

Appendix-26
Resolution No. 14-1 (14-1-3)

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DEPARTMENT OF SOCIAL WORK
SEMESTER-IV

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DEPARTMENT OF SOCIAL WORK

Category I

Semester- IV

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

DISCIPLINE SPECIFIC CORE COURSE -10 (DSC-10) – : UDERSTANDING SOCIAL PSYCHOLOGY

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 | | |
| UDERSTANDING SOCIAL PSYCHOLOGY DSC 10 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To understand the fundamentals of social psychology and its relevance to social work practice
- To understand interpersonal and societal issues related with individual, groups and communities
- To understand group behaviour, interaction processes to guide the social work practice

Learning Outcomes

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

- Describe the basic concepts and processes of social psychology
- Identify various factors influencing group behaviour in the society
- Demonstrate the application of various concepts of social psychology in field work settings

SYLLABUS OF DSC-10

Unit I : Nature and Scope of Social Psychology

15 Hours

Unit Description: This unit will provide a conceptual understanding of the methods of social psychology. It will also cover significance of social psychology for social work profession.

Subtopics:

- Social psychology: definition, concept and scope
- Methods of social psychology: Interview schedule, questionnaire, observation, experimentation and socio-metric method
- Relevance of social psychology to social work practice

Unit II: Processes in Social Psychology

Unit Description: This unit will introduce the students to the basic processes of social psychology. This will enhance the knowledge of the students to learn various aspects influencing the individual, group and community behaviour.

15 Hours

Subtopics:

- Social perception, Social influence & Interpersonal attraction
- Public opinion, propaganda, prejudice and stereotypes
- Social attitudes: Definition, features, formation and change

Unit III: Understanding Groups and Crowds

15 Hours

Unit Description: This unit will help to learn about the group, crowd and mob behaviour and their influence on the life of people in the community.

Subtopics:

- Group: Definition, types and functions, stages and process
- Crowd and mob: Characteristics, behaviour and dynamics
- Leaderships: Traits, styles and types

Practical component

30 Hours

Unit IV: Application of Social Attitudes and Leadership

Unit Description: This unit will focus on the application aspects of social attitude, leadership, prejudice and stereotypes prevailing in the society. The student will learn to integrate social psychology into practice.

Subtopics:

- Project on implementation any one measurement of scale
- Case studies (1-2) on prejudice and stereotypes from the field settings /media
- Project on leadership styles from field settings/ workshop/media/interactive sessions

Essential readings

- Aronson, E., Wilson, T. D., & Akert, R. M. (2015). *Social Psychology* (9th ed.). Boston, MA: Pearson/Allyn and Bacon.
- Baron, R. A., & Branscombe, N. R. (2016). *Social Psychology* (14th ed.). Boston, MA: Pearson/Allyn and Bacon.

- Baron, R.A , Byrne, D. & Bhardwaj. G (2014). *Social Psychology (12th Ed.)*. London: Pearson Education Inc.
- Barrett, W.D. (2016). *Social Psychology-Core Concepts and Emerging Trends*. London: Sage Publications.
- Chowdhary, R. (2013). *Samajik Manovigyan – Ek Parichay*. New Delhi: The Book Line Publisher
- Crisp, R. J. & N Turner, R. N. (2014). *Essential Social Psychology*. London: Sage Publications.
- Myers,D.G. (2010). *Social Psychology (10th, Edition)*. New York: McGraw-Hill.
- Paliwal, S. (2002). *Social Psychology*. Jaipur : RBS Publishers

Suggested Readings

- Aronson, E., Wilson, T.D., & Akert, R.M. (2007). *Social Psychology (6th Ed.)*. New Jersey: Prentice Hall.
- Feldman, R. S. (2001). *Social Psychology (3rd Ed.)*. USA: Pearson
- Franzoi, S. (2009). *Social Psychology(5th Ed.)*. New York : McGraw-Hill.
- Jowett, G. & O'Donnell. V.(2018). *Propaganda and Persuasion, 7th ed*. London: Sage Publications.
- Kuppuswami.B. (1994). *Social Psychology*. Bombay : Asia Publishing House.
- Lindgren, H.C.(1962). *Introduction to Social Psychology*. New Jersey: John wiley and Sons.

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

DISCIPLINE SPECIFIC CORE COURSE – 11 (DSC-11): WORKING WITH COMMUNITIES

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 | | |
| WORKING WITH COMMUNITIES DSC 11 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To understand community dynamics and community organization as a method of social work.
- To understand different aspects of community in the context of community organization.
- To enhance understanding of models, strategies and process involved in working with communities.

Learning Outcomes

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

- Identify the community power structure and various programmes of community development.
- Apply the tools, techniques and skills to work directly in the communities.
- Demonstrate familiarity with community organization as a macro method of social work.

SYLLABUS OF DSC- 11

Unit I: Understanding Community

15 Hours

Unit Description: This unit will provide a conceptual understanding about the community. It will also explain the various types, functions and power structures of the community.

Subtopics:

- Concept of community: meaning, definitions and elements
- Types of community: Urban, rural, tribal, functional and virtual communities
- Functions of the community, community power structure and diversities

Unit II: Introducing Community Practice

15 Hours

Unit Description: This unit will give an opportunity to the students to learn about the community practice as a macro method of social work. The unit will also discuss the basic assumptions and principles of community organization and people's participation as a key feature.

Subtopics:

- Concept of community organization: Nature, evolution, characteristics, basic assumptions and principles of community organization
- Community development: Concept, aims, objectives, basic elements and community development as a goal of community organization
- People's participation: Rationale, types and methods

Unit III: Processes of Community Practice

15 Hours

Unit Description: This unit will introduce the students to the various steps involved in the process of community practice. The unit will also cover various models and approaches of community organization.

Subtopics:

- Steps of community organization, Role of community organizer
- Models: Locality Development, Social Planning and Social Action
- Approaches: Welfarist, Social Development and Empowerment

Practical component

30 Hours

Unit IV: Application of Community Practice

Unit Description: This unit will engage the students in practice-learning activities related to community development programme and micro-planning for various issues.

Subtopics:

- Identification of the needs/problems and assessment of a community (field settings/own neighbourhood) by using participatory methods (assignment/project work).
- Programme planning/micro-planning and preparation of action plan for taking action in a short-term and long term manner (assignment/project work).
- Best practices of community empowerment programme and success stories of civic driven initiatives or people's participation for extending cooperation and collaboration towards community development (assignment/project work/case study).

Essential Readings

- Gangrade, K.D. (1971). *Community Organization in India*. Mumbai: Popular Prakashan.
- Gangrade, K.D. (2001). *Working with community at the grassroots level: Strategies and programmes*. New Delhi: Radha Publications.

- Lee, Judith. (2001). *The Empowerment Approach to Social Work Practice: Building the Beloved Community*. Columbia Press.
- Ross, M.G. (1967). *Community Organization: Theory, Principles and Practice*. New York: Harper & Row.
- Siddiqui, H.Y. (1997). *Community Organization in India*. New Delhi: Harnam.
- Verma, R.B.S. & Singh, A. P. (2015). *Samudayik Sangathan Evam Abhyaas* (Hindi). Lucknow: New Royal Book Company.
- Weil, M.(2005).*Handbook of Community Practice*.London: Sage.

Suggested Readings

- Hardina, D.(2002). *Analytical skills for community organization practice*. Columbia University Press.
- Kumar, Somesh. (2002). *Methods for Community Participation: A Complete Guide for Practitioners*. New Delhi: Sage Publication (Vistaar).
- Raju, M. Lakshmipathi. (2012). *Community Organization and Social Action: Social Work Methods and Practices*. New Delhi: Regal Publications
- Stepney P. & Popple K.(2008). *Social work and the community: A critical context for practice*. Basingstoke:Palgrave Macmillan.

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

DISCIPLINE SPECIFIC CORE COURSE– 12 (DSC-12): FIELD WORK PRACTICUM- IV

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 | | |
| FIELD WORK PRACTICUM IV DSC 12 | 4 | 0 | 0 | 4 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To learn to mobilize clients/beneficiaries to utilize the services provided by the agency.
- To coordinate the services provided by governmental and non-governmental organizations in meeting the additional needs of the clients/beneficiaries.
- To learn to apply theoretical base i.e. methods, principles, approaches, models, skills and techniques while working with individuals, families and groups.

Learning Outcomes:

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

- Mobilize clients/beneficiaries to create awareness about needs, problems, rights, responsibilities etc.
- Coordinate the services provided by governmental and non-governmental organizations/institutions in meeting the felt needs of the clients/beneficiaries.
- Demonstrate sensitivity towards the issues related to social justice, human rights for marginalized groups and develop skills of writing effective field work records.

SYLLABUS OF DSC-12

Practical component– 100% Field work (Direct field work: 120 hours)

Tasks/Activities:

1. Perform the assigned tasks during scheduled concurrent field work. The field work agency will remain the same in an academic year. Every student will be assigned a College supervisor for personalized learning and mentoring throughout the academic year.

2. Field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/ mentoring, group conference scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions. Direct field work hours have to be 120 hours in a semester.
3. Establish contact and develop rapport with the agency personnel & volunteers, individuals, families and groups and perform the assigned tasks during concurrent field work.
4. Work with individuals, families and groups alongwith volunteers, paraprofessionals/outreach workers in the agency and/or community and deal with cases (3-4), work with families (3-4) and form group/s.
5. Work with volunteers, para-professionals/outreach workers in the field work agency such as - non-governmental organisations (NGOs) or voluntary organisations (VOs) and governmental organisations (GOs); and/or community.
6. Student will perform the agency-based field work tasks assigned by the respective Agency Supervisor.
7. Regular reporting to all concerned persons (both at agency and college level) during scheduled field visits, meetings and supervisory/individual conferences to seek regular guidance. Minimum 80% of attendance is required in each components of field work.
8. Prepare daily report in prescribed format and submit to the college supervisor on weekly basis. Prepare learning plan, agency/community profile in a timely and appropriate manner to both the College and Agency Supervisor. Students will engage in 3 hours of report writing per week.
9. The field work reports and progress of the student should be discussed during the scheduled Individual Conference (IC) with the college supervisor on weekly basis. The student must attend Group conferences (GC), prepare group conference paper in consultation with college supervisor, thus learning the roles of presenter, chairperson, and recorder. The individual mentoring (IC & GC) to students by the college supervisor will include 1 hour per week.
10. Attend skill development workshops in which the values, principles, methods, techniques, tools etc. are translated into practice skills, i.e. "learning by doing". The skill workshop will target: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counselling techniques; (vii)

Practice of participative techniques; (viii) Communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

11. The students are required to submit self-evaluation report in the prescribed format for term end examination. Field work practicum follows continuous evaluation by the supervisor.

Students shall invest 60 hours out of class/field for the purpose of writing report of the field work separately.

Essential Readings

- Bhanti, R. (1996). *Field Work in Social Work Perspective*. Udaipur: Hiamanshu Publications
- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd
- Dash, B.M. & Roy, S. (2020). *Field Work Training in Social Work*. London: Routledge
- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage.
- Garthwarf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.
- Roy, S. (2012). *Field Work in Social Work*. Jaipur: Rawat Publication
- Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.
- Singh, A.P. & Girotra, T. (2018). *Case Records in Social Work*. Lucknow, India: Rapid Book Service.
- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.
- Subhedar, I. S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.

Suggested Readings

- Verma, R.B.S. & Singh, A.P. (2013). *Standard Manual for Field Work Practicum in Social Work*. Lucknow, India: New Royal Book Company.
- Tsui, M. S. (2005). *Social Work Supervision: Contexts and Concepts*. New Delhi: Sage Publications.

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-7): HUMAN RIGHTS AND SOCIAL JUSTICE

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 | | | |
| HUMAN RIGHTS AND SOCIAL JUSTICE GE 7 | 4 | 3 | 1 | 0 | 12 th Pass | NIL | Social Work |

Learning Objectives

The Learning objectives of this course are as follows:

- To understand basic concepts of human rights and social justice
- To understand various human rights concerns in national and international contexts.
- To learn features of legal measures and international conventions to protect human rights and ensure social justice.

Learning Outcomes

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

- Describe the basic concept and meaning of human rights and theories of social justice
- Identify and critically analyse various human rights issues in the national and international context
- Describe and critically evaluate the role of various national and international organisations in protection of human rights and ensure social justice

SYLLABUS OF GE-7

Unit-I: Understanding Human Rights

15 Hours

Unit Description: This unit will provide a conceptual understanding of human rights. The unit will also cover the various human rights conventions.

Subtopics:

- Human rights: Concept, Genesis of human rights, Historical development of Human Rights
- The Universal Declaration of Human Rights 1948
- UN Conventions and International covenants: International Covenants on Civil and Political Rights, International Covenant on Economic, Social, and Cultural Rights

Unit II: Human rights concerns: National and international perspective

10 Hours

Unit Description: This unit will discuss various human rights issues in Indian and international context.

Subtopics:

- Human right issues in Indian context : Gender, caste, oppression, minority, indigenous people, forced labour, and human rights violations in contemporary India
- Human right issues in global context: war, human trafficking, unrest, genocide, refugees, global warming and climate change
- Globalization and Human Rights: Environment, Hunger, Poverty, Migrant workers, Inequality, Labour rights and Unorganised sector

Unit III: Social Justice and human rights approaches

10 Hours

Unit Description: This unit will provide a conceptual understanding of social justice. The unit will also cover human rights approaches to ensure social justice in the society.

Subtopics:

- Social Justice: meaning, philosophy, forms
- Historical development of social movements in India; Gandhi, Ambedkar and Nelson Mandela's views on social Justice
- Instruments to social justice in the Indian context : fundamental rights and Directive principle of state policy, Right to Information Act (RTI), Public Interest Litigation (PIL), Free Legal Aid, Crime against women cell, (CAW Cell)

Unit IV: Legal measures and social work approaches

10 Hours

Unit Description: This unit will discuss the social work approach towards human rights. It also discusses the role of civil society organisations and professional social worker in protection of human rights.

Subtopics:

- Legal measures: The Protection of Human Rights Act 199
- Role of National bodies: National Human right commission, National commission for Women, National commission for Scheduled Caste , National commission for Scheduled Tribes, National commission for minorities, National commission for Other Backward communities
- Role of United Nations (UN) and its agencies in promoting human rights

Practical component (if any) - NIL

Essential Readings

- Balakrishnan, R., Heintz, J., & Elson, D. (2016). Rethinking Economic Policy for Social Justice: The radical potential of human rights. Routledge.
- Capeheart L. & Milovanovic D. (2007). Social justice: Theories, issues and movements. Rutgers University Press.
- Gangrade K.D. (2011). Social Legislation in India. Concept: New Delhi.
- Ife, J.(2001). Human Rights and Social Work: Towards Rights-based Practice. UK: Cambridge University Press.
- Krishnan, P. S. (2017). Social exclusion and justice in India. Routledge India.
- Motilal, S., & Nanda, B. (2006). Human rights, gender and environment. Allied Publishers.
- Oommen, T. K. (2014). Social inclusion in independent India: Dimensions and approaches. Orient Blackswan.
- Reichert, E.(2003). Social work and Human Rights A Foundation for Policy and Practice. Jaipur & New Delhi: Rawat Publication.
- Sandel J. Michael (2010). Justice: what's the right thing to do?. New Delhi: Penguin,
- Singh, A. K. (2014). Human Rights and Social Justice. India VL Media Solutions.
- Teltumbde, A. (2017). Dalit: Past, Present & Future, London: Routledge.
- Tripathy, R.N. (2019). Human Rights Gender and Environment. New Delhi: MKM Publishers Pvt. Ltd.
- Watts, L., & Hodgson, D. (2019). Social justice theory and practice for social work. Springer.

Suggested Readings

- Ambedkar, B. R. (1944). Annihilation of caste with a reply to Mahatma Gandhi. YB Ambedkar, Bombay.
- Ambedkar, B. R. (2014). Annihilation of caste. Verso Books.
- GOI. (2022) The Protection of Human Rights Act, 1993 (BARE Act), Delhi: Universal Law Publishing.
- Borgohain, B. (1999). Human Rights – Social Justice and Political Challenges. New Delhi: Kanishka Publishers
- Janusz, S. & Volodin, V. (ed.) (2001). A Guide to Human Rights: Institutions, Standards, Procedures. Paris: UNESCO Publishing
- Kothari, S. & Sethi, H (ed.) (1991). Rethinking Human Rights – Challenges for Theory and Action, New Delhi: Lokayan Publications.
- Mohapatra, A.R. (2001). Public Interest Litigation and Human Rights in India, New Delhi: Radha publications.
- Rehman, K. (2002). Human Rights and the Deprived, New Delhi: Commonwealth publishers.
- Singh, M. P. (2019). VN Shukla's Constitution of India. Eastern Book Company.
- Subramanian, S (1997). Human Rights: International Challenges, New Delhi: Manas Publications.
- Waghmare, B.S. (2001). Human Rights – Problems and Prospects, Delhi: Kalinga Publications.

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

GENERIC ELECTIVES (GE-8): ENVIRONMENT 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 | | | |
| ENVIRONMENT AND SOCIAL WORK GE 8 | 4 | 3 | 1 | 0 | 12 th Pass | NIL | Social Work |

Learning Objectives

The learning objectives of this course are as follows:

- To gain insight about the global environmental issues and concerns.
- To understand the relationship between environment and development and relate the same to sustainable development.
- To critically assess the constitutional provisions, policies and legislative framework for the conservation of environment in India.

Learning Outcomes

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

- Appraise the interdependent relationship between environment and human society.
- Enumerate global environmental concerns and critically examine India's initiatives towards the protection and conservation of environment.
- Evaluate the nature and scope of green social work and critically appraise the role of civil society organisations.

SYLLABUS OF GE-8

Unit I: Understanding Environment

15 Hours

Unit Description: This unit will help students to understand about the environment and its linkages human beings. The students will critical assess the vital role of environment in human development.

Subtopics:

- Environment: meaning, nature and components
- Environment, ecology and their linkages with human beings
- Environment and society- Changing patterns- from survival needs to emerging consumerism, Energy intensive life-style

Unit II: Environmental Issues and Concerns

10 Hours

Unit Description: This unit will emphasize on emerging environmental issues and concerns. The unit will also discuss the global environmental issues such as climate change and greenhouse effect.

Subtopics:

- Global environmental issues and concerns- Greenhouse effect, climate change and Ozone layer depletion
- Environmental imbalance: Issues of environmental degradation and pollution; nature, causes and impact
- Social implications and consequences of environmental imbalance- loss of livelihood, disasters; food shortages; migration, and conflict

Unit III: Interface between Development and Environment

10 Hours

Unit Description: This unit will define the meaning and concept of sustainable development and related issues. Students will learn about the various environmental movements in India. It also cover the constitutional provisions, policies and legislative framework related to environment protection in India.

Subtopics:

- Sustainable Development: Concept, potentialities and challenges
- Environmental movements: Chipko Movement, Mitti Bachao Andolan, Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts
- Constitutional provisions, policies and legislative framework pertaining to environment protection in India

Unit IV: Social Work Response to Environment Protection and Development

10 Hours

Unit Description: In this unit the student will learn about the role of social workers in addressing the environmental issues, role of civil society organizations and green social work.

Subtopics:

- Approaches to environmental conservation, community based natural resource management
- Role of civil society organisations in environment conservation
- Green Social Work and environment protection: concept, nature objectives, importance and initiatives

Practical component (if any) - NIL

Essential readings

- Arnold, David and Ramchandra Guha (eds.), *Nature, Culture, Imperialism; Essays on the Environmental History of South Asia*, Delhi, OUP, 199. 9
- Das, R.C., Barul , J.K. Sahu , N.C. & Mishra ,M.K. (1998) *The Environment divide: the Dilemma of Developing Countries*. New Delhi: Indus Publishing co.
- Dominelli Lena (2021) *Green Social Work: From Environmental Crises to Environmental Justice*. Polity Press UK.
- Gadgil, Madhav and Ramchandra Guha, *Ecology and Equity; the use and Abuse of Nature in Contemporary India*, Penguin, Delhi, 1995.
- Gadgil, Madhav and Ramchandra Guha, *This fissured Land: An ecological History of India*, Delhi, OUP, 1994.
- Goldsmith, E. And Hildyard, N. (ed.) *the Social and Environmental Effects of Large Dams; Vol. I-III (Overview, Case studies and Bibliography)*, Wadebridge Ecological Centre U.K.
- Guha Ramchandra, *The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas*, Delhi: OUP, 1991.
- Gupta, K.R. (ed.) (2005) *Environment: Problems & Policies, Vol. I & II*. New Delhi: Atlantic Publications.
- Hoff. M.D. & Mc Nutt, J.G. (1992). *The Global Environmental Crisis: Implications for Social Welfare and Social Work*. Hong Kong: Avebury, Aldershot and Brookfield.
- Jana, M.M. (1991) *Environmental Degradation and Developmental Strategies in India*. New Delhi: Ashish Publications.
- Krishna, Sumi, *Environmental Politics; People's lives and Developmental Choices*, Delhi, Sage, 1996.
- Reid, D.E. (1995) *Sustainable Development: An Introductory Guide*. London: Earthscan Publications.
- Sundaram K.V. Jha, M.M & Mrityunjay , M.(ed.) (2004) *Natural resources management and livelihood security: survival strategies & sustainable policies*. New Delhi: Concept publishing co.
- Verma Alka (2015) *Green Social Work Environmental Protection*. Pentagon Press India.

Suggested readings

- Aggarwal, A. & Narain, S. (1989) Towards Green Villages: A strategy for Environmentally Sound and Participatory Rural Development. New Delhi: Centre for Science and Environment.
- Centre of Science and Environment, The State of India's Environment: the Citizens Reports Vol. I-IV, New Delhi.
- Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity (CBD). 13. Kothari, Ashish, Meera, People and Protected Areas.
- Hoff. M.D. & Mc Nutt, J.G. (1992). The Global Environmental Crisis: Implications for Social Welfare and Social Work. Hong Kong: Avebury, Aldershot and Brookfield.
- Mishra Anupam, Aaj bhi Khare hain Talab (in Hindi), Gandhi Peace foundation, New Delhi.
- Owen, D.F., What is Ecology, Oxford University Press Oxford, 1980.
- 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 – 4 (DSE-4): CRIMINAL JUSTICE 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 | | |
| CRIMINAL JUSTICE AND SOCIAL WORK DSE 4 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- Develop understanding of the concept and philosophy of social defence and correctional services.
- Develop practice skills in prevention, correction and rehabilitation work in social defence.
- Develop understanding about the social defence legislations and criminal justice system.

Learning Outcomes

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

- Describe the concept of crime, social defence and correctional services.
- Critically assess the social justice system and social defence legislations.
- Appraise the significance of Institutional and Non-Institutional correctional services in Indian context.

SYLLABUS OF DSE- 4

Unit I : Crime and Correctional Services

15 Hours

Unit Description: The unit will introduce students with the concept and understanding of crime and correctional services.

Subtopics:

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

Unit II: Concept and Scope of Social Defence

15 Hours

Unit Description: The unit will introduce students with the concept and understanding of Social defence and its relevance in society.

Subtopics:

- Concept and Approaches of Social Defence, Historical development of social defence services in India
- Crimes against children, children in need of care and protection, children in conflict with law, street and working children
- Crime against women and older persons, alcoholism and drug abuse

Unit III: Social Defence Legislations and Criminal Justice System

15 Hours

Unit Description: The unit will introduce students with the Criminal Justice system and related legislations.

Subtopics:

- Components Processes and Perspectives of Criminal justice system : Police, Judiciary and Correctional institutions.
- Introduction to Indian Penal Code, Criminal Procedure Code, Indian Evidence Act
- Juvenile Justice (Care and Protection of Children) Act 2015, The Immoral Traffic (Prevention) Act 1956, Probation of Offenders Act, 1958, Narcotic Drugs and Psychotropic Substances Act 1985

Practical component

30 Hours

Unit IV: Correctional Services

Unit Description: The unit will introduce students with the concept and types of Institutional and Non-Institutional Correctional services. The unit will be application based.

Subtopics:

- Project report/ case study on any one social legislation related to children or women.
- Project report/ case study on Institutional Correctional Services: Prisons, Observation Homes, Children homes, Special homes, Protective homes, Beggar homes, De-addiction centers
- Project report/ case study on Non-Institutional Services: Probation and Parole, Adoption, Foster Care, sponsorship, crisis intervention centres

Essential readings

- Alder, F. M. & Laufer, W. (2007). Criminology. New York: McGraw Hill.
- Bhattacharya, S.K.(2003).*Social Defence: An Indian Perspective*. New Delhi: Regency

Publications.

- Chong, M. D. & Francis, A. P. (2016). *Demystifying Criminal Justice Social Work in India*. New Delhi: Sage Publications Pvt. Ltd.
- Devasia, V.V. (1992). *Criminology, Victimology and Corrections*. New Delhi: Ashish Publishing House.
- Gaur, K.D. (2002). *Criminal Law, Criminology and Criminal Administration*. New Delhi: Deep and Deep Publications.
- Holtzhausen, L. (2012). *Criminal Justice Social Work*. Claremont, South Africa: Juta.
- Robert, A. R., & Springer, D. W. (2007). *Social Work in Juvenile & Criminal Justice Settings* (3rd ed.). Springfield, USA: Charles C Thomas Publisher.
- Strang, H., & Braithwaite, J. (2003) *Restorative Justice and Civil Society*. Cambridge University Press
- Valier, C. (2001) *Theories of Crime and Punishment*. Essex: Longman.

Suggested readings

- Callen, F.T. & Agrew, R. (2005). *Criminological Theories, Past to Present*. Los Angeles: Roxbury Publishing.
- Chakrabarti, N.K. (ed.) (1999). *Institutional Corrections in the Administration of Criminal Justice*. New Delhi: Deep & Deep Publications.
- Kumari, V. (2004). *Juvenile Justice in India: From Welfare to Rights*. New Delhi: Oxford University Press.
- Smith, P. D. & Natalier, K. (2005). *Understanding Criminal Justice: Sociological Perspectives*. London :Sage Publication.
- Tandon, S.L. (1990) *Probation: A New Perspective*. New Delhi: Reliance Publishing
- United Nations (1980). *Principles on Linking the Rehabilitation of Offenders to Related Social Services*. New York: United Nations.
- United Nations (1985). *Alternatives to Imprisonment and Measures for the Social Resettlement of Prisoners*. New York: United Nations.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 5 (DSE-5): SOCIAL WORK WITH FAMILIES AND CHILDREN

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 FAMILIES AND CHILDREN DSE 5 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To understand families as social systems and comprehend the factors affecting family functioning
- To develop the skills, techniques and practices of therapies required for working with the families and children
- To understand the government and non-government efforts for the welfare of the family and children

Learning outcomes

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

- Describe the changing nature of family system and its significance in child development
- Critically evaluate the policies, programmes and services related to family and children
- Apply the skills, techniques and therapies of social work profession in working with family and children

SYLLABUS OF DSE- 5

Unit I: Understanding dynamics of family system**15 Hours**

Unit Description: This unit will provide a conceptual understanding of family as an institution and its importance. This will also focus on problems of families.

Subtopics:

- Family as an Institution – importance, functions, developmental stages, family patterns and changing trends
- Marriage: concept, relevance, structures and functions
- Family Disorganization and Family Problems

Unit II: Social Work with families**15 Hours**

Unit Description: This unit will introduce the social work intervention in family issues and concerns. This will enhance the skills of the students to learn about family counselling skills, family therapies with understanding of government and non-government initiatives for family welfare.

Subtopics:

- Family counselling and family therapy
- Skills and techniques of working with families
- Voluntary and Government agencies for Family Welfare

Unit III: Child Development: Issues and Concerns**15 Hours**

Unit Description: This unit will help to know about the concept of child development, needs and problems of children. This will also give an understanding of the evolution of welfare services at national and international level.

Subtopics:

- Nature and extent of Child development – demographic profile, needs and problems of children
- Early childhood care and development, Child rearing practices and implications
- Evolution of child welfare services in India and abroad, types of Child Welfare Services and the changing trends in child welfare services.

Practical component**30 Hours****Unit IV: Social Work with Children in difficult circumstances**

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

Subtopics:

- Case Studies (1-2): Children in difficult circumstances: disability, poverty, migration, orphaned, child trafficking, child abuse
- Project report (1-2): Child Development programme, policies, constitutional provisions,

- Observational Report (1-2): Child related Institutional and non-institutional services

Essential readings

- Adams, Robert et al. (2002): *Social Work: Themes, Issues and Critical Debates*. Second Ed. Sage London.
- Bajpai, A. (2003). *Child Rights in India – Law, Policy and Practice*. Delhi: Oxford University press.
- Davies, M. (2012). *Social work with children and families*, UK: Palgrave Macmillan
- Enakshi, G.T. (ed) .(2002). *Children in Globalising India – Challenging Our Conscience*. New Delhi: HAQ Centre for child Rights.
- Maluccio, A.N., Pine, B.A. & Tracy, E.M. (2002). *Social Work Practice with Families and Children*, New York: Columbia University Press.
- McClennen, J.C. (2010) *Social work & family violence: theories, assessment and intervention*. New York: Springer Publishing Company
- Patricia, M. & Hook, V. (2016). *Social Work Practice with Families: A Resiliency based Approach*.UK: Oxford University Press
- Tata Institute of Social Sciences. (1994). *Enhancing the Role of Family as an Agency for Social and Economic Development*. Mumbai: Unit for Family Studies, TISS.
- Unwin, P. & Hogg, R. (2012). *Effective Social Work with Children and Families: A Skills Handbook*. London: Sage Publication.
- Williams, L. Edward, T.M., Patterson, J. & Chamow, L. (2014). *Essential assessment skills for couple & family therapists*. New York: Guilford Press.

Suggested Readings

- Boss, P.G., Doherty, W.J., LaRossa, R., Schumm, W.R., &Steinmetz, S.K.(2009). Source Book of Family Theories and Methods: A Contextual Approach. New York: Springer.
- Kumari, V. & Brooks, S.L. (2004).Creative Child Advocacy – Global Perspectives, New Delhi: Sage Publications
- Patrick, C.M. (2005) Families and Change (3rd Edition) Coping with Stressful Events and Transitions. London: Sage Publications.
- Petr, C.G. (2004). Social Work with Children and Their Families: Pragmatic Foundations (2nd ed.), New York: Oxford University 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 – 6 (DSE-6): COUNSELLING AND THERAPEUTIC INTERVENTIONS

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 | | |
| COUNSELLING AND THERAPEUTIC INTERVENTIONS DSE 6 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To understand concept and process of counselling.
- To understand therapeutic relationships and the ethical principles associated with good practice.
- To learn skills and techniques of counselling and responsibilities of counsellors in therapeutic relationships.

Learning Outcomes

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

- Reflect conceptual clarity on counselling and associated concepts
- Demonstrate skills and techniques for practice of counselling and therapeutic sessions.
- Evaluate the value of therapeutic relationships and recognize ethical issues in counselling

SYLLABUS OF DSE- 6

Unit I: Conceptual Framework: Counselling

15 Hours

Unit Description: To introduce students to the concept, stages, process of counselling and role of counsellors

Subtopics:

- Counselling: Concept, elements, stages and process
- Therapeutic relationships and ethical principles for good practice in counselling
- Role of counsellors in providing effective counselling

Unit II: Developing counselling Skills**15 Hours**

Unit Description: To learn skills in effective listening, questioning and practice of counselling.

Subtopics:

- Developing effective listening skills, Barriers in listening
- Use of empathy, questioning and probing in counselling
- Reflection, Paraphrasing, Confronting, Summarising, counselling records

Unit III: Therapeutic Interventions with Various Groups**15 Hours**

Unit Description: To gain insights into therapeutic interventions and enhance professional practice in counselling

Subtopics:

- Children, Youth, Distressed Women, Pre-marital Counselling, Grief and Bereavement Counselling
- Family Therapy and family counselling, Marital discord counselling
- Therapeutic approaches: Behaviour modification, Crisis intervention and Art therapy

Practical component**30 Hours****Unit IV: Practice of counselling and therapeutic Interventions**

Unit Description: To gain insights into the important therapeutic interventions and enhance professional practice in counselling.

Subtopics:

- Case study/observation report highlighting concerns and issues of a child/youth/woman in distress
- Project report/case study: any one therapeutic approach (Behaviour modification, Crisis intervention & Art therapy)
- Counselling records highlighting counselling skills and process

Essential readings

- Evans, D.R., Hearn, M.T., Uhlemann, M.R., & Ivey, A.E. (2008). Essential Interviewing: A Programmed Approach to Effective Communication. Thomson: Brooks/Cole.
- Evans, T. (2015). Counselling skills for Becoming A wiser Practitioner-Tools, techniques and reflections For building practice wisdom. Jessica Kingsley Publishers.
- Feltham, C. (2007). Professional skills for counsellors – understanding the counselling relationships. Sage publication
- Goud, N. & Arko, A. (2006). Psychology and personal growth. Pearson, MA.
- Inskipp, F. (2004). Skills training for Counselling. Sage publications.
- Ivey, A.E., & Ivey, M.B.(2007). Intentional Interviewing and Counselling. Thomson: Brooks/Cole.

- Jones, R. N. (2005). Practical counselling and helping skills - text and activities for the life skills counselling model. (5th ed). Sage publications.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu
- Nelson-Jones, R. (2008). Basic Counselling Skills: A Helper's Manual. Sage Publications.

Suggested readings

- Bond, T. (1997). Standards and Ethics for counsellors in action. Sage
- Charles, G.J., & Bruce, F.R. (1995). Counselling Psychology. Harcourt Brace Publishers Essential Reading / Recommended Reading
- Corey, G. (2008). Student manual for Theory and Practice of Counselling and Psychotherapy (8th ed.). CA: Brooks/Cole.
- Corey, G. (2012). Theory and practice of counselling and psychotherapy (9th ed.). Belmont, CA: Brooks/Cole.
- Felthman, C., & Horton, I. (2000). Handbook of Counselling and Psychotherapy. Sage
- Gilland, B.E., & James, R.K. (1998). Theories and Strategies in Counselling and Psychotherapy. Singapore: Allyn and Bacon.
- Neukrug, E. (2011). The world of the counsellor: An introduction to the counselling profession. Nelson Education.
- Robert, G. L., & Marianne, M.H. (2003). Introduction to Counselling and Guidance. Pearson education, Inc.
- Sharma, R. N., & Sharma, R. (2004). Guidance and Counselling in India

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SUMMER INTERNSHIP/ FIELD WORK PRACTICUM/BLOCK PLACEMENT

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 | | |
| SUMMER INTERNSHIP/ FIELD WORK PRACTICUM/BLOCK PLACEMENT | 2 | 0 | 0 | 2 | 12 th pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To understand field work organization's philosophy, structure, functions and service delivery system.
- To undertake need assessment of the target group using social work theoretical approaches.
- To undertake projects to address identified needs of the target groups.

Learning Outcomes:

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

- Describe organization's nature of work and service delivery system.
- Demonstrate their skills, techniques, methods and principles in meeting the felt needs of the clients/beneficiaries.
- Acquire a training completion certificate from the organization.

Tasks/Activities:

1. Students will be required to undergo two-weeks block placement training in a social welfare agency or Government organizations in or outside Delhi. The block placement agencies/projects will be selected with the consent/choice of students.

2. Identification and assessment of needs/problems, ability to integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques)in accordance with learning plan, ability to utilize administrative skills etc.
3. Independent planning and execution of any one or two selected projects.
4. Block placement reports will be submitted to the college supervisor in the form of project file at the completion of the training. The student shall invest additional 20 hours for project file completion.
5. A confidential report from the concerned organization will be required for successful completion of the training.
6. The college may organize presentation of the learning from block placement/summer training of the students after the completion for assessment.

Assessment will be done by the college based on project report, presentation and confidential report from the concerned organization.

SEMESTER- V

DEPARTMENT OF Social Work

Category I

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

DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13) – : ADMINISTRATION OF WELFARE AND DEVELOPMENT SERVICES

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 | | |
| ADMINISTRATION OF WELFARE AND DEVELOPMENT SERVICES DSC 13 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To understand concept, principles and components of social welfare administration.
- To develop understanding of social welfare administration as a method of social work profession.
- To acquire competence in implementation of social welfare and development services.

Learning Outcomes

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

- Evaluate the process and implementation of social welfare administration in government and non-government organizations.
- Demonstrate the practical aspects of registration of social welfare organizations.
- Utilize their skills in human resource management and prepare fund raising proposal.

SYLLABUS OF DSC-13

Unit I : Introduction to Social Welfare Administration

15 Hours

Unit Description: This unit will provide a conceptual understanding and components of social welfare administration.

Subtopics:

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

Unit II: Structures and Processes

15 Hours

Unit Description: This unit will introduce the students to the basic structure and process of registration for the NGOs, Trust, Civil society.

Subtopics:

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

Unit III: Organization of Human Services

15 Hours

Unit Description: This unit will help to learn about the various methods of funding and as well as process of decision-making and communication in social welfare administration.

Subtopics:

- Management of human service organizations, Fund-raising, Grant-in-aids, Resource mobilization, Social marketing
- Decision making processes, Role of communication in administration
- Group processes in welfare administration

Practical component

30 Hours

Unit IV: Application of Social Welfare Administration

Unit Description: This unit will focus on the application aspects of implementation of fund-raising strategies and service providing procedures.

Subtopics:

- Project Proposal: Fund Raising Campaign (any one)
- Case study: Practice of Social Welfare Administration in different settings.
- Project Report: Observe and evaluate the functioning of NGOs or Government Organizations (any one)

Essential Readings:

- Bhattacharya, S (2006) Social Work Administration & Development, New Delhi: Rawat Publications

- Goel, S.L. & Jain, R.K (1988).Social Welfare Administration, Vol. I and II. New Delhi: Deep Publication.
- Kaushik, A. (2012) Welfare and Development Administration in India, Global Vision.New Delhi: Publishing House. p.p.1-41,181-206.
- Kettner, P. M., Moroney, R. M., &Martin, L. L.(2017) Designing and Managing Programs: An Effectiveness based Approach (5th Ed.). Thousands Oaks, CA: Sage Publications
- Padaki, V. &Vaz, M.(2004)Management Development and Non-profit Organizations, New Delhi: Sage publications.
- Palekar, S.A.(2012) Development Administratio. New Delhi: PHI Publications
- Patti, R.J.(2008) The Handbook of Human Service Management.USA: Sage Publications
- Siddiqui, H.Y (1990).Social Welfare in India, New Delhi:Harnam Publications.

Suggested Readings:

- Chandra, S.(2001) Non-Governmental Organizations: Structure, Relevance and Function. New Delhi: Kanishka Publishers
- Goel& Kumar (2004) Administration and Management of NGOs, New Delhi : Deep and Deep publication.
- Naidu, S.P. (1996).Public Administration Concept and Theorie. New Delhi: New Age International Publishers.
- Norton. M. &Culshaw.M.(2000).Getting Started in Fund Raising.New Delhi: Sage Publications.
- Verma R.B.S. (2014). Introduction to Social Administration.Delhi: Shipra Publications, 1-42, 72-184,

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

DISCIPLINE SPECIFIC CORE COURSE – 14 (DSC-14): SOCIAL ACTION AND MOVEMENTS

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 ACTION AND MOVEMENTS DSC 14 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The Learning objectives of this course are as follows:

- To understand conceptual issues in defining social action and social movements.
- To learn various theoretical perspectives on social movements.
- To understand various conventional and contemporary approaches to social action and movements.

Learning outcomes

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

- Describe conceptual issues related with social action and movements
- Evaluate the approaches of social action and its relevance to social work profession
- Critically appraise various social movements and their impact on Indian social structure.

SYLLABUS OF DSC- 14

Unit I : Basic Concepts of Social Action and Social Movements 15 Hours

Unit Description: This unit will provide a conceptual understanding of meaning, goals and scope of social action and movements.

Subtopics:

- Concept, definitions, scope and relevance of social action
- Models of social action, Strategies, and skills for social action
- Social Movements: Concept, nature, component and stages.

Unit II: Social Work and Social Action 15 Hours

Unit Description: This unit will introduce students to the basic fundamentals of social action for various types of professional social work practice.

Subtopics:

- Critical Social Work practice: conscientisation and critical awareness
- Radical social work practice
- Structural Social Work practice

Unit III: Approaches of Social Action

15 Hours

Unit Description: This unit will focus on various approaches to social action. It will help students to develop a perspective and take an approach as suitable to the situation.

Subtopics:

- Anti-oppressive social work practice
- Paulo Friere and Saul Alinsky's contribution to Social Action
- Gandhian contribution to social action –Stages and tactics

Practical component

30 Hours

Unit IV: Interface between social movements and social work

Unit Description: This unit will focus on the application and practice-based approach where students will learn to integrate theory and practice of social action into real life situation.

Subtopics:

- Project report on any one of following movements : Feminist movement, J.P movement, Anti corruption movement, Water Movement in India.
- Project report on any one of the socially disadvantage groups: SC & ST, Dalits, indigenous movements, LGBTQIA+
- Project Report on any one of the environmental movements: Narmada Bachao Andolan , Tehri, Chipko Andolan

Essential Readings:

- Alinsky, S. (1989) Rules for Radicals: A Practical Primer for Realistic Radicals. New York : Vintage Books,.
- Bailey, R & Brake, M. (1975) Radical Social Work, London: Edward Arnold, pp 1-11, 53-61, 76-95.
- Freire, P (2005) Pedagogy of the Oppressed. New York : Continuum, pp 43-100 110
- Katherine van W., Laura K., & Cindy J. (2012) Confronting Oppression, Restoring Justice: From Policy Analysis to Social Action. USA: CSWE Press
- Khinduka S.K. & Coughlin, B. J (1975) A Conceptualisation of Social Action. The Social Review, 49(1), 1-14.
- Porta D.D. & Diani, M. (Eds) (2015). The Oxford Handbook of Social Movements. New York: Oxford University Press

- Shah, G. (2002) Social Movements and the State, New Delhi: Sage Publications.
- Siddiqui, H.Y. (1984). Social Work and Social Action. New Delhi: Harnam Publications.
- Singh, R. (2001) Social Movements, Old and New: A post- Modern Critique. New Delhi: Sage Publications.

Suggested Readings:

- Berger, S. & Nehring, H. (Eds.) (2017). The History of Social Movements in Global Perspective, A Survey. London: Palgrave Macmillan.
- Domeilli, L. (2002) Anti Oppressive Social Work ; Theory And Practice. Basingstoke, UK: Macmillan Publications.
- Laird, S. (2007) Anti Oppressive Social Work. London: Sage Publications.
- Lakshmana, C. & Srivastava, R. (1990), Social Action and Social Change. Delhi: Ajanta Publications.
- Langman, M. Lee, P (Eds) (1989) Radical Social Work. Boston: Unwin Hyman.
- Shabbir. M. (Eds) (2017). Ambedkar on law constitution and social justice. Jaipur: Rawat Publications .
- Singh A. (eds) (2019) Relevance of Dr Ambedkar in modern India. New Delhi: Century Publications.

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

DISCIPLINE SPECIFIC CORE COURSE– 15 (DSC-15): FIELD WORK PRACTICUM- V

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 | | |
| FIELD WORK PRACTICUM V DSC 12 | 4 | 0 | 0 | 4 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To learn to mobilize clients/beneficiaries to utilize the services provided by the agency and improve skills in communication and networking with other organizations.
- To coordinate the services provided by governmental and non-governmental organizations in meeting the additional needs of the clients/beneficiaries.
- To learn to apply theoretical base i.e. methods, principles, approaches, models, skills and techniques while working with individuals, families and groups.

Learning Outcomes:

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

- Mobilize clients/beneficiaries to create awareness about needs, problems, rights, responsibilities, etc.
- Coordinate the services provided by governmental and non-governmental organizations/institutions in meeting the felt needs of the clients/beneficiaries.
- Demonstrate sensitivity towards the issues related to social justice, human rights for marginalized groups in urban and rural settings and develop skills of writing effective field work records

SYLLABUS OF DSC-15

Practical component– 100% Field work (Direct field work: 120 hours)

Tasks/Activities:

1. Perform the assigned tasks during scheduled concurrent field work. The field work agency will remain the same in an academic year. Every student will be assigned a College supervisor for personalized learning and mentoring throughout the academic year.

2. Field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/ mentoring, group conference scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions. Direct field work hours have to be 120 hours in a semester.
3. Establish contact and develop rapport with the agency personnel & volunteers, individuals, families and groups and perform the assigned tasks during concurrent field work.
4. Work with individuals, families and groups along with volunteers, paraprofessionals/outreach workers in the agency and/or community and deal with cases (3-4), work with families (3-4) and form group/s.
5. Work with volunteers, para-professionals/outreach workers in the field work agency such as - non-governmental organisations (NGOs) or voluntary organisations (VOs) and governmental organisations (GOs); and/or community.
6. Student will perform the agency-based field work tasks assigned by the respective Agency Supervisor.
7. Regular reporting to all concerned persons (both at agency and college level) during scheduled field visits, meetings and supervisory/individual conferences to seek regular guidance. Minimum 80% of attendance is required in each components of field work.
8. Prepare daily report in prescribed format and submit to the college supervisor on weekly basis. Prepare learning plan, agency/community profile in a timely and appropriate manner to both the College and Agency Supervisor. Students will engage in 3 hours of report writing per week.
9. The students must get the reports checked during the scheduled Individual Conference (IC) with the college supervisor on weekly basis. Attend Group conferences (GC), prepare group conference paper in consultation with college supervisor, thus learning the roles of presenter, chairperson, and recorder. The individual mentoring (IC & GC) to students by the college supervisor will include 1 hour per week.
10. Attend skill development workshops in which the values, principles, methods, techniques, tools etc. are translated into practice skills, i.e. "learning by doing". The skill workshop will target: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice

- of counselling techniques; (vii) Practice of participative techniques; (viii) Communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.
11. Organize programme with organizations/community by using programme media and prepare a report on community dynamics including - demography, power structure, diversity/identity (gender, age, occupation, linguistic etc.). Mobilize community resources and develop network/linkages in implementation of programmes.
 12. Attending five-days 'Rural Camp' for exposure about the socio-economic, political, cultural situations and problems of rural life. The rural camp will be organized under the guidance of the faculty members. Attending rural camp is compulsory and performance of the students will counted towards the final award of marks in field work evaluation.
 13. The students are required to submit self-evaluation report in the prescribed format for term end examination. Field work practicum follows continuous evaluation by the supervisor.

Students shall invest 60 hours out of class/field for the purpose of writing report of the field work separately.

Essential Readings

- Bhanti, R. (1996). *Field Work in Social Work Perspective*. Udaipur: Hiamanshu Publications
- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd
- Dash, B.M. & Roy, S. (2020). *Field Work Training in Social Work*. London: Routledge
- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage.
- Garthwarf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.
- Roy, S. (2012). *Field Work in Social Work*. Jaipur: Rawat Publication
- Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.
- Singh, A.P. & Girotra, T. (2018). *Case Records in Social Work*. Lucknow, India: Rapid Book Service.
- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.
- Subhedar, I. S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.

Suggested Readings

- Verma, R.B.S. & Singh, A.P. (2013). *Standard Manual for Field Work Practicum in Social Work*. Lucknow, India: New Royal Book Company.
- Tsui, M. S. (2005). *Social Work Supervision: Contexts and Concepts*. New Delhi: Sage Publications.

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-9) : SOCIAL WORK RESPONSE TO SUBSTANCE

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 | | | |
| SOCIAL WORK RESPONSE TO SUBSTANCE ABUSE GE 9 | 4 | 3 | 1 | 0 | 12 th Pass | NIL | Social Work |

Learning Objectives

The learning objectives of this course are as follows:

- To build a basic understanding of the concept of substance abuse
- To understand the impact of substance abuse on individual and society
- To learn various programmes and legal measures to control substance abuse by government and non-government organizations.

Learning outcomes

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

- Evaluate the impact of substance abuse on health of individuals and society.
- Critically assess various programmes of government and Non Government Organization to prevent and control substance abuse.
- Critically appraise the functioning of drug de-addiction centres and role of social work profession.

SYLLABUS OF GE-9

Unit I: Understanding Substance Abuse**15 Hours**

Unit Description: This unit will describe various concepts related to substance abuse. The students will also learn about various theories and socio-cultural perspectives of addictive behaviour.

Subtopics:

- Substance abuse: Meaning, Definition and its causes
- Types of substance abuse and related risk factors
- Theories of addiction, social, cultural and psychological perspectives of addiction

Unit II: Psychoactive substances and impact**10 Hours**

Unit Description: To familiarize students with various psychoactive substances and their impact on physical, mental and social health of individuals and families.

Subtopics:

- Categories of psychoactive substances
- Impact of Substance abuse on Physical Health, Mental Health, Social relationship
- Crime and Substance abuse

Unit III: Policies, Programmes and Substance abuse**10 Hours**

Unit Description: This unit will describe various programmes and legislations to curb substance abuse in Indian context.

Subtopics:

- Prevention and control of substance abuse : Role of educational institutions, families, Government and Non-Government Organizations
- Drug De-addiction centres: functioning and approaches, Ways to say no to drugs, Alcohol Anonymous groups, peer support groups for recovery addicts
- Narcotic Drugs & Psychotropic substance Act 1985

Unit IV: Social Work Intervention in Substance Abuse**10 Hours**

Unit Description: This unit will introduce the role of social work profession in addressing the issues related to substance abuse.

Subtopics:

- Role of Social Worker in prevention and control of substance abuse: Individual, Group and Community level
- Cognitive and Dialectical behaviour theory
- Family practice and Group Work in the field of Addiction

Practical component (if any) - NIL

Essential readings

- Anthony. G., (2013): Social Work with Drug, Alcohol and Substance Misusers: SAGE Publications, Ltd
- Fitzgerald E.H. & Puttler I. L. (2018): Alcohol Use Disorders: A Developmental Science Approach to Etiology, New York: Oxford University Press.
- Korsmeyer, P et.al.(2008): Encyclopedia of Drugs, Alcohol and Addictive Behavior,MI: Macmillan Reference (Gale/Cengage) .
- Palmer. D. S., (2021) Social Work in Mental Health and Substance Abuse: Apple Academic Press

Suggested readings

- Madan,G.R.(1973): Indian Social Problems,Vol.1&2. Mumbai:Allied publication.
- Merton, R.K. (1971) Contemporary Social Problems, NewYork: Harcourt Brace Jovanovickand Nisbet.
- Zastrow, C (1999): Social Problems, Issues and Solution,Canada:Wadsworth Thomson, Learning Publication.
- WHO: <https://www.who.int/docs/default-source/substance-use/who-psa-93-10.pdf>

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

GENERIC ELECTIVES (GE-10):GLOBAL SOCIAL CONCERNS AND INTERNATIONAL 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/Practic e | | | |
| GLOBAL SOCIAL CONCERNS AND INTERNATIONAL SOCIAL WORK GE 10 | 4 | 3 | 1 | 0 | 12 th Pass | NIL | Social Work |

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the scenario of global social work.
- To learn about the functioning of major International social welfare organizations.
- To understand the various approaches and practice of social work at global level.

Learning Outcomes

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

- Identify contemporary social issues and concerns prevailing at global level
- Evaluate the role of various international organizations to enhance well-being of the people around the world.
- Critically appraise integrated social work practice approach in global context.

SYLLABUS OF GE-10

Unit-1: Contemporary Issues at Global Level

15 Hours

Unit Description: This unit will provide a conceptual understanding about the contemporary issues and concerns prevailing at global level.

Subtopics:

- Global spread of social work: origin, expansion and recent trends
- Global Issues: poverty, environment & climate change and pandemic
- Social Work with family issues and homeless people

Unit II: Empowering Approach to Social Work

10 Hours

Unit Description: This unit will introduce the students to the emerging approach to social work profession. This will also explain various elements, basic strategies, phases, functions, role and client system.

Subtopics:

- Elements and basic strategies of empowering approach
- Phases of empowering practice
- Social work functions and role in empowering process

Unit III: Integrated-Perspective Approach to Social Work

10 Hours

Unit Description: This unit will discuss the integrated-perspective approach to social work. This unit will also discuss about various viewpoints and social justice and human rights perspective.

Subtopics:

- Social Justice and Human Rights in Global perspective
- The Social System View, The Ecological Perspective and the Ecosystem View, Integrated perspective approach to social Work
- Comparison of contemporary social work practice in UK, USA and India

Unit IV: International Organizations of Social Work and Social Welfare

10 Hours

Unit Description: This unit will focus on the international organizations of social work and social welfare through which the students will learn about various international collaborations to enhance well-being and welfare of the people.

Subtopics:

- International organizations of social work: International Association of schools of Social Work (IASSW), International Federation of Social Workers (IFSW) and International Council on Social Welfare (ICSW)
- UN agencies and International NGOs: UNICEF, WHO, UNDP, Red Cross, YMCA/YWCA
- International-domestic practice interface and global interdependence of social work

Practical component (if any) – NIL

Essential Readings

- 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.
- Dubois, Brenda & Miley, Karla Krogsrud (1999): Social Work: An Empowering Profession. London: Allyn and Bacon.
- Elisabeth, R. (2003). Social Work and Human Rights: A Foundation for Policy and Practice. New York: Columbia University Press.
- Healy, L. (2008). International Social Work. New York: Oxford University Press.

- Hugman, R. (2010). *Understanding International Social Work: A Critical Analysis*. New York: Palgrave MacMillan.
- Lee, J.A. (2001). *The Empowerment Approach to Social Work Practice*. New York: Columbia University Press.

Suggested Readings

- Louise C. Johnson (1998): *Social Work Practice A Generalist Approach*, Allyn Bacon.
- Miley, Karla Krogsrud, O' Melia , Michael and Dubious, Brenda (1998): *Generalist Social Work Practice: An Empowering Approach*. London, Allyn Bacon.
- Singh, A. P. (2012): United Nations International Children's Fund (UNICEF): An Overview. *Encyclopedia of Social Work in India*. Third Edition. New Royal Book Company. Lucknow.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 7 (DSE-7): DISASTER MANAGEMENT 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 | | |
| DISASTER MANAGEMENT AND SOCIAL WORK DSE 7 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To learn the basic concept, typology and impact of disaster
- To understand the process of mitigation and management of disasters
- To acquire critical understanding of the disaster management policy and programmes in India.

Learning outcomes

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

- Apply the methods, values and ethics of social work profession in the field of disaster management.
- Critically appraise the national disaster management policy and programmes in India.
- Demonstrate skills and sensitivity to work with different organizations for disaster management.

SYLLABUS OF DSE- 7

Unit I : Basic Conceptual Framework

15 Hours

Unit Description: This unit will provide a conceptual understanding of various types of disasters and related impact on individuals and communities.

Subtopics:

- Basic concept: Disaster, Hazard, Risk, Vulnerability
- Types of disasters: natural (famine, drought, flood, cyclone, tsunami, earthquake) and manmade disasters (riots, industrial, militancy)

- Impact of disasters: Physical, Socio-economic, ecological, political and psychological

Unit II: Disaster Management in Different Phases

15 Hours

Unit Description: This unit will introduce the students to the different phases of disaster management. This will also help students to learn about post disaster measures in reconstruction, rehabilitation and recovery.

Subtopics:

- Pre-disaster: Prevention, mitigation and preparedness
- During disaster: search, rescue, evacuation, relief mobilization and management
- Post-disaster: Reconstruction, rehabilitation and recovery

Unit III: Disaster Management Policy and Programmes

15 Hours

Unit Description: This unit will help to learn about the different policies and programmes for prevention. It also cover the different guidelines set up at National and International level.

Subtopics:

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

Practical component

30 Hours

Unit IV: Social Work Intervention in Emergencies and Disaster

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

Subtopics:

- Project Report/Case Study: Social Work Intervention: Contingency planning, fund raising, mobilization, management of human resource, relief material procurement, crisis management, rapid health assessment, emergency health management, livelihood security and social justice concerns.
- Project Report/Case Study: Community based disaster preparedness (CBOP) and managements (CBDM)
- Project Report/Case Study: Post-disaster trauma care and counselling including grief counselling

Essential readings

- Abarquez, I., & Murshed, Z. (2004). Community-Based Disaster Risk Management: Field Practitioners' Handbook. New Delhi: Asian Disaster Preparedness Center.
- Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (2004). At risk: Natural hazards, people's Vulnerability and Disaster. London: Routledge.

- Carter, I. (2002). Preparing for disaster, PILLARS Guide. UK: Tearfund.
- Carter, I. (2003). Mobilising the community, PILLARS Guide. UK: Tearfund.
- Department of Social Work. Monograph: University for Development and integrated Learning (UDAI-I) 2003 and (UDAI-II) Sahyatri. University of Delhi: Department of Social Work. 2010
- Jamshed Ji Tata Centre for Disaster Management Working Papers series 2007-2009, Tata Institute of Social Sciences, Mumbai.
- Joint Assistance Centre. (1980). Natural Disaster, New Delhi: AdhyatmaSadhana Kendra.
- Maskrey, A. (1989). Disaster Mitigation: A Community Based Approach, Oxford: Oxfarm.
- Miller J. L. (2012) Psycho Social Capacity Building in Response to Disasters, Columbia University Press, New York.
- Ministry of Home Affairs, Government of India, (2011) United Nation Development Programmes, Disaster Management in India.

Suggested Readings:

- Mohan, M., Clarke, C. (1992). Disaster Prevention for Sustainable Development, Economic and Policy Issues. Geneva: World Bank
- Parasuraman, S. and Unnikrishnan, P.V. (2000). India Disasters Report: Towards Policy Initiative, New Delhi: Oxford University Press.
- Shaw R. Krishnamurthy, R.R. (2009) Disaster Management –Global Challenges and local Solutions, University Press, Hyderabad
- Singh, Atul Pratap (2013). Community Based Disaster Management: An Initiative of Social Work Professionals in Bihar Fflood, 2008. In Mishra, A., & Singh, A. K. (eds.). New Dimensions of Disaster Management in India. Vol. II. New Delhi: Serials Publications.
- Singh, R.B. (ed.). (2000). Disaster Management, New Delhi: Rawat Publications.
- Siporin, M. (1966). The experience of aiding the victims of Hurricane Betsy social service review, vol. 10. • Tata Institute of Social Sciences. (2002). Special Volume on Disaster Management, Indian Journal of Social Work, Vol.63, Issue 2, April.
- United Nation Development Programmes- India & international recovery Platform (IRP), 2010 Guidance Note on recovery : Psycho Social

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 8 (DSE-5): SOCIAL LEGISLATIONS AND HUMAN RIGHTS

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 LEGISLATIONS AND HUMAN RIGHTS DSE 8 | 4 | 3 | 0 | 1 | 12th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To develop insight into social legislations related to weaker sections and marginalised groups
- To learn about various constitutional and legal measures to safeguard the rights of different groups in Indian context
- To understand the relevance of social legislations to safeguard the human rights of the people

Learning outcomes

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

- Critically evaluate various social legislations related to different social groups
- Critically appraise constitutional provisions and other legal measures safeguarding rights of the people in Indian context
- Identify and evaluate various civil society initiatives for safeguarding human rights

SYLLABUS OF DSE- 8

Unit I: Social Legislations in India

15 Hours

Unit Description: This unit will discuss the nature, scope and impact of social legislations. The unit will also discuss various social legislations related to weaker sections and marginalised groups.

Subtopics:

- Social Legislations: Nature, scope and impact
- Social Legislations for Women, Children, Elderly, differently abled, Marginalized Groups (SC, ST, OBC & Minorities)
- Social legislations related to family (Marriage, succession and adoption)

Unit- II: Indian Legal System

15 Hours

Unit Description: This unit will introduce basic concepts of law and society. This unit will also discuss various constitutional and legal measures to safeguard human rights in India.

Subtopics:

- Law, Society and Social Change
- Constitution of India: The Preamble, Fundamental Rights, Fundamental Duties and the Directive Principles of state policy
- Salient provisions in the Indian Penal Code (IPC) related to crime against women, children and other weaker sections

Unit III: Understanding Human Rights

15 Hours

Unit Description: This unit will introduce the concept and historical development of human rights. The will also discuss international declarations and various covenants on human rights.

- Human rights: Concept, three generations of human rights, Historical development of Human Rights
- The Universal Declaration of Human Rights 1948
- UN Conventions and International covenants: International Covenants on Civil and Political Rights, International Covenant on Economic, Social, and Cultural Rights

Practical component

30 Hours

Unit IV: Human Rights movements and instruments

Unit Description: This unit will focus on human rights movements and civil societies in India. This will also analyse statutory provisions on human rights in India.

Subtopics:

- Project report/ case study: Human rights movements in India: Initiatives of Civil Society, relation between social legislations and human right issues

- Project report/ observation visit report: Statutory Provisions- National Human Rights Commission, Protection of Human Rights Act
- Project report/ case study: Human right Instruments- Public Interest Litigation and Right to Information Act

Essential readings

- Bakshi, P.M., (2007) Constitution of India. Delhi: Universal Law Publishing House
- Baxi, U.(1988)Law and Poverty – Critical essay, Bombay, M.N. Tripathi PVT. Ltd.
- Carr, H. & Goosey, D. (2017).Law for Social Workers. Oxford: Oxford University Press.
- Gangrade, K.D.(2011).Social Legislation in India. Delhi: Concept Publishing Company
- Ife, J.(2001).Human Rights and Social Work: Towards Rights-based Practice. UK: Cambridge University Press.
- Reichert, E.(2003). Social work and Human Rights: A Foundation for Policy and Practice. Jaipur & New Delhi : Rawat Publication.
- Singh, A. K. (2014).Human Rights and Social Justice. India VL Media Solutions.
- Teltumbde, A.(2017).Dalit: Past, Present & Future, London: Routledge.
- Tripathy, R.N.(2019).Human Rights Gender and Environment. New Delhi: MKM Publishers pvt. Ltd

Suggested readings

- Bare Act (2016) The Protection of women from Domestic Violence Act 2005, Delhi, Universal Publishing
- Bare Act. (2016) The Maintenance and Welfare of Parents and Senior Citizens Act 2007. Delhi: Universal Law Publishing.
- Bare Act. (2016) The scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989. Delhi: Universal Law Publishing.
- Bare Act.(2015) The Juvenile Justice: Care and Protection of Child Act 2015 (J-1). Delhi: Universal Law Publishing.
- Bare Act.(2016) Muslim Laws. Delhi: Universal Law Publishing.

- Bare Act.(2016) The Dowry Prohibition Act, 1961. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Hindu Adoption and Maintenance Act, 1956. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Hindu Marriage Act, 1955. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Immoral Traffic (Prevention) Act 1956. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Indecent Representation of Women (Prohibition) Act, 1986. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Protection of Children from Sexual Offences Act, 2012. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Protection of Civil Rights Act, 1955. Delhi: Universal Law Publishing.
- Bare Act.(2016) The Right to Information Act, 2005. Delhi: Universal Law Publishing.
- Bare Act.(2018) The Rights of the Persons with Disabilities Act 2016. Delhi: Universal Law Publishing.
- Bare Act.(2018) The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013. Delhi: Universal Law Publishing.
- Kohli, A.S. (2004).Human Rights and Social Work Issues -Challenges and response. New Delhi: Kanishka Publishers Distributors.
- Mallicot, S. L.(2012).Women & Crime. New Delhi: Sage Publication.
- Mathew, P.D. (1995).Family Court. New Delhi: Indian Social Institute.
- Mathew, P.D. (1998)Public Interest Litigation. New Delhi: Indian Social Institute,
- Nirmal C.J.(1999).Human rights in India –Historical, Social and Political Perspectives. Delhi: Oxford University Press.
- Stammers N.(2004).Human Rights and Social Movements. London & New York: Pluto 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 – 9 (DSE-9): DISABILITY 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 | | |
| DISABILITY AND SOCIAL WORK DSE 9 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To understand the concept of disability, needs and challenges of persons with disability (PWDs)
- To familiarize students with the functioning of various government and non-government organisations working with PWDs
- To develop understanding of various approaches, strategies and models for working with PWDs and promoting an inclusive society

Learning outcomes

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

- Describe the concept, types and the causes of disability and develop skills to analyse the issues of PWDs
- Critically appraise different international, government, civil society initiatives for PWDs
- Demonstrate sensitivity and required skills for working with persons with disability.

SYLLABUS OF DSE- 9

Unit I: Understanding Disability

15 Hours

Unit Description: The students will learn about various types of disability and be sensitized to the needs and concerns of persons with disability (PWD).

Subtopics:

- Disability, Impairment, Handicap: Concept, Meaning, magnitude and Causes
- Categories of persons with disability - physical, sensory, neurological/mental, blood related disorders and multiple disability
- Genesis and development of categorization of PWDs, Needs and challenges of persons with disability

Unit II: Models and programmes for PwDs

15 Hours

Unit Description: This unit will introduce various models of disability and programmes for the benefit of PWDs. The learners will understand the process of inclusion through affirmative actions of persons with disability as a stakeholder in the development process.

Subtopics:

- Models of Disability: Biomedical, cultural, empowerment, moral, charity, economic, social, diversity
- Assistance to Disabled persons for purchasing / fitting of aids/appliances (ADIP) Scheme, Rehabilitation Centres, District primary education programme, Sarv Shiksha Abhiyan, Inclusive education and Higher education Service delivery: Disability certification, pension, travel concessions, employment/entrepreneurship for PWDs
- Equal opportunity cells: Roles, functions, barrier free physical infrastructures in institutions and public places

Unit III: Mainstreaming Disability

15 Hours

Unit Description: Students will learn about national and international measures towards mainstreaming persons with disability and developing inclusive societies.

Subtopics:

- UN Convention on the Rights of Persons with Disabilities,
- Rights of the persons with Disability Act (RPWD Act)2016, Rehabilitation Council Act 1992, The Mental Health Act 2017
- Constitutional Provisions, Legal Jurisprudence and relevant judgements to ensure the Rights of Persons with Disabilities

Practical component

30 Hours

Unit IV: Disability and Social Work Profession

Unit Description: This unit will focus on the relevance of social work profession for the empowerment of persons with disabilities. The students will be introduced to the government departments and civil society organizations working with PWDs.

Subtopics:

- Project report: Principles, ethics and practice of rehabilitation (Social, Economic and Community based), Role of a Social worker in various settings related to disabilities, Formation of alliances, networks and advocacy groups of PWDs
- Project Report/ Observation visit report: Government Institutions: Department of Empowerment of Persons with Disability (Divyangjan), Ministry of Social Justice & Empowerment, The National Trust, National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD), Pt. Deendayal Upadhyaya National Institute for Persons with Physical Disabilities (PDUNIPPD), National Institute for Locomotor Disabilities (NILD), Indian Sign Language, Research & Training Centre (ISLRTC)
- Case Study: Civil Society Organizations for PWDs: Functions, programmes and Challenges

Essential readings

- Albrecht, G.L., Seelman, K.D., & Bury, M (2001). Handbook of Disability Studies. California: Sage Publications
- Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001). Handbook of Disability Studies. California: Sage Publications.
- Chavan, B.S., Ahmad, W., Gupta, R.K. (2022): Comprehensive Textbook on Disability. Jaypee Brothers Medical Publishers; New Delhi, India.
- Kundu C.L (ed) (2003).Disability status India, New Delhi, Rehabilitation Council of India.
- Oliver, M., & Sapey, B. (eds.) (1998).Social Work with Disabled People. London: Palgrave Macmillan.
- Puri, M. & Abraham, G. (eds.) (2004). Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.
- Sen, A. (1988).Psycho-Social Integration of the Handicapped: A Challenge for Society. New Delhi: Mittal Publishers.

Suggested readings

- Addlakha, R. (2020). *Disability Studies in India*. Routledge India.
- Batra, S. (2004). Rehabilitation of the Disabled: Involvement of Social Work Professionals. New Delhi: RCI

- GOI (2018).The Rights of the Persons with Disabilities Act, BARE ACT 2016.
- GOI (2022): Ministry of Social Justice and Empowerment. National Institutes | Department of Empowerment of Persons with Disabilities | MSJE | Government of India (disabilityaffairs.gov.in)
- Karna, G.N.(1999).United Nations and the Rights of Disabled Persons: A Study In Indian Perspective. New Delhi: APH Publishing Corporation.
- The World Bank (2007). Disability in India: From Commitments to Outcomes. Available on People with disabilities in India: from commitments to outcomes (worldbank.org)
- World Health Organization (2011). World Report on Disability. Available on https://www.who.int/disabilities/world_report/2011/report.pdf

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

SEMESTER- VI

DEPARTMENT OF Social Work

Category I

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

DISCIPLINE SPECIFIC CORE COURSE -16 (DSC-16) – : SOCIAL POLICY AND DEVELOPMENT

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 | | |
| SOCIAL POLICY AND DEVELOPMENT DSC 16 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

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

Learning outcomes

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

- Describe various concepts related to social policy and social planning
- Enumerate factors related to social and human development
- Apply the knowledge of various concepts of social policy and development in field practice.

SYLLABUS OF DSC-16

Unit I : Understanding Social Policy

15 Hours

Unit Description: This unit will provide a conceptual understanding, significance and principles of social policy. It will also cover legislative framework contributing to social policy in India.

Subtopics:

- Social policy: Concept, significance and process
- Principles and models of social policy
- Social Policy and Indian Constitution: Fundamental Rights, Fundamental Duties and Directive Principles of State Policy(DPSP).

Unit II: Social Planning

15 Hours

Unit Description: This unit will introduce the students to the basic concept of social planning. This will enhance the knowledge of the students to learn various aspects related to social planning.

Subtopics:

- Social Planning: Concept, scope, principles and types
- Inter-relationship between social policy, planning and development
- Planning Commission, Niti Aayog and social planning in India

Unit III: Introduction to Social and Human Development

15 Hours

Unit Description: This unit will help to learn about the concept of social development and other factors contributing to human development.

Subtopics:

- Social Development: concept, dimensions, prerequisites, strategies, indicators and models of Development (capitalism, socialism and mixed economy)
- Factors of Development: Economic, social, cultural, political, sustainable development, MDGs and SDGs
- Human Development: Concept, definitions, objectives and Human Development Index (HDI) by UNDP

Practical component

30 Hours

Unit IV: Application of social policy in social work

Unit Description: This unit will focus on various aspects of practical and field experiences with respect to formulation and implementation of social policy.

Subtopics:

- Process of social policy formulation: case study/report based on experiential sharing by NGOs professionals/bureaucrats
- Project work: specific programmes and schemes related to any one social policy
- Case study related to implementation of social policy (any one)

Essential Readings

- Alcock, P. Haux, T., May, M.& Wright, S. (2016). *The Student's Companion to Social Policy. (5th Ed.)*. Oxford: Blackwell /Social Policy Association

- Bhartiya, A.K. & Singh, D.K. (2009). *Social Policy in India*. Lucknow : New Royal Book Company.
- Booth, D. (1994). *Rethinking Social Development*. London :Longman.
- Datt, G. & Mahajan, A. (2020). *Indian Economy (73rd edition)*. New Delhi: S Chand & Co Ltd
- Gore, M.S. (1973). *Aspects of Social Development*. Bombay: TISS.
- Kulkarni, P.D. & Nanavatty, M.C. (1997). *Social Issues in Development*. Delhi: Uppal Publications.
- Livingstone, A.(2011). *Social Policy in Developing countries*. UK: Routledge.
- McMichael, Philip. (2012). *Development and Social Change: A Global Perspective (5th Edition)*. Thousand Oaks, CA: Sage Publications Inc.
- Midgley, J. & Livermore M. (2009). *The handbook of Social Policy*. USA: Sage Publications.
- Midgley, J. (2014). *Social Development: Theory and Practice*. Thousand Oaks, CA: Sage Publications.
- Miles, I. (1985). *Social Indicators for Human Development*. London: Frances Pinter.
- Pathak, S.H. (2013). *Social Policy, Social Welfare and Social Development*. Bangalore: Niruta Publishers
- Titmuss, R. (1974). *Social Policy*. London: Routledge

Suggested Readings

- Drez, J. & Sen, A. (2007). *Indian Development*. New Delhi: Oxford University Press.
- Ghai, D. (2000). *Social Development and Public Policy: A Study of Some Successful Experiences*. Geneva: UNRISD.
- Larrain, J. (2013). *Theories of Development: Capitalism, Colonialism and Dependency*. John Willey and Sons
- Peet, R. & Hartwick, E. (2015). *Theories of development: Contentions, arguments, alternatives*. NY, London: Guilford Publications
- Sikka, P. (2012). *Planning in India: Scientific Developments with National Five-Year Plans*. New Delhi: Uppal Publishing House.
- Sinha, R.K.& Das, D.K. (2000). *Development Paradigms: Indian Development Experience*. New Delhi:Deep and Deep Publishers.

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

DISCIPLINE SPECIFIC CORE COURSE – 17 (DSC-17): UNDERSTANDING RESEARCH IN 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 | | |
| UNDERSTANDING RESEARCH IN SOCIAL WORK DSC 17 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To familiarize students with the nature of social science research and its application in the study of social phenomena.
- To help students learn the research process and develop abilities to prepare research design.
- To learn the process of data collection, organization, presentation, analysis and report writing.

Learning outcomes

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

- Describe the basic steps involved in research process.
- Identify the process involved in tools designing and their implementation for data collection
- Demonstrate skills in drafting research proposal.

SYLLABUS OF DSC- 17

Unit I : Research as Scientific Method

15 Hours

Unit Description: This unit will introduce students to the basics of research in social sciences, its principles and ethics in research.

Subtopics:

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

Unit II: Research Process

15 Hours

Unit Description: This unit will focus on introducing the students with formulating research problem and hypothesis as well as types of research designs.

Subtopics:

- Formulation of research problem, Review of literature, Hypotheses: concept, meaning and process of formulation, Referencing and report writing,
- Research design: exploratory, descriptive, experimental
- Concept of universe, sample, sampling unit and source list, Types of sampling framework – Probability and non-probability

Unit III: Data collection and management

15 Hours

Unit Description: This unit will help students to know about the data collection tools and statistical method to analyse the data.

Subtopics:

- Sources of data (primary and secondary), Methods of data collection(interview, observation, case study and focus group discussion)
- Tools of data collection- interview schedule, interview guide, questionnaire, observation guide, FGD guideline.
- Science of statistics- concept, definition, functions and limitations, Descriptive statistics – measures of central tendency (mean, median, mode), Descriptive Analysis : Measures of dispersion (range, mean deviation, standard deviation, coefficient of variation)

Practical component

30 Hours

Unit IV: Application of Research methods

Unit Description: This unit will focus on practical and hands on experience in the development of research tools, data collection and management.

Subtopics:

- Project work: development of any one tool of data collection
- Project work: Proposal formulation, tool administration and data collection
- Project Work: Data editing, classification, presentation and Analysis

Essential readings

- Bordens, K. S.& Abbott, B. B.(2018): *Research Design and Methods: A Process Approach, 10th ed.* New York: McGraw-Hill.
- Bryman, A.(2012): *Social Research Methods, 4th ed.* New Delhi: Oxford.
- Crano, W. D.,Brewer, M. B. & Lac, A. (2015).*Principles and Methods of Social Research, 3rd ed.* New Delhi: Routledge.
- Gaur, A.S.& Gaur, S.S. (2006). *Statistical Methods for practice and research- a guide to data analysis using SPSS.* New Delhi:Response Books.
- Goode, W. J. & Hatt, P. K. (1952). *Methods in social research.* New York: McGraw Hills.
- Rubin, A., & Babbie, E. (2011). *Research methods for social work.* Pacific Grove, CA: Brooks

Suggested Readings

- Ahuja,R. (2008). *Research methods,* Jaipur: Rawat Publications.
- Gupta, S.C. (2012).*Fundamentals of Statistics, 7th* revised ed. New Delhi : Himalaya Publishing House.
- Gupta, S.P. (2012). *Statistical methods*(2nd ed.). New Delhi: Sultan Chand & Sons.
- Hardwick, L. Smith, R. & Worsley, A.(2016). *Innovations in Social Work Research: Using Methods Creatively.* London: Jessica Kingsley.
- Kothari C. R. (2009). *Research methodology: methods & techniques* (2nd ed.).New Delhi: New Age International Publishers.
- Kumar, R. (2006). *Research methodology* (2nd ed.). New Delhi: Pearson Education.
- Laldas, D. K., 2000. *Practice of Social Research.* Jaipur: Rawat Publication.
- Singleton ,R. A., & Straits,B. C. (1999). *Approaches to social research.* New York: Oxford University Press.

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

DISCIPLINE SPECIFIC CORE COURSE– 18 (DSC-18): FIELD WORK PRACTICUM- VI

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 | | |
| FIELD WORK PRACTICUM VI DSC 18 | 4 | 0 | 0 | 4 | 12 th Pass | NIL |

Learning Objectives:

The learning objectives of this course are as follows:

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

Learning Outcomes:

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

- Perform assigned tasks in order to imbibe core competencies required for an efficient social work practitioner.
- Engage in meaningful discussions during supervisory conferences/interactions.
- Develop an ability to narrate the learning experiences, assessment of services and resources and participate in service delivery.
- Imbibe the ethics and values of Social Work profession including attributes for the same.

SYLLABUS OF DSC-18

Practical component– 100% Field work (Direct field work: 120 hours)

Tasks/Activities:

- 1.The field work agency will remain the same in an academic year. Every student will be assigned a College supervisor for personalized learning and mentoring throughout the academic year.
- 2.Student will perform the agency-based field work tasks assigned by the respective Agency Supervisor.
- 3.Field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/ mentoring, group conference scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops,

seminars and skill-oriented sessions. Direct field work hours have to be 120 hours in a semester.

4. Establish contact and develop rapport with the agency personnel & volunteers, individuals, families and groups and perform the assigned tasks during concurrent field work.
5. Perform the assigned tasks during scheduled concurrent field work.
6. Work with individuals, families and groups along with volunteers, paraprofessionals/outreach workers in the agency and/or community and deal with cases (2-3), work with families (3-4) and form group/s.
7. Work with volunteers, para-professionals/outreach workers in the field work agency such as - non-governmental organisations (NGOs) or voluntary organisations (VOs) and governmental organisations (GOs); and/or community.
8. Organize programme with them by using programme media and prepare a report on community dynamics including - demography, power structure, diversity/identity (gender, age, occupation, linguistic etc.).
9. Regular reporting to all concerned persons (both at agency and college level) during scheduled field visits, meetings and supervisory/individual conferences to seek regular guidance. Minimum 80% of attendance is required in each components of field work.
10. Prepare learning plan, agency/community profile in a timely and appropriate manner to both the College and Agency Supervisor. Students will engage in 3 hours of report writing per week.
11. Make use of practice-learning instructions given by the agency and college supervisor and mobilize resources and develop network.
12. Prepare field work reports in prescribed format and submit to the college supervisor on weekly basis.
13. The students must get the reports checked during the scheduled Individual Conference (IC) with the college supervisor on weekly basis. Attend Group conferences (GC), prepare group conference paper in consultation with college supervisor, thus learning the roles of presenter, chairperson, and recorder. The individual mentoring (IC & GC) to students by the college supervisor will include 1 hour per week.
14. Attend skill development workshops in which the values, principles, methods, techniques, tools etc. are translated into practice skills, i.e. "learning by doing". The skill workshop will target: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counselling techniques; (vii) Practice of participative techniques; (viii) Communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.
15. The students are required to submit self-evaluation report in the prescribed format for term end examination. Field work practicum follows continuous evaluation by the supervisor.

Students shall invest 60 hours out of class/field for the purpose of writing report of the field work separately.

Essential Readings

- Bhanti, R. (1996). *Field Work in Social Work Perspective*. Udaipur: Hiamanshu Publications
- Brown, S.C. & Gloyne, E.R. (1966). *The Field Training of Social Workers: A Survey*. London: George Allen and Unwin Ltd
- Dash, B.M. & Roy, S. (2020). *Field Work Training in Social Work*. London: Routledge
- Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*. Thousand Oaks, CA: Sage.
- Garthwarf, E. (2005). *The Social Work Practicum*. Boston: Pearson Education.
- Roy, S. (2012). *Field Work in Social Work*. Jaipur: Rawat Publication
- Singh, R. R. (1985). *Field Work in Social Work Education*. New Delhi: Concept Publishing Company.
- Singh, A.P. & Girotra, T. (2018). *Case Records in Social Work*. Lucknow, India: Rapid Book Service.
- Singh, A.P. (2017). *Strengthening Field Work in Social Work Education*. Lucknow, India: Rapid Book Service.
- Subhedar, I. S. (2001). *Field Work Training in Social Work*. New Delhi: Rawat Publications.

Suggested Readings

- Verma, R.B.S. & Singh, A.P. (2013). *Standard Manual for Field Work Practicum in Social Work*. Lucknow, India: New Royal Book Company.
- Tsui, M. S. (2005). *Social Work Supervision: Contexts and Concepts*. New Delhi: Sage Publications.

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-11):SOCIAL WORK WITH FAMILIES

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 | | | |
| SOCIAL WORK WITH FAMILIES GE 11 | 4 | 3 | 1 | 0 | 12 th Pass | NIL | Social Work |

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand families as social systems and factors affecting family functioning
- To understand the government and non-government efforts for the welfare of the families
- To sharpen the skills, techniques, knowledge and therapies required for working with the families

Learning outcomes

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

- Describe concepts of family structure, issues and challenges in contemporary context
- Critically appraise the policies, programmes and services related to family
- Apply the skills, techniques and therapies of social work profession while working with families

SYLLABUS OF GE-11

Unit I: Understanding Family

15 Hours

Unit Description: This unit will provide a conceptual understanding of family as an institution and its importance in society.

Subtopics:

- Family– Concept, Definition, types of families, Social functions of families
- Changing structure and functioning of family system
- Impact of urbanization on Family

Unit II: Understanding Family Issues and Concerns

10 Hours

Unit Description: This unit will focus on the concept of marriage, relationships and issues faced by families in contemporary context.

Subtopics:

- Stress and change over the family life cycle: Marital problems, Work and family stresses
- Divorce, Remarriage and live-in-relationships, Family violence, Abuse and neglect
- Dealing with children, adolescents, coping with ageing, Drug and Alcohol abuse,

Unit III: Family Welfare and Services

10 Hours

Unit Description: This unit will provide an understanding of strengthening family system through various government and non-government initiatives.

Subtopics:

- Family Management- nature, principles and family budgeting
- Family Welfare Policy and Programmes
- Family Life Education – objectives, process, method, pre-marital counselling

Unit IV: Social Work intervention with families

10 Hours

Unit Description: This unit will introduce the social work intervention to handle family issues and concerns. This will enhance the competency of the students to learn about family counselling skills and family therapies.

Subtopics:

- Skills and techniques of working with families
- Ecological approach, system approach to family needs assessment and interventions
- Family counselling and family therapy

Practical component (if any) - NIL

Essential readings

- Charles H. Zastrow. (2009) Social Work with Groups, New Delhi: Cenage Learning India Pvt.Ltd
- Davies, M. (2012). Social work with children and families, UK: Palgrave Macmillan

- Maluccio, A.N., Pine, B.A. & Tracy, E.M. (2002). *Social Work Practice with Families and Children*, New York: Columbia University Press.
- McClennen, J.C. (2010) *Social work & family violence: theories, assessment and intervention*. New York: Springer Publishing Company
- M. Haralambus & R.M. Heald, (2009) *Sociology Themes and Perspectives*. Oxford University Press
- Patricia, M. & Hook, V. (2016). *Social Work Practice with Families: A Resiliency based Approach*. UK: Oxford University Press
- Tata Institute of Social Sciences. (1994). *Enhancing the Role of Family as an Agency for Social and Economic Development*. Mumbai: Unit for Family Studies, TISS.
- Unwin, P. & Hogg, R. (2012). *Effective Social Work with Children and Families: A Skills Handbook*. London: Sage Publication.
- Williams, L. Edward, T.M., Patterson, J. & Chamow, L. (2014). *Essential assessment skills for couple & family therapists*. New York: Guilford Press.

Suggested readings

- Boss, P.G., Doherty, W.J., LaRossa, R., Schumm, W.R., & Steinmetz, S.K. (2009). *Source Book of Family Theories and Methods: A Contextual Approach*. New York: Springer.
- Kumari, V. & Brooks, S.L. (2004). *Creative Child Advocacy – Global Perspectives*, New Delhi: Sage Publications
- Patrick, C.M. (2005) *Families and Change (3rd Edition) Coping with Stressful Events and Transitions*. London: Sage Publications.
- Petr, C.G. (2004). *Social Work with Children and Their Families: Pragmatic Foundations (2nd ed.)*, New York: Oxford University Press.

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

GENERIC ELECTIVES (GE-12):EMERGING AREAS OF 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 |
|--|---------|-----------------------------------|----------|---------------------|-----------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| EMERGING AREAS OF SOCIAL WORK PRACTICE GE 12 | 4 | 3 | 1 | 0 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To learn the issues and challenges faced by individuals and communities in contemporary context
- To learn the specific skills for working in various settings namely health, CSR, Environment and disability
- To understand the role of social work profession in addressing the contemporary concerns in emerging settings

Learning outcomes

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

- Describe the issues and challenges faced by individuals and communities in contemporary context
- Demonstrate specific skills required for working with various settings namely health, CSR, Environment and disability
- Critically appraise the social work interventions for working with emerging social work areas

SYLLABUS OF GE-12

Unit I : Health and social work

15 Hours

Unit Description: This unit will provide a conceptual understanding of health. This will also focus on emerging health issues and approaches of social work in health setting.

Subtopics:

- Meaning and definition of health (Physical and mental health), Social work in pandemic time, Pollution and health concerns
- Lifestyle diseases: communicable and non-communicable (HIV/AIDS, T.B., Cancer, diabetes, obesity, PCOD)
- Field of gerontology and chronic illness: Needs of older persons, physical and mental concerns of older persons, Palliative and hospice care,

Unit II: Social Work and Corporate Social Responsibility (CSR)

10 hours

Unit Description: This unit will introduce concept of CSR and industry participation in development.

Subtopics:

- Corporate Social Responsibility (CSR), case studies of CSR in India.
- Prevention of human exploitation in industries, concept of welfare in capitalist order, labour issues and trade unions
- Critical reflection on inequality and poverty in capitalist system, Resistance against exploitation of MNCs and corporates

Unit III: Environmental social work

10 Hours

Unit Description: This unit will introduce definition and components of environment and various environmental issues and the role of civil society organisations in environment conservation.

Subtopics:

- Environment: Definition and components, Global and local environmental issues, concept of Green social work
- Sustainable Development: Concept, potentialities and challenges, sustainable development and technology.
- Environmental movements and Role of civil society organisations in environment conservation. case studies: NBA, Chipko movement, Niyamgiri movement, Plachimada Strike against MNC.

Unit IV: Disability and Social Work

10 Hours

Unit Description: This unit will focus on concerns of people with disabilities. This will also cover various programmes for rehabilitation and mainstreaming of PWDs.

Subtopics:

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

Practical component (if any) - NIL

Essential readings

- Agarwal, B. (2015). Gender and green governance: the political economy of women's presence within and beyond community forestry. Oxford: Oxford University Press.
- Albrecht, G.L., Seelman, K.D., & Bury, M (2001). Handbook of Disability Studies. California: Sage Publications
- Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001).Handbook of Disability Studies. California: Sage Publications.
- Bare Act.(2018) The Rights of the Persons with Disabilities Act 2016. Delhi: Universal Law Publishing.
- Berkman, B. (2006).Handbook of Social Work in Health and Aging.New York: Oxford University Press.
- Carter, N. (2007).The Politics of the Environment: Ideas, Activism, Policies (2nd edition).London: Cambridge University Press.
- Chauhan, D. (1997). Health care in India: A profile. Mumbai: Foundation for Research in Community Health.
- Corrigan, P., & Leonard, P. (1978). Social work practice under capitalism: A Marxist approach. Springer.
- Crane, A., McWilliams, A., Matten, D., Moon, J., & Siegel, D. S. (Eds.). (2008). The Oxford handbook of corporate social responsibility. OUP Oxford.
- Dhooper, S. S. (1997).Social work in Health Care in the 21st Century. Thousand Oaks, CA.: Sage Publications.
- Dominelli, L. (2012). Green Social Work –From Environmental Crises to Environmental Justice. Cambridge: Polity Press.
- Fort Cowles, L. A. (2000).Social Work in the Health Field: A Care Perspective. Binghamton, NY: The Haworth Press.

- Gadgil, M. & Guha, R. (1995). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London: Routledge.
- Gehlert, S. (2012). *Hand Book of health Social Work*, New Jersey: John Wiley & Sons.
- Grey, M., Coates, J., & Hetherington, T. (2013). *Environmental Social Work*. New York: Routledge.
- Guha, R., & Alier, J. (1997). *Varieties of environmentalism: essays north and south*. New York: Routledge.
- Harvey, D. (2005). From globalization to the new imperialism. *Critical globalization studies*, 91, 100.
- Ife, J.(2001).*Human Rights and Social Work: Towards Rights-based Practice*. UK: Cambridge University Press.
- Joseph, E. S. (2002). *Globalization and its discontents*.
- Kohli, A.S. (2004).*Human Rights and Social Work Issues -Challenges and response*. New Delhi: Kanishka Publishers Distributors.
- Kundu C.L (ed) (2003).*Disability status India*, New Delhi, Rehabilitation Council of India.
- Oliver, M., & Sapey, B. (eds.) (1998).*Social Work with Disabled People*. London: Palgrave Macmillan.
- Park, K.(2006). *Preventive and Social Medicine*. Jabalpur, India: Banarasi Das Bhanot Publishers.
- Ramachandras, L. (1990).*Health Education: A New Approach*. New Delhi:Vikas Publishing House Pvt. Ltd.
- Rangarajan, M. (2006). *Environmental issues in India*. New Delhi: Pearsons
- Reichert, E.(2003). *Social work and Human Rights: A Foundation for Policy and Practice*. Jaipur & New Delhi: Rawat Publication.
- Reisch, M., & Jani, J. S. (2012). The new politics of social work practice: Understanding context to promote change. *The British Journal of Social Work*, 42(6), 1132-1150.
- Rogers, P., Jalal, K., & Boyd, J. (2008). *An Introduction to Sustainable Development*. London: Earthscan.
- Rothman, J.C. (2003). *Social Work Practice Across Disability*. Boston: Allyn & Bacon
- Sen, A. (1988).*Psycho-Social Integration of the Handicapped: A Challenge for Society*. New Delhi: Mittal Publishers.
- Singh, A. K. (2014).*Human Rights and Social Justice*. India VL Media Solutions.

- Tripathy, R.N.(2019).Human Rights Gender and Environment. New Delhi: MKM Publishers Pvt. Ltd

Suggested Readings

- Nirmal C.J.(1999).Human rights in India –Historical, Social and Political Perspective. Delhi: Oxford University Press.
- Stammers N.(2004).Human Rights and Social Movements. London & New York: Pluto Press,
- Talwar, R. (1999). The third sex and Human Rights. New Delhi: Gyan Publishing House.
- Somayaji, S., &Talwar, S. (2011). Development induced displacement, rehabilitation and resettlement in India: current issues and challenges. London: Routledge
- Sharma S.L. (2000) Gender Discrimination and Human Rights, New Delhi: K.K. Publication.

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 10 (DSE-10): QUANTITATIVE,
QUALITATIVE AND MIXED RESEARCH METHODS**

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 | | |
| QUANTITATIVE, QUALITATIVE AND MIXED RESEARCH METHODS DSE 10 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To understand the nature, scope and significance of research in social work practice
- To develop an ability to see the linkages between practice, research and theory
- To learn the process of data collection, organization, presentation, analysis and report writing

Learning outcomes

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

- Enumerate the concept of quantitative and qualitative research and its significance in field practice
- Draft research proposal and apply research process in practice/field
- Demonstrate skills, techniques and integrate theories of social work research in field work and research practice

SYLLABUS OF DSE- 10

Unit I: Quantitative Research Method

15 Hours

Unit Description: This unit will introduce the quantitative research method, data processing and data analysis with different types of methods.

Subtopics:

- Quantitative Research Methods- Scales, Questionnaire, interview schedule, statistical Data processing.
- Tabulation and presentation of Statistics: (1) Measures of Central Tendency- Mean, Median, Mode (2) Measures of Variability: Standard Deviation and Mean Deviation.
- Correlation-Meaning and Scope Significance Tests: Pearson's Chi-Square and 't' test.

Unit II: Qualitative Research Methods

15 Hours

Unit Description: This unit will help to learn about the qualitative research methods and tools of data collection. The unit will also cover different measures of analysing the data and report writing.

Subtopics:

- Qualitative Research Methods- Nature, Concept and Definition of Qualitative Research, Advantages and disadvantages of Qualitative Research
- Tools of Data Collection in Qualitative Research: Observation, Focus Group Discussion, In-depth Interview, Case Studies.
- Analysis of qualitative data, Possible biases and measures to ensure objectivity, Content analysis, framework analysis

Unit III: Mixed Research Method

15 Hours

Unit Description: This unit will focus on the mixed research methods. This will also emphasize on validity and reliability of this method as well as report writing and evaluation.

Subtopics:

- Integration/mixing quantitative and qualitative data, Triangulation
- Validity and Reliability in Mixed Methods Research
- Reporting and Evaluating: Quantitative, Qualitative and Mixed Methods Research

Practical component

30 Hours

Unit IV: Report preparation and plagiarism check

Unit Description: This unit will provide hands on experience of preparing reports based on quantitative and qualitative data. The unit also covers process of plagiarism check and its significance.

Subtopics:

- Project work: Quantitative data collection and analysis using statistical measures
- Project Work: Qualitative data collection, transcription and analysis
- Project Work: Report preparation, plagiarism checking using software

Essential readings

- Babbie, E. (2015). Basics of Social Research, Rawat Publications, Jaipur.
- Babbie, E. (2014). Practice of Social Research, Rawat Publications, Jaipur

- Bajpai S.R. (1976). Methods of Social survey and Research, Kitab Ghar, Kanpur
- Bhattacharyya, D.K., (2009). Research Methodology, Excel Publications, New Delhi. Maluccio
- Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. New Delhi: Sage.
- Leavy, P. (2017). Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches. New York: Guilford Press
- Martin, W. E.; & Bridgmon, K. D. (2012). Quantitative and Statistical Research Methods: From Hypothesis to Results. San Francisco: Jossey-Bass.
- Rajaretnam, T. (2015). Statistics for Social Sciences. New Delhi: Sage

Suggested Readings:

- Atkinson, P. & Delamont, S. (2011). Sage Qualitative Research Methods. New Delhi: Sage.
- Bandalos, D. L. (2018). Measurement Theory and Applications for the Social Sciences. New York: The Guilford Press.
- Goodwin, C. J. (2010). Research in Psychology Methods and Design, 6th ed. New Jersey: John Wiley & Sons.
- Hammersley, M. (2013). What is Qualitative Research? New York: Bloomsbury.
- Hays, William L (1973). Statistics for the social sciences. New York: Rinehart and Winston
- McNemar, Q (1949). Psychological Statistics. New York: John Willey
- Mitchell, M. L.; & Jolley, J. M. (2013). Research Design Explained, 8th ed. New Delhi: Wadsworth, Cengage Learning.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 11 (DSE-11): PUBLIC HEALTH POLICIES AND PROGRAMMES

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 | | |
| PUBLIC HEALTH POLICIES AND PROGRAMMES DSE 11 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To develop capacity to apply conceptual framework of public health system in India
- To understand public health programs for children, women and elderly
- To gain a critical perspective towards national health policy, programs and legislations.

Learning outcomes

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

- Evaluate health care system and develop competencies in managing health systems at different levels.
- Develop action plan for identified public health issues according to national health programs.
- Apply conceptual framework to understand national policy in health care.

SYLLABUS OF DSE- 11

Unit I: Public Health

15 Hours

Unit Description: To understand the concept of public health and introduce different types of health systems in India.

Subtopics:

- Public Health: Definition, principles, Social determinants of Health
- Public health system in India
- Present health scenario in India

Unit II: Basic Epidemiology and National Policy for health, 15 Hours programs and Legislations

Unit Description: To comprehend the basic epidemiology in order to understand the national policies, programs and legislations.

Subtopics:

- National Health Policy 2017, Government health schemes and Programmes.
- Non-Communicable Diseases- (Cancer, Diabetes) and Communicable disease- (Tuberculosis, STI, HIV/AIDS)
- Epidemic Diseases Act, 1897, the Disaster Management Act of 2005, Draft of the Public Health (Prevention, Control and Management of Epidemics, Bio-terrorism and Disasters) Act, 2017 in the light of Public Health Emergency

Unit III: National Health Programmes in India-I

Unit Description: To develop an understanding about the objectives, action plan, achievements and constraints of various National Health Programmes. **15 Hours**

Subtopics:

- National Rural Health Mission,
- RMNCH +A
- National Urban Health Mission.

Practical component

Unit IV: Social work applications in health care

30 Hours

Unit Description: To develop an understanding about the objectives, action plan, achievements and constraints of various National Health Programmes.

Subtopics:

- Case study of Universal Immunization Programme and/or Integrated Child Development Scheme
- Project Work: Analysis on the field of the Water supply and Sanitation program
- Project Work/Case Study: Understanding the ground realities of the program with its challenges and concerns

Essential readings

- Banerjee, B. (2018). D.K. Taneja's Health Policies, Programmes in India. New Delhi, Jaypee Brothers Medical Publishers.
- Duggal, R. (2014). Health planning in India. Accessed from <http://www.cehat.org/cehat/uploads/files/a168.pdf>
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- Gupta, M.C. (2002). Health and law: a guide for professionals and activists. New Delhi, Kanishka Publishers.
- Kadri, A. M., Khan, A.M., Kakkar, R. (2019). IAPSM's Textbook of Community Medicine. New Delhi, Jaypee Brothers Medical Publishers.
- Kawachi, I., Lang, I., Ricciardi, W. (Eds.) (2020). Oxford Handbook of Public Health Practice. Oxford, Oxford University Press.
- Kishore, J. (2012). National Health Programs of India. New Delhi, Century Publications.
- Park, K. (2015). Preventive and Social Medicines. M/S Banarsidas Bhanot, Jabalpur.
- Patel, R. K. (2015). Health status and programmes in India. New Delhi, New Century Publications.
- Sharma, K.K. (2017). Government programmes to improve health and environment. Ministry of Health and Family Welfare, Government of India. Accessed from www.nams-india.in/downloads/CME-NAMSCON2017/9M2017.pdf
- Sundar, D. K., Garg, S., Garg, I. (2015). Public Health in India: Technology, governance and service delivery. India, Routledge.
- National Health Policy 2022 accessed from https://nhm.gov.in/images/pdf/guidelines/nrhm-guidelines/national_health_policy_2002.pdf.

Suggested readings

- Central Bureau of health Intelligence (2016). National health profile 2016.
- Directorate General of Health Services, Ministry of Health and Family Welfare. Accessed from <http://www.indiaenvironmentportal.org.in/files/file/National%20Health%20Profile%202016212.pdf>
- Central Bureau of health Intelligence (2018). National health profile 2018. Directorate General of Health Services, Ministry of Health and Family Welfare Accessed from <http://www.cbhidghs.nic.in/WriteReadData/1892s/Before%20Chapter1.pdf>
- Government of India (2015). Manual on health statistics in India. Ministry of Statistics and Programme Implementation. Accessed

from http://www.mospi.gov.in/sites/default/files/publication_reports/Manual-Health-S_tatistics_5june15.pdf.

- Planning Commission (2012). Report of the steering committee on health for the 12th five year plan. Health division, Government of India, pp 1–77.
- Planning Commission (2013a). Twelfth five year plan (2012–2017) faster, more inclusive and sustainable growth, 1:1–370. Accessed from http://planningcommission.gov.in/plans/planrel/12thplan/pdf/12fyp_vol1.pdf
- Planning Commission (2013b). Twelfth five year plan (2012–2017) faster, more inclusive and sustainable growth, 2:1–438. Accessed from http://planningcommission.gov.in/plans/planrel/12thplan/pdf/12fyp_vol2.pdf

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DISCIPLINE SPECIFIC ELECTIVE COURSE – 12 (DSE-12): PEACE BUILDING AND CONFLICT RESOLUTION

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 | | |
| PEACE BUILDING AND CONFLICT RESOLUTION DSE 12 | 4 | 3 | 0 | 1 | 12 th Pass | NIL |

Learning Objectives

The learning objectives of this course are as follows:

- To develop an understanding about the theories of peace and conflict and to conceptualise key issues and debates around it.
- To develop knowledge about various peace processes in resolving conflict in India and international levels.
- To develop an ability to work on peace building and conflict resolution.

Learning outcomes

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

- Describe the emergence of various social conflicts and their impact on society
- Critically examine the role of professional social workers in peace building processes.
- Evaluate indigenous and international initiatives for peace building and conflict resolution.

SYLLABUS OF DSE- 12

Unit I : Conceptual Framework of Peace Building and Conflict Resolution

15 Hours

Unit Description: This unit will provide a conceptual understanding of indigenous and international approaches to theorise peace and social conflict.

Subtopics:

- Definition, conceptual framework and context of Conflict
- Social Conflicts in India – Land and Agrarian Conflict, Caste, Communalism, Gender based Conflict, Regionalism and Armed Conflict
- International Conflicts – Inter State and Intra State conflict, Ethnic, Territorial, Communal, Economic, Armed Conflict

Unit II: Conflict Analysis: Strategy and Skills

15 Hours

Unit Description: This unit will focus on developing an understanding about diverse set of strategies, values and skills essential in building peace and resolving conflicts.

Subtopics:

- Conflict Audit - Stages of Conflict, steps of conflict audit, Mapping entry points, role of actors.
- Conflict induced Trauma and Social Work Interventions
- Case Reflections from India's experience as Multi-Cultural Society : Significance of decentralization and Conscientisation

Unit III: Peace building : Definition, Structures and Contestations

Unit Description: This unit will help students in developing an understanding about concept of building peace, steps, processes and structures that play significant role in peace building.

15 Hours

Subtopics:

- Restoration and Rebuilding – Role of National-Regional-Local structures, key actors from civil society.
- Peace Building – Social Inclusion, Community Mobilisation and Social Movements, response of Civil Society, role of National and international organisations
- Case reflections from State Human Rights Commission, UNHCR, Grass root and indigenous organisations in peace building, Gandhian Thought and Mobilisation

Practical component

30 Hours

Unit IV: Role of Social Work in Peace building

Unit Description: This unit will help to learn about role of social workers in peace building and conflict resolution.

Subtopics:

- Project Work/Case Study: Conflict management and conflict resolution Approaches (Analytical, problem solving, conflict transformation and inter personal mediation)
- Project Work/Case Study: Models of Conflict mitigation for Peace building, Building Resilience, Social Analysis - Dialogue, Representation and Social Inclusivity
- Project Work/Case Study: Anti-Oppressive Social Work : Redefining Nature of Engagement and People's Participation

Essential readings

- Adair, W., Brett, J., Lempereur, A., et al. (2004). Culture and negotiation strategy. Negotiation Journal, 20(1). 87-111

- Avruch, K . (2000). The complexity of cooperation: Agent-based models of competition and collaboration. Princeton, N.J : Princeton University Press.
- Axelrod, R. (2000). On six advance in cooperation theory. Unpublished manuscript. 1-39
- Barash, D., & Webel, C. (2002). Peace and conflict studies. Thousand Oaks, CA: Sage
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- Behera, N.C. “India Prospects for Conflict and Peace, Country Risk Profile.” In India’s Democracy: An analysis of Changing State-Society Relations, edited by Atul Kohli. New Delhi: Orient Longman, 2000, p. 311.
- Bose, S. (1999). Kashmir: sources of conflict, dimensions of peace. Economic and Political Weekly Vol. 34, Issue No. 13, 27 Mar, 1999
- Brancati, D. Peace by Design: Managing Intrastate Conflict Through Decentralization. Oxford: Oxford University Press, 2009.
- Brouwer, J. “Multiculturalism as a Modern and an Indigenous Concept in India.” In Mapping Multiculturalism, edited by K. Deb. New Delhi: Rawat Publications, 2002, 276–294
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- Das, J.K. Human Rights and Indigenous Peoples. New Delhi: A.P.H. Publishing Corporation, 2001.
- Erin, M., & Rogan, J. (2013). Brining peace closer to the people: The role of social services in peace-building. Journal of Peace Building and Development, 8 (3), 1-6.
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- Jha, M.K. (2009). In Opposition to Silence, AlterNotes Press, New Delhi.

- Jha, M.K. (2007) *Understanding Political Discourse*, UNAIDS Publication, Washington DC.
- Jha, M.K. (2006). *Peace is Possible*, Oxfam-GB, Year-2007 5. *Prospects for Peace amidst chaotic conflict*, Oxfam-GB and GD Publishers.
- Jha, M.K. (2005). *Communal Violence and Social Work: Arguments for Paradigm Shift* in Singh S. and Srivastava SP(Eds.)- *Social Work: Issues and Challenges*. N.R. Book Company.
- Kothari, R. "The Problem." Seminar, 357, May, 1989. "Issues in Decentralized Governance." In *Decentralized Governance in Asian Countries*, edited by A. Aziz and D.D. Arnold. New Delhi: SAGE Publications, 1996, pp. 34–41
- Manchanda, R. (2005). *Women's agency in peace building*. *Economic and Political Weekly* Vol.40, Issue No. 44-45, 29 Oct, 2005
- Nagaraj, V. K. (2015). *Towards reimagining dominant approaches war, conflict and development*. *Economic and Political Weekly*, Vol.50, No. 9,
- Noorani, A. G. (1991). *Human rights during armed conflicts*. *Economic and Political Weekly* Vol. 26, Issue No. 17, 27 Apr, 1991
- Pureza, J. M., & Cravo, T. (2009). *Critical edge and legitimation in peace studies*. *RCCS Annual Review*
- Ryan, R. (2014). *Peace and conflict review*. Volume 8, Issue 1
- Sarma, N., & Motiram, S. (2014). *Reflections on violent social conflict in western Assam the tragedy of identity*. *Economic and Political Weekly*, Vol.49, No. 11
- Shah, R . A . (2017). *Re-reading the field in conflict zones: Experiences from Kashmir Valley*. *Economic and Political Weekly*, Vol.52, No. 12
- Skelton, W. B., Woehrle, L. M., & Blakeman, K. (2012). *Journal for the Study of Peace and Conflict*
- UNSSC (2016). *Conflict analysis handbook*. Turin, Italy: UNSSC
- Webel, C., & Galtung, J. (2007). *Handbook on conflict and peace building*. London: Routledge

Suggested Readings

- Adeney, K. *Regionalism, Identity and Reconciliation: Federalism in India and Pakistan*. UK: Political Studies Association, 2000.
- Agnihotri, S.K. "District Councils under the Sixth Schedule." In *The Autonomous District Councils*, edited by L.S. Gassah. New Delhi: Omsons Publications, 1997, pp. 39–53.

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- Alam, J. “Public Sphere and Democratic Governance in Contemporary India.” In *Multiculturalism, Liberalism and Democracy*, edited by R. Bhargava, A. Bagchi, and R. Sudarshan. Delhi: Oxford University Press, 1999, pp. 323–347.
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- Austin, G. *The Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford University Press, 1999. Aziz, A. and D.D. Arnold (eds.) *Decentralized Governance in Asian Countries*. New Delhi: SAGE Publications, 1996.
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