic visits and meetings with agency supervisor/instructor wherein the proposed course of action by the student is discussed and an affirmative response is obtained from the agency ;
7. Read and check the field work reports and provide necessary guidelines to the students regarding report writing;
8. Develop insight into the process of social work intervention using social work philosophy, principles methods and skills;
9. Provide regular, timely and systematic inputs; and
10. Assessment of performance of students with a pass/fail recommendation.

Field work supervision inputs are made at different levels. Each student should get at least one hour of supervision per week with the respective college supervisor/instructor on a well planned basis and without any interruption. These hours of supervision will be essentially calculated in total teaching hours of a college supervisor/instructor as per the placement of students under him/her. Generally three major method of supervision/instruction are: Individual Conference; Group Conference; and Agency Visits.

Individual Conference is a tutorial approach to field work supervision. It is a medium through which the college supervisor/instructor provides the individually planned educational experience. Group Conference is organized with the intention to increase 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/instructors 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 (at least one visit per month to each agency under their supervision and more if necessary). 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.

It is the responsibility of the college supervisor/instructor, in consultation with the agency supervisor, to assess the students' performance with a pass/fail recommendation.

11.7. Administration of Field Work

The administration of field work programme of the college will be ultimately responsibility of the field work coordinator. Any official correspondence with the field work agencies, agency supervisors/instructor, students, college etc. regarding all the aspects of field work programme will be done by the field work coordinator. Field work coordinator should be nominated through the unanimous decision of the departmental meeting of the respective College to be held with completing the corium. He/she will be responsible for organizing, implementing, coordinating, guiding, monitoring and evaluating the entire field work programme. The position of field work coordinator shall be honorary and will keep on rotating among the faculty members of the department one year interval.

11.8. Field Work Attendance

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

1. The Department expects from students to be regular and punctual in the field work. Only in special cases, there is a provision of leave of absence 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/instructor. 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/instructor.
2. A student is not required to attend field work on college holiday, however, it may be utilized as per the instructions of the college supervisor/instructor and all such days will be called additional field work.
3. Eighty percent (80%) attendance in the concurrent field work and seventy five percent (75%) attendance in theory classes is compulsory.
4. Attendance of all the components of field work i.e. orientation programme, individual conferences, group conferences, rural camp, workshops, special lectures and seminars is also compulsory.
5. 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.

If the required hours of field work and its components are not completed by any student by the end of the semester in which he/she is studying, an assessment of the performance of the student with a 'fail' recommendation will be issued by the respective college supervisor/instructor. After receiving 'fail' recommendation in the field work assessment, the student will be deemed to have failed in both theory and field work.

11.9. Submission of Field Work Records/Assignments

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

1. To prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor/instructor.
2. To maintain a cumulative record of actual hours spent at the field work.
3. To complete and submit weekly records of concurrent field work in a prescribed manner.

4. To prepare and submit records of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately.
5. To complete and submit field work self-assessment form after termination of field work.

11.10. 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 individuals. Following acts may be treated as misconduct during the field work:

1. Frequently late at the field work without intimating college and agency supervisors;
2. Absent from field work and/or individual or group conference without intimating college and agency supervisor;
3. Frequently late in completion of task assigned by agency and/or the college;
4. Missing appointments with the clients or agency supervisor without intimation;
5. Exploiting clients or client's family;
6. Breaching client's confidentiality;
7. Initiating physical confrontation with a client, client's family members, agency supervisor or agency staff;
8. Acting in a discriminatory manner towards a client;
9. Falsifying documentation in agency records and field work reports;
10. Exploiting the agency by misuse of agency services/resources;
11. Engaging in behavior that would constitute malpractice;
12. Engaging in abusive or degrading behavior towards a client, client's family, agency supervisor or agency staff;
13. Exhibiting disruptive or harmful behavior; acting in an unprofessional or inappropriate manner while at the field work such as – inappropriate display of emotions or immature behavior; and
14. Dressing in an inappropriate and or unprofessional manner.

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:

1. Issuing show-cause notice to the student duly signed by college supervisor, field work coordinator and Teacher Incharge of the college;
2. Receiving written explanation from the student;
3. Holding inquiry into complaints by the Principal, field work coordinator and college supervisor (if not satisfied with the explanation);
4. Making decision for disciplinary action against the student including dismissal from the course; and
5. Issuing punishment order.

11.11. Assessment of Field Work

At the end of all the semesters, a field work assessment will be done both internally and externally. The students will submit all the reports to the respective college supervisors/instructors after the termination of field work. Students will have 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/instructors. The college supervisors/instructors will also prepare an assessment report regarding the performance of the concerned students using the following:

Assessment of field work shall be on the basis of:

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

12 Internal Assessment of Field Work:

The student should be assessed for effort and progress towards task assigned from one point of stage to another in the learning process during the field work. The department supervisor is required to select the tasks systematically for the students. Then, the students with assistance from their respective college supervisor/instructor 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/instructors 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. The marks of 'pass' or 'fail' will be recommended by the college supervisor/instructor as per merit of the performance.

The following are the parameters of internal assessment of field work:

S. No.	Parameters	Reflections
1.	Personal Traits (0.5% weightage)	Honesty, sincerity, ability to establish and maintain professional relationship with clients, agency staff, co-workers etc.
2.	Attendance (2.5% weightage)	Attentiveness in field work, individual & group conferences, workshops, submitting reports along with log-sheets, maintaining percentage of attendance in overall field work activities etc.
3.	Theoretical Knowledge (1.0% weightage)	Understanding about the fundamental concepts, philosophy, ethics & values, methods, principles, skills & techniques of social work etc.
4.	Knowledge about Agency/Community (1.0% weightage)	Knowledge about agency and/or community, structure, functioning, policies, programmes & activities, services, clients, networking with other organizations etc.
5.	Performance in the Field (2.0% weightage)	Identification and assessment of needs/problems; ability to integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques)in accordance with learning plan; ability to utilize administrative skills etc.
6.	Professional Development (1.0% weightage)	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 remove 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 co-operatively etc.
7.	Quality of Reports (1.5% weightage)	Clarity of learning plan, agency/community profile; Narration of incidences, presentation of facts, mode of presentation of facts, ability to observe and analysis of given situations, language and style of report writing etc.
8.	Group Conferences (0.5% weightage)	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 college. Viva-voce will be held in the presence of Teacher-in-charge, Field Work Coordinator and one External Examiner appointed by the University of Delhi. The minimum marks required to pass in the field work will be forty (40%) percent. While awarding marks, the college supervisor/instructor and external examiner or both should place reasons on record for awarding less than 45% marks or more than 75% marks to the students.

13. Scheme of Examination

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

14. Promotion Rules :

1. The University shall make rules in this regard. However, Minimum marks required for passing each subject is 40 percent of the total marks.

2. A student should have cleared at least half of theory papers in the preceding semester for promotion to the next semester. A student who has failed to clear minimum three theory papers in a semester will be detained and will have to clear that semester for promotion to the next semester. Students failing in a paper in any semester will have an opportunity to clear the same when University of Delhi holds examination for that semester. There will be no separate supplementary examination arrangement other than the regular examination schedule. A student will be declared passed only if he/she has cleared all the papers in all the semesters.

3. Students will have to pass in all theory papers and field work separately to be declared passed. In case of failure in less than three theory papers and pass in field work, students will be promoted to the next semester. In case of failure in field work, even if the student clears all theory papers, the student has to repeat both practical and all theory papers of that semester for promotion to the next semester. In case of failure in a semester students will have to repeat all theory papers and field work of that semester by attending regular classes.

However, a candidate who has secured the minimum marks to pass in each paper but has not secured the minimum marks to pass in aggregate may reappear in any of the paper/s of his/her choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate.

4. No student would be allowed to avail of more than 3 chances to pass any paper inclusive of the first attempt.

5. **Semester to Semester:** Students shall be required to fulfill the year to year promotion criteria. Within the same year, students shall be allowed to be promoted from a semester to the next semester, provided she/he has passed at least three of the papers of the current semester.

6. **Year to Year (First to second, and second to third):** Admission to second year of the course shall be open to only those students who have successfully passed at least half of the papers offered for the first year comprising of Semester-I and Semester-II taken together. However, he/she will have to clear the remaining papers while studying in second year of the course. Student who failed in the field work shall not be promoted from second to third year.

15. Division Criteria

As per University decision

16. Infrastructural Requirement

1. The lack of infrastructure and facilities in the Department reduces college supervisor's interest in developing and implementing the field work programme. As a result, they may become demotivated after a few years. Ultimately this becomes a problem of the faculty members, students and also the Department. Therefore, the respective college should try to fulfill requirements such as- separate space for supervision, time and ratio requirements etc.
2. All the forms required for field work such as log-sheet, attendance sheet, self-assessment form will be made available by the respective College at the Department.
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 four wheeler 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 should 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.

17. Miscellaneous

1. Sometimes it is found that the agency takes the student as visitors in the organization and puts them in some clerical/ record keeping jobs as engagement and the student in social work find it easy to satisfy the agency staff to obtain a good feedback about them. The college supervisors have to keep a vigil on such unholy compromises and resolve such issues with the concerned agency administrative head in consultation with the agency supervisor.
2. There is a need to find out the right agencies providing a congenial environment for field work.

In addition, the Department of the college will organize seminars, workshops, cultural programmes, special lectures and skill building sessions for the students to develop professionalism among them.

SEMESTER I

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

Objectives

- Understand the basic concepts of social work
- Give an overview of history of social work
- Provide orientation about professional social work

Course Contents:

Unit-1: History and Basic Concepts of Social Work

- 1.1 Concept and definitions of social work
- 1.2 Emergence of professional social work in Europe, U.S.A. and UK
- 1.3 Emergence of professional social work in India

Unit-2: Social Work and Inter-related Concepts

- 2.1 Social welfare and social development
- 2.2 Social service and social reform
- 2.3 Scope and concerns of social work practice

Unit-3: Fundamentals of Social Work

- 3.1 Values and Principles of social work
- 3.2 Basic skills of social work practice
- 3.3 Functions of social work

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:

- Adams, Robert et al. (2002): Social Work: Themes, Issues and Critical Debates. Second Ed. Sage London.
- Chatterjee, Pranab (1996): Approaches to the Welfare State. National Association of Social Workers (NASW. Washington DC.
- Desai, Murli (2005): Ideologies and Social Work: Historical and Contemporary Analysis. Rawat Publication.
- Dubois, Brenda and Kalra, Krogurnd, Micky (2011): Social Work: An Empowering Profession 7th Edition. Pearson.
- Farley, W, Larry, L.S. and Scott, B.W. (2003): Introduction to Social Work. Allyn and Bacon.
- Higham, Patricia (2004): Social Work: Introducing Professional Practice. Sage.
- Kumar, Hajira (1994): Social Work: An Experience and Experiment in India. Gitanjali Publishing House

- 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). (1999): Code of ethics. Available at www.socialworkers.org/pubs/code/code.asp.1996; revised

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

Objectives:

- Understand and develop insight about sociological concepts for social work education and practice
- Inculcate skills among students to understand and analyze social structure and social system

Course Contents:

Unit-1: Basic Concepts

- 1.1 Social Groups, Community, Association and Institution
- 1.2 Culture: Meaning, components and relationship with individual and society
- 1.3 Social Structure

Unit-2: Understanding Society

- 2.1 Society: meaning and characteristics
- 2.2 Approaches to understanding of society
- 2.3 Relevance of Understanding Sociology for Social Work

Unit-3: Social Process

- 3.1 Meaning and types of social process
- 3.2 Social Control: Concept, Theories and Agencies
- 3.3 Socialization: Meaning and Agencies

Unit-4: Social Stratification

- 4.1 Concept and theories of social stratification
- 4.2 Forms of stratification: Caste, Class, Power, Gender
- 4.3 Social change and social mobility

Readings:

- Abraham, M. Francis (2010): Contemporary Sociology: An Introduction to Concepts & Theories. Oxford University Press.
- Anderson & Taylor (2007): Understanding Sociology. Wadsworth Cenage Learning India Private Ltd.
- Berger, P.L. (1963): An Invitation to Sociology: An Humanistic Perspective. Harmondsworth. Penguin.
- Bottommore, T.B. (1971): Sociology: A Guide to Problem and Literature. George Allen and Unwin. Bombay.
- Dipankar Gupta (1993): Social Stratification. (Ed.). OUP.
- Giddens, A. (1999): Sociology. Cambridge. Polity Press.
- MacIver & Page (1974): Society: An Introductory Analysis, Macmillan India Ltd. Jaipur.
- Mills, Theodor (1991): Sociology of Groups. Prentice Hall. New Delhi.
- Robertson Ian (1987): Sociology (3rded). Worth Publisher. USA.
- Sharma K. L. (1994): Social Stratification and Mobility. Rawat Publications. Jaipur.

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

CREDITS : 4

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

OBJECTIVE-

1. To acquaint students to the complexities and multifaceted issues and problems of youth
2. To discuss problems and need of youth
3. To understand social work intervention with youth

UNIT-1

Demographic profile of Youth in the Asian and Pacific region, Definition- types of youth. Youth in India, Youth welfare- need and importance. The values and life styles of youth. Youth and Modernization ; Identity of Youth and related problems

UNIT II:

The period of youth in the life cycle – Emotional problems of the Youth- Parent youth conflicts – youth unrest.; Youth in the context of Education, Religion and politics – The influence of poverty and unemployment on youth. The involvement of youth in social services – Role of youth in National Development and social change,

UNIT – III

Problems of urban and rural youth. Alcoholism and drug dependency among youth –youth and crime – Exploitation of youth for communalism and terrorism – special problems of female youth – Youth and mass media – Role of youth against the social evils

UNITS -IV

National youth policy,– National youth welfare organizations, Government programmes- NCC,NSS, and NYK ; Youth movement - youth hostels and youth clubs ; Leadership training for youth Counselling services, Social work interventions with youth Global and Regional level initiative towards Youth issues. Role of Social Workers in Youth welfare

Required Reading

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

John, V.V. : Youth and National Goals, Vishwa Youva Kendra,New Delhi,1974.

Brew, J.M. : Youth and Youth Groups, London,1968

Fuchs, E.(ed) : Youth in changing World: Cross-cultural Perspective on Youth
Mouton, The Hague, 1976

Ross, Aileen D. Student Unrest in India- A Comparative Approach , McGill-
Queen’s University Press, London, 1969.

Erikson, E.H. Youth, Change and Challenge, Firma KLM Pvt. Ltd.
Calcutta,1977

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

Course Contents:

Unit- 1: understanding Disability

- 1.1 Impairment, Handicap, disability & differently abled meaning nature and type.
- 1.2 Models of disability: The charity model, bio-centric model, functional model and human rights model, inclusive education models
- 1.3 Incidence and prevalence of disability: National and international perspectives, extent of disability in India
- 1.4 Various categories of persons with disability: Physical, orthopedic, visual, motor & sensory, mental and multiple disability

Unit-2: Needs, Problems and Services

- 2.1 Needs and problems of persons with disability Disability movement-historical perspective, national and international milestones, from welfare to right based approach, PWD as consumer.
- 2.2 Institutional and non-institutional services for various groups, social institution in different phases- ancient, medieval, modern and contemporary India and worldwide.
- 2.3 Causation of disabilities, disabled people in the society and societal responses.

Unit 3 Prevention and Rehabilitation

- Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion
- Prevention of disease causing disability and safety measures to avoid disability.
- 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: Philosophy and strategies.
- 4.4 Influencing societal attitudes: Empowerment ideology as social work intervention

References:

- Barlow H. David and Durand, V.(2009) Abnormal Psychology: An Integrated Approach, Wardsworth Congage Learning, publication., Canada.

- 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.
- Rothman, J.C. (2003),Social Work Practice Across Disability. Boston: Allyn& Bacon.
- Robert, P., Marinelli, R.P. & Dell Orto, A.E. (1999),The Psychological and Social Impact of Disability. New York: Springer.
- 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.
- World Health Organization (1980) International Classification of Impairments, Disabilities and Handicaps (A Manual of Classification Relating to the Consequences of Diseases), Geneva: World Health Organization.
- Oliver, M., & Sapey, B. (eds.) (1998) Social Work with Disabled PeopleLondon: Palgrave Macmillan.
- 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:
- Sen, A. (1988), Psycho-Social Integration of the Handicapped: A Challenge for Society. New Delhi: Mittal Publishers.

LEVEL : **SEMESTER I**
COURSE : **SW 106**
TITLE OF THE PAPER (FW) : **FIELD WORK PRACTICUM-I**
MARKS : **100**
CREDITS : **6**

Objectives

- 1.To Orient students with social work lexicon and prepare the students with requisite value orientation
- 2.To develop understanding of field and field work; and attaching the students various types of agency
- 3.To Develop understanding of social structure and social systems.

Activities:

1. Plan orientation programme
2. Agency/ Community Visit
3. Placement for learning Agency Structures, Organisational Activities
4. Perspectives Building Workshop
5. Social Sensitisation Workshop

SEMESTER II

LEVEL : **SEMESTER II**
COURSE : **SW 201 (Core Course3)**
TITLE OF PAPER (CC-3) : CONTEMPORARY SOCIAL CONCERNS
MARKS : **100**
CREDITS : **4**

Objectives:

- Understand contemporary social concerns
- Understand Genesis and Manifestation of social problems
- Develop an understanding on role of social work in dealing with contemporary social concerns..

Course Contents:

Unit-1:Understanding Social Problems

- 1.1 Social problems: Concept and Nature
- 1.2 Types of social problems: Genesis and Manifestation
- 1.3 Social work response to social problems

Unit-2:Gender and Related Concerns

- 2.1 Understanding gender
- 2.2 Gender discrimination
- 2.3 Gender based violence: Domestic Violence, Sexual Harrasment, Rape,

Unit 3: Marginal and Vulnerable Groups

- 3.1 Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities
- 3.2 Street and working children
- 3.3 Problem of older persons: Nature and extent

Unit 4: Health Issues and Concerns

- 4.1 Reproductive and Child Health
- 4.2 Health education, HIV/AIDS and community health
- 4.3 Mental Health: Issues and concerns

Readings:

- Alvesson M and Billg Y.D.(1997) Understanding Gender and Organization,Sage publication Ltd. London.
- Barlow H. David and Durand, V.(2009) Abnormal Psychology: An Integrated Approach,Wardworthcongage Learning, publication., Canada.
- Becker, H.S. (1966): Social Problems-A Modern Approach, New York, John Wiley & Sons.
- Bhasin, Kamla (2000) Understanding Gender, Published by Kali for women, New Delhi.
- Bottomore, T.B (1971): Sociology: A Guide to Problems and Literature, Blackie and Sons India Ltd.
- Butterflies-Programme with Street and Working Children, QuarterlyJournal "My Name is Today" published by Butterflies
- Byrne, L. (1999) The Human Rights of Street and Working Children.
- Dave A. and Solanki G.(2001) Journey from Violence to Crime.. TISS,Mumbai.
- Madan,G.R.(1966): Indian Social Problems,Allied publication Vol.1to 7(2009)(English and Hindi).

- Merton, R.K. (1971) Contemporary Social Problems, Harcourt Brace JovanovickandNisbet, NewYork
- Nehal, Ashraf (1997): Crime against Women, Commonwealth Publishers, New Delhi.
- Sharma S.L. (2000) Gender Discrimination and Human Rights, K.K. Publication, India
- Sharma, savita (1996): AIDS and Sexual Behaviour, APH Publishing Corporation, New Delhi.
- Thomas Gracious (1997): Prevention of AIDS: In Search of Answers, Shipra Publications, Delhi.
- Verma, R.B.S. & Singh, Atul Pratap (2012): Inclusive Development in India, New Royal Book Company, Lucknow.
- WHO Resource Book on Mental Health (2005): WHO Library Cataloguing in Publication Data.
- Wingood,Gina M.(Eds), (2002): Handbook of Women's Sexual and Reproductive Health,Springer,India.
- Zastrow, C (1999): Social Problems, Issues and Solution, Wadsworth Thomson Learning Publication, Canada.

LEVEL	: SEMESTER II
COURSE	: SW202 (Core Course 4)
TITLE OF PAPER (CC-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 Relevance of psychological processes for social work practice
- 1.2 Learning and Motivation
- 1.3 Intelligence

Unit 2: Growth and Development

- 2.1 Growth and development: Meaning and differences
- 2.2 Principles of growth and development
- 2.3 Developmental Tasks

Unit 3: Life Span Stages

- 3.1 Childhood
- 3.2 Adolescence
- 3.3 Adulthood

Unit 4: Personality Development

- 4.1 Concept of Personality
- 4.2 Determinants of Personality: Role of Heredity and Environment in Personality Development
- 4.3 Freud's Psychoanalytical Theory

Readings:

- Barbara Rogoff 2003: *The Cultural nature of Human Development*, New York, Oxford University Press.
- Bcoket, Chris (2002): *Human Growth and Development: A Psycho-social Introduction*, Sage, London.
- 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.
- Chowdhary, Richa (2006) "ManovigyanTathaManovagyanikPrakriyaen" New Delhi, Radha Publication.
- Chowdhary, Richa (2010) "VikasatmakManovigyan" New Delhi, NamanPrakashan
- Cicarrlli, S.K. and Meyer, G.E. (2006): *Psychology*, Pearson Publications.
- Dowling Marion (2005): *Young Childre's Personal, Social and Emotional Development*, Second Edition, Sage, London.
- Elizabeth B. Hurlock (1976): *Personality Development*, New Delhi, Tata McGraw Hill Publishing Co. Ltd.

- Gielen, U. P., &Roopnarine, J. L. (Eds.). (2004). *Childhood and adolescence: Cross-cultural perspectives and applications*. Westport, CT: Praeger.
- Hall and Lindzey (2009): *Theories of Personality*. New York, John Wiley and Sons.
- Hurlock, B. Elizabeth (1981): *Developmental Psychology: A Lifespan Approach*, Tata McGraw Hill, publishing company Ltd.(Chapter III to VIII)
- Ingleby, Ewen (2010): *Applied Psychology for Social Work*, Sage Publication.
- Morgan and King (1993): *Introduction to Psychology*, New Delhi, Tata McGraw Hill, Publishing Company Ltd.
- Wayne Weiten(2013) 9th Edition: *Psychology: Themes and Variations Briefer Version*, Belmont, CA, Wadsworth /Cengage Learning.

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

Syllabi as per University/College Decision

CREDITS : 2

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

Objectives:

- Build a basic understanding of the concept of health and mental health in the context of development.
- Develop orientation and understanding of the different areas of social work practice in health.
- Develop appropriate skills and approaches towards integrated social work practice in health.

Course Contents:

Unit: 1: Understanding Health

- 1.1 Health and Well-Being: Concepts, components, determinants
- 1.2 Understanding diseases and its classification
- 1.3 Indicators of health status of people in a community

Unit 2: Health Care and Development

- 2.1 Health scenario of India: Major health issues, problems and concerns
- 2.2 Social and cultural changes and its impact on health
- 2.3 Health and Mental Health needs and services

Unit 3: Health Care Social Work

- 3.1 Social work, Health and wellbeing, Public Health, Health education,
- 3.2 Social work intervention in health settings
- 3.3 Roles of social worker in community health settings

Unit 4: Emerging Concerns in Health Care

- 4.1 Environmental issues
- 4.2 Disaster management: Rescue, relief and rehabilitation
- 4.3 Media and Health

Readings:

- Ashdown, M., Brown, S.C., (1953), Social service & mental health, Routedledge&Kegan Paul Ltd., London
- Berkman, B., (2006), Handbook of Social Work in Health and Aging, Oxford University Press, U.S.A.
- Bradley, K., (2011), Encyclopedia of Disaster Relief, Sage Publications, New Delhi
- Chauhan, Devraj,(1997), Health care in India: A profile, Mumbai, Foundation for Research in Community Health, India

- Das, Veena, (2000), Violence and subjectivity, Berkeley, University of California Press
- Dasgupta, R. (1993), Nutritional planning in India, Hyderabad, NIN
- Denner, Bruce; Price, Richard H., (1973), Community mental health : social action and reaction, Routledge&Kegan Paul Ltd., London
- Dhooper, S.S., (1997), Social work in Health Care in the 21st Century. Thousand Oaks, CA.: Sage Publications, Inc
- Fort Cowles, L. A., (2000), Social Work in the Health Field: A Care Perspective. Binghamton, NY: The Haworth Press, Inc
- Gehlert, S., (2012), Hand Book of health Social Work, John Wiley & Sons, New Jersey
- Ghosh, B.N., (1951). A Treatise on Hygiene and Public Health, 14th edition, Scientific Publishing Co., Calcutta
- Kawta, K. (1961). Environmental Sanitation in India, Lucknow Publishing House, Lucknow.
- Lankenster, T. (1992). A Setting Up Community Health Programme: A Practical Approach for Use in Development Countries, London, Macmillan
- Mahajan, Guppy, (1991), Preventive and Social Medicine, Jaypee Brothers, New Delhi.
- Park, K., (2006), Preventive and Social Medicine, BanarasidasBhanotPublishers, Jabalpur
- Price,S., Andrew T.,(2002). Health of Nations : Infectious disease environment, Cambridge, MIT Press
- 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
- Ronald H. Rooney, G. [et.al.], (2010), Direct Social Work Practice: Theory and Skills, Cengage Learning, USA
- Seaward, B. L., (1999), Principles and strategies for health and wellbeing, Boston, Jones and Bartlett Publishers.
- Stevenson, George S., (1956), Mental health planning for social action, McGraw Hill Book Company, U. S. A.
- Wallack, L., Media Advocacy and Public Health: Power for Prevention, sage Publications, New Delhi.

LEVEL : SEMESTER II
COURSE : SW- GE: 212 (GENERIC ELECTIVE COURSE)
TITLE OF THE PAPER(GE-4): CRIMINAL JUSTICE SOCIAL WORK
MARK : 100 MARKS
CREDITS : 4

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 I: Crime and Correctional Services

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

Unit II: Concept, Nature and Scope of Social Defence

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

Unit III: Social Defence Legislation and Criminal Justice System

- Introduction to Indian Penal Code, Criminal Procedure Code and Indian Evidence Act
- Juvenile Justice (Care and Protection of Children) Act 2000, Immoral Traffic Prevention Act 1986, Probation of Offenders Act, 1958, Beggary Prevention Acts
- Narcotic Drugs and Psychotropic Substances Act 1986, Prisons Act, Prisoners Act
- Criminal Justice System: Components, Processes and Perspectives – Police, Prosecution, Judiciary and Correctional institutions

Unit IV: Correctional services

- A. 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.

B. 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.

Core Readings

1. Valier, C. 2001 Theories of Crime and Punishment. Essex: Longman.
2. Chakrabarti, N.K. (ed.) 1999 Institutional Corrections in the Administration of Criminal Justice. New Delhi: Deep & Deep Publications.
3. Kumari, V. 2004 Juvenile Justice in India: From Welfare to Rights. New Delhi: Oxford University Press.
4. Devasia, V.V. 1992 Criminology, Victimology and Corrections. New Delhi: Ashish Publishing House.
5. Gaur, K.D. 2002 Criminal Law, Criminology and Criminal Administration. New Delhi: Deep and Deep Publications.
6. Neshla 1997 Atrocities Against Women. New Delhi: Harman Publishing House.
7. Strang, H., & Braithwaite, J. 2001 Restorative Justice and Civil Society. Cambridge University Press
8. Bhattacharya, S.K. 2003 Social Defence: An Indian Perspective. New Delhi: Regency Publications.
9. Tandon, S.L. 1990 Probation: A New Perspective. New Delhi: Reliance Publishing.
10. United Nations 1985 Alternatives to Imprisonment and Measures for the Social Resettlement of Prisoners. New York: United Nations.
- 11.. United Nations 1980 Principles on Linking the Rehabilitation of Offenders to Related Social Services. New York: United Nations.
12. Sen, M. 2002 Death by Fire: Sati, Dowry Death, and Female Infanticide in Modern India. Rutgers University Press.

LEVEL : SEMESTER II
COURSE : SW 206
TITLE OF THE PAPER (FW) : FIELD WORK PRACTICUM-II
MARKS : 100
CREDITS : 6

Objectives:

1. To develop understanding of field and field work
2. Place the students various types of agency , communities and with professionals
3. Develop understanding of methods and their practice, skills and techniques

Activities:

1. Placement in the communities
2. Village/ communities visit
3. Concurrent Field Work To be decided by Departmental Committee
4. Workshops on Attitude Building, personality development

SEMESTER III

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

Objectives:

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

Course Contents:

Unit-1: Introduction to Social Case Work

- 1.1 Concept of social casework: meaning, evolution, nature and objectives
- 1.2 Principles of social case work
- 1.3 Components of social case work: person, problem, place and process

Unit-2: Understanding Clients

- 2.1 Human needs and problems faced by individuals and families
- 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 Case Work

- 3.1 Client-worker relationship and use of authority
- 3.2 Case work tools: listening, observation, interview and home visits
- 3.3 Skills of case work: communication, resource mobilization, rapport building and case work recording

Unit-4: Process of Social Case Work Practice

- 4.1 Approaches to Case Work: psycho-social, problem solving and task-centered
- 4.2 Phases of case work process: study, assessment, intervention, termination and evaluation
- 4.3 Case work practice in different settings: family, hospital and mental health

Readings:

- Beistek, F.P. (1957): The Casework Relationship. Chicago: Loyola University Press.
- Hamilton, G. (1956): Theory and Practice of Social Casework. New York: Columbia University Press.
- Mathew, G. (1992): An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.
- Pearlman, H.H. (1957): Social Casework: A Problem Solving Process. Chicago: The University of Chicago Press.
- Skidmore, R.A. & Thakary, M.G. (1982): Introduction to Social Work. New Jersey: Prentice Hall.

- Timms, N. (1964): *Social Casework: Principles and Practice*. London: Routledge and Kegan Paul.
- Timms, N. (1972): *Recording in Social Work*. London: Routledge and Kegan Paul.
- Werner, H.D. (1965): *A Rational Approach to Social Case Work*. New York: Association Press
- Younghusband, E. (1966): *New Development in Case Work*. London: George Allen and Unwin

LEVEL	: SEMESTER III
COURSE	: SW 302
TITLE OF 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 Concept of group work: Evolution, Definition, and objectives
- 1.2 Basic values and principles of group work
- 1.3 Models of group work practice

Unit 2: Group Processes and Dynamics

- 2.1 Group behavior: Interaction patterns and Dynamics
- 2.2 Stages of group work
- 2.3 Role of group worker in different stages of group work practice

Unit 3: Techniques and Skills of Social Group Work

- 3.1 Group work skills: facilitation, analytical thinking, leadership building and recording in group work
- 3.2 Techniques of group work: group counseling, group discussion, group decision-making and Program media.
- 3.3 Programme planning and evaluation

Unit 4: Social Group Work Practice in Different Settings

- 4.1 Application of group work with different groups: children, adolescents, older persons, Women and persons with disability
- 4.2 Areas of group work practice: Health and education
- 4.3 Working with Special Groups: Juvenile in conflict with law and Substance abuse.

Readings:

- Balgopal, P.R.&Vassil, T.V. (1983) Groups in Social Work: An Ecological Perspective. New York: Macmillan.
- Brown, Allan 1994 Group Work. Hampshire:Ashgate.

- Charles D. Gravin, Lorraine M. Gutierrez, Maeda J Galinsky (2004) Handbook of Social Work with Groups, Rawat Publications.
- Chowdhary, Richa (2013) SamajkaryaPrakiya, The Bookline Publications, Delhi
- David Cappuzzi, Douglas R. Gross (2010) Introduction to Group Work, Fourth Edition: Mark D. Stauffer, Rawat Publications.
- Douglas, T. (1972) Group Processes in Social Work: A Theoretical Synthesis. Chichester: John Wiley & Sons.
- Geoffrey, L.G. & Ephross, P.H. (1997) Group Work with Population at Risk. New York: Oxford University Press.
- H.Y. Siddiqui (2008) Group Work: Theories and Practices: Rawat, Publications
- Jarlath. F. Benson (1987) Working More Creatively with Groups: New York: Tavistock Publication
- Konopka, G. (1963): Social Group Work: A Helping Process. Eaglewood Cliffs: Prentice.
- Phillips (1957) Essentials of Social Group Work Skills: New York: Association Press.
- Toseland, R.W. & Rivas, R. (1984) An Introduction to Group Work Practice. New York: MacMillan.
- Trecker, H.B. (1972) Social Group Work: Principles and Practice. New York: Association Press.
- Venkatesan, S., (2004), Children with Developmental Disabilities, Sage, New Delhi
- Wilson, G. & Ryland, G. (1949) Social Group Work Practice. Cambridge: Houghton. Mifflin Company.

LEVEL : SEMESTER III
COURSE : SW 303
TITLE OF PAPER (C-7) : SOCIAL DEVIANCE AND SOCIAL PROBLEMS
MARKS : 100
CREDITS : 4

Objectives:

1. Gain insight into the concept of social deviance and social change.
2. Identify the major factors contributing to the emergence of social problems.
3. Understand the role of social worker in dealing with the social problems

Course Contents:

Unit 1: Social Deviance

- 1.1 Social deviance, crime, and Theories of social deviance
- 1.2 social problem: Concept and nature; theories of social change
- 1.3 Contemporary social issues related to poverty, caste, crime and inequality

Unit 2: Social Problems

- 2.1 Drug addiction, suicide, and juvenile delinquency
- 2.2 Beggary, Commercial sex work (prostitution), and environmental degradation
- 2.3 Displacement and development

Unit 3: Violence in Indian Society

- 3.1 Concept and nature of violence in Indian society
- 3.2 Caste and Communal violence
- 3.3 Violence against women and children

Unit 4: Social Defence

- 4.1 Social defence: Concept, nature, and areas
- 4.2 Social defence services in Delhi and India
- 4.3 Social work interventions in social defence and correctional services

Readings:

- Baig, M. A.A. (1996). Environment, Law and Justice, Regency Publications, New Delhi
- Bhattacharya. S.K. (2003). Social Defence: An Indian Perspective, Regency Publications, New Delhi.
- Braithwaite, J. (1979) Inequality, Crime and Public Policy. London: Routledge.
- Clinar, M.B. (1963).Sociology of Deviant Behaviour Holt, Rinehart and Winston Inc., Holt.
- Cohen, A.K. (1968). Deviance and Control, Prentice Hall India, New Delhi.
- Domenech, J.M. *et al.* (1981) Violence and its causes. UNESCO; Paris,
- Jha, Manoj (2009), Riots as Rituals, Manak Publishers, Delhi
- Pierson, J. (2012). Understanding Social Work, History and Context, Rewat Publications, New Delhi.

- Prasad S.K. (2000). *Social Problems in India*, Mohit Publications Ltd., India.
- Saxena, S. (2004). *Crime against Women and Protective Laws*. Deep and Deep Publications, New Delhi.
- Sheaffer, B.W. et.al (1997). *Techniques and Guidelines for Social Work Practice*, Allyn and Bacon, USA.
- Shukla, K.S., (1988). *Collective Violence: Challenge and Response*, Indian Institute of Public Administration, New Delhi
- Thukral, E.G. (1992). *Big Dams, Displaced People: River of Sorrow, River of change*, Sage Publications, New Delhi.
- Zastrow, C. (1999). *Social Issues and Solutions*. Wardworth Thomson Learning Publications. Canada.

LEVEL	: SEMESTER III
COURSE	: SW SEC 311 (Skill Enhancement Courses)
TITLE OF PAPER (SEC-1)	: COMMUNICATION FOR DEVELOPMENT
MARKS	: 100
CREDITS	: 2

Objectives:

1. Locating communication in the context of development.
2. Acquire skills for effective communication.
3. Application of development communication tools in social work practice

Course Contents:

Unit 1: Understanding Communication

- 1.1 Communication: concept, principles and its significance for development
- 1.2 Process of Communication
- 1.3 Forms of communication

Unit 2: Communication Competencies

- 2.1 Self Awareness in communication
- 2.2 Listening- stages, functions, barriers
- 2.3 Develop communication competence to work in diverse settings

Unit 3: Communication in Social Work Intervention

- 3.1 Types of Communication: Intra personal, Interpersonal, group and mass Communication
- 3.2 Barriers in Communication
- 3.3 Information Education and Communication - types, relevance, effective usage

Unit 4: Mass Communication and Development

- 4.1 Means of mass communication
- 4.2 Propaganda, public opinion, and role of mass communication in social Change
- 4.3 Development Communication in Social Work Profession

Readings:

- Association of Business, 2010, Self awareness and personal Development British, Partners Business Professional Skills Development
- Bhatnagar, P , 2008, Verbal and Nonverbal Communication Rajat Publications
- Gamble, Gamble , 2010 ,Communication Works.Tata McGraw Hill.
- Hoppe, Michael.H ,2006, Active Listening: Improve your ability and lead. Strategies, AtlanticKaul, A & Gupta, S (2006) (Edtd). Management Communication: Trends and Strategies
- Keynes, Renana , ,2003, HIV/AIDS Communication mapping of IEC Material in Combodia
- Kumar ,Keval J. 2010 Mass Communication in India. Jaico Publishing House.

- Melkote, Srinivas 1991 Communication for Development in the Third World, Theory and Practice, Sage publications.
 - NACO , 2007, IFC Operational Guidelines. Magaminds Communication Pvt Ltd.
 - Narula, Uma , 2006, Handbook of Communication: Models, Perspective, New Delhi: Tata McGraw – Hill Publishing Company.
 - Owen, Hargie , 2006, 'The Handbook of Communication Skills'. Routledge.
 - Rai, S.M., Rai, Urmila 2009 Business Communication. Himalayan Publishing House
- :
- Singh , Surendra , 2003, Communication in Organisations ' Bharat Book Centre, Lucknow
 - Splichal, Slavanko 1999 Public Opinion: Developments and Controversies in the 20th Century. Rowman and Littlefields. Inc. USA

LEVEL : SEMESTER III.
COURSE : SW SEC 312- (SKILL ENHANCEMENT COURSE)
TITLE OF THE PAPER (SEC-2): PROGRAMME MEDIA IN SOCIAL WORK
MARKS : 100
CREDITS : 2

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.

Course Contents:

Unit -1: Basic Concepts of Programme Media

- 1.1 Programme: Meaning and purpose
- 1.2 Programme media: Concept and significance in social work
- 1.3 Role of social worker in programme planning

Unit- 2: Modes of Programme Media

- 2.1 Types of Programme media: Group discussion, advertisement, flip chart, flash cards, art and craft
- 2.2 Interactive games and outdoor exposure
- 2.3 Application of program media in various settings

Unit - 3: Essentials of Programme Media

- 3.1 People-centered approach to programme media
- 3.2 People/target group participation in programme
- 3.3 Basic principles

Reading List:

- Brown, A. 1994, Group Work, 3rd ed., Ashgate publishing limited, England. Cortright, R. & Hinds, G. 1959, Creative Discussion, TheMacmillian Company, New York.
- Chen, hueyTsyh (2005), Practical Programme Evaluation- Assessing and Improving Planning, Implementation and effectiveness, Sage Publication, California
- Gulley, Halbert E. 1972, Discussion, Conference and group process, 2nd ed., Amerind Publishing Co. Pvt. Ltd., New Delhi
- Phillips, Helen U. 1962 Essentials of group work skills, Association press, New York.
- Trecker, Harleigh B. 1970, Social Group Work- Principles and practices, Association Press, New York.
- Wholey Joseph S.,Hartry, Harry P.,and New comer Kathryn E (2004), Hand Book of Practical Programme evaluation, 2nd edn., Jossey- Bass , A Wiley Imprint
- Wilson, G. & Ryland, G. 1949, Social Group Work Practice, Houghton Mifflin Company, TheRiberside Press Cambridge.

LEVEL : SEMESTER III
COURSE : SW- GE: 321 (GENERIC ELECTIVE COURSE)
TITLE OF THE PAPER(GE-5): INTEGRATED METHODS IN SOCIAL WORK PRACTICE
MARKS : 100
CREDITS : 4

Objectives:

- Appreciate need for integrated social work practice approach.
- Develop competencies in integrated social work practice.

Course Contents:

Unit-1: Various Approaches to Social Work

- 1.1 Interrelationship between social justice and human rights
- 1.2 Interrelationship between justice, equality and equity
- 1.3 Distinction between social work practice and praxis in social practice

Unit-2: An Empowering Approach to Social Work

- 2.1 Elements of empowering approach
- 2.2 Phases and processes of empowering practice
- 2.3 Social work functions and role in empowering process

Unit-3: Social Work and Social Systems

- 3.1 The Ecosystems Perspective: The Social System View, The Ecological Perspective and the Ecosystem View
- 3.2 Social Functioning: Adaptive, At-risk and Maladaptive
- 3.3 Client System in social work

Unit-4: Contemporary Issues in Field of Practice

- 4.1 Social work and homeless
- 4.2 Social work and poverty
- 4.3 Social Work and family issues

Readings:

- Allen Pincus, Anne Minahan (1973) social work practice-Model and Methods, FE Peacock Publisher, Illinois (Chapter III)
- Dubois, Brenda & Miley, Karla Krogsrud (1999): Social Work: An Empowering Profession. London: Allyn and Bacon.
- Goldstein, H. (1973): Social Work Practice : A Unitary Approach Columbia, University of South Carolina Press.
- Louise C. Johnson (1998): Social Work Practice A Generalist Approach, Allyn Bacon..
- Miley, Karla Krogsrud, O' Melia, Michael and Dubois, Brenda (1998): Generalist Social Work Practice: An Empowering Approach. London, Allyn Bacon.
- Specht & Vickery (1997): Integrating Social work Methods, George Allen & Unwin Ltd., 1977.

LEVEL : SEMESTER III
COURSE : SW- GE 322 (GENERIC ELECTIVE COURSE)
TITLE OF THE PAPER(GE-6): PALLIATIVE CARE IN SOCIAL WORK
MARKS : 100
CREDITS : 4

Objective:

- To familiarize students with concept, nature and scope of palliative care in India and abroad.
- Learn to recognize and address psycho-social, cultural, spiritual and ethical issues in palliative care.
- To understand the role of different professions for management of common symptoms in progressive incurable or life- threatening disease.
- Learn to develop local palliative care need assessment plan and process of its implementation.

Unit-1: Introducing Palliative Care

- 1.1 Concept, meaning, nature and scope of palliative care.
- 1.2 Origin of palliative care – historical development, international and national instruments ensuring palliative care provisions
- 1.3 Models of palliative care- Western model, Indian model (special reference to Kerala model of palliative care)

Unit-2: Dimensions in Palliative Care

- 2.1 Understanding patient and families -distress, coping, adaptation, truth telling, psycho-social care, culture sensitive needs and care, spiritual care
- 2.2 Ethical and legal issues in palliative care- euthanasia, withdrawal of assistive treatment & devices, preferences for death and dying
- 2.3 Understanding families- caregiving burden, grief, bereavement, supportive interventions for caregivers

Unit-3: Symptoms Management and Interventions

- 3.1 Symptoms and sufferings at the end of life for diseases like- cancer, HIV/AIDS, cardiovascular and respiratory, Intimations of dying
- 3.2 Complex interventions, role of multidisciplinary team
- 3.3 Palliative care outcome evaluation tools- assessment and implementation

Unit-4: Need Assessment and Palliative Care Programme Development

- 4.1 Understanding needs- Maslow, Bradshaw's taxonomy, economist perspective, Approaches to needs assessment- epidemiological approach, corporate approach, comparative approach
- 4.2 Evaluation of quality of care services- Maxwell, check land and Donabedian model
- 4.3 Components of programme development and evaluation

Reading list

- Addington Hall, H & Higginson I.J. (ed.): Palliative care in non-malignant disease. Oxford University Press, Oxford, 2001.
- Cherny, N., Fallon, M., Kaasa, S., Portenoy, R., & Currow, D.(Eds.), Oxford Textbook of Palliative Medicine. Oxford, UK: Oxford University Press, 2015.
- Cobb, M. &Robshaw, V. Spiritual challenge of health care. Churchill- Livingston, 1998.
- Doka, K. : Disenfranchised grief. Lexington books, New York, 1989.
- Greenstreet W. (ed.) Integrating spirituality in health and spirituality care. Radcliffe, Oxford, 2006.
- Hudson, P. Payne (ed): Family carers in palliative care. Oxford University Press, Oxford, 2009.
- Kissane W, Bloch, S. : Family focused grief therapy. Open University press, Buckingham, 2002
- Klass D., Sliverman, P. F., Nickman, S. L. : Continuing bonds :new understanding of grief. Taylor and Francis, Washington, 1996.
- Monreo, B., & Kraus F.: Brief interventions with bereaved children 2nd ed. Oxford university press, oxford, 2010.
- Oliviere, D. Hargreaves, R., Monreo B.,.: Good Practice in Palliative care: Psycho-social perspective. Aldershot, Ashgate, 1998.
- Oliviere, D. Monreo B, Payne S. (ed.): Death, Dying and social differences, 2nd edition, Oxford Univesity Press, Oxford, 2011.
- Papadatou, D: In the face of death- professionals who care for the dying and bereaved. Springer, New York, 2009.
- Parkes C.M.: Traditional model and theories of grief. Bereavement Care, 1998, 17(2), 21-23
- Sykes, S. et al.(ed.): Management of advanced disease. Arnold, London, 2004
- Williams M. (ed.): Psychosocial issues in palliative care. Oxford University Press, oxford, 2003.

LEVEL : SEMESTER III
COURSE : SW 306
TITLE OF THE PAPER(FW): FIELD WORK PRACTICUM-III
MARKS : 100
CREDITS : 6

Objectives:

1. Give exposure to the students to various social welfare and development programmes and services.
2. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
3. Develop an understanding of agency's structure, function and service delivery system.

Course Description:

1. Orientation Programme:

Three-day orientation programme will be organized at the commencement of the course of semester-3 before starting concurrent field work.

Orientation visits to welfare agencies/communities will be an integral part of the orientation programme. Attendance in orientation programme is compulsory.

2. Concurrent Field Work:

Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of second year and shall continue till the preparation leave before the commencement of the examinations.

Two days in a week 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 concurrent field work will be required for each student.

4. Skill Development Workshops:

The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, '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 workshop 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 counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

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

SEMESTER IV

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

Objectives:

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

Course Contents:

Unit-1: Understanding Community

- 1.1 Concept of community: Meaning and definitions
- 1.2 Types of community
- 1.3 Functions of community

Unit-2: Introducing Community Practice

- 2.1 Concept of community organization: Nature, evolution and characteristics
- 2.2 Principles of community organization
- 2.3 People's participation of community organization

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 and basic elements
- 4.2 Community organization and community development
- 4.3 Role of community organizer

Readings:

- Giddens, Anthony (1993): Sociology. Polity Press. London.
- Bottommore, T.B (1971): Sociology: A Guide to Problem and Literature, George Allen and Unwin, Bombay.
- Dunham Arthur (1962): Community Welfare Organization: Principles and Practice. New York: Thomas Crowell.
- Gangrade, K.D. (1971): Community Organization in India. Mumbai: Popular Prakashan

- Khinduka, S.K. & Coughlin, Bernard (1965): Social Work in India. New Delhi: KitabMahal.
- Kumar, Somesh (2002): Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Sage Publication (Vistaar).
- Lee, Judith (2001): The Empowerment Approach to Social Work Practice: Building the Beloved Community. Columbia Press.
- Ross, M.G. (1967): Community Organization. Theory, Principles and Practice. New York: Harper & Row.
- Siddiqui, H.Y. (1997): Community Organization in India. New Delhi: Harnam
- Verma, R.B.S. & Singh, Atul Pratap (2015): Samudayik Sangathan EvamAbhyaas. Lucknow: New Royal Book Company (Hindi).
- Weil, Merie (2005): Handbook of Community Practice. New Delhi: Sage.

LEVEL : SEMESTER IV
COURSE : SW-402
TITLE OF PAPER (C-9) : SOCIAL PSYCHOLOGY FOR SOCIAL WORK
MARKS : 100
CREDITS : 4

Objectives:

1. Understand the fundamentals of social psychology.
2. Understand interpersonal and societal issues.
3. Gain the theoretical knowledge of relationship of individual to society.

Course Contents:

Unit 1: Nature and Scope of Social Psychology

- 1.1 An introduction to social psychology
- 1.2 Methods of social psychology.
- 1.3 Relevance of social psychology to social workers.

Unit 2: Concepts in Social Psychology

- 2.1 Social Perception
- 2.2 Social Influence
- 2.3 Interpersonal Attraction

Unit3: Understanding Groups and Crowds

- 3.1 Group: Definition, Types, Process
- 3.2 Group development and dynamics
- 3.3 Crowd and mob: Characteristics 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:

- Aronson, E., Wilson, T.D., & Akert, R.M. 2007 Social Psychology (6th Ed.) Prentice Hall, NJ.
- Baron, R.A & Byrne, D. (2006) Social Psychology (10th Ed.) Pearson Education Inc., New Delh.
- Chowdhary, Richa (2013) Samajik Manovigyan-Ek Parichay. The Book Line Publisher, Ansari Road, Daryaganj, New Delhi. (Hindi)
- Feldman, Robert, S. 2001 Social Psychology (3rd Ed.) Prentice Hall, NJ. (Unit I, II, III, IV, (2nd Edition), Ansari Road, Darya Ganj, New Delhi.
- Franzoi, S. 2009 Social Psychology (5th Ed.) McGraw-Hill, New York.
- Hogg, Michael A. and R. Scott Tindale (eds). 2002 Blackwell Handbook of Social Psychology: Group Process. Blackwell Publishing.
- Kuppaswami, B. 1994 Social Psychology, Asia Publishing House, Bombay
- Lindgren H.C, 1962 Introduction To Social Psychology, John Wiley and Sons
- Myers, D.G. 2010 Social Psychology (10th, Edition) McGraw-Hill, New York.

- Paliwal S., 2002 Social Psychology, RBS Publishers, Jaipur.

LEVEL : **SEMESTER IV**
COURSE : **SW 403**
TITLE OF THE PAPER (C10) : **AREAS OF SOCIAL WORK PRACTICE**
MARKS : **100**
CREDITS : **4**

Objectives:

- To impart education and training in different areas of social work practice.
- To develop skills required for working in the various areas of social work practice.

Course Contents:

Unit 1: Social Work with Families and Children

- 1.1: Families and children: Needs and challenges
- 1.2: Policies and programmes related to family and children
- 1.3: Role of a social worker in dealing with families and children in difficult circumstances

Unit 2: Social Work with Women

- 2.1: Women and society: Gender, Gender based Violence and Identity issues
- 2.2: Protecting the rights of Women: Policies and programmes
- 2.3: Role of a social worker for the empowerment of women

Unit 3: Social Work with Person with Disabilities

- 3.1: Understanding disability
- 3.2: Policies, legislations and programmes for persons with disability in India
- 3.3: Role and challenges of social workers in working with persons with disabilities

Unit- 4: Welfare and Development of Marginalized Groups

- 4.1: Needs and problems of Scheduled castes, Scheduled tribes, Minorities and Other backward class (OBC)
- 4.2: Policies, legislation and programmes
- 4.3: Role of social workers in the welfare and development of marginalized groups

Readings:

- Aggarwal, N (2002) Women and Law in India, Women Studies and Development Centre, University of Delhi, New Century Publications, Delhi.
- Bhatt Sanjai (2012), Enriching Families, - Harmony, Delhi Family Courts Journal, Vol.1, No.3,
- Gazette of India (1995) The persons with Disabilities-(equal opportunities, protection of rights and full participation), Act.1995.

- Hales, Gerald (2003) *Beyond Disability: Towards an enabling society*, Sage Publications, London.
- Karna, G.N. (2001) *Disability Studies in India: Retrospects and prospects*, Gyan Publishing House, New Delhi.
- Mathur, H.M. (1995) *Family Welfare Programmes in India*, Vikas Publishing house Ltd, Delhi.
- Measham, A. & Heaver, R. (1996) *India's Family Welfare Programme, moving to a reproductive a child health approach*, World Bank, Washington, D.C.
- Mohanty, B. (2005) *Violence against Women: An Analysis of Contemporary Realities*, Kanishka Publishers, New Delhi.
- Patel, T. (2011) *Bharat mein Parivaar: Sanrachna Avam Vyavhar*, Rawat Publications, New Delhi.
- Samanta, R.K. (2005) *Rural Women; Issues, opportunities and Approaches*, B.K. World of Books, California, New York.
- Sapey, B (1998) *Social Work with Disabled People*, McMillan, Hampshire
- Sekar, K.(2008) *Psychosocial Care for Children in Difficult Circumstances- My Workbook*, First Edition Published by: National Institute Mental Health and Neuro Sciences(NIMHANS), Bangalore.
- Singh, Atul Pratap & Singh, Awadhesh Kumar (2013): *Care and Protection of Girl Children in India: Status, Emerging Issues, Challenges and Way Forward*, Bal Vikas Prakashan, Delhi.
- Tapan, N. (2000) *Need for Women Empowerment*, Rawat Publications, New Delhi.

LEVEL : SEMESTER IV
COURSE : SW- SEC 411 (SKILL ENHANCEMENT COURSE)
TITLE OF THE PAPER (SEC-3): APPLICATION OF PROGRAMME MEDIA
COURSE : SW (SEC) 411
MARKS : 100
CREDITS : 2

Objectives:

- Understand how individuals participate, respond and react to programme media.
- Develop a critical understanding of Programme Media, its potentialities and impact.
- Encourages students to develop creative ideas and express them through writing.

Course Contents:

UNIT 1: Depiction of Audio-Visual Media in Social Work

- 1.1: Movie screening, discussion and review
- 1.2: Analysis of the changing nature of society
- 1.3: Collage, poster making and exhibition

Unit 2: Creative Writing in Social Work Practice

- 2.1: Short story writing
- 2.2: Transcreations: Converting short stories into screen play, slogans and songs
- 2.3: Persuasive Writing: Brochures, Handouts, And Pamphlets.

Unit 3: Programme Media for Masses

- 3.1: Puppet Shows
- 3.2: Street plays
- 3.3: Role Plays

Readings:

- Aggarwal, G (2001) GyarahNukkadNatak, Diamond Books publishing House
- Balwant, G. (1991) Folk Theater in India, Bombay: Rupa& Co,
- Children of Heaven 1997. Directed by MajidMajidi. Iran: Miramax Films
- Dev, Marwah, Pal (2009) Creative Writing A Beginner's Manual, New Delhi, Pearson Longman
- Dharm. 2007. Directed by BhavnaTalwar.
- Mathur, D (2003) AASHAA, short stories by Indian Women, Odyssey II, Indian Bookshelf, London and Star Publishing, New Delhi.
- National School Of Drama (2006) NukkadNatakRachnaaurPrastuti Delhi.
- Salaam Bombay 1988 Directed by Mira Nair
- Smile Pinky- 2008. Directed by Megan Mylan
- The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
- The White Balloon. 1995. Directed by JafarPanahi. Iranian Film

LEVEL : SEMESTER IV
COURSE : SW- SEC 412 (SKILL ENHANCEMENT COURSE)
TITLE OF THE PAPER(SEC4): SKILLS AND TECHNIQUES IN FIELD WORK PRACTICE
COURSE : SW (SEC) 412
MARKS : 100
CREDITS : 2

Objectives:

1. Add value in strengthening knowledge and skills, bringing uniformity and high quality standards in 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 perception, self-awareness and sensitivity
- 1.2 Goal setting and time management
- 1.3 Ethical concerns: Sense of responsibility, professional commitment and good conduct at field work

Unit 2: Planning for Field Work Practice

- 1.1 Field work learning plan and strategic planning
- 1.2 Thematic learning modules for targeted populations
- 1.3 Social & resource mapping and use of PLA & PRA

Unit 3: Documentation of Various Components of Field Work

- 1.1 Orientation, concurrent and block field work records
- 1.2 Group/Student conference paper: Preparation and presentation
- 1.3 Case records, field based assignments and records of rural camps

Unit 4: Essential skills and Techniques

- 1.1 Public relation, advocacy and networking
- 1.2 Use of simulation exercises, games and role play
- 1.3 Observation & analysis, counselling and guidance

Readings:

- CIDT. (2001). Participation, Learning and Action. Walsall: University of Wolverhampton.

- Dave, Indu (1983). The Basic Essentials of Counselling. New Delhi: Sterling Publishers Pvt. Ltd.
- Hastakshep: Advocacy Manual(2007).New Delhi:Pairvi (Hindi).
- Jackson, Adrian J. (1995). Leadership Circles from Participatory Learning and Action (PLA). London: IIED.
- Kumar, S. (2002).Methods for Community Participation: A Complete Guide for Practitioners.London: ITDG Publishing.
- NarayanaRao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd
- SudhaDatar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
- Verma, R.B.S. & Singh, AtulPratap. (2010).Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company
- Verma, R.B.S. & Singh, AtulPratap. (2013).Standard Manual for Field Work Practicum in Social Work. Lucknow: New Royal Book Company.

LEVEL	: SEMESTER IV
COURSE	: SW- GE 421 (GENERIC ELECTIVE COURSE)
TITLE OF THE PAPER(GE7):	SOCIAL WORK WITH OLDER PERSONS
MARKS	: 100
CREDITS	: 4

Objectives

- To understand the basic needs and issues of elderly persons in contemporary society.
- To understand the inter-relatedness of biological, psychological, social and cultural aspects of aging.
- 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 situation.

Course Contents:

Unit- 1: Understanding Old Age

- 1.1 Introduction to basic terms: elderly, older person, ageing, greying population,
- 1.2 Demography of the Ageing at national and international level and its related implications
- 1.3 Theories of ageing- biological/developmental, psychological, sociological
- 1.4 Needs and problems of elderly: physical, psychological, financial, social and environmental

Unit-2: Issues , Policy, Programmes and Initiatives

- 2.1 Changing family norms, roles, power, status and emerging problems of elderly
- 2.2. Myths and stereotypes to elderly, sexuality in aging, elderly images through media, Intergenerational gap, retirement, death, dying, bereavement and assisted suicide; Family relationships and caregiving issues
- 2.3 Social security measures, Welfare programmes/schemes for the elderly
- 2.4 National Policy for older persons 1999, international resolutions

Unit-3: Strategies for Active and Healthy Ageing

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

Unit IV: Social Work Intervention

- 4.1 Empowering elderly: Counselling and guidance services for preparation of old age, lifestyle management, retirement plan, second career, Grief and bereavement counselling

- 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
- 4.4 Social work interventions in Hospice and palliative care

Core Readings:

- Bali, A.P. (ed.) 1999 Understanding Greying People of India, Inter India Publication New Delhi.
- Binstock, R.H., & George, L.K. 2001 Handbook of Aging and Social Science, Academic Press New York.
- Birren, J.E., & Schaie, K.W. (eds.), 2001 Handbook of the Psychology of Aging (5th ed.), Academic Press San Diego.
- Hareven, T.K. Adams, K.J. (eds.) 1982 Aging and Life Course Transitions: An Interdisciplinary Perspective, Guilford Press, New York.
- Ramamurthi, P.V., Jamuna, D. (eds.) 2004 Handbook of Indian Gerontology, Serial Publication, New Delhi.
- Rajan, S.I., Mishra, U.S., Sarma, P.S. (eds.) 1999 India's Elderly: Burden or Challenge, Sage Publications, New Delhi.
- Marshall, M. 1983 Social Work with Old People, The Macmillan Press Ltd.
- Cox, E.O., Kelchner, E.S., & Chapin, R.K. 2002 Gerontological Social Work Practice: Issues, Challenges and Potential, Haworth Social Work
- Krishnan, P., & Mahadevan, K. (eds.) 1992 The Elderly Population in Developed and Developing World: Policies, Problems and Perspectives, B.R. Publishing Corporation, Delhi.
- Dhillon, P.K. 1992 Psychosocial Aspects of Ageing in India, Concept Publishing Company, New Delhi.
- Sears, J.T. 2009 Growing older, Routledge, Tylor & Francis Group, USA
- Rabbitt, P. 2009 Psychology of aging, Psychology press, Tylor & Francis Group, USA
- Atchley, R. 1997 Social forces and aging: an introduction to social gerontology, 8th ed., Walsworth Publishing Co., Belmont
- Hooyman, N.R. & Kiyak, H.A. 2001 Social gerontology: a multidisciplinary perspective, 6th ed., Allyn & Bacon, Inc,

LEVEL : SEMESTER IV
COURSE : SW- GE: 422(GENERIC ELECTIVE COURSE)
TITLE OF THE PAPER(GE-8): INTERNAIONAL SOCIAL WORK
MARKS : 100
CREDITS : 4

Objectives:

- To understand the overall scenario of International social work.
- To know about the descriptions of major International social welfare organizations.
- To understand the various approaches and practice of International social work.

Course Contents:

Unit 1: Introduction to International Social Work

- 1.1. Global spread of social work: origin, expansion and recent trends
- 1.2. International social work: definition, scope, values and ethics
- 1.3. International organizations of social work: International Association of schools of Social Work (IASSW), International Federation of Social Workers(IFSW) and International Council on Social Welfare (ICSW)

Unit 2: International Social Welfare Organizations

- 2.1 UN agencies: UNICEF, WHO and UNDP
- 2.2 International NGOs: Red Cross, Oxfam, YMCA/YWCA
- 2.3 International-domestic practice interface and global interdependence of social work

Unit 3: Integrated-Perspective Approach

- 3.1 Global and human rights perspective
- 3.2 Ecological and social development perspective
- 3.3 Integrated perspective approach

Unit 4: Practice of International Social Work

- 4.1 Global Issues: poverty, child welfare and women issues
- 4.2 Global Issues: environment & climate change and HIV/AIDS
- 4.3 Basic Strategies: empowerment and capacity building, self-help & self-reliance, enhancing social integration, community development

Readings:

- Bennett, A.L. (1988). International Organizations: Principles and Issues (4thed.). Englewood Cliffs, NJ: Prentice Hall.
- Bettmann, J., Jacques, G. & Frost, C. (2012). International Social Work Practice: Case Studies from a Global Context. Routledge.
- Cox, David & Pawar, M. (2006). International Social Work: Issues, Strategies and Programmes. New Delhi: Vistaar Publications.

- Elisabeth, R. (2003). *Social Work and Human Rights: A Foundation for Policy and Practice*. New York: Columbia University Press.
- Healy, L. (2008). *International Social Work*. New York: Oxford University Press.
- Hokenstan, M. C. & Midgley J. (1997). *Issues in International Social Work: Global Challenges for a New Century* Washington DC: NASW Press.
- Hugman, R. (2010). *Understanding International Social Work: A Critical Analysis*. New York: Palgrave MacMillan.
- Lee, J.A. (2001). *The Empowerment Approach to Social Work Practice*. New York: Columbia University Press.
- Lyons, K, Manion, K. & Carlsen, M. (2006). *International Perspectives on Social Work*. New York: Palgrave MacMillan.
- Mayadas, N.S., Watts, T.D., & Elliott, D. (Eds.). (1997). *International Handbook on Social Work Theory and Practice*. Westport, CT: Greenwood.
- Singh, AtulPratap (2012): United Nations International Children's Fund (UNICEF): An Overview. *Encyclopedia of Social Work in India*. Third Edition. New Royal Book Company. Lucknow.

LEVEL	: SEMESTER IV
COURSE	: SW406
TITLE OF THE PAPER (FW)	: FIELD WORK PRACTICUM -IV
MARKS	: 100
CREDITS	: 6

Objectives:

1. Give an opportunity to learn to make use of professional relationship and referrals to deal with human problems.
2. Imbibe the ethics and values of social work profession including attributes for the same.
3. Develop an ability to narrate of experience/learning, assessment of services & resources and participate in service delivery.

Course Description:

1. Concurrent Field Work:

- Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of second year and shall continue till the preparation leave before the commencement of the examinations.
- Two days in a week 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 concurrent field work will be required for each student.

2. Skill Development Workshops:

The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, '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 workshop 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 counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

SEMESTER V

LEVEL : SEMESTER V
COURSE : SW 501
TITLE OF PAPER (C-11) : SOCIAL POLICY AND DEVELOPMENT
MARKS : 100
CREDITS : 4

Objectives:

1. Understand the concept, process, indicators and determinants with respect to social development.
2. Develop capacity to formulate strategies necessary for social development.

Course Contents:

Unit 1: Understanding Social Policy

- 1.1 Social policy: Concept and significance, Historical perspective
- 1.2 Social policy in relation to the Idea of social justice
- 1.3 Models of Social Policy

Unit 2: Introduction to Social Development

- 2.1 Concept of social development
- 2.2 Theories and models of development and underdevelopment
- 2.3 Perspectives on social development: Gandhi, Ambedkar and Jai Prakash

Unit 3: Understanding Human Development

- 3.1 Human Development and Human Development Index
- 3.2 Human Development and Social Development: Theories
- 3.3 Challenges to Human Development: Contemporary Issues

Unit 4: Social Planning

- 4.1: Concept and scope of Social Planning
- 4.2: Planning as an instrument of social policy and development
- 4.3: Five Year Plans: An overview of social planning

Readings:

- Booth, David, (1994), Rethinking Social Development, Longman London.
- Chopra, P.N., (1991), Development Planning and Policy Making, Galaxy Publication, New Delhi.
- Drez J. and Sen A., (2007), Indian Development, Oxford University Press, New Delhi.
- Dreze, Jean and SenAmritya (eds) 1997, Indian Development: Selective Regional Perspective, Oxford University Press..
- Dyson, T; Cassen, R, Leela ,Visaria (2004), Twenty First Century India : Population, Economy Human Development and the Environment. New York Oxford University Press.

- Fukuda-Parr, Kumar, S., A. K., (2009), Oxford Handbook of Human Development: Concepts, Measures and Policies, Oxford, New Delhi.
- Ghai, Dharam, (2000), Social development and public policy : A study of some successfulexpriencess, UNRISD, Geneva
- Gore, M.S., (1973), Aspects of Social Development, TISS, Bombay
- Kulkani, P.D., (1965), Social Policy in India, Tata Institute of Social Sciences, Bombay
- Kulkarni, P.D., (1979), Social Policy & Social Development in India, ASSWI, Madras
- Kulkarni, P.D.,Nanavatty, M.C., (1997), Social Issues in Development, Uppal Publications, Delhi
- MacPherson, Stewart & James, M. (1987): Comprehensive Social Policy and the Third World, St. Martins Press, New York.
- McMichael, Philip. (2012). Development and Social Change: A GlobalPerspective. 5th Edition.: Sage Publications, Inc, Thousand Oaks, CA
- Midgale, J., (1995), Social Development, Sage Publications, Delhi.
- Miles, Ian, (1985), Social Iindicators for Human Development, Frances Pinter, London
- Pathak, S.,(1981), Social Welfare: An Evolutionary and Developmental Perspective, MacMillan India, Delhi.
- Paul, S., (2010), Social Policy Themes and approaches, Rawat Publications, Delhi.
- Peet, R. (2005), Theories of Development, Rawat Publications, New Delhi.
- Sikka, Pawan, (2012), Planning in India : Scientific developments with national five-year plans, Uppal Publishing House, New Delhi
- Singh, Atul Pratap& Singh, Arun Kumar (2010): Social and Human Development. Lucknow: New Royal Book Company.
- So, A.,(1990), Social Change and Development: Modernization, Dependency and World-System Theories. London: Sage Publications, New Delhi

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

Objectives:

- Familiarize with the conceptual issues in defining social action and social movements.
- Acquaint students with various theoretical perspectives on social movement.

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 social change.

Unit 2: Social Work and Social Action

- 2.1: History of radical social work practice
- 2.2: Anti Oppressive Social Work practice.
- 2.3: Structural and Critical Social Work Social Work practice.

Unit 3: Approaches of Social Action

- 3.1: Concept of conscientisation and critical awareness.
- 3.2: Paulo Friere contribution to Social Action.
- 3.3: Saul Alinsky's contribution to Social Action.

Unit 4: Social Movements

- 4.1: Social Movements: Concept, nature and components.
- 4.2: Classification of Social Movements: Peasant, Women, Dalit, Tribal and environmental movements in India.
- 4.3: Understanding Social Movements with Indian perspective.

Readings:

- Alinsky, S. (1972) Rules for Radicals, Random House, New York.
- Bailey, R & Brake, M. (1975) Radical Social Work, Edward Arnold, London.
- Freire, P (1970) Pedagogy of the Oppressed, Continuum, New York.
- Khinduka S.K. & Coughlin, B. J (1975) A Conceptualisation of Social Action, The Social Review, 49(1), 1-14.
- Laird, S. (2007) Anti Oppressive Social Work, London, Sage Publications, New Delhi.
- Lakshmana, C. & Srivastava, R. (1990), Social Action and Social Change, Ajanta Publications,
- Langman, M. Lee, P (Eds) (1989) Radical Social Work Today, Unwin Hyman, Boston.

- Singh, R. (2001) Social Movements, Old and New: A post- Modern Critique, Sage Publications, NewDelhi.
- Siddiqui, H.Y. (1984) Social Work and Social Action, Harnam Publications, New Delhi.
- Siddiqui, H.Y. (1997) Analysis of Literature of Social Action, Indian Journal of Social Work, TISS, Mumbai.
- Shah, G. (2002) Social Movements and the State, Sage Publications, New Delhi.

LEVEL : SEMESTER-V
COURSE CODE : SW DSE-511 (DISCIPLINE SPECIFIC ELECTIVES)
TITLE OF THE PAPER(DSE-1): SOCIAL LEGISLATIONS AND HUMAN RIGHTS
MARKS : 100
CREDITS : 4

Objectives:

- Understand the role and function of legal system and relevant legislation 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 Social Work

- 1.1 Law, Society and Social Change
- 1.2 Constitution of India: The Preamble, Fundamental Rights & Duties and the Directive Principles
- 1.3 Social Legislation: Nature, scope and impact

Unit-2: Social Legislations in India

- 2.1 Social Legislation and Personal Laws
- 2.2 Social Legislations for the Women, Children and Elderly
- 2.3 Social Legislation for Marginalized Groups (SC,ST,OBC & Minorities)

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 Statutory Provisions- National Human Rights Commission, Protection of Human Rights Act.
- 4.2 Code of Ethics of Social Work and protection of Human Rights.
- 4.3 Initiatives of Civil Society and Social Work practice with Victims of Human rights Violations

Readings:

- Bakshi, P.M., 2007 Constitution of India, Universal Law Publishing House
- Baxi, Upendra, 1988, Law and Poverty – Critical essay, Bombay, M.N. Tripathi PVT. Ltd.
- Diwan, Paras, 1997 Law relating to Dowry, Dowry Deaths, Bride burning, rape and related offences, Delhi, Universal Publishers.
- Elisabeth, Reichert 2003, Social work and Human Rights : A Foundation for Policy and Practice, Rawat Publication Jaipur and, New Delhi
- Elisabeth, Reichert, 2003, Social work and Human Rights: A Foundation for Policy and Practice, Rawat Publication Jaipur and, New Delhi.

- Gangrade, K.D., 1978 Social Legislation in India (Vol. I& II), Delhi Concept Publishing Company
- Indian Bare Acts related to different categories.
- International Federation of Social Workers, 1994 Human rights and Social work -A Manual for School of Social work Profession, Berne International Federation of Social Workers.
- Kohali, A.S. 2004, Human Rights and Social Work Issues Challenges and response Kanishka Publishers Distributors,,New Delhi.
- Naik G. Pandu, 1992 Social Legislationin India, BangloreLambani Publishers.
- Neil Stammers, 2004 Human Rights and Social Movements, Pluto Press, London & New York.
- Nirmal C.J.,1999, Human rights in India –Historical, Social and Political Perspectives, Delhi, Oxford University Press.
- Sahai, Shailly, 1996.Social Legislation and status of Hindu Women , Jaipur, Rawat Publication.
- Saraf, D.N. (ed.), 1984, Social Policy Law and Protection of Weaker Section of Society, Lucknow, Eastern Book Company.
- Sinha Manoj K , 1999, Implementation of Basic Human Rights , Manav Publication Pvt. Ltd. , 1999.

LEVEL : SEMESTER V
COURSE : SW- DSE 512 (DISCIPLINE SPECIFIC ELECTIVES)
TITLE OF THE PAPER((DSE-2): MENTAL HEALTH AND SOCIAL WORK
MARK : 100 MARKS
CREDITS : 4

OBJECTIVES :

- Understand mental health as a positive concept and gain insight into different types of mental disorders, their causes, manifestations and management.
- Understand the relevance, nature and types of social work interventions in mental health.

COURSE CONTENTS :

Unit I: Concepts of Mental Health and Illness

- Definitions and perspectives of mental health; Mental health as a positive concept, components of mental health; Meaning of normal and abnormal behaviour.
- Biological, psychological and sociological approaches to mental illness
- Classification of mental and behavioural disorders – DSM-IV and ICD systems

Unit II: Mental and Behaviour Disorders

Epidemiology, aetiology, types, clinical manifestations and management of: -

- Psychoactive substance use disorders
- Schizophrenia
- Mood disorders
- Neurotic, Stress related, Somatoform disorders

Unit III: Mental Healthcare Services, Policy and Programmes

- Mental Healthcare scenario in India
- Community mental health: Primary mental health care, community initiatives, and deinstitutionalisation of psychiatric services
- Policy related to mental health , Laws related to mental health
- Innovative approaches to mental health care

Unit IV: Social Work Response

- History of social work practice in mental health: Historical and evolving roles of social worker in mental health services
- Social work applications in mental health: Principles
 - Family Interventions: Psychoeducational and supportive interventions

- Social skills training: Activities of daily living and vocational skills training

Core Readings

1. Horwitz, A.V., & Scheid, T.L. (eds.) 1999 A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems. Cambridge: Cambridge University Press.
 2. Sadock, B.J., & Sadock, V.A. (eds.) 2005 Comprehensive Textbook of Psychiatry 8th Edition. Philadelphia: Lippincott Williams & Wilkins.
 3. Carson R.C., Butcher, J.N. & Mineka, S. 2000 Abnormal Psychology and Modern Life. Singapore: Pearson Education.
 4. Gottlieb, B.H. 1983 Social Support Strategies: Guidelines for Mental Health Practice. New Delhi: Sage Publications.
 5. Sahni, A. 1999 Mental Health Care in India: Diagnosis, Treatment and Rehabilitation. Bangalore: Indian Society of Health Administrators.
 6. Mane, P., & Gandevia, K.Y. (eds.) 1993 Mental Health In India: Issues and Concerns. Bombay: Tata Institute of Social Sciences.
 7. Sutherland, J.D. (ed) 2003 Towards Community Mental Health. London: Routledge.
 8. Callicutt, J. W., & Lecca, P.J. (eds.) 1983 Social Work and Mental Health. New York: The Free Press.
 9. French, L.M. 1940 Psychiatric Social Work. New York: The Commonwealth Fund.
 10. Patel, V., & Thara, R. 2002 Meeting the Mental Health Needs of Developing Countries: NGO Innovations in India. New Delhi: Sage Publications.
-
1. World Health Organization 1990 The Introduction of a Mental Health Component into Primary Health Care. Geneva.
 6. Dhanda, A. 2000 Legal Order and Mental Disorder. New Delhi: Sage Publications.

7. Gelder, M., Mayou, R., & Cowen, P. 2004 Oxford Textbook of Psychiatry 4th Edition. Oxford: Oxford University Press.
8. Turner, F. (ed.) 1978 Social Work Treatment: Interlocking Perspectives. New York: The Free Press.
9. Sheppard, M. 1991 Mental Health Work in the Community: Theory and Practice in Social Work and Community Psychiatric Nursing. New York: The Falmer Press.
10. Bentley, K.J. 2001 Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Wadsworth Publishing.

LEVEL : SEMESTER V
COURSE : SW- DSE 513 (DISCIPLINE SPECIFIC ELECTIVES)
TITLE OF THE PAPER (DSE-3): SOCIAL WORK INTERVENTION IN DISASTER
MARKS : 100
CREDITS : 4

Objectives:

- Gain exposure to the key concepts, typologies and impact of disasters
- Understand the processes of disaster mitigation and disaster management
- Acquire critical understanding of the disaster management policy and programmes in India
- Develop capacity to work with different agencies

Course Contents:

Unit 1: Conceptual Framework

- 1.1 Concept of hazard, risk, vulnerability, and disaster
- 1.2 Types of disasters: Natural and manmade disasters
- 1.3 Impact of disasters: Physical, social, economic, political, psychological, and ecological

Unit 2: Disaster Management and Phases

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

Unit 3: Disaster Management Policy and Programmes

- 3.1 Disaster management policy and programmes in India
- 3.2 National guidelines on psychosocial support and mental health services in disasters
- 3.3 Case reflections from field: UDAI-I, and UDAI-II

Unit 4: Role of social workers and voluntary agencies

- 4.1 Role of social work professionals in different phases
- 4.2 Community Based Disaster Management (CBDM)
- 4.3 Networking with government organisations and civil society

Readings:

- Abarquez, I., & Murshed, Z. (2004). Community-Based Disaster Risk Management: Field Practitioners' Handbook. New Delhi: Asian Disaster Preparedness Center.

- Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (2004). *At risk: Natural hazards, people's Vulnerability and Disaster*. London: Routledge.
- Carter, I. (2002). *Preparing for disaster, PILLARS Guide*. UK: Tearfund.
- Carter, I. (2003). *Mobilising the community, PILLARS Guide*. UK: Tearfund.
- Department of Social Work. Monograph: University for Development and integrated Learning (UDAI-I) 2003 and (UDAI-II) Sahyatri. University of Delhi: Department of Social Work.,2010
- Jamshed Ji Tata Centre for Disaster Management Working Papers series 2007-2009, Tata Institute of Social Sciences, Mumbai.
- Joint Assistance Centre. (1980). *Natural Disaster*, New Delhi: AdhyatmaSadhana Kendra.
- Maskrey, A. (1989). *Disaster Mitigation: A Community Based Approach*, Oxford: Oxfarm.
- Miller J. L. (2012) *Psycho Social Capacity Building in Response to Disasters*, Columbia University Press, New York.
- Ministry of Home Affairs, Government of India, (2011) United Nation Development Programmes, Disaster Management in India.
- Mohan, M., Clarke, C. (1992). *Disaster Prevention for Sustainable Development, Economic and Policy Issues*. Geneva: World Bank
- Parasuraman, S. and Unnikrishnan, P.V. (2000). *India Disasters Report: Towards Policy Initiative*, New Delhi: Oxford University Press.
- Shaw R. Krishnamurthy, R.R. (2009) *Disaster Management –Global Challenges and local Solutions*, University Press, Hyderabad
- Singh, Atul Pratap (2013). *Community Based Disaster Management: An Initiative of Social Work Professionals in Bihar Fflood, 2008*. In Mishra, A., & Singh, A. K. (eds.). *New Dimensions of Disaster Management in India*. Vol. II. New Delhi: Serials Publications.
- Singh, R.B. (ed.). (2000). *Disaster Management*, New Delhi: Rawat Publications.
- Siporin, M. (1966). *The experience of Aiding the victims of Hurricane Betsy social service review*, vol. 10.
- Tata Institute of Social Sciences. (2002). *Special Volume on Disaster Management*, *Indian Journal of Social Work*, Vol.63, Issue 2, April.
- United Nation Development Programmes- India & international recovery Platform (IRP), 2010 *Guidance Note on recovery : Psycho Social*

LEVEL : SEMESTER V
COURSE : SW DSE 514 (DISCIPLINE SPECIFIC ELECTIVES)
TITLE OF THE PAPER(DSE-4): SOCIAL WORK RESPONSE TO SOCIAL CONCERNS
MARKS : 100
CREDITS : 4

Objectives:

- To understand the concepts in various social concerns and social problems
- To understand the factors and dynamics of the social concerns
- Role of social work in dealing with social problems and concerns

Course Contents:

Unit 1: Basic Issues of Society

- 1.1 Social problems: concept and Nature
- 1.2 Social Concerns Tribes, Caste, Religion, language, family and kinship
- 1.3 Political Concerns: State, civil society and communities

Unit 2: Social Conflict in India

- 2.1 Ethnic. Caste and regional conflict
- 2.2 Communalism and terrorism
- 2.3 Social work initiatives in conflict resolution

Unit 3: Rights of vulnerable groups

- 3.1 Children, women and older persons
- 3.2 Homosexual, Bisexual and Transgender
- 3.3 Persons living with HIV/AIDS

Unit 4: Social Work Intervention in Social Concerns

- 4.1 Response of Government and Non Government Organization to Social Concerns
- 4.2 Social work Response to Social Problems and Social Concerns
- 4.3 Case Reflections from the Field

Readings:

- Balgopal , P .R and Bhatt , Sanjai, (2013), Social work Response to Social realities, New Royal Book company, Lucknow
- Bhattacharya. S.K. (2003). Social Defence: An Indian Perspective, Regency Publications, New Delhi.
- Cohen, A.K. (1968). Deviance and Control, Prentice Hall India, New Delhi.

- Domenech, J.M. *et al.* (1981) Violence and its causes. UNESCO; Paris,
- Panchnanda.R.K (2002). Terrorism and Response to Terrorist Threat, UBS Publishers, New Delhi.
- Pierson, J. (2012). Understanding Social Work, History and Context, Rewat Publications, New Delhi.
- Prasad S.K. (2000). Social Problems in India, Mohit Publications Ltd., India.
- Reddy, G. N., & Reddy, N.S. (2012). Managing Childhood Problems, Support strategies and Intervention, Kanishka Publication, New Delhi.
- Reichert.E. (2003). Social Work and Human Right, Rewat Publication, New Delhi.
- Saxena, S. (2004). Crime against Women and Protective Laws. Deep and Deep Publications, New Delhi.
- Sheaffer.B.W. et.al (1997). Techniques and Guidelines for Social Work Practice, Allyn and Bacon, USA.
- Shukla, K.S., (1988). Collective Violence: Challenge and Response, New Delhi, Indian Institute of Public Administration,
- Singh. R. (1988). Collective Violence: Genesis and Response, IIPA, New Delhi.
- Singh.S & Singh.H (2003). Law Relating to Prevention of Terrorism, Universal Law Publisher, New Delhi.

LEVEL	: SEMESTER V
COURSE	: SW- FW 506
TITLE OF THE PAPER (FW)	: FIELD WORK PRACTICUM-V
MARKS	: 100
CREDITS	: 8

Objectives:

1. Develop sensitivity towards the issues related to social justice and human rights for marginalized groups.
2. Develop ability to critically analyze the service delivery system of agency, problems and issues in execution.
3. Develop ability to plan, organize and implement the activities within agency/community framework.

Course Description:

1. Orientation Programme:

- Three-day orientation programme will be organized at the commencement of the course of semester-7 before starting concurrent filed work.
- Orientation visits to welfare agencies/communities will be an integral part of the orientation programme. Attendance in orientation programme is compulsory.

2. Concurrent Field Work:

- Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of third year and shall continue till the preparation leave before the commencement of the examinations.
- Two days in a week 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 concurrent field work will be required for each student.

3. Skill Development Workshops:

The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, '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 workshop 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; and (x) Strategic planning for advocacy.

4, Rural Camp: Five-day rural camp will be organized for the students of semester-5 of third year (preferably for semester-5 students) 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. There shall be 20 marks for performance, behavior and learning in rural camp which shall be awarded by camp in charge and faculty supervising camp activities,

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

SEMESTER VI

Level : Semester VI
Course : SW-601 (Core Course 13)
TITLE OF PAPER(CC-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 I: Social Welfare Administration an Introduction

- Concept and nature of social welfare administration
- History of social welfare administration
- Principles of social welfare administration

Unit II: Structures and Processes

- Central and State Social welfare boards, Min of Women and Children, Social welfare Directorate .
- Establishment of human service organization
- Group processes in welfare administration

Unit III: Organization of Human Services

- Management of human service organization
- Decision making processes
- Role of Communication in administration

Unit IV: Emerging Trends in Welfare Administration

- Fund RaisingResource Mobilization, Grant-in-aid
- Practice of Social Welfare Administration in different settings.
- Social welfare Administration as an instrument of Social Change

Readings:

- Chowdhary, D.P. (1992) Social Welfare Administration in India, Deep and Deep Publication, New Delhi
- Goel & Kumar (2004) Administration and Management of NGOs, Deep and Deep publication, New Delhi.

- Goel, S.L. and Jain, R.K (1988) Social Welfare Administration, Vol. I and II, Deep Publication, New Delhi.
- Kaushik, A (2012) Welfare and Development Administration in India, Global Vision Publishing House, New Delhi.
- Naidu, S.P. (1996) Public Administration Concept and Theories, New Age International Publishers, New Delhi.
- Sachdeva, D.R. (1993) Social Welfare Administration in India, Allahabad, KitabMahal.
- Siddiqui, H.Y (1990) Social Welfare in India, HarnamPublications,New Delhi.

Level : Semester VI
Course : SW - 602 (Core Course 14)
TITLE OF PAPER(CC14): RESEARCH IN SOCIAL WORK
Marks : 100
CREDITS : 4

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:

UnitI: Research as Scientific Method

- Basics of Research: Meaning, definition, nature, types of research- Basic and applied, application of research in social sciences,
- Social science research and social work research : Meaning, nature, significance and difference
- Ethics of social research

UnitII: Research Process

- Formulation of research problem
- Review of literature
- Hypotheses: concept, meaning and process of formulation
- Research design: exploratory, descriptive, experimental

Unit III: Sampling framework and data collection

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

Unit IV: Basic Statistics

- Science of statistics- concept, definition, functions and limitations
- Descriptive statistics – measures of central tendency (mean, median, mode), Measures of dispersion (range, mean deviation, standard deviation, coefficient of variation)

Readings:

- Gupta, S.C., 2012, Fundamentals of Statistics, 7th revised ed., Himalaya Publishing House, New Delhi.
- Kothari, C. R., ,2004 , Research Methodology –Methods and Techniques, 2nd ed.,
- Kumar, R., 2006 , Research Methodology, 2nd ed., Pearson Education, New Delhi.
- Laldas, D. K., 2000,Practice of Social Research, Rawat Publication, New Delhi.
New Age International (P) Ltd., New Delhi.

LEVEL: : SEMESTER- V
COURSE : SW- DSE 611 (ELECTIVE DISCIPLIN SPECIFIC)
TITLE OF THE PAPER(DSE 5): SOCIAL WORK PRATICE IN DIFFERENT SETTINGS
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.

Course Contents:

Unit-1: Community Development

- 1.1 Concept and evolution of community development
- 1.2 Rural and urban Local Self Government
- 1.3 Rural and Urban community development programmes and role of social worker

Unit-2: Social Work in Industry

- 2.1 Concept of Industry, Labour Welfare, Personnel Management and Industrial Relations
- 2.2 Organized and unorganized labour: Characteristics, needs and problems
- 2.3 Occupational Social Work; Corporate Social Responsibility, Application of social work practice in industries

Unit-3: Social Work in Correctional Settings

- 3.1 Concept of Social Defence and Criminal Justice System
- 3.2 Legislations in correctional settings (J.J Act, PITA, NDPS and Beggary Act).
- 3.3 Correctional services in institutional and non-institutional settings

Unit-4: Social Work in Schools

- 4.1 Overview of School Social work in India
- 4.2 Needs, problems and challenges in school social work practice
- 4.3 Right to Education: *SarvaShikshaAbhiyan* and Non-Formal Education

Readings:

- Allen- Meares, P, 2007, Social Work Services in Schools (5th Edition), Pearson, Boston
- Bare acts-The Juvenile Justice (Care And Protection Of Children) Act, 2000 ,The Immoral Traffic (Prevention) Act, 1956;Narcotic Drugs and Psychotropic Substances Act, 1985;The Bombay prevention of Begging Act, 1959
- Bhatt, Sanjai (2012) Occupational Social Work in India , Encyclopaedia of Social Work (Vol III), New Royal Book Company, Lucknow
- Bhattacharya, S. K.1985, Social Defence in Indian perspective , Manas Publication, Delhi.
- Chkrabarti, N.K.,1997 Administration of Criminal Justice , Deep And Deep Publication, New Delhi

- Dhaliwal.S.S, 2004, Good Governance in Local Self Government, Deep and Deep Publications
- Dubey, A., 2007, Commercialization of Education in India: Policy, Law and Justice, A P H Publishing Corporation, New Delhi
- Frankel, S. (1993) Organized Labour in Asia Pacific Region Ithaca. Ithaks, ILO Press, 1993.
- Gandhi, A. 1990, School Social Work in India, Common Wealth Publications. New Delhi
- Henderson, Jones and Thomas 1980 The Boundaries of Change in Community Work, George Allen and Unwin, London

- Irl Carter , 1977, Social work in industry: A history and a viewpoint,Journal of Religion & Spirituality in Social Work: Social Thought ,Vol. 3, Iss. 1, 1977

- Midagley, J and others,1986, Community Participation, Social Development and the State, Methuen and Co Limited, New York
- Nalini R, 2011, Social Work and the Workplace, Concept Publishing company, Newdelhi
- Pandey, V.C., 2003, Education: Planning and Human Development, Isha Books, New Delhi
- Rao, G.S. 2000, Urban Development with Community Initiatives: Retrospect and Prospect, Atlantic Publishers and Distributor, New Delhi.
- Sharma, P.D. 1998, Criminal Justice Administration the Relay Race For criminal justice, Jaipur, Rawat Publication.
- Singh, S.K., 2002, Rural Development: Policies and Programmes, Northern Book Centre, New Delhi
- TISS (1989): Indian Journal of Social work (Specific Issues) Vol. L No 4, Bombay
- Verma, R.B.S. & Singh, AtulPratap (2013): *Sharm Kalian EvamSamajikSurksha*, Lucknow, New Royal Book Company.

LEVEL : SEMESTER VI
COURSE : SW/ 612
TITLE OF PAPER (DSE 6): NGO MANAGEMENT
MARKS : 100
CREDITS : 4

Objectives:

- Develop an understanding of non-governmental organizations
- Acquire skills and competence in managing NGOs

Course Contents:

Unit 1: Conceptual Framework and Historical Development

- 1.1 Basic concepts: Government Organisation, NGOs, Voluntary Organization, Civil Society Organisations
- 1.2 Interface between GOs and NGOs
- 1.3 Historical development of NGOs in India

Unit 2: Establishing an NGO

- 2.1 Formation, Registration of an organisation and Relevant Legislations
- 2.2 Formulation of project proposal
- 2.3 Project Implementation

Unit 3: Managing NGO.

- 3.1 Planning, Organizing, Staffing, Directing, Coordinating, Reporting & Budgeting, and Monitoring & Evaluation
- 3.2 Training and Development
- 3.3 Capacity Building

Unit 4: Resource Mobilization and Management

- 4.1 Mobilizing human and material resources
- 4.2 Fund raising and Grant-in-aid
- 4.3 Project monitoring and Evaluation

Readings:

- Abraham Anita (2011) Formation and Management of NGOs, Universal Law Publishing Co., India.
- Bhatia S.K. "Training & Development", Deep & Deep Publication Pvt. Ltd.
- Chandra, S. (2001) NGO: Structure, Relevance and Function. New Delhi: Kanishka Publishers
- Coley, S.M. & Schein C.A. (1990) Proposal Writing (Sage Services Guides). New Delhi: Sage Publication

- Dadrawala,N.H.(2004) The Art of Successful Fund Raising, NewDelhi:CA.
- Edwards,Michale r,(2002) The Earthscan Reader on NGO Management, London: Alan Fowler.
- Horton Douglas&Anestasia A. (2003) Evaluating Capacity Development, International Development Research Centre ,Canada.
- Indian Center of Philonthropy, 2002, Investing in Ourselves: Giving & Fund Raising In India, New Delhi: Sampradan
- Jackson,J (1989) E (1989) Evaluation for Voluntary Organisation. Delhi:Information and News Network.
- Levis,David (2001): The Management of NGO Development organization an Introduction, London: Routledge.
- Mukherjee,K.K.(1999) A Guide Book for Strengthening Voluntary Organization. Ghaziabad:GramNivojanaKandera
- Norton M. & Murray C.(2000) Getting Started in Fund Raising,Sage Publication Pvt. Ltd..
- Padaki, V. &Vaz, M (2004) Management Development and Non Profit Organisation. NewDelhi:Sage Publication.
- Pamecha V.K. (2012) Project Proposal Formulation& Funding of NGOs & NPOs in India, Jain Book Agency, New Delhi.
- Planning Commission,(2007) National Policy on Voluntary Sector, Govt. of India
- PRIA (2001) Defining Voluntary Sector in India: Voluntary Civil or Non-profit, New Delhi.
- Toolkit-A Practical Guide to Planning ,Monitoring, Evaluating and Impact assessment (2006), Published by ,Save Children, London,U.K

COURSE : SW- DSE (ELECTIVE DISCIPLIN SPECIFIC)
TITLE OF THE PAPER (DSE 7): COUNSELLING SKILLS For SOCIAL WORK PRACTICE
PAPER : SW 613
MARK : 100 MARKS
CREDITS : 4

Objectives:

- Understanding conceptual and theoretical underpinnings of counselling
- Understand the ethical principles associated with good practice
- Gain knowledge on the use of skills and techniques related to counselling

Course Contents:

Unit 1: Conceptual Framework

- 1.1 Counselling: Concept and elements
- 1.2 Ethical principles for good practice in counseling
- 1.3 Role of counsellor

Unit 2: Listening Skills

- 2.1 Developing effective listening skills
- 2.2 The use of questions in counseling
- 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

- Children, Youth, Distressed Women, Unmarried Youth (Pre marital Counselling), PLWHA, Families, Employees and Disabled, Grief and Bereavement Counselling

Readings:

- Charles R. Ridley, Debra Mollen and Shannon M. Kelly, 2011, Beyond Microskills: Toward a Model of Counseling Competence, The Counseling Psychologist, XX(X) – 40, 2011 SAGE Publications.
- Dave, Indu (1983). The Basic Essentials of Counselling. Sterling Publishers Pvt. Ltd, New Delhi.
- Egan, G. (2009). The skilled Helper (9th Ed.). Brooks Cole/ Thomson: London
- Gupta, M. (1979) Effective Guidance and Counselling. Mangal Deep Publications, Jaipur.
- Kochhar, S. K. (1979). Guidance in Indian Education. Sterling Publishers Pvt Ltd., New Delhi.

- Nandha, S.K. (1982). Educational and Vocational Guidance. Parkash Brothers, Ludhiana
- NarayanaRao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
- Nayak, A. K. (2002). Guidance and Counselling. APH Publishing Corporation, New Delhi
- Sharma, R. N. (2001). Guidance and Couselling. Surjeet Publication, New Delhi.

COURSE : SW- DSE (ELECTIVE DISCIPLIN SPECIFIC)
TITLE OF THE PAPER(DSE8): PROJECT WORK/DESSERTATION
PAPER : SW 614
MARK : 100 MARKS
CREDITS : 4

Objectives:

- Give exposure 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.

Course Description:

- The students shall be required to prepare and submit a research project on the theme to be decided in consultation with the faculty. The Department will announce priority areas of research. The Department in consultation with faculty members can frame rules in this regard.
- Each student will be given a research topic from the department of respective colleges at the beginning of the semester-7 or 8.
- The students should prepare a research synopsis/proposal of around 4-5 typed pages in consultation with the respective College supervisor/instructor and submit 2 copies of the same well in advance.
- The students will be guided by their respective field work supervisors/instructors or by a person appointed by the Department regarding the completion of the research project.
- It is expected that each student will submit his/her 2 typed copies of project report of around 80-100 pages along with summary of around 2-3 pages before the commencement of the examinations of semester-8.
- The students should keep in view that presenting and submitting the work of another student(s) as one's own work will be considered as breach of academic integrity and which ultimately may be treated as misconduct.
- The evaluation of this research based project will be done as per University guidelines.

LEVEL	: SEMESTER VI
Course	: SW FW 606
TITLE OF THE PAPER (FW)	: FIELD WORK PRACTICUM-VI
MARKS	: 100
CREDITS	: 8

Objectives:

1. Develop ability to effect changes in improving service delivery by introducing innovations in practice.
2. Improve skills in communication and networking with other organizations.
3. Learn to make use of practice-learning instructions.

Course Description:

1. Concurrent Field Work:

- Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of year and shall continue till the preparation leave before the commencement of the examinations.
- Two days in a week 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 concurrent field work will be required for each student.

2. Skill Development Workshops:

The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, '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 workshop 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 counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

3. Block Field Work: At the end of semester-6 of third year, students will be required to undergo four-week block field work training in a social welfare agency or project in or outside Delhi. It is treated more as pre-employment experience. The block field work agencies/projects will be selected with the consent/choice of students. A student must 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 has to repeat the block field work.

During block field work, a student will be expected to submit weekly reports to the Department of respective College in a prescribed manner. Leave will be allowed during the entire 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.