DEPARTMENT OF SOCIAL WORK

Undergraduate Course in Social Work

Under Credit Based Choice System
(CBCS)

Ordinance and Syllabus
(With effect from Academic Session 2015-16 onwards)

Department of Social Work
University of Delhi
Delhi
(June 2015)
Contents

Preamble .......................................................................................................................................................... 5
1. Title of the Degree in Social Work ........................................................................................................ 6
2. Affiliation .................................................................................................................................................. 6
3. Mission ...................................................................................................................................................... 6
5. Programme Structure ............................................................................................................................. 6
6. Distribution of credits under CBCS for B.A. (Social work) ................................................................. 7
7. Schedule of papers prescribed for various semesters ........................................................................... 7
8. Eligibility ................................................................................................................................................... 8
9. Selection Procedure: ............................................................................................................................ 8
10. Schedule for Theory Classes and Field Work ..................................................................................... 9
11. Field Work Practicum .......................................................................................................................... 9
12 Internal Assessment of Field Work: .................................................................................................. 10
13. Scheme of Examination ..................................................................................................................... 11
15. Division Criteria ................................................................................................................................... 11
16. Infrastructural Requirement ................................................................................................................ 12
17. Miscellaneous ........................................................................................................................................ 12

SEMESTER I .................................................................................................................................................. 20

TITLE OF PAPER (C-1) : FUNDAMENTALS OF SOCIAL WORK .................................................. 21
TITLE OF PAPER (C-2) : INTRODUCTION TO SOCIETY FOR SOCIAL WORK ...................... 23
TITLE OF THE PAPER (AECC1): English/MIL Communication Environmental Science ...... 24
TITLE OF THE PAPER (GE 1): SOCIAL WORK WITH YOUTH ......................................................... 25
TITLE OF THE PAPER (GE 2): DISABILITY AND SOCIAL WORK ............................................. 26

TITLE OF THE PAPER (FW) : FIELD WORK PRACTICUM-I ....................................................... 28

SEMESTER II ................................................................................................................................................ 29

TITLE OF PAPER (CC-3) : CONTEMPORARY SOCIAL CONCERNS ........................................ 30
TITLE OF PAPER (CC-4) : UNDERSTANDING PSYCHOLOGY FOR SOCIAL WORK ............ 32
TITLE OF THE PAPER (AECC 2): English/MIL Communication Environmental Science ...... 34
TITLE OF THE PAPER (GE3): SOCIAL WORK RESPONSE TO HEALTH CARE ........................................... 35
TITLE OF THE PAPER (GE-4): CRIMINAL JUSTICE SOCIAL WORK .................................................. 37
TITLE OF THE PAPER (FW): FIELD WORK PRACTICUM-II ............................................................... 39
SEMESTER III........................................................................................................................................ 40
TITLE OF PAPER (C-5): WORKING WITH INDIVIDUALS ................................................................... 41
TITLE OF PAPER (C-6): WORKING WITH GROUPS ........................................................................... 43
TITLE OF PAPER (C-7): SOCIAL DEVIANCE AND SOCIAL PROBLEMS ........................................... 45
TITLE OF PAPER (SEC-1): COMMUNICATION FOR DEVELOPMENT ............................................... 47
TITLE OF THE PAPER (SEC-2): PROGRAMME MEDIA IN SOCIAL WORK ......................................... 49
TITLE OF THE PAPER (GE-5): INTEGRATED METHODS IN SOCIAL WORK PRACTICE ......................... 50
TITLE OF THE PAPER (GE-6): PALLIATIVE CARE IN SOCIAL WORK .............................................. 51
TITLE OF THE PAPER (FW): FIELD WORK PRACTICUM-III ............................................................. 53
SEMESTER IV........................................................................................................................................ 54
TITLE OF PAPER (C-8): WORKING WITH COMMUNITIES .................................................................. 55
TITLE OF PAPER (C-9): SOCIAL PSYCHOLOGY FOR SOCIAL WORK .............................................. 57
TITLE OF THE PAPER (C10): AREAS OF SOCIAL WORK PRACTICE ............................................... 59
TITLE OF THE PAPER (SEC-3): APPLICATION OF PROGRAMME MEDIA ......................................... 61
TITLE OF THE PAPER (SEC4): SKILLS AND TECHNIQUES IN FIELD WORK PRACTICE .................... 62
TITLE OF THE PAPER (GE7): SOCIAL WORK WITH OLDER PERSONS .......................................... 64
TITLE OF THE PAPER (GE-8): INTERNATIONAL SOCIAL WORK .................................................... 66
TITLE OF THE PAPER (FW) : FIELD WORK PRACTICUM-IV ............................................................ 68
SEMESTER V.......................................................................................................................................... 69
TITLE OF PAPER (C-11): SOCIAL POLICY AND DEVELOPMENT .................................................... 70
TITLE OF THE PAPER (C-12): SOCIAL ACTION AND MOVEMENTS ................................................ 72
TITLE OF THE PAPER (DSE-1): SOCIAL LEGISLATIONS AND HUMAN RIGHTS ............................ 74
TITLE OF THE PAPER (DSE-2): MENTAL HEALTH AND SOCIAL WORK ......................................... 76
TITLE OF THE PAPER (DSE-3): SOCIAL WORK INTERVENTION IN DISASTER ............................... 79
TITLE OF THE PAPER (DSE-4): SOCIAL WORK RESPONSE TO SOCIAL CONCERNS ...................... 81
TITLE OF THE PAPER (FW): FIELD WORK PRACTICUM-V ............................................................. 83
SEMESTER VI........................................................................................................................................ 85
TITLE OF PAPER (CC-13): SOCIAL WELFARE ADMINISTRATION ........................................... 86
TITLE OF PAPER (CC14): RESEARCH IN SOCIAL WORK .................................................. 88
TITLE OF THE PAPER (DSE 5): SOCIAL WORK PRACTICE IN DIFFERENT SETTINGS .... 90
TITLE OF PAPER (DSE 6): NGO MANAGEMENT ................................................................... 92
TITLE OF THE PAPER (DSE 7): COUNSELLING SKILLS For SOCIAL WORK PRACTICE ................................................................. 94
TITLE OF THE PAPER (DSE8): PROJECT WORK/DESSERTATION ...................................... 96
TITLE OF THE PAPER (FW) : FIELD WORK PRACTICUM-VI ............................................. 97
CBCS Undergraduate Programme in Social Work

Preamble

The main purpose of the Undergraduate Programme in Social Work is to develop and disseminate knowledge, skills and values through education, field training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. The programme is strongly committed to a diverse learning environment, in which respect for dignity and worth of all human beings and understanding of diverse conditions are practiced. The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses). As per UGC guidelines, courses in a programme may be of three kinds: Core, Elective and Foundation.

1. Core Course:- There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

2. Elective Course:- Elective course is a course which can be chosen from a pool of papers. It may be:
   - Supportive to the discipline of study
   - Providing an expanded scope
   - Enabling an exposure to some other discipline/domain
   - Nurturing student’s proficiency/skill.

An elective may be “Generic Elective” focusing on those courses which add generic proficiency to the students. An elective may be “Discipline centric” or may be chosen from an unrelated discipline. It may be called an “Open Elective.”

3 Core Courses-I (14)

Since, social work is a practice based profession; hence, the courses offered are of vital significance in overall learning process of the students. Under this programme, students will have to study total 14 major subjects at a deep level for Bachelor with Honours in Social Work which are called Core Courses (CC). These major subjects include theory, methods and areas of social work and research based project. In the research based project, students will be offered to learn research methodology and prepare a small dissertation. In addition, field work practicum is the back bone of the social work education which involves multiple learning pedagogies and activities in real life situations.

Ability Enhancement Compulsory Course (AECC) (2)

In the CBCS scheme of Undergraduate Programme, students will choose total 2 mandatory subjects of their liking for additional knowledge and building their competencies outside their main subjects of study. These subjects are called AECC shall have courses in English/MIL Communication, and Environmental Science.
Skill Enhancement Course (SEC) (2)

The social work stream offers a wide variety of courses as minor subjects those will help the students to learn about the national and global scenario of social work in an interdisciplinary mode and enhance their knowledge for getting employment or initiating for self-employment related to social welfare, development and allied areas.

Elective: Discipline Specific (DSE) (4)

Students will choose total 4 skill based subjects that will give practical knowledge which are called Discipline Specific (DSE). Social work itself is the applied stream of social science, which provides its students planned opportunities to apply theory in to actual field situations, which in turn enhances their learning. Hence, these DSE courses are value addition to the students of social work in strengthening their knowledge and skills and bringing about high quality standards in practice learning. Thus, the outcomes of these DSE courses are very useful for producing well trained professional social workers on the one hand and getting employment or initiating for self-employment in the field of social work and allied areas on the other.

Elective: Generic (GE) (4)

The “Generic Elective” focusing on those courses which add generic proficiency to the students and also engages interdisciplinary character of the subject.
Undergraduate Course in Social Work under CBCS

1. Title of the Degree in Social Work

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

2. Affiliation

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

3. Mission

To ensure that Bachelor students have the knowledge, skills, techniques and attitude necessary for taking up the responsibilities both at grass-root and junior level management of social welfare and developmental services.

4. Objectives

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

- To familiarize the students and develop competencies with knowledge, skills and attitudes required for social work intervention.

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

5. Programme Structure

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester-Odd</th>
<th>Semester-Even</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Semester – 1</td>
<td>Semester - 2</td>
</tr>
<tr>
<td>Second Year</td>
<td>Semester – 3</td>
<td>Semester - 4</td>
</tr>
<tr>
<td>Third Year</td>
<td>Semester – 5</td>
<td>Semester - 6</td>
</tr>
</tbody>
</table>
6. Distribution of Credits under CBCS for B.A. (Hons.) Social Work

The structure of the programme shall be as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core Course (14)</th>
<th>Ability Enhancement Compulsory Course (AECC) (2)</th>
<th>Skill Enhancement Course (SEC) (2)</th>
<th>Elective: Discipline Specific (DSE) (4)</th>
<th>Elective: Generic (GE) (4)</th>
<th>Field Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>C 1 C 2</td>
<td>(English/MIL Communication) Environmental Science</td>
<td>GE-1</td>
<td>6 credits (225 Hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>C 3 C 4</td>
<td>(English/MIL Communication) Environmental Science</td>
<td>GE-2</td>
<td>6 credits (225 Hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>C 5 C 6 C 7</td>
<td>SEC-1</td>
<td>GE-3</td>
<td>6 credits (225 Hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>C 8 C 9 C 10</td>
<td>SEC-2</td>
<td>GE-4</td>
<td>6 credits (225 Hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>C 11 C 12</td>
<td>DSE-1</td>
<td>DSE-2</td>
<td>8 credits (250 Hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>C 13 C 14</td>
<td>DSE-3</td>
<td>DSE-4</td>
<td>8 credits (250 Hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CREDITS</td>
<td>14x4=56</td>
<td>2x2=4</td>
<td>2x2=4</td>
<td>4x4=16</td>
<td>4x4=16</td>
<td>44</td>
</tr>
</tbody>
</table>

TOTAL CREDIT: 140

7. Schedule of Papers for Various Semesters

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

<table>
<thead>
<tr>
<th>Semester -1</th>
<th>Semester -2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1: SW 101 Fundamentals of Social Work</td>
<td>C-3: SW 201 Contemporary Social Concerns</td>
</tr>
<tr>
<td>C-2: SW 102 Introduction to Society for Social Work</td>
<td>C-4: SW 202 Understanding Psychology for Social Work</td>
</tr>
<tr>
<td>AECC 1*: As per College/University</td>
<td>AECC 2*: As per College/University</td>
</tr>
</tbody>
</table>
GE1: *Any one of the followings:*
- SW 111: Social Work with Youth
- SW 112: Disability and Social Work
FW 1: SW 106 (6 credits)

GE2: *Any one of the followings:*
- SW 211: Social Work Response to Health Care
- SW 213: Criminal Justice Social Work
FW 2: SW 206 (6 credits)

<table>
<thead>
<tr>
<th>Semester -3</th>
<th>Semester -4</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-5: SW 301 Working With Individuals</td>
<td>C-8: SW 401 Working With Communities</td>
</tr>
<tr>
<td>C-6: SW 302 Working With Groups</td>
<td>C-9: SW 402 Social Psychology For Social Work</td>
</tr>
<tr>
<td>C-7: SW 303 Social deviance and Social problems</td>
<td>C-10: SW 403 Areas of SW Practice</td>
</tr>
<tr>
<td><strong>SEC 1: Any one of the followings</strong></td>
<td>SEC 2: <strong>Any one of the followings</strong></td>
</tr>
<tr>
<td>SW 311: Communication for Development</td>
<td>SW 411: Application of Programme Media</td>
</tr>
<tr>
<td><strong>GE3: Any one of the followings</strong></td>
<td><strong>GE4: Any one of the followings</strong></td>
</tr>
<tr>
<td>SW 321: Integrated Methods In Social Work Practice-I</td>
<td>Any One of the two</td>
</tr>
<tr>
<td>SW 322: Palliative Care in Social Work</td>
<td>SW 421: Social Work with Older Persons</td>
</tr>
<tr>
<td>SW 422: International Social work</td>
<td>SW 422: International Social work</td>
</tr>
<tr>
<td>FW3: SW 306 (8 credits)</td>
<td>FW 4: SW 406 (8 credits)</td>
</tr>
</tbody>
</table>

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

**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;*
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, 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:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Parameters</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Personal Traits</strong> (0.5% weightage)</td>
<td>Honesty, sincerity, ability to establish and maintain professional relationship with clients, agency staff, co-workers etc.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Attendance</strong> (2.5% weightage)</td>
<td>Attentiveness in field work, individual &amp; group conferences, workshops, submitting reports along with log-sheets, maintaining percentage of attendance in overall field work activities etc.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Theoretical Knowledge</strong> (1.0% weightage)</td>
<td>Understanding about the fundamental concepts, philosophy, ethics &amp; values, methods, principles, skills &amp; techniques of social work etc.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Knowledge about Agency/Community</strong> (1.0% weightage)</td>
<td>Knowledge about agency and/or community, structure, functioning, policies, programmes &amp; activities, services, clients, networking with other organizations etc.</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Performance in the Field</strong> (2.0% weightage)</td>
<td>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.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Professional Development</strong> (1.0% weightage)</td>
<td>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.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>Quality of Reports</strong> (1.5% weightage)</td>
<td>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.</td>
</tr>
<tr>
<td>8.</td>
<td><strong>Group Conferences</strong> (0.5% weightage)</td>
<td>Quality of content of the group conference paper, language, presentation style, clarity of the theme, tackling clarifications and level of participation etc.</td>
</tr>
</tbody>
</table>
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 de-motivated 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.
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:
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:
- Robertson Ian (1987): Sociology (3rd ed). Worth Publisher. USA.
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 I
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

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

5. Kundu C.L (ed) (2003), Disability status India, New Delhi, Rehabilitation Council of India.
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:
- Butterflies-Programme with Street and Working Children, QuarterlyJournal “My Name is Today” published by Butterflies
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:

- Chowdhary, Richa (2010) “VikasatmakManovigyan” New Delhi, NamanPrakashan
• Hurlock, B. Elizabeth (1981): Developmental Psychology: A Lifespan Approach, Tata McGraw Hill, publishing company Ltd. (Chapter III to VIII)
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): SOIAL 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:

- Chauhan, Devraj, (1997), Health care in India: A profile, Mumbai, Foundation for Research in Community Health, India
- Dasgupta, R. (1993), Nutritional planning in India, Hyderabad, NIN
- Mahajan, Guppy, (1991), Preventive and Social Medicine, Jaypee Brothers, New Delhi.
- Park, K., (2006), Preventive and Social Medicine, Banarasidas Bhanot Publishers, Jabalpur
- 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
- 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

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:

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:
• Chowdhary, Richa (2013) SamajkaryaPrakiya, The Bookline Publications, Delhi
• Venkatasen, S., (2004), Children with Developmental Disabilities, Sage, New Delhi
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:
- Jha, Manoj (2009), Riots as Rituals, Manak Publishers, Delhi
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:
- Keynes, Renana , 2003, HIV/AIDS Communication mapping of IEC, Material in Cambodia  
• NACO, 2007, IFC Operational Guidelines. Magaminds Communication Pvt Ltd.
• Singh, Surendra, 2003, Communication in Organisations’ Bharat Book Centre, Lucknow.
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:
- Chen, hueyTsyh (20050, Practical Programme Evaluation- Assessing and Improving Planning, Implementation and effectiveness, Sage Publication, California
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)
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
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 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 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:


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

Unit 3: 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:
- Chowdhary, Richa (2013) Samajik Manovigyan-EkParichay. The Book Line Publisher, Ansari Road, Daryaganj, New Delhi. (Hindi)
- Kuppuswami, B. 1994 Social Psychology, Asia Publishing House, Bombay
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:
• Measham, A. & Heaver, R. (1996) India’s Family Welfare Programme, moving to a reproductive a child health approach, World Bank, Washington, D.C.
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:
- Balwant, G. (1991) Folk Theater in India, Bombay: Rupa& Co,
- Dharm. 2007. Directed by BhavnaTalwar.
- 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)
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:

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:

- Sears, J.T. 2009 Growing older,Routledge, Tylor& Francis Group, USA
- Rabbitt, P. 2009 Psychology of aging, Psychology press, Tylor& Francis Group, USA
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:


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
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:

- Dreze, Jean and SenAmritya (eds) 1997, Indian Development: Selective Regional Perspective, Oxford University Press..
• Ghai, Dharam, (2000), Social development and public policy : A study of some sucessfulexperience, UNRISD, Geneva
• Gore, M.S., (1973), Aspects of Social Development, TISS, Bombay
• Kulkarni, 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
• Miles, Ian, (1985), Social Indicators for Human Development, Frances Pinter, London
• Sikka, Pawan, (2012), Planning in India: Scientific developments with national five-year plans, Uppal Publishing House, New Delhi
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.

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 Alinskey’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:
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
  4.3 Initiatives of Civil Society and Social Work practice with Victims of Human rights Violations

Readings:
- 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  
- Indian Bare Acts related to different categories.
- Nirmal C.J.,1999, Human rights in India –Historical, Social and Political Perspectives, Delhi, Oxford University Press.
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**


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:

• 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
• Shukla, K.S., (1988). Collective Violence: Challenge and Response, New Delhi, Indian Institute of Public Administration,
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:

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:

**Unit I: 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

**Unit II: 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:

  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 PRACTICE 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:
- 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
- Chkrabarti, N.K.,1997 Administration of Criminal Justice, Deep And Deep Publication, New Delhi
• 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
• 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
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:
• Indian Center of Philonthropy, 2002, Investing in Ourselves: Giving & Fund Raising In India, New Delhi: Sampradan
• Planning Commission,(2007) National Policy on Voluntary Sector, Govt. of India
**COURSE**: SW- DSE (ELECTIVE DISCIPLIN SPECIFIC)

**TITLE OF THE PAPER (DSE 7)**: COUNSELLING SKILLS For SOCIAL WORK PRACTICE

**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:**

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.