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DEPARTMENT OF SOCIAL WORK

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DISCIPLINE SPECIFIC CORE COURSE – (DSC): MENTAL HEALTH AND SOCIAL WORK

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
MENTAL HEALTH AND SOCIAL WORK DSC 19	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- Understand the foundational concepts of mental health and social work.
- Understand various models of practice in mental health settings.
- Identify various mental health disorders and their impact on individuals and communities.

Learning outcomes

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

- Apply social work practices and interventions in mental health settings.
- Analyse mental health policies and their implications for social work practice.
- Develop skills in critical thinking, ethical decision-making, and practical application.

SYLLABUS OF DSC- 19

Unit I: Foundation of Mental Health and Social Work

15 Hours

Unit Description: This unit will familiarise student with a basic understanding of mental health concepts and its importance in social work practice.

- Concept of Health and mental health
- History and development of social work practice in the field of mental health
- Social Work Models in Mental Health

Unit II. Understanding Mental Health Disorders and treatment approaches

15 Hours

Unit Description: This unit will help students to develop an understanding of common mental health disorders and related treatment approaches.

- Introduction to DSM-V : Normal and Abnormal Behaviour
- Common Mental health Disorders and treatment approaches: Neurotic disorders- anxiety, stress, Phobia, OCD, eating disorders, post-traumatic stress disorders(PTSD)
- Common Mental health Disorders and treatment approaches: Psychotic disorders: Depression, Bipolar disorder, Schizophrenia

Unit III: Mental Health Policies and Ethical issues

15 Hours

Unit Description: This unit focuses on Social Work practice with persons with mental disorders, mental health policies, legislations and ethical concerns.

- Overview of Mental Health Care Act 2017, National Mental Health Policy, 2014
- Ethical Principles in Social Work (NASW), Legal and Ethical consideration in Mental Health settings
- Dealing with stigma and discrimination with individuals and communities

Unit IV: Social work practice in mental health setting

30 Hours

Unit Description: This unit will give exposure to Social Work Practice in Mental health Settings. The students will be required to prepare project on any one the sub-topics.

- Project work: Design a Mental Health Intervention Program (Individual/Group Project)
- Project work: Study/Observational Visit to a Mental Health setting like IHBAS, AIIMS, NIMHANS, NIMH, and NGOs working in the field of mental health setting
- Project work: Case conferences/ Case Management/Counselling Techniques

Practical component – Unit IV application based

Essential readings

- Bhugra, D., Tse, S., & Roger, N. G. (2015). Handbook of psychiatry in Asia. London and New York: Routledge
- Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2017). Abnormal psychology and modern life. New Delhi: Pearson Education.
- Coppock, V., & Dunn, B. (2010). Understanding social work practice in mental health. Los Angeles/ London/ New Delhi: Sage
- Francis A.(2014) Social work in Mental Health: Context for theory and practice. Sage
- Ramsden, P. (2013). Understanding abnormal psychology: Clinical and biological perspectives. Sage
- Steen, M., & Thomas, M. (2016). Mental health across lifespan. New York: Rutledge
- Taylor, L.E. (2010). Mental health in social work: A casebook on diagnosis and strengths-based assessment. Boston: Pearson

Suggested Readings

- Alastair M., Anne F., Bill F. (2017) Values and Ethics in Mental Health, An exploration For Practice. Bloomsbury.
- Allen R. Dyer, Brandon A. Kohrt, Philip J. Candilis (2021) Global Mental Health Ethics.
- David B. Cooper (eds) 2017 Ethics in Mental Health-Substance Use, Routeledge.
- Goffman (1963)Stigma : Notes Management of a Spoiled identity , Penguin, Random House.
- National Mental Health Policy(2014)
https://nhm.gov.in/images/pdf/National_Health_Mental_Policy.pdf

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSE-) – : RESEARCH TOOLS AND DATA ANALYSIS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
RESEARCH TOOLS AND DATA ANALYSIS DSE 13	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To learn the process of designing and administration of quantitative and qualitative tools of data collection.
- To learn the application of various statistical techniques for quantitative data analysis and required procedures of qualitative data analysis.
- To learn the use of statistical and qualitative software for data management, analysis and interpretation.

Learning Outcomes

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

- Design the tools of data collection for the research and gain confidence in its administration.
- Demonstrate the skills in identifying the nature of data, appropriate statistical methods and use of SPSS software for data analysis.
- Undertake the relevant procedure for qualitative data analysis and use of NVIVO and/or Atlas TI and updated software for data management, analysis and interpretation.

SYLLABUS of DSE 13

Unit I : Quantitative Tools of Data Collection

15 Hours

Unit Description: This unit will provide a detailed orientation and hands-on experience about the tools of data collection in Quantitative research.

Subtopics:

- Interview Schedule – Designing, administration, advantages and Limitations.
- Questionnaire – Designing (paper and digital) uses, advantages and limitations, Interview Schedule vs. Questionnaire.
- Rating scales – Types (Likert, Thurston and Guttman) – Selection and administration; Checklist - Designing, administration, advantages and Limitations.
- Prepare a project work reflecting essential content in this unit.

Unit II : Qualitative Tools of Data Collection**15 Hours**

Unit Description: This unit will provide a detailed orientation and hands-on experience about the development and use of qualitative tools of data collection.

Subtopics:

- Interview Guide - objective, scope, designing, administration, advantages and limitations.
- Focus Group Guide and Case Study guide - objectives, scope, designing, administration, advantages and limitations.
- Observation Guide, Ethnography and Life Story Interview - objectives, scope, designing, administration, advantages and limitations.
- Prepare a project work reflecting essential content in this unit.

Unit III: Quantitative Data Analysis**15 Hours**

Unit Description: This unit will orient students about process and various strategies to analyse quantitative data. Students will also be familiarised with the use of statistical software for relevant analysis.

Subtopics:

- Introduction to SPSS – Creating Data and Variable view, Tables and figures, performing analysis.
- Descriptive Statistics – Measures of Central Tendency (Mean, Median and Mode), Measures of Dispersion (Range, Quartile Deviation, Mean Deviation, Standard Deviation and Coefficient of variance) –Selection, relative advantages and limitations.
- Hypotheses testing and Inferential statistics – t-Test, Chi-Square, Factor Analysis, Regression and Correlation - Selection, relative advantages and limitations.
- Prepare a project work in SPSS reflecting essential content in this unit.

Unit IV: Qualitative Data Analysis

30 Hours

Unit Description: This unit will orient the students about various strategies used for analysing qualitative data.

Subtopics:

- Content Analysis and Framework Analysis – Concept, process, significance, selection, advantages and limitations.
- Conversation Analysis, Discourse Analysis, Thematic Analysis and grounded theory - Concept, process, significance, selection, advantages and limitations.
- Introduction to qualitative Software NVIVO and/or Atlas TI and updated software – Key terms, Workspace, Advantages and limitations.
- Project work reflecting analysis in any of the above subtopics

Practical component – Unit I-IV application based

Essential Readings

- ATLAS.ti. (n.d.). Manuals and documents. Retrieved December 11, 2024, from <https://atlasti.com/manuals-and-documents#user-manuals>
- Atkinson, P., & Delamont, S. (2011). Qualitative research methods. New Delhi: Sage.
- Babbie, E. (2014). The basics of social research (6th ed.). New Delhi: Wadsworth.
- Bazeley, P., & Richards, L. (2000). The NVivo qualitative project book. London: Sage.
- Bordens, K. S., & Abbott, B. B. (2018). Research design and methods: A process approach (10th ed.). New York: McGraw-Hill.
- Bryant, A., & Charmaz, K. (Eds.). (2019). The SAGE handbook of current developments in grounded theory. SAGE Publications Ltd. <https://doi.org/10.4135/9781526436061>
- Charmaz, K. (2006). Constructing grounded theory: A practical guide through qualitative analysis. London: Sage Publications.
- Christensen, L. B., Johnson, R. B., & Turner, L. A. (2014). Research methods, design, and analysis (12th ed.). New York: Pearson.
- Crano, W. D., Brewer, M. B., & Lac, A. (2015). Principles and methods of social research (3rd ed.). New Delhi: Routledge.
- Creamer, E. G. (2021). Advancing grounded theory with mixed methods (1st ed.). Routledge. <https://doi.org/10.4324/9780429057007>
- Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches. New Delhi: Sage.
- Davies, C. (2008). Reflexive ethnography: A guide to researching selves and others. New York: Routledge.
- Delamont, S. (2004). Ethnography and participant observation. In C. Seale, G. Gobo, & J. Gubrium (Eds.), Qualitative research practices (pp. 217–229). London: Sage.

- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.
- Glaser, B. G. (1992). *Basics of grounded theory analysis: Emergence vs. forcing*. California: Sociology Press.
- Hammersley, M. (2017). What is ethnography? Can it survive? Should it? *Ethnography and Education*, 7823(March), 1–17. <https://doi.org/10.1080/17457823.2017.1298458>
- Jackson, K., & Bazeley, P. (2019). *Qualitative data analysis with NVivo* (3rd ed.). Queri, Inc., Colorado: Western Sydney University, Australia.
- Katz, J. (2019). On becoming an ethnographer. *Journal of Contemporary Ethnography*, 48(1), 16–50. <https://doi.org/10.1177/0891241618777801>
- Kumar, R. (2018). *Research methodology: A step by step guide for beginners*. Sage.
- Krysik, J. L., & Finn, J. (2010). *Research for effective social work practice* (2nd ed.). New York: Routledge.
- Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. New York: Guilford Press.
- Maietta, R.C. (2006, October). Best practices: Delve a little deeper into your research. Inside Atlas.ti-Your Quarterly Newsletter, 2006/2. Berlin, Germany: ATLAS.ti Scientific Software Development GmbH. Retrieved from <http://www.atlasti.com/newsletter20062003.html>
- Oktay, J. S. (2012). Introduction to grounded theory and its potential for social work. In *Grounded theory* (Pocket Guides to Social Work Research Methods). Oxford Academic. <https://doi.org/10.1093/acprof:oso/9780199753697.003.0001>
- Rubin, A., & Babbie, E. R. (2011). *Research methods for social work*. Belmont: Brooks Cole.
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). *Qualitative research practice: A guide for social science students and researchers*. Sage.
- Sharma, R. (2010). A step-by-step guide to students: How to avoid plagiarism. *Journal of Education Research*, 4(2).
- Singh, Y.K. (2006). *Fundamentals of research methodology and statistics*. New Age International.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage Publications.
- Sweet, S. A., & Grace-Martin, K. (2012). *Data analysis with SPSS: A first course in applied statistics* (4th ed.). Pearson.
- Treiman, D. J. (2009). *Quantitative data analysis: Doing social research to test ideas*. San Francisco: Jossey-Bass.
- Wieser, C., & Pilch Ortega, A. (Eds.). (2020). *Ethnography in higher education*. Springer VS Wiesbaden. <https://doi.org/10.1007/978-3-658-30381-5>

Suggested Readings

- Bandalos, D. L. (2018). Measurement theory and applications for the social sciences.
- Barry, C.A. (1998). Choosing qualitative data analysis software: Atlas/ti and Nudist compared. Sociological Research Online, 3(3). Retrieved from <http://www.socresonline.org.uk/socresonline/3/3/4.html>
- Bourdieu, P. (1977). Outline of a theory of practice. Cambridge: Cambridge University Press.
- Briggs, D. J. (2009). A practical guide to designing a poster for presentation. Nursing Standard, 23(34).
- Brower, R. (2006, September). Using qualitative analysis software in public administration research: An illustration and review. Paper presented at the Southeast Conference on Public Administration, Athens, Georgia.
- Coley, S. M., & Scheinberg, C. A. (2008). Proposal writing: Effective grantsmanship. Sage.
- Devi, P. S. (2017). Research methodology: A handbook for beginners. Notion Press.
- Dey, I. (1999). Grounding grounded theory: Guidelines for qualitative inquiry. San Diego, CA: Academic Press.
- Elliott, N., & Higgins, A. (2012). Surviving grounded theory research method in an academic world: Proposal writing and theoretical frameworks. Grounded Theory Review, 11(2).
- Forsey, M. (2010). Ethnography as participant listening. Ethnography, 11(4), 558–572. <https://doi.org/10.1177/1466138110372587>
- Glaser, B. G. (1978). Theoretical sensitivity. California: The Sociology Press.
- Gregar, J. (1994). Research design (qualitative, quantitative, and mixed methods approaches). Book published by SAGE Publications, 228.
- Guz, A. N., & Rushchitsky, J. J. (2009). Scopus: A system for the evaluation of scientific journals. International Applied Mechanics, 45(4), 351-362.
- Iloh, C., & Tierney, W. (2014). Using ethnography to understand twenty-first century college life. Human Affairs, 24, 20–39.
- Martin, W. E., & Bridgmon, K. D. (2012). Quantitative and statistical research methods: From hypothesis to results. San Francisco: Jossey-Bass.
- O'Reilly, K. (2009). Key concepts in ethnography. Los Angeles: Sage.
- Pandey, P., & Pandey, M. M. (2021). Research methodology tools and techniques. Bridge Center.
- Rajaretnam, T. (2015). Statistics for social sciences. New Delhi: Sage.
- Ridder, H. G. (2014). Book review: Qualitative data analysis: A methods sourcebook (Vol. 28, No. 4, pp. 485-487). Sage UK: London, England: Sage publications.
- Rosmarakis, E. S., Soteriades, E. S., Vergidis, P. I., Kasiakou, S. K., & Falagas, M. E. (2005). From conference abstract to full paper: Differences between data presented in conferences and journals. The FASEB Journal, 19(7), 673-680.
- Singh, S. (Ed.). (2003). Teaching qualitative research with QSR software. Qualitative Research Journal. Retrieved from http://www.latrobe.edu.au/aqr/journal/special_AQR2003.pdf, p. 134-134.

- Stocking, G. (1983). The ethnographer's magic: Fieldwork in anthropology from Tylor to Malinowski. In G. Stocking (Ed.), *Observers observed: Essays on ethnographic field work* (pp. 70–120). Madison: University of Wisconsin.

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DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-): SCHOOL SOCIAL WORK

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SCHOOL SOCIAL WORK DSE 14	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To study the relevance and scope of School Social Work
- To familiarize with the challenges and opportunities to address needs of children at school
- To learn and practice the intervention with suitable methods and techniques of social work.

Learning Outcomes

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

- Develop understanding about School Social Work practice.
- Gain knowledge about the contemporary concerns and challenges faced by the School going children and explore opportunities of intervention as a social worker
- Understand the existing social work interventions to work with emerging need of School Social Work practice.

SYLLABUS of DSE 14

Unit I : Concept, Meaning and Development of School Social Work

15 Hours

Unit Description: This unit will provide a conceptual understanding of School Social Work. This will also focus on Growth and Development of School Social Work practice.

Subtopics:

- Meaning and Concept of School Social Work, Development of School Social Work in India and global context
- Status of School Education in India, Importance of Schools and its changing roles and responsibilities in changing scenario.
- School programmes- Child Guidance Centre, family life education, school counseling programme, referral services

Unit II: Issues of school going children and adolescents**15 Hours**

Unit Description: This unit will introduce various issues faced by the school going children and its impact on their overall development.

Subtopics:

- Behavioral Problems, learning disabilities and intellectual disabilities: causes, behaviour pattern, impact and interventions
- Emotional and psycho-social problems of children and adolescents
- Changing Life patterns, Overuse of digital devices and dependency

Unit III: Skills and models used by School Social Worker**15 Hours**

Unit Description: This unit will introduce skills and models used by the school social worker. It will also discuss its usefulness in achieving goals of universalization of education and prevention of dropout.

Subtopics:

- Working with school system, Social Work methods in School setting
- Skills in counseling, communication and resilience building in school settings
- Models of School Social Work: Clinical Model, Environment Change Model, Community School, Social Interaction Model

Unit IV: Intervention by the School Social Worker**30 Hours**

Unit Description: This unit will focus on intervention by the school social worker. Students will be required to prepare project work on any one of the sub-topic.

Subtopics:

- Ethical standards, Educational Enrichment Programme, development of student's attitude and personality
- Interpersonal issues and concerns of parents/teachers and children
- Case study of a child/adolescent from a school, prepare psycho-social study and suggest interventions to address the identified issues

Practical component– Unit IV application based**Essential Readings**

- Agostino, C. (2013). Collaboration as an essential school social work skill. *Children and Schools*, 35(4), 248–251.
- Allen-Meaers, P. (2015). *Social work services in schools* (7th ed.). Pearson Education.
- Allen-Meaers, P. (2013). Children and adolescents, populations and practice settings: School social work. *Encyclopedia of Social Work*. <https://doi.org/10.1093/acrefore/9780199975839.013.351>
- Allen-Meaers, P., Montgomery, K. L., & Kim, J. S. (2013). School-based social work interventions: A cross-national systematic review. *Social Work*, 58(3), 253–262.

- Bluestone-Miller, R., Greenburg, A., Mervis, B., & Kelly, M. (2016). School social work supervision. In C. R. Massat, M. Kelly, & R. Constable (Eds.), *School social work: Practice, policy, and research* (8th ed., pp. 76–79). Oxford University Press.
- Brake, A., & Livingston, L. (2016). Tackling oppression in schools: Orienting skills for school social workers. In C. R. Massat, M. S. Kelly, & R. T. Constable (Eds.), *School social work: Practice, policy, and research* (8th ed., pp. 157–174). Lyceum Books.
- Gandhi, A. (1990). *School social work: The emerging models of practice in India*. Commonwealth Publishers: Delhi.
- Hobday, A., & Ollier, K. (1999). *Creative therapy with children and adolescents*. Atascadero, CA: Impact Publishers.
- Massat, C. R., Kelly, M. S., & Constable, R. (Eds.). (2015). *School social work: Practice, policy, and research*. Oxford University Press.
- Ramachandran, V. (2003). *Getting children back to school – Case Studies in Primary Education*. New Delhi: Sage Publications
- Raines, J. C. (2019). *Evidence-based practice in school mental health: Addressing DSM-5 disorders in schools*. Oxford University Press.
- Winters, W., & Easton, F. (1983). *The practice of social work in schools: An ecological perspective*. Free Press.
- Wensley, K., & Brown, P. (2009). Child development and school social work. *Social Work in Education*, 37(4), 161-175.

Suggestive Readings

- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New Press.
- Evans, T. (2015). *Counselling skills for Becoming A wiser Practitioner-Tools, techniques and reflections For building practice wisdom*. Jessica Kingsley Publishers.
- Nair, T. K. (1975). *Social work education and development of weaker sections*. Madras: Association of School of Social Work in India.
- Raper, D. L., & Lohr, L. J. (2015). *Developing a trauma-informed approach to working with children*. Child Welfare League of America.
- Watkins, W. (2001). *The White architects of Black education: Ideology and power in America, 1865–1954*. Teachers College Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-): SOCIAL WORK WITH UNORGANISED SECTOR

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SOCIAL WORK WITH UNORGANISED SECTOR DSE 15	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- Develop in-depth understanding of social work response to unorganized sector.
- Provide an insight on problems, concerns, policy, legal initiatives, social security and welfare measures related to unorganized sector.
- Learn application of social work methods to deal with problems of unorganized sector.

Learning Outcomes

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

- Develop understanding of the needs and problems of unorganized sector.
- Learn critical skills required for working with the workers engaged in unorganized sector.
- Apply social work skills and approaches to work in the unorganized sector.

SYLLABUS of DSE 15

Unit I: Workers in Unorganised and Agricultural Sector

15 Hours

Unit Description: This unit will give an opportunity to the students to understand the needs, problems, legal safeguards and welfare measures related to unorganised and agricultural workers.

Subtopics

- Unorganised workers: Concept of work, employment and decent work
- Needs, issues and challenges of unorganised and agricultural workers

- Legal initiatives, social security measures, statutory and non-statutory welfare measures for unorganised and agricultural workers

Unit II: Migrant Workers and Construction Workers

15 Hours

Unit Description: This unit will give an opportunity to the students to learn about the working conditions, social security measures and welfare provisions available for migrant workers and construction workers.

Subtopics:

- Working conditions: issues and concerns of wages, leave and holidays
- Social security for migrant workers and construction workers: measures, issues and challenges
- Statutory and non-statutory welfare measures for migrant and construction workers, International conventions

Unit III: Street Venders and Domestic Workers

15 Hours

Unit Description: This unit will give an opportunity to the students to gain an in-depth knowledge about the problems, policy, legal initiatives, social security measures, welfare schemes and programmes related to street venders and domestic workers.

Subtopics:

- Needs, problems, insecurity, indebtedness, housing, livelihood and access to basic services
- Policy and legal initiatives, social security measures
- Welfare schemes and programmes

Unit IV: Social Work Practice

30 Hours

Unit Description: The students will be engaged in various learning activities related to application of social work methods with unorganized sector.

Subtopics:

- Application of social work methods with unorganized and agriculture sector
- Role of social workers in unorganised and agriculture sectors
- Project work: Case study highlighting concerns of any one of the unorganised sector workers

Practical component– Unit IV application based

Essential Readings:

- Alam, M., & Mishra, S. M. (1998). Structural reform and employment issues in India: A case of industrial labour. In *Journal of Labour Economics*, Vol. 41, No. 2 (p271 – 292).
- Bagga, U. (2010). Training Module on Urban street Vendors and Their Rehabilitation, RCUES, Lucknow.
- Bhagoliwal, T . N. (2002). Economics of labour and industrial relation. Agra: Sahitra Bhawan
- Bhowmik S K & Saha D. (2012). Street Vending in Ten Cities in India, Report, School of Management and Labour Studies, Tata Institute of Social Sciences, Mumbai and NASVI, New Delhi.
- Buckley, Michelle et al. (2016). Migrant Work and Employment in the Construction Sector. Geneva: International Labour Organization.
- Deshingkar, P ., & Farrington, J . (2009). Circular migration and multilocal livelihood strategies in rural India. New Delhi: Oxford University Press.
- Deshpande, R. S., & Arora, S. (2010). Agrarian crisis and farmer suicides. New Delhi: Sage Publications.
- Singh, A.K. & Singh, AP. (2022). Migrant Workers during COVID-19 Pandemic, Serials Publications Pvt. Ltd., New Delhi. Desai, V. (2012). Rural development in India. Himalaya Publishing House, Mumbai.
- Vaidyanathan, A. (2010). Agricultural growth in India: Role of technology, incentives and institutions. New Delhi: Oxford University Press

Suggested Readings:

- Jhabvala, R Subramanya, R (2000). The Unorganised Sector, work security and Social protection, sage publications, New Dehi
- Martha, C, Jhabvala, R Lund, F (2002). Working paper on the informal economy – supporting workers in the informal economy, a policy framework, employment sector, International Labour Organisation
- Reports on conditions of work and promotion of livelihoods in the unorganised sector’ Sengupta Arjun Chair person, National commission for enterprises in the unorganized sector, 2007, New Delhi
- Srivastava, Ravi et al. (2020). Internal Migration in India and the Impact of Uneven Development and Demographic Transition across States: A Study for Evidence-Based Policy. New Delhi: Institute for Human Development.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-): CORPORATE SOCIAL RESPONSIBILITY AND SOCIAL WORK

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
CORPORATE SOCIAL RESPONSIBILITY AND SOCIAL WORK DSE 16	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- Understand the functioning of CSR in the context of social work profession.
- To understand the socio economic, political context and strategies of CSR
- To develop appropriate skills and competencies in managing socially responsible initiatives under corporate social responsibility.

Learning Outcomes

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

- Understand the functioning of CSR and social work.
- Appreciate the context of CSR, strategies and processes of CSR.
- Develop competencies in implementing and managing CSR initiatives of the organisation.

SYLLABUS of DSE 16

Unit I : Introduction: Concept of Corporate Social Responsibility in Indian Context **15 Hours**

Unit Description: This unit will provide a theoretical and practical understanding of corporate social responsibility.

Subtopics:

- Corporate Social Responsibility: Concept, evolution and benefits of CSR and factors influencing CSR.
- Theories, Models and perspectives on CSR and Stakeholders
- Legal obligations, Compliances and reporting in CSR.

Unit II: Management of CSR- Planning, Implementation, and Monitoring of CSR Activities **15 Hours**

Unit Description: This unit will focus on different types of skills ranging from planning, implementation, monitoring and evaluation of CSR activities. The unit will also focus on case studies and best practices in CSR.

Subtopics:

- Skills for planning and implementation of CSR activities
- Monitoring, and evaluation of CSR activities
- Identifying and assessing CSR implementing partners; due diligence Case studies and best practices in CSR

Unit III: Corporate Governance and Sustainability **15 Hours**

Unit Description: This unit will focus on ethical and responsible business, CSR and ethical commitment. legal framework relating to CSR in India.

Subtopics:

- Responsible business and ethics
- CSR and ethical commitment
- CSR and Governance in India - Section 135, Companies Act, 2013 and Schedule VII
- CSR and sustainability

Unit IV: Management of Corporate Social Responsibility **30 Hours**

Unit Description: This unit will focus on of the motivation of corporate for CSR, skills and competencies required by social worker to excel in this field.

- Skills and competencies of a CSR professional, formulating CSR policy, and preparing CSR reports
- Project work: Review of CSR initiatives in select domains and challenges of CSR.

- Project work: Case studies of major CSR initiative and future direction

Practical component– Unit IV application based

Essential readings

- Blowfield, M., & Murray, A. (2014). Corporate responsibility, Third Edition. OUP: UK.
- Carroll, A.B. (1977), Managing corporate social responsibility, Boston: Little Brown.
- Crane, A., Matten, D., & S Pence, L.J. (eds) (2014). Corporate social responsibility: reading and cases in a global context, 2nd edition, London, New York: Routledge.
- Mitra, N., & Schmidpeter, R. (eds). (2016). corporate social responsibility in India: cases and development after the legal mandate. Switzerland: Springer.

Suggested Readings

- Banerjj, P., & Shastri, V. (eds) (2010). Social Responsibility and environmental sustainability in business: How organisations handle profit and social duties, Delhi: Sage.
- Bhatt, S., & Pathare, S. (2014). Social work education and practice engagement. ISBN: 9788175417571(HB), 9788175417953(PB), Shipra Publications, New Delhi.
- Bhatt, S., & Singh, A. P., (2015). Social work practice: The changing context. The Readers Paradise, New Delhi, ISBN: 978-93-82110-43-9
- Crane, A., & Matten, D. (2010). Business ethics: Managing corporate citizenship and sustainability in the age of globalization. Oxford University Press
- National Association of Social Worker (NASW). (2017). Code of ethics. Retrieved on 14 May 2022, 2019 from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>
- Rajak, D. (2011). In good company: An anatomy of corporate social responsibility, Stanford University Press.
- Sunder, P. (2013). Business and Community: The story of corporate social responsibility in India. India. Sage.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-): GREEN SOCIAL WORK

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GREEN SOCIAL WORK DSE 17	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To understand basic concepts of environment and various global and local environmental issues
- To discuss the concept of sustainable development and critical analysis of development models with respect to the environment.
- To learn the practical and intervention approach of social work in the field of environment protection and conservation.

Learning Outcomes

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

- Understand the basic concept of environment and ecology
- Knowledge about various national and international provisions related to the environment
- Understand the social work interventions in the field of disaster and environment protection

SYLLABUS of DSE 17

Unit I: Green Social Work and Environmental issues

15 Hours

Unit Description: This unit will provide a conceptual understanding of Green Social Work, environment and ecology. This will also discuss various environmental issues at global and the national level.

Subtopics:

- Green Social Work: Concept, Objectives, Importance, Nature and Scope.
- Ecology, Environmental degradation, Global and local environmental issues and concerns
- Impact of climate change such as food shortage, migration, internal displacement, and conflict.

Unit II: Social Development and Environment Justice**15 Hours**

Unit Description: This unit will introduce students to the concept of sustainable development and environment justice. The concerns of global south and north regarding carbon emission and climate negotiations will be discussed.

Subtopics:

- Sustainable development: Concept, potentialities and challenges, sustainable development goals (SDGs) and Green Social Work
- Environmental justice: Definition, processes, models and interventions, Role of indigenous communities and stakeholders
- Politics of ecology and development – global south and north carbon divide and climate negotiations, carbon footprints

Unit III: Environment protection and conservation**15 Hours**

Unit Description: This unit will give an introduction to various International, and national provisions to protect and preserve the environment.

Subtopics:

- International and National environment conventions and protocols, ethical compliances
- Development projects and development-induced displacement, environment protection, rehabilitation and Restoration.
- Environment related Provisions in the Indian Constitution, major environmental laws in India: Water Act, Air Act, The Wildlife (Protection) Act, The Environment (Protection) Act, The Energy conservation Act, Biological Diversity Act, Forest rights Act , National Green Tribunal Act 2010

Unit IV: Practice of Green social work**30 Hours**

Unit Description: This unit will focus on the application and practice-based approach in the field of environment protection. This will also help to analyse various environmental movements in India. The students will be required to prepare a project on any one the sub-topic.

Subtopics:

- Social work and Environment protection, promotion and management, Ecofeminism
- Environmental concerns, challenges and social work interventions such as mitigation, social action, social advocacy, working with indigenous people
- Environmental movements and Civil society Organisations: Chipko movement, Narmada Bachao Andolan, Plachimada, Save Silent Valley Movement, Niyamgiri Movement, Save soil movement.

Practical component– Unit IV application based

Essential readings

- Dominelli L. (2018) Green Social Work .Jaipur: Rawat Publications
- Gadgil, M. & Guha, R. (1995). Ecology & Equity: The Use and Abuse of Nature in Contemporary India. London: Routledge.
- Gray, M., Coates, J., & Hetherington, T. (Eds.). (2013) Environmental social work. London: Routledge
- Guha, R. (2014). Environmentalism: A global history. Penguin UK.
- Gupta, K.R.(ed.). (2005). Environment: Problems and Policies, Vol. I & Vol. II. New Delhi: Atlantic Publications.
- Kallard , A. & Persoon, G. (1998) Environmental Movements in Asia. Great Britain: Curzon Press.
- Rangarajan M. (2007) Environmental Issues in India: A reader. New Delhi; Pearson Education in South Asia
- Reid, D.E. (1995). Sustainable Development: An Introductory Guide. London: Earthscan Publications.
- Rodda , A. 1991 Women & Environment. London: Zed Books Ltd
- Sheth, P. (1997). Environmentalism: Politics, Ecology and Development. Jaipur: Rawat Publications
- Shiva, V., & Mies, M. (2014). Ecofeminism. Bloomsbury Publishing.

Suggested readings

- Amin, S. (1989). Eurocentrism. NYU Press.
- Escobar, A. (2011). Encountering development: The making and unmaking of the Third World (Vol. 1). Princeton University Press.
- Guha, R. (1991). The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Delhi: Oxford University Press.
- Kothari, A., Salleh, A., Escobar, A., Demaria, F., & Acosta, A. (Eds.). (2019). Pluriverse: A post-development dictionary. New Delhi : Tulika Books and Authorsupfront.

- Negi, S.S.(19991). Environmental Degradation and Crisis in India. New Delhi: Indus Publishing Company.
- Ross, D., Brueckner, M., Palmer, M., & Eaglehawk, W. (Eds.). (2019). Eco-activism and social work: new directions in leadership and group work. Taylor & Francis.
- Vettivel, S.K. (1993) . Participation and Sustainable Development. New Delhi: Vetri Publishers.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-): ENTREPRENEURSHIP AND CIVIL SOCIETY ORGANISATIONS

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
ENTREPRENEURSHIP AND CIVIL SOCIETY ORGANISATIONS DSE 18	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- Develop an understanding of entrepreneurship and civil society organizations (CSOs).
- Provide an insight on socio-economic and political context of entrepreneurship and civil society organizations (CSOs).
- Inspire the students and help them imbibe an entrepreneurial mind-set.

Learning Outcomes

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

- Understand key traits of an entrepreneur and apply the same in civil society organisation.
- Learn important skills required for working as an entrepreneur.
- Apply social work knowledge and methods in the entrepreneurship sector and managing civil society organizations.

SYLLABUS of DSE 18

Unit I: Introduction to Social Entrepreneurship

15 Hours

Unit Description: This unit will give an opportunity to the students to develop an understanding of social entrepreneurship.

Subtopics

- Social Entrepreneurship: Meaning and concept, historical development and role of entrepreneurship in economic and social development, Myths and misconceptions about entrepreneurs
- Agencies in entrepreneurship management, types of entrepreneurs, future of entrepreneurship
- Legal framework related to social enterprise

Unit II: Exploring Entrepreneurial Opportunities

15 Hours

Unit Description: This unit will give insight to the students to identify and explore social entrepreneurship.

Subtopics:

- Self-discovery: Natural-born entrepreneur, hidden traits, discovery of one's own strength and skills as an entrepreneur
- Idea generation: Sources of entrepreneurship ideas, opportunity recognition, preparation of business model/plan and translating entrepreneurship model into start-up, liaison and networking
- Feasibility Analysis: Product/service feasibility analysis, industry and competition analysis, financial feasibility analysis

Unit III: Understanding Civil Society Organizations

15 Hours

Unit Description: This unit will give an insight to the students to develop an understanding of formation and registration of civil society organizations (CSOs).

Subtopics:

- Civil society organizations (CSOs): Concept, characteristics, nature, forms and present status
- Government-CSOs relationship and interface, Government policies for CSOs
- Formation of society: Registration process under the Societies Registration Act 1860; Indian Trust Act 1882; Charitable & Religious Trust Act 1920; Religious Endowment Act 1863, Companies Act 2013, Co-operative Societies Act 1912

Unit IV: Managing Civil Society Organizations

30 Hours

Unit Description: This unit will give an opportunity to the students to develop practical understanding of management of civil society organizations. The students will be required to prepare a project on any one of the sub-topic.

Subtopics:

- Project cycle management: Programming and identification, formulation and implementation
- Resource and financial Management: Regulatory and legislative framework, grants-in-aid, fund raising and foreign funding (FCRA)
- Evaluation techniques: Impact analysis and evaluation, social return on investment (SROI) analysis, social auditing and social marketing

Practical component– Unit IV application based

Essential readings

- Bornstein, D. (2007). *How to Change the World: Social Entrepreneurs and the power of new ideas* (Updated Edition). New York: Oxford University Press Inc.
- Bornstein, D., & Davis, S. (2010). Social Entrepreneurship. In *What Everyone Needs to Know*.
- Borzaga, C. & Defourny, J. (2001). *The emergence of social enterprise*. New York: Routledge.
- Brooks, A. (2009). *Social Entrepreneurship: a modern approach to social value creation*. Upper Saddle River, New Jersey: Prentice Hall.
- Chahine, T. (2016). *Introduction to Social Entrepreneurship*. CRC Press.
- Dees, JG. (2001). *The Meaning of Social Entrepreneurship*. Chapel Hill, NC: Centre for Advancement of Social Entrepreneurship, Duke University, Fuqua School of Business.
- Elliott, C. M. (ed.) (2006). *Civil society and democracy: A reader*. New Delhi, Oxford University Press
- Keane, J. (1998). *Civil Society: Old Images. New Visions*. Cambridge: Polity Press.
- Leadbeater, C. (1997). *The Rise of the social entrepreneur*. London: Demos.
- Strang, H., & Braithwaite, J. (2003) *Restorative Justice and Civil Society*. Cambridge University Press
- Strang, H., & Braithwaite, J. (2003) *Restorative Justice and Civil Society*. Cambridge University Press
- Van Rooy, A. ed.) (1998). *Civil society and the aid industry*. London: Earthscan.
- Yunus, M. (2010). *Building social business*. New York, USA: Public Affairs.
- Ziegler, R. (2009). An Introduction to Social Entrepreneurship. In *Voices, Preconditions, Contexts*.

Suggested Readings:

- Bulsara, H. P., Gandhi, S., & Chandwani, J. (2015). Social entrepreneurship in India: An exploratory study. *International Journal of Innovation*. <http://dx.doi.org/10.5585/iji.v3i2.43>
- Fayolle, A. (2007). Entrepreneurship and new value creation. Cambridge, Cambridge University Press.
- Guo, C., & Bielefeld, W. (2014). Social Entrepreneurship. In *An Evidence-Based Approach to Creating Social Value*. Jossey-Bass.
- Kaur.k.,(2021). Social Entrepreneurship: Major Challenges faced by Social Entrepreneurs in India. *International Journal of Creating Research Thoughts*
- Lowe, R. & Mariott, S. (2006). Enterprise: Entrepreneurship & Innovation. Burlington, Butterworth Heinemann.
- PRIA. (2001). Defining Voluntary Sector in India: Voluntary Civil or Non-profit. New Delhi: Participatory Research in Asia- PRIA.
- PRIA. (2001). NGOs in India: A Critical Study. Delhi: PRIA
- Rableen Kaur Rao, S.A (2018).,Social Entrepreneurship: A Few case study. *International research Journal of Commerce Art and Science*
- Raju.P(2018).,Case Study on Entrepreneurship, A Catalyst for rural Empowerment. *Godavari Institute of Engineering and Technology*
- Rawal, T. (2018). A study of Social Entrepreneurship in India. *International Research Journal of Engineering and Technology*, 5(01), 70-95. e-ISSN: 2395-0056 p-ISSN: 2395-0072
- Wali.O(2021). An Introduction to Entrepreneurship (Unit-1), Indira Gandhi National Open University, New Delhi <http://egyankosh.ac.in/handle/123456789/79263>

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-13): HAPPINESS, FLOURISHING AND SOCIAL WORK

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
FLOURISHING AND SOCIAL WORK GE 13	4	3	1	0	12th Pass	NIL	Social Work

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

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

- Learn the ways of promoting individual and collective happiness.
- Develop skills in managing stressful condition.
- Recognize the significance of yoga, mindfulness and meditation in every day life.

SYLLABUS OF GE- 13

Unit I: Understanding Flourishing

15 Hours

Unit Description: This unit will help to understand the concept and paths of flourishing. The students will also appraise the significance of happiness in day to day life.

Subtopics:

- Conceptualizing flourishing and collective flourishing
- Paths and Theories of flourishing
- Significance, Scope and Challenges

Unit II: Understanding Happiness and Well-being

10 Hours

Unit Description: This unit will focus on understanding significance of well-being and happiness individually and collectively.

Subtopics:

- Happiness and well-being: Concept, Nature and Characteristics, Benefits, Scope and Indicators
- Facilitators and Inhibiting Factors of well-being and flourishing Significance, Scope and Challenges
- Theories of well-being and happiness

Unit III: Flourishing and well- being – Skills and techniques for individuals and families

10 Hours

Unit Description: This unit will provide insight into the practice of yoga and meditation for promoting flourishing and well being. The students will also learn various approaches for promoting well-being.

Subtopics:

- Yoga, Mindfulness, Meditation
- Cognitive and behavioural approaches
- Problem-solving approach

Unit IV: Skills and techniques with group and community

10 Hours

Unit Description: This unit will focus on strengthening human relationship and learning to maintain work life balance. The unit will also emphasis on community engagement for promoting happiness.

Subtopics:

- Working on human relationships: Family, school, work place, Work life balance
- Working through community service and enagement
- Case studies and Initiatives on flourishing and well-being

Practical component (if any) - NIL

Essential readings

- Alejandro, C. (2018). *Tibetan Yoga for health and well-being*. California: Hay House.
- Banavathy, V. K., & Choudry, A. (2014). Understanding happiness: A vedantic perspective. *Psychological Studies*, 59, 141-152.
- Briggs, A. & Reiss, M.J. (2021). *Human Flourishing Scientific Insight and Spiritual Wisdom in Uncertain Times*. OUP Oxford
- Bond, R. (2016). *A little Book of Happiness*. Speaking Tiger Publishing
- Cayoun, B.A. (2014). *Mindfulness-Integrated CBT for well-being and personal growth*. New Jersey: Wiley Blackwell.
- Friedeberger, J. (2011). *The healing power of yoga: For health, Well-being and Inner peace*. New Delhi: Motilal Banarsidass Publishers.

- Layard, R. & Neve, D. J. E. (2023). *Wellbeing Science and Policy*. Cambridge University Press.
- Seligman, M.E.P (2011). *A Visionary New Understanding of Happiness and Well-being*. Atria Books
- Shaw, J. (1974). *The self in social work*. London: Routledge & Keganpaul.
- Siddiqui, H.Y. (2015). *Social work & human relations*. Jaipur, India: Rawat Publications
- Sugirtharajah, S. (2022). Understanding happiness: A Hindu perspective. In *Religious and Non-Religious Perspectives on Happiness and Wellbeing* (pp. 149-166). Routledge.
- Tolin, D.F. (2016). *Doing CBT: A Comprehensive Guide to working with Behaviour, thoughts and emotions*. New York: The Guilford Press.
- Yulianti, N. K. D., Ardini, N. W., & Darmayuda, I. K. (2023). Wisdom to attain happiness in Vedic culture perspective. *Linguistics and Culture Review*, 7(1), 1-8.

Suggested readings

- Iyengar, B.K.S. (1995). *Light on Yoga: The Bible of modern yoga*. Berlin: Schocken Publishers.
- Kumari, V. & Brooks, S.L. (2004). *Creative Child Advocacy – Global Perspectives*. New Delhi: Sage Publications
- Langer, E.J. (2014). *Mindfulness, 25th anniversary edition*. Boston. Da Capo Lifelong Books.
- Lyubomirsky, S. (2008). *The how of happiness: A new approach to getting the life you want*. New York: Penguin Books.
- McGillivray, M. & Clarke, M. (2006). *Understanding human well-being*. Tokyo: United Nations University Press.

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GENERIC ELECTIVES (GE-14) : PALLIATIVE CARE AND SOCIAL WORK

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
PALLIATIVE CARE AND SOCIAL WORK GE 14	4	3	1	0	12 th Pass	NIL	Social Work

Learning Objectives

The learning objectives of this course are as follows:

- To understand the concept, nature and scope of palliative care in India and abroad.
- To critically analyse various psycho-social, cultural, spiritual and ethical issues in palliative care.
- To learn the role of multidisciplinary teams and social work interventions in care and management.

Learning outcomes

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

- Understand the basic concept, issues and meaning of palliative care
- Develop the skills to effectively work with patients, carers and the community in palliative care service
- Assess and plan palliative care services suitable to the local needs

SYLLABUS OF GE-14

Unit-I: Introducing Palliative Care

15 hours

Unit Description: This unit will provide a conceptual understanding and history of palliative care. It will also focus on various palliative care models.

Subtopics:

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

Unit II: Need Assessment and Palliative Care Programme Development

10 hours

Unit Description: This unit will focus on the application and practice-based approach in palliative care where students will learn to integrate theory and practice

Subtopics:

- Understanding needs- Maslow, Bradshaw's taxonomy, economist perspective, Approaches to needs assessment- epidemiological approach, corporate approach, comparative approach
- Evaluation of quality of care services and models
- Components of programme development and evaluation

Unit III: Issues and concerns in Palliative Care

10 hours

Unit Description: This will introduce various concerns of patient and families. The students will learn through onbservation and practical session about ethical and legal issues in palliative care.

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

Unit IV: Symptoms Management and Social work Interventions

10 hours

Unit Description: This unit will help learn about the management of symptoms and sufferings at the end of life. This will also help the students to assess and evaluate palliative care programme.

Subtopics:

- Symptoms and sufferings at the end of life and Intimations of dying for chronic and terminal illness
- Social work interventions, role of multidisciplinary team, community palliative care
- Palliative care outcome evaluation tools- assessment and implementation

Practical component (if any) – NIL

Essential Reading

- Addington Hall, H & Higginson I.J. (ed.): Palliative care in non-malignant disease. Oxford University Press, Oxford, 2001.
- Charlton R. (2002). Primary Palliative Care: Dying, Death and Bereavement in the Community. CRC Press LLC
- Cherny, N., Fallon, M., Kaasa, S., Portenoy, R., & Currow, D.(Eds.), Oxford Textbook of Palliative Medicine. Oxford, UK: Oxford University Press, 2015.
- Cobb, M. &Robshaw, V. Spiritual challenge of health care. Churchill- Livingston, 1998.
- Doka, K. : Disenfranchised grief. Lexington books, New York, 1989.
- Fallon, M., & Hanks, G. (Eds.). (2006). ABC of palliative care. Blackwell, Oxford
- Greenstreet W. (ed.) Integrating spirituality in health and spirituality care. Radcliffe, Oxford, 2006.
- Hudson, P. Payne (ed): Family carers in palliative care. Oxford University Press, Oxford, 2009.
- Oliviere, D. Hargreaves, R., Monreo B,: Good Practice in Palliative care: Psycho-social perspective. Aldershot, Ashgate, 1998.
- Oliviere, D. Monreo B, Payne S. (ed.): Death, Dying and social differences, 2nd edition, Oxford Univesity Press, Oxford, 2011.
- Parkes C.M.: Traditional model and theories of grief. Bereavement Care, 1998, 17(2), 21-23
- Saunders, C. (1990). Hospice and palliative care: an interdisciplinary approach. London: Edward Arnold
- Sykes, S. et al.(ed.): Management of advanced disease. Arnold, London, 2004
- Twycross, R., & Wilcock, A., Toller C. Stark (2021, May 19). Introducing Palliative Care (6th ed.). Pharmaceutical Press.
- Williams M. (ed.): Psychosocial issues in palliative care. Oxford University Press, oxford, 2003.

Suggested readings

- Kissane W, Bloch, S. : Family focused grief therapy. Open University press, Buckingham, 2002
- Klass D., Sliverman, P. F., Nickman, S. L. : Continuing bonds :new understanding of grief. Taylor and Francis, Washington, 1996
- Monreo, B., & Kraus F.: Brief interventions with bereaved children 2nd ed. Oxford university press, oxford, 2010
- Papadatou, D: In the face of death- professionals who care for the dying and bereaved. Springer, New York, 2009.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Disclaimer: The syllabi are uploaded as approved by the Academic Council on and Executive Council on



(Department of Social Work)

COURSES OFFERED BY DEPARTMENT OF Social Work

Category I

Semester- VIII

[UG Programme for Bachelor in Social Work (Honours) degree in three years]

DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSC-): GERONTOLOGY AND SOCIAL WORK

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GERONTOLOGY AND SOCIAL WORK DSC 20	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To understand the concept of gerontology and the basic needs and issues of elderly persons in contemporary society.
- Develop a critical understanding of the policies and programmes for the elderly at the national and international levels.
- Understand the various interventions and approaches of social work for addressing the concerns of the elderly.

Learning outcomes

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

- Understand the basic concept of gerontology and be sensitised to the needs and issues of the elderly in contemporary society.
- Critically appraise various Policies, Programmes and Initiatives for elderly persons
- Demonstrate essential skills for social work interventions to enhance the well-being of the elderly.

SYLLABUS OF DSC- 20

Unit-I: Introduction to Gerontological social work

15 Hours

Unit Description: This unit will provide a conceptual understanding of gerontology, ageing, demography of ageing and theories of ageing

Subtopics:

- Introduction to basic terms: Gerontological social work, ageing, Factors Contributing to the Ageing Process, ageing as public health concern, Myths and stereotypes about ageing
- Demography of the Ageing: National and international level Implications
- Theories of ageing- biological/developmental, psychological, sociological

Unit II: Issues, Policies, Programmes and Initiatives

15 Hours

Unit Description: This unit will introduce the students to the basic needs and problems of the elderly. This will also describe various social security, welfare measures and policies for the elderly in India.

Subtopics:

- Needs and problems of the elderly: Physical, psychological, social and financial, spiritual concerns, Emerging health concerns- Dementia and Alzheimer's
- Changing family norms, intergenerational gaps, Family relationships and caregiving issues, retirement adjustment problems, Elderly and crime, Rights of older persons against neglect, abuse, violence and abandonment.
- Social security measures, Welfare programmes /schemes for the elderly, National Policy for older persons, International resolutions, The Maintenance and Welfare of Parents and Senior Citizens Act, 2007

Unit III: Strategies for Active and Healthy ageing

15 Hours

Unit Description: This unit will discuss the intervention strategies to ensure active and healthy ageing. This will also discuss government, non-governmental and community-level interventions for the welfare of elder persons.

- Active, Healthy, Blissful and Positive Ageing: Strategies in national and international perspective.
- Managing chronic diseases and promoting well-being in old age, Programmes for Active ageing: day care centre, recreational centre, self-help/support groups, old age homes, Art and yoga as a means to achieve positive and active ageing

- Involvement of the elderly in community resource building; Finance management and wealth creation, planning for retirement life, Role of NGOs, police system, community groups, safe and group housing

Unit IV: Social Work Interventions

30 Hours

Unit Description: This unit will focus on the application and practice-based approach to enhance the wellbeing and welfare of elderly.

Subtopics:

- Project work/case-study: Strength-based approach, empowerment based approach, faith based approach, essential skills for a social worker, social work strategies during pandemic and crisis
- Counselling and guidance services for old age preparation, lifestyle management, natural therapies, retirement plan, second career, creating safe environment for the elderly, Emergency response systems, Helpline, peer counselling, Interventions for enhancing well-being of the institutionalized elderly
- Case study of organisations providing following services: End of Life Care for Older Adults, assisted care living, grief and bereavement counselling, addressing spiritual concerns, Family Interventions and social support strategies; counselling services for caregivers

Practical component– Unit IV application based

Essential readings

- Bemonth, M. & Winkler, D. (2017). Healthy Ageing and Aged Care, UK: Oxford University Press
- Binstock, R.H., & George, L.K. (2001). Handbook of Aging and Social Science. New York: Academic Press.
- Cox, E.O., Kelchner, E.S., & Chapin, R.K. (2002). Gerontological Social Work Practice: Issues, Challenges and Potential, Haworth Social Work
- Marshall, M. (1983). Social Work with Old People. Noida: The Macmillan Press Ltd.
- Minichiello, V., & Coulson, I. (2012). Contemporary issues in gerontology: Promoting positive ageing. Routledge.
- Palta Singh, T. & Tyagi, R. (Eds.). (2015) Caring for the elderly: Social Gerontology in Indian Context, New Delhi: Sage
- Rajan, S.I., Mishra, U.S., & Sarma, P.S. (eds.). (1999) India's Elderly: Burden or Challenge. New Delhi: Sage Publications.
- Ramamurthi, P.V., Jamuna, D. (eds.) (2004). Handbook of Indian Gerontology. New Delhi: Serial Publication.

- Sears, J.T.(2009). Growing older. USA: Routledge, Tylor& Francis Group.

Suggested readings

- Atchley, R. (1997). Social forces and aging: an introduction to social gerontology, 8th ed. Belmont: Walsworth Publishing Co.,
- Bali, A.P. (ed.) (1999). Understanding Greying People of India. New Delhi: Inter India Publication.
- Birren, J.E., & Schaie, K.W. (eds.). (2001). Handbook of the Psychology of Aging (5th ed.), San Diego: Academic Press.
- Dhillon, P.K. (1992). Psychosocial Aspects of Ageing in India. New Delhi: Concept
- Palmer, S. D. (Ed.). (2016). Social Work and Geriatric Services. CRC Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE - (DSE-) – : DOCUMENTATION IN RESEARCH

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DOCUMENTATION IN RESEARCH DSE 19	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To develop essential skills required in documentation and thesis writing.
- To develop the art of writing proposals for research and intervention-based projects.
- To develop essential skills in scientific poster designing and paper publication.

Learning Outcomes

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

- Learn the skills required for thesis writing and documentation.
- Gain knowledge of the documentation required in the intervention-based projects.
- Learn essential skills in scientific poster designing, presentation and paper publication.

SYLLABUS of DSE 19

Unit I : Essential skills in documentation

15 Hours

Unit Description: This unit will introduce students to research proposal writing, referencing styles, plagiarism and use of related software.

Subtopics:

- Research Proposal/ Synopsis writing
- Referencing styles: Intext citation and end text referencing (APA, MLA, Vancouver and/or Harvard and updated), Referencing software: Mendeley, RefWorks.
- Plagiarism, academic integrity, paraphrasing skills, summarizing skills, quotation, introducing plagiarism software (Drilbit, Urkund, Turnitin etc).

Unit II: Thesis writing

15 Hours

Unit Description: This unit will aware students with the necessary knowledge of thesis writing as well as quantitative and qualitative reports.

Subtopics:

- Thesis Contents and Data Management: Data safety, Data entry, Developing master sheets
- Quantitative reports: statistical analysis reporting, Data representation in thesis through tables, graphs/pictures.
- Qualitative reports: Methods description, perspectives, self-reflexivity, Generating themes and indexes, Intext Narratives, appendix of qualitative analysis sample, case study format.

Unit III: Project Documentation

15 Hours

Unit Description: This unit will introduce students to the art of writing proposals for research and other intervention-based projects. The students will be encouraged to prepare their sample proposals.

Subtopics:

- Proposal writing: Action/intervention-based proposal- Theme, objectives, methodology, outcomes, staff, budget, timeline.
- Project monitoring and evaluation: tools designing and implementation.
- Consolidated Project reports preparation.

Unit IV: Scientific Poster designing and paper publication

30 Hours

Unit Description: This unit will introduce students to essential skills in scientific poster designing and paper publication. This unit will also give hands-on experience in poster designing, presentation and paper writing.

Subtopics:

- Project work- Design a poster reflecting the following: Poster designing skills using ppt and/or Canva (size, text, pictorial representation), short video in poster for online presentations.
- Project work- Write a scientific paper reflecting following component: Abstract, Introduction, Methods, Ethics Permission Statement, Results, Discussion, Conclusion, Limitations, Acknowledgement, Funding, Conflict of Interest, References.
- Paper Publication: identifying relevant journals, quality grading of journal, formatting paper as per journal requirements, paper assessment checklists, ORCID, manuscript submission portal, addressing reviewers' comments.

Practical component– Unit IV application based

Essential readings

- Anderson, I. (2009). Avoiding plagiarism in academic writing. *Nursing standard*, 23(18), 35-38
- Briggs, D. J. (2009). A practical guide to designing a poster for presentation. *Nursing standard*, 23(34)
- Coley, S. M., & Scheinberg, C. A. (2008). *Proposal writing: Effective grantsmanship*. Sage.
- Elliott, N., & Higgins, A. (2012). Surviving Grounded Theory Research Method in an Academic World: Proposal Writing and Theoretical Frameworks. *Grounded theory review*, 11(2)
- Gregar, J. (1994). Research design (qualitative, quantitative and mixed methods approaches). Book published by SAGE Publications, 228
- Guz, A. N., & Rushchitsky, J. J. (2009). Scopus: A system for the evaluation of scientific journals. *International Applied Mechanics*, 45(4), 351-362
- Neville, C. (2016). *EBOOK: The Complete Guide to Referencing and Avoiding Plagiarism*. McGraw-Hill Education (UK)

Suggested readings

- Pecorari, D. (2013). *Teaching To Avoid Plagiarism: How To Promote Good Source Use: How to Promote Good Source Use*. McGraw-Hill Education (UK)
- Ridder, H. G. (2014). Book Review: *Qualitative data analysis. A methods sourcebook* (Vol. 28, No. 4, pp. 485-487). Sage UK: London, England: Sage publications
- Rosmarakis, E. S., Soteriades, E. S., Vergidis, P. I., Kasiakou, S. K., & Falagas, M. E. (2005). From conference abstract to full paper: differences between data presented in conferences and journals. *The FASEB Journal*, 19(7), 673-680
- Sharma, R. (2010). A step-by-step guide to students: how to avoid plagiarism. *Journal of education research*, 4(2)

- Vardi, I. (2012). Developing students' referencing skills: a matter of plagiarism, punishment and morality or of learning to write critically?. Higher Education Research & Development, 31(6), 921-930

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-): INTERNATIONAL SOCIAL WORK PRACTICE

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
INTERNATIONAL SOCIAL WORK PRACTICE DSE 20	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning objectives of this course are as follows:

- To understand the overall scenario of International social work.
- To study about the functions of major International social welfare organisations.
- To understand the various approaches and practices of International social work

Learning outcomes

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

- Understand the International social work practice at global level.
- Gain knowledge about the programmes and functioning of various International social welfare organisations
- Learn and apply the different approaches and strategies of social work in solving the human, ecological and global issues and challenges.

SYLLABUS OF DSE- 20

Unit I : Introduction to International social work

15 Hours

Unit Description: This unit will help to know about the emergence of professional social work at international level and in India This unit will provide a meaning, goals and its scope of International social work.

Subtopics:

- Global spread of social work: origin, expansion and recent trends
- International social work: definition, scope, values and ethics.
- International Social work Associations, roles and membership

Unit II: International social welfare organisations**15 Hours**

Unit Description: This unit will introduce the students to different International social welfare organisation. The interdependence of International social work will help to develop interface at global level.

Subtopics:

- UN organizations and WHO
- International organisations of social work at National and global level.
- International-domestic practice interface

Unit III: Integrated-Perspective Approach**15 Hours**

Unit Description: The main focus of this unit is to know about different human issues and intervention strategies at global level. This unit will help to know about the emergence of different approaches in social work.

Subtopics:

- Global social issues: poverty, child rights, women issues, refugees, terrorism, war and violence
- Global environmental and health issues: environment degradation, climate change and life-style disease
- Global and human rights perspective: Integrated-Perspective Approach

Unit IV: Practice of International social work**30 Hours**

Unit Description: This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice. The students will be required to prepare a project on any one of the sub-theme.

Subtopics:

- Social Work practice in field: Identifying issues, challenges and preparing action plans
- Project Work in field setting: Integrating Values, Principles and Ethics
- Case studies from international social work practice domain

Practical component– Unit IV application based**Essential readings**

- Bennett, A.L. (1988): International Organisation: Principles and Issues (4th ed.) Englewood Cliffs, NJ: Prentice Hall.
- Bettmann, J., Jacques, G. & Frost, C. (2012). International Social Work Practice: Case Studies from a Global Context Routledge.
- Cox, David & Pawar, M. (2006). International Social Work: Issues, Strategies and Programmes. New Delhi: Vistaar Publications
- Desai, M. (2005): Ideologies and Social Work: Historical and Contemporary Analysis. Jaipur: Rawat Publication.
- Dubois, B. & Miley, K. K. (2002). Social work: An empowering profession. London: Allyn and Bacon.
- Healy, L. (2008), International Social Work. New York: Oxford University Press.
- Miley, K. K., O'Melia, M., & DuBois, B. L. (1998). Generalist social work practice: An empowering approach. Boston: Allyn & Bacon.
- Neil, T. (2015). Understanding Social Work: Preparing for practice. London: Macmillan.

Suggested Readings

- Elisabeth, R. (2003). Social Work and Human Rights: A Foundation for policy and practice, New York: Columbia University Press.
- Higham, P. (2004): Social Work: Introducing Professional Practice. London: Sage.
- Lyons, K, Manion, K, & Carlsen, M. (2006). International Perspective on Social Work, New York: Palgrave MacMillan.
- Morales, A.T., Sheafor, B.W. and Scott, M.E. (2010): Social Work: A Profession of Many Faces. London. Allyn and Bacon.
- National Association of Social Worker (NASW). (2017). Code of ethics. Retrieved on 14 May 2022, 2019 from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>
- Payne, M. (2010). Understanding International Social Work: A Critical Analysis. New York: Palgrave MacMillan

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DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-): FEMINIST SOCIAL WORK

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
FEMINIST SOCIAL WORK DSE 21	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To Understand the concept of Feminism
- To familiarise with the evolution of the Feminism and feminist thought.
- To learn the feminist Social Work and its practice in field setting.

Learning outcomes

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

- Understand feminist thoughts and its evolution.
- Learn and apply the understanding into the field situation
- To learn the principles and framework of Feminist Social Work Practice.

SYLLABUS OF DSE- 21

Unit I: Understanding Feminism

15 Hours

Unit Description : This unit will familiarise the students with the evolution of feminist thinking and various phases. This will help students to position the current feminist thinking into perspective.

Subtopics:

- History and Evolution of feminist thought
- Oppression vs liberation.
- Women's diverse movements

Unit II : Understanding Feminist Theories

15 ours

Unit Description: This unit will help students understand various feminist theories that are used by the practitioners and educators.

Subtopics:

- Cultural Feminism and Radical Feminism
- Liberal Feminism and Marxist Feminism
- Post-Modern Feminism

Unit III: Understanding Feminist Social work

15 Hours

Unit Description: This unit will help the student understand Feminist Social Work i.e. practicing feminist thinking and attitude while practicing social work .

Subtopics:

- Understanding structural social work and Structural gendered Inequalities
- Principles of Feminist Social Work
- Traditional Social Work vs Feminist Social Work

Unit IV: Application of Feminist social work

30 Hours

Unit description: This unit focuses on the skills and Frameworks that can be used to work in the field with feminist perspective.

Subtopics:

- Understanding and preparing Gender analysis framework.
- Project report on a program for women empowerment.
- Critical review of social legislations for women.

Practical component– Unit IV application based

Essential readings:

- Adams, R. (1998) *Quality Social Work* (London: Macmillan – now Palgrave).
- Adams, R., Dominelli, L. and Payne, M. (1998) *Social Work: Themes, Issues and Critical Debates* (London: Macmillan – now Palgrave).
- Basu, M. (1997) *The Challenge of Local Feminisms: Women's Movements in Global Perspective* (Boulder: Westview Press)
- Bhatti-Sinclair, K. (1994) 'Asian Women and Domestic Violence from Male Partners' in Lupton, C. and Gillespie, T. (eds) *Working with Violence* (London: BASW/Macmillan – now Palgrave)
- Convention on the Elimination of All Forms of Discrimination Against Women ' By Dubravka Šimonović Chairperson of the Committee on the Elimination of Discrimination against Women (2007-2008)
https://legal.un.org/avl/pdf/ha/cedaw/cedaw_e.pdf
- *Feminist Social Work*, 1989 Lena Dominelli, Eileen McLeod Macmillan Education, 1989 - Social Science.

- Feminist Social Work, Lena Domeili 2002 Palgrave Macmillan
- Margaret Alston (1990) Feminism and Farm Women, Australian Social Work, 43:1,
- Mukhopadhyay Oxfam 1999, 2005. Accessible from <https://www.ndi.org/sites/default/files/Guide%20to%20Gender%20Analysis%20Framework.pdf>.
- Understanding Feminism 2009 Peta Bowden , Jane Mummery, Routledge. https://www.google.co.in/books/edition/Understanding_Feminism/9aLCBQAA
- Van Den Bergh, Nan & Cooper, Lynne B. 1986 Feminist Visions for Social Work, Maryland: NASW. Jenny Gilmore.

Suggested Readings:

- Brandwein, R. (1986) 'A Feminist Approach to Social Policy', in N. Van Den Berg and L. Cooper(eds) Feminist Visions for Social Work (Silver Spring, MD.: NASW)
- Brook, E. and Davis, A. (1985) Women, the Family and Social Work (London: Tavistock).
- Dominelli, L. (1992) 'More than a Method: Feminist Social Work' in K. Campbell (ed), Critical Feminisms (Milton Keynes: Open University).
- Donnelly, A. (1986) Feminist Social Work with a Women's Group, University of East Anglia Monographs (Norwich: University of East Anglia).

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DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-): OCCUPATIONAL SOCIAL WORK

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
OCCUPATIONAL SOCIAL WORK DSE 22	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To understand basic concept of occupational social work, workplace and changing workforce.
- To provide an insight on issues of workforce, social security and welfare measures.
- To understand social work response to workplace concerns.

Learning outcomes

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

- Apply social work knowledge with respect to various challenges at work place.
- Appreciate needs and problems of work force, and requirements of changing workplace.
- Learn critical skills of emergency planning and management in emergency situations.

SYLLABUS OF DSE- 22

Unit I : Occupational social work: Concept and Scope

15 Hours

Unit Description: This unit will provide a conceptual understanding of Occupational social work, meaning, goals and its scope. This unit focus on needs, issues and problems affecting work like and organisational life.

Subtopics:

- Occupational social work-concept, history, scope, components, principles
- Changing profile of work, workers and work place organisations.
- Labour policy- decent work, ILO initiatives and Indian realities.

Unit II: Workers in organised sectors: Issues and challenges

15 Hours

Unit Description: This unit focuses on the issues and challenges workers face in the organised sector. This will enhance the knowledge of the students on duties, issues and challenges of welfare officer in such sectors.

Subtopics:

- Issues of factory workers, wages and social security
- Industrial relations: determinants, trade unions, legislations
- Labour welfare, duties of welfare officer, wellbeing of workers

Unit III: Working Conditions and Conditions of Work

15 Hours

Unit Description: This unit helps to know about the physical and mechanical environment at workplace. This unit facilitates to understand the working conditions of labour and social security for organised and unorganised sector.

Subtopics:

- Physical and mechanical environment-provisions of Factories Act, working conditions and problems of workplace.
- Conditions of work: Wages, dearness allowance, perks and incentives, leaves, holidays.
- Social security for organised and unorganised sector: measures, issues and challenges

Unit IV: Emerging Issues and Concerns for Occupational Social Work

30 Hours

Unit Description: This unit will highlight the emerging issues and major concerns for occupational social work. This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice.

Subtopics:

- Mental health issues at workplace: work life balance
- Employee Assistance programmes, Corporate Social Responsibility: emerging issues and concerns
- Select case studies on work place interventions.

Practical component– Unit IV application based

Essential readings

- Akbas, S. (1983): Industrial social work: Influencing the system at the workplace. In Dinerman. M. (Ed) *Social Work in a Turbulent World*. Silver Spring, MD: NASW.
- Bargal, D. (1999). *The future development of occupational social work*, New York: The Haworth Press Inc.
- Kurzman.P.A., & Allabs, S.H, (1997). *Work and well-being: The occupational social work advantage*. Washington DC: NASW Press.
- Madiden, R. P. (2001). *Global perspectives of occupational social work* (Monograph published simultaneously As Employee Assistance Quarterly, ½). Haworth Press
- Pual Maiden, R. (2013). *Global perspective of occupational social work*, New York: Routledge.
- Straussner, S.L. A. (1990). *Occupational social work today*. New York: The Haworth Press

Suggested readings

- Alam, M., & Mishra, S.M (1998). Structural reform and employment issues in India: A case of industrial labour. *Indian Journal of Labour Economics*. Vol. 41 No.2 (p 271-292).
- Bhatt, S. (1993). *Democracy in trade unions*. New Delhi. Uppal Publishing House.
- Bhatt, S. (2001). (2004). *Occupational social work in India: Opportunities and challenge*. *Contemporary Social Work*, Vol. XVII, October 2001.
- Bhatt, S., & Singh, A. P., (2015). *Social work practice: The changing context. The Readers Paradise*, New Delhi, ISBN: 978-93-82110-43-9
- Monappa, A. (2000). *Managing human resource*. New Delhi: M C Millan.
- National Association of Social Worker (NASW). (2017). Code of ethics. Retrieved on 14 May 2022, 2019 from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>
- Saini, D. S. & Khan, S. S. (2000). *Human resource management perfective for the new era*. New Delhi: Response Books.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-): HUMAN RESOURCE MANAGEMENT

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
HUMAN RESOURCE MANAGEMENT DSE 23	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To understand basic concepts of human resource management and organisation behaviour
- To provide requisite legal base to address the issue related to human resources in organisations
- To develop appropriate skills and competencies in managing human resources.

Learning outcomes

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

- Develop an understanding of the human resource system in the organisations
- Understand the human behaviour in organisations
- Develop appropriate skills and competencies in managing and developing human resources.

SYLLABUS OF DSE- 23

Unit I : Human Resource Functions: Theory and Practice

15 Hours

Unit Description: This unit will provide a conceptual understanding of human resources systems in an organisation. This unit also focuses on emerging trends in the management of human resources.

Subtopics:

- Human Resource Management: Concept and perspectives
- Human Resource planning, recruitment, selection and on boarding.
- Performance management, compensation management, employee retention and HR automation tools.

Unit II: Developing Human Resources

15 Hours

Unit Description: This unit will introduce the students to the basic concept and approach of HRD. This unit engages students on core areas of HRD related to labour relations, employee support and assistantship programmes, CSR, work life balance.

Subtopics:

- HRD as a concept, goal, approaches, labour relations, CSR and development of human resources
- Learning organisation-concept, methods and practice
- Managing stress, counselling, work life balance, Employee assistance programmes.

Unit III: Organisation Behaviour

15 Hours

Unit Description: This unit will help to know about the organisation behaviour, its concept, typology and theories. Communication in work organisations.

Subtopics:

- Organisation Behaviour: Concept and Theories.
- Teams, Motivation and Leadership-traits, typology, and theories.
- Communication in organisations, employee engagement and diversity management

Unit IV: Legal Base for Practice

30 Hours

Unit Description: This unit will focus on the application of different legislation on labours and practice-based approach where students will learn to integrate theory and practice. The onus of the curriculum besides knowledge sharing and knowledge creation is on creativity, critical thinking and skill development. The student will prepare project on any one of the sub-topic.

Subtopics:

- Factories Act, 1948, Contract Labour Act, 1970, Trade Union Act, 1926 and Industrial Dispute Act 1947
- Legislations related to wages Minimum Wages Act, 1948; Payment of Wages Act 1936; Equal Remuneration Act, 1976 and Payment of Bonus Act 1965
- Workmen's Compensation Act, ESI Act, 1948 and Maternity Benefit Act, 1961.

Practical component (if any) – Unit IV application based**Essential readings**

- Armstrong, M., Taylor, S. (2017): A Handbook of human resource management practice (14th ed.). London; Kogan Page.
- Daft, R. L. (2016). Organization: Theory and design (12th ed.). Mason, Ohio, USA: Cengage Learning
- Robbins, S. P., Judge, T. A., Millet, B., & Boyle, M. (2013). Organizational behavior, (7th). Australia : Pearson
- Mathis, R. L., Jackson, J. H., Valentine, S. R., & Maglich, P. A. (2016). Human resource management, (15th ed.). Boston, USA: Cengage Learning
- Silvera, D. M. (1990). Human resource management: The Indian experience. New Delhi: New India Publications.
- Pareek, U., & Rao, T. V. (2003). Designing and managing H R systems (3rd ed). New Delhi: Oxford & IBH Publishing.
- Pareek, U. (2016). Understanding organisational behavior. New Delhi: OUP.
- Mallick, P. L. (2002). Industrial law. Lucknow: Eastern Book Company
- Verma, A. , Kochan, A. T., & Lansbury, R. D. (1995). Employment relations in the growing Asian economics. London: Routledge
- Ramnarayan, S., & Rao, T. V. (2011). Organization development: Accelerating learning and transformation. New Delhi: Sage Publications
- Roychowdhury, A. (2018). Labour law reforms in India: All in the name of Jobs. New York: Routledge

Suggested Readings

- Agarwala, T. (2007). Strategic human resource management. New Delhi: OUP.
- Bratton, J., & Gold, J. (2017). Human resource management, theory and practice. London: Macmillan Press Ltd.
- Bridger, E. (2015). Employee engagement. USA: Kogan Page.
- Cohen, D. S. (2009). The talent edge: A behavioural approach to hiring, developing and keeping top performers. New York: John Wiley.

- Gordon, J. R. (2002). Organizational behaviour: A diagnostic approach (7th ed.) New Jersey: Pearson Education.
- Malhotra, O. P. (2015). The law of industrial disputes. 1 & 2. New Delhi: Lexis Nexis .
- Cameron, K. S., & Quinn, R. E. (2011). Diagnosing and changing organisational culture. SFO, CA,USA: Jossey- Bass
- Monappa, A., Nambudiri, R., & Selvaraj, P. (2012). Industrial relations and labour laws. New Delhi: Tata Mc Graw
- Rao, T . V. (2014). HRD audit: Evaluating the human resource functions for business improvement. New Delhi, India: Sage
- Schein, E. H. (2017). Organisational culture and leadership. SFO, CA,USA: JosseyBass

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DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-): CHILD CARE PRACTICE IN GLOBAL CONTEXT

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
CHILD CARE PRACTICE IN GLOBAL CONTEXT DSE 24	4	3	0	1	12th Pass	NIL

Learning objectives

- Develop a comprehensive insight into child development, welfare, and child-centric interventions for their well-being and empowerment.
- To analyze international child rights frameworks and protection mechanisms.
- To understand the various theories and practices of child development and child care in the global context

Learning outcomes

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

- Gain knowledge about the global child protection policies and mechanisms.
- Apply culturally sensitive approaches and strategies in childcare practice
- Design and implement child-centric interventions in different contexts and situations.

SYLLABUS OF DSE- 24

Unit I : Introduction to Child Development and Global Perspectives 15 Hours

Unit Description: This unit will help to know about the concept and development of child overview and understanding of theories. This unit aims to develop understanding child care practice in global context.

- Child development and global perspective: Different concepts and approaches of defining ‘child’, developmental stages
- Child development: Overview of key theories
- Globalization and child development & Comparative international perspective

Unit II: Understanding of cultural diversity in child care

15 Hours

Unit Description: This unit will help students to understand the cultural values and variations in child-rearing and care practices. This unit also aims to develop an understanding of cultural competence in child care.

Subtopics:

- Cultural variations in child-rearing practices
- Case studies: cultural differences in parenting styles
- Cultural competence in childcare

Unit III: Child Rights and Welfare on the Global Stage

15 Hours

Unit Description: This unit will help in the development of a deeper understanding of the Rights of the Child. The main focus of this unit is to know about global policies and programs and understand the child protection policies and programmes in India.

Subtopics:

- Child rights: UN Convention on the Rights of the Child
- Child protection policies: policies and initiatives world wide
- Child protection policies and programmes in India
- Emerging challenges in child rights protection

Unit IV: Practice of International child-centric social work

30 Hours

Unit Description: This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice. The student will prepare project on any of the sub-topic.

Subtopics:

- Child-centric social work practice: Evaluation of child care programmes in India
- Project design and implementation techniques: Integrating social work methods in child care practice
- Case study analysis of successful childcare programmes.

Practical component (if any) – Unit IV application based

Essential readings

- Alston, P. (1994). *The Best Interests of the Child: Reconciling Culture and Human Rights*. Oxford University Press.
- Arnett, J. J. (2016). *Child development: A cultural approach*. Pearson.
- Bandura, A. (1977). *Social Learning Theory*. General Learning Press.

- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press.
- Doek, J. E. (2013). *CRC Commentary: A Commentary on the United Nations Convention on the Rights of the Child*. Brill.
- Ennew, J., & Plateau, D. P. (Eds.). (2002). *Researching Children's Experience: Approaches and Methods*. World Vision International.
- Freeman, M. (2016). *The Best Interests of the Child: A Dialogue between Theory and Practice*. Brill.
- Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (1999). *The scientist in the crib: Minds, brains, and how children learn*. William Morrow & Co.
- Harkness, S., & Super, C. M. (Eds.). (1996). *Parents' cultural belief systems: Their origins, expressions, and consequences*. Guilford Press.
<https://www.who.int/nutrition/publications/infantfeeding/9241562218/en/>
- Lynch, E. W., & Hanson, M. J. (Eds.). (2011). *Developing cross-cultural competence: A guide for working with children and their families*. Brookes Publishing.
- Piaget, J. (1952). *The Origins of Intelligence in Children*. International Universities Press.
- UNICEF. (2020). *Child Rights and the SDGs*. Retrieved from <https://www.unicef.org/sdgs/child-rights>
- United Nations. (1989). *Convention on the Rights of the Child*. Retrieved from <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- Van Bueren, G. (1995). *The International Law on the Rights of the Child*. Martinus Nijhoff Publishers.
- World Health Organization. (2021). *Global strategy for infant and young child feeding*. Retrieved from
- World Health Organization. (2021). *Violence against children prevalence estimates, global, regional and national, 2017-2030*. Retrieved from <https://www.who.int/publications/i/item/9789240020364>

Suggested Readings

- Higham, P. (2004): *Social Work: Introducing Professional Practice*. London: Sage.
- Lyons, K, Manion, K, & Carlsen, M. (2006). *International Perspective on Social Work*, New York: Palgrave MacMillan.
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford University Press.
- Save the Children. (2020). *State of the World's Mothers: The Urban Disadvantage*. Retrieved from <https://www.savethechildren.org/content/dam/usa/reports/advocacy/sowm/sowm-2020.pdf>

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-15) : SCIENTIFIC PAPER WRITING AND PRESENTATION SKILLS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
SCIENTIFIC PAPER WRITING AND PRESENTATION SKILLS GE 15	4	3	1	0	12 th Pass	NIL	Social Work

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand online databases and devising search strategies to identify literature
- To learn the process of abstract writing and full text paper writing
- To learn the skills in poster designing and paper presentation in conferences/seminars

Learning outcomes

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

- Learn the use of online database for identifying and retrieving literature systematically
- Gain confidence in preparing full text scientific papers for conferences/seminars
- Demonstrate/Acquire skills in poster designing and paper presentation

SYLLABUS OF GE-15

Unit I : Identification of literature

15 hours

Unit Description: The unit aims to introduce students to search relevant literatures through library sources. The unit will also focus on searching online database and to devise search strategies to identify relevant literature.

Subtopics:

- Library search, strategy and literature management
- Identification to online database : PschInfo, Medline, Google Scholar, Scopus, AI for literature review
- Reading and apprising papers

Unit II: Abstract and full text paper writing

10 hours

Unit Description: This unit focus on familiarizing students to abstract writing and process of writing full text papers following ethical guidelines.

Subtopics:

- Academic writing style, academic ethics
- Intext and end referncing
- Review based and empirical articles

Unit III: Poster Designing and presentation skills

10 hours

Unit Description: This unit will cover the art of poster designing, poster presentation. The unit will also focus on paper presentation skills required for conferences/seminars.

Subtopics:

- Design thinking and programme media, usages of ICT
- Poster Design and Presentation
- Paper Presentation skills and techniques

Unit IV: Review and Report Writing

10hours

Unit Description: This unit will focus on art of writing proposal and reviewing literature and preparing report.

Subtopics:

- Writing proposal and identify funding organization
- Article review and Book review
- Report writing formats and techniques

Practical component – NIL

Essential readings

- Anderson, I. (2009). Avoiding plagiarism in academic writing. Nursing standard, 23(18), 35-38
- Briggs, D. J. (2009). A practical guide to designing a poster for presentation. Nursing standard, 23(34)

- Coley, S. M., & Scheinberg, C. A. (2008). Proposal writing: Effective grantsmanship. Sage.
- Guz, A. N., & Rushchitsky, J. J. (2009). Scopus: A system for the evaluation of scientific journals. *International Applied Mechanics*, 45(4), 351-362
- Harris, D. (2019). *Literature Review and Research design: A Guide to Effective Research Practice*. India: Routledge
- Neville, C. (2016). EBOOK: The Complete Guide to Referencing and Avoiding Plagiarism. McGraw-Hill Education (UK)
- Ridley, D. (2008). *The literature review: A step-by-step guide for students*. Thousand Oaks: Sage publication

Suggested readings

- Pecorari, D. (2013). Teaching To Avoid Plagiarism: How To Promote Good Source Use: How to Promote Good Source Use. McGraw-Hill Education (UK)
- Rosmarakis, E. S., Soteriades, E. S., Vergidis, P. I., Kasiakou, S. K., & Falagas, M. E. (2005). From conference abstract to full paper: differences between data presented in conferences and journals. *The FASEB Journal*, 19(7), 673-680
- Sharma, R. (2010). A step-by-step guide to students: how to avoid plagiarism. *Journal of education research*, 4(2)
- Vardi, I. (2012). Developing students' referencing skills: a matter of plagiarism, punishment and morality or of learning to write critically?. *Higher Education Research & Development*, 31(6), 921-930

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GENERIC ELECTIVES (GE-16) : DALIT AND TRIBE CENTRED SOCIAL WORK PRACTICE

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DALIT AND TRIBE CENTRED SOCIAL WORK PRACTICE GE 16	4	3	1	0	12th Pass	NIL	Social Work

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the historical and contemporary concerns of Dalits and tribals in Indian context.
- To discuss the concept of social justice, socio-legal and civil society measures to secure social justice and human rights for dalits and tribals.
- To develop an understanding and perspectives about various intervention approaches of social work in the field of liberation and empowerment of dalits and tribes, particularly anti-caste social work, anti-oppressive, critical and emancipatory social work.

Learning Outcomes

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

- Develop understanding about the Indian caste based social structure, dalits, tribe, their exclusion and oppression in larger social structure.

- Gain knowledge about the socio-legal interventions by civil society organizations to secure social justice and protection of human rights for dalits communities.
- Develop critical understanding about discrimination, oppression, exclusion and various intervention approaches of social work

SYLLABUS OF GE-16

Unit-I: Dalit and Tibes : Concepts, isusses and theories

15 Hours

Unit Description: This unit will provide conceptual and critical understanding of caste, its genesis, mechanism and origin through sociological and anthropological theories. In this unit, the anti-caste social reform movements, Tribal revolts against colonial rule in different parts shall be discussed. The various contemporary socio-economic, political and cultural issues of dalits will be discussed in the larger context of discrimination, oppression, exclusion, and displacement.

Subtopics:

- Meaning and concept of dalit and tribes, sociological and anthropological theories of caste and its origin.
- Socio-economic, political and cultural Issues of dalits & tribes: The exclusion, discrimination and oppression of dalits. Ghettos and land questions, unemployment, caste based violence and humiliation.
- Contribution of Social reformers in India for upliftment, creating opportunities, and empowerment of dalits and tribes

Unit II: National and International conventions and covenants for ensuring justice and rights to dalits and tribes

10 Hours

Unit Description: This unit will discusses various national and international provisions for the well being and development of dalit and tribal people. The unit will critically discuss the political economy of the development induced displacement, socio-cultural and political issues involved in the developmental approaches.

Subtopics:

- Political, environmental issues, cultural genocide, dispossession, migration, displacement, educational dropouts, ethnic conflicts, etc.
- The Constitutional Provisions such as V and VI Schedule, tribal Sub Plan, Various Policies, Schemes and Programmes.
- International conventions, declarations for dalits and tribal communities for securing and protecting the rights.

Unit III: Social Justice and empowerment through constitutional and legal measures**10 Hours**

Unit Description: This will give an introduction to various constitutional provisions for ensuring social and economic justice through various programmes, schemes and policies. The legal measure for protecting the dignity and rights of dalit and tribal communities.

- Socio-economic empowerment of dalits, dalit capital and entrepreneurship
- Constitutional provisions, social legislations and government Schemes and Programmes for dalit and Scheduled Tribes
- Development through Indigenous language and knowledge, environmental protection and local self-groups, participatory forest management, residential schools

Unit IV: Social Work Interventions and Approaches for Empowerment and Liberation of dalit and tribal Communities**10 Hours**

Unit Description: This unit will focus on the application and practice-based social work interventions approaches for the empowerment, liberation and well being of dalit and tribal communities through Anti-caste and Anti-oppressive social work practice.

Subtopics:

- Anti-caste, Anti-oppressive, rights based approaches, social work theories and practice frameworks.
- National and International Civil society interventions for dalit and tribal empowerment through Programmatic or Project based Intervention-case studies.
- Dalit Literary Movement and its contribution for conscientization

Practical component (if any) – NIL**Essential readings**

- Ambedkar B. R. (1917). Dr. Babasaheb Ambedkar: Writings and speeches, Vol. 1. Bombay: Education Department, Government of Maharashtra (pp. 3–22). 1979. http://www.columbia.edu/itc/mealc/pritchett/00ambedkar/txt_ambedkar_castes.html
- Ambedkar B. R. (1936). Annihilation of caste (Online). https://ccnmtl.columbia.edu/projects/mmt/ambedkar/web/readings/aoc_print_orig.pdf
- Arya, S., & Rathore, A. S. (Eds.). (2019). Dalit Feminist theory: A reader. Taylor & Francis.
- Bare Act.(2016) The scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989. Delhi: Universal Law Publishing.
- Bharti S. R. (2002). Dalit: A term asserting unity. Economic and Political Weekly, 37(42), 19–25.
- Bhat I., & Maske S. (2017). Anti-oppressive social work theory and practice: Contextualizing caste debates in Indian social work education. In Jare R., & Kale S. (Eds.), Caste in modern India: Atrocities against Dalits (pp. 150–161). Studium Press (India) Pvt. Limited. https://www.researchgate.net/profile/Bhat-Majeed/publication/360054621_ANTi_oppressive_theory_Caste_in_Modern_India_B

[ook_Chapter/links/625f05ba9be52845a90fdbdb/ANti-oppresisve-theory-Caste-in-Modern-India-Book-Chapter.pdf](https://www.researchgate.net/publication/352845a90fdbdb/ANti-oppresisve-theory-Caste-in-Modern-India-Book-Chapter.pdf)

- Bodhi S. R. (2014). The practice of anti-caste social work in India towards a theory of Dalit social work. *Indian Journal of Dalit and Tribal Social Work*, 2(1), 28–39.
- Bodhi, S. R. (2020). Tribes and state policy in India: Revisiting governing principles from a decolonial social work perspective. *The British Journal of Social Work*, 50(8), 2372-2388.
- Brahmanandam, T. (ed.) (2018). *Dalit Issues: Caste and Class Interface*. Jaipur: Rawat Publications.
- Deshpande, G. P. (Ed.). (2002). *Selected Writings of Jotirao Phule*. New Delhi: Left world books, .
- Dominelli, L. (2002) *Anti-Oppressive Social Work Theory and Practice*, New York, NY, Palgrave Macmillan
- Freire P. (1970). *Pedagogy of the oppressed*. Continuum International Publishing Group.
- Gray, M., Coates, J., & Bird, M. Y. (Eds.). (2008). *Indigenous social work around the world: Towards culturally relevant education and practice*. Ashgate Publishing, Ltd..
- Guru, G. (Ed.). (2005). *Atrophy in Dalit Politics*. Mumbai: Vikas Adhyayam
- Jodhka, S. S. (2017). *Caste in contemporary India*. Routledge India.
- Joshi, V. & Upadhyaya, C. (eds). (2017). *Tribal Situation In India: Issues and Development (2nd Ed.)*. Jaipur: Rawat Publications.
- K. Sreenivasan, D. r. (1989). *Sree Narayana Guru*. Trivandrum: Jayasree Publications,
- Kumar R. (2015). *Dalit personal narratives: Reading caste, nation and identity*. Orient Blackswan.
- Maske, S. (2023). *Articulating Dalit Autobiographical Narratives in Social Work Education: Ideological Imperatives for Anti-Caste and Ubuntu Practice*. *Contemporary Voice of Dalit*, 0(0). <https://doi.org/10.1177/2455328X231160598>
- Mullay R. (1993). *Structural social work: Ideology, theory, and practice*. McClelland & Stewart.
- Nisar, M., & Kandasamy, M. (2007). *Ayyankali: A Dalit leader of organic protest*. Other Books.
- Omvedt, G. (2012). *Understanding Caste from Buddha to Ambedkar and Beyond (Second ed.)*. New Delhi: Orient BlackSwan.
- Pawar J. V. (2018). *Dalit panthers: An authoritative history*. Forward Press Books.
- Radhakrishna, M. (2016). *First Citizens: Studies on Adivasis, Tribals, and Indigenous*
- Ramaiah A. (1998). The plight of Dalits: A challenge to the social work profession. *Indian Journal of Social Work*, 59, 124–146.
- Rao V. (2012). Political context of social work. *Indian Journal of Dalit and Tribal Social Work*, 1(2), 14–34.
- Teltumbde, A. (2017). *Dalit: Past, Present & Future*, London: Routledge.
- Valmiki O. (1999). *Joothan: An untouchable's life translated from the Hindi by A. P. Mukherjee*. Columbia University Press.

Suggested Readings

- Das, K. C. (2004). *Indian Dalits: Voices, Visions And Politics*. Delhi: Global Vision Publishing House.
- Eleanor, Z. (2005). *From Untouchable to Dalit Essays on the Ambedkar Movement*. New Delhi: Manohar Publisher.
- Patil, R. R. (Ed.). (2020). *Tribal Development in India: Challenges and Prospects in Tribal Education*. Sage Publications, New Delhi, Sage
- Ranajit Guha, G. C. S. (Ed.). (1988). *Selected Subaltern Studies*. New York: Oxford University Press.

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