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DEPARTMENT OF SOCIAL WORK
Semester-III

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Department of Social Work

Category I

Semester- III

BA((Honours) Social work

DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – : WORKING WITH INDIVIDUALS

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		
WORKING WITH INDIVIDUALS SDSC 7 SW301	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To learn to critically analyse problems of individuals & families and factors affecting them
- To develop understanding of the basic concepts, skills, tools, techniques and process of social case work as a method of social work
- To strengthen ability of establishing and sustaining a professional relationship with the client

Learning outcomes

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

- Reflect the practical understanding of the process, tools, techniques required for working with individuals and families
- Demonstrate the skills sets required for working with individuals using social casework process
- Demonstrate critical assessment of the real-life situations and gain confidence to apply social casework method in the various settings

SYLLABUS OF DSC-7

<p>Unit I: Introduction to Social Casework</p> <p>Unit Description: This unit will provide a conceptual understanding about social casework. The unit will also detail principles and process used in social casework.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Concept of social casework: meaning, evolution, nature and objectives ● Philosophical assumptions and principles of social casework ● Components of social casework: person, problem, place and process 	
<p>Unit II: Understanding Clients</p> <p>Unit Description: This unit will give an opportunity to the students to learn the human needs, problems, real-life dynamics. The unit discuss challenges in role performance and coping mechanisms.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Human needs and problems faced by individuals and families; individual differences, needs and coping-defense mechanisms ● Factors impacting personality development of individuals ● Concept of social role and factors affecting role performance 	
<p>Unit III: Tools, Techniques and Skills of Social Casework</p> <p>Unit Description: This unit will introduce the students to the various tools, techniques and skills of social casework. The unit will also cover the significance of worker-client relationship.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Worker-client relationship and use of authority ● Casework tools: listening, observation, interview and home visits, counselling. ● Skills of casework: communication, resource mobilization, rapport building, networking, referral and casework recording 	
<p>Unit IV: Application of Social Casework Process</p> <p>Unit Description: This unit will engage the students in various practice-learning activities related to approaches, phases and casework practice in different settings.</p>	30 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Approaches to casework: Psycho-social, Problem Solving, Ecological, crisis intervention, Behaviour Modification and Eclectic ● Phases of casework process: study, assessment, intervention, termination, follow-up and evaluation 	

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Casework practice in different settings: family, school, community (prepare any one case report) | |
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Practical component (if any) – Unit IV application based

Essential Readings

- Mathew, G. (1992). *An Introduction to Social Casework*. Bombay: Tata Institute of Social Sciences.
- Singh, A. P.&Girotra, T. (2018). *Case Records in Social Work*. Lucknow, India: Rapid Book Service.
- Skidmore, R.A. &Thakhary, M.G. (1982). *Introduction to Social Work*. New Jersey: Prentice Hall.
- Upadhayay, R K. (2003). *Social Case Work: A Therapeutic Approach*. Jaipur: Rawat Publications.
- Robert, W. R. & Nee., R. H. (1970). *Theories of Social Casework*. University of Chicago Press

Suggested Readings

- Beistek, F.P. (1957). *The Casework Relationship*. Chicago: Loyola University Press.
- Hamilton, G. (1956). *Theory and Practice of Social Casework*. New York: Columbia University Press.
- Pearlman, H.H. (1957). *Social Casework: A Problem Solving Process*. Chicago: The University of Chicago Press.
- Timms, N. (1964): *Social Casework: Principles and Practice*. London: Routledge and Kegan Paul.
- Werner, H.D. (1965). *A Rational Approach to Social Casework*. New York: Association Press.
- Younghusband, E. (1966). *New Development in Casework*. London: George Allen and Unwin.

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

DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8): WORKING WITH GROUPS

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 GROUPS DSC 8 SW302	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop understanding of group work as a method of social work.
- To develop knowledge, skills and techniques to be used by the social worker in groups.
- To understand the significance of groups as an instrument of change

Learning outcomes

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

- Learn the basic concept of social group work and leaning to handle emerging dynamics.
- Demonstrate skills in group formation, development and techniques used by social workers with different groups.
- Gain confidence in application of various concept of social group work in field work settings

SYLLABUS OF DSC- 8

Unit I :Introduction to Social Group Work Unit Description: The unit will introduce the concept of social group work and its process.The unit will also cover various models used in group work practice.	15 Hours
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<p>Subtopics:</p> <ul style="list-style-type: none"> • Groups in social work: types, characteristics and significance • Concept of group work: meaning, evolution, nature and principles • Models of group work practice: Remedial, Reciprocal, Social Goal, Mutual Support/Self-Help, Task and Treatment Group 	
<p>Unit II: Skills and Techniques of Social Group Work</p> <p>Unit Description: The unit will introduce skills and techniques used in social group work. The unit will also demonstrate the significance of programme planning and use of programme media in social group work.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Skills in group work: facilitation, group communication, analytical thinking, leadership building and recording in group work • Techniques of group work: group counselling, group discussion, group decision-making, group therapy • Programme planning and use of program media in social group work 	
<p>Unit III: Group Behaviour and Dynamics</p> <p>Unit Description: This unit will introduce group behaviour and process of conflict resolution in group work setting. The unit will also focus on various stages of group development and associated dynamics.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Group behaviour: Interaction patterns, emergence and resolution of conflict situations • Stages of group development: Planning, formation/beginning, middle/intervention, ending/termination • Group process and dynamics: determinants, indicators and outcomes, leadership and role of group worker 	
<p>Unit IV: Application of Social Group Work Practice</p> <p>Unit Description: This unit will give exposure to practical implementation of group formation and development in real life situations.</p>	30 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Practical implementation of group development stages with one group in a social setting • Evaluation and Recording in group work practice • Application of group work with different groups: children, adolescents, women and persons with disability 	

Practical component (if any) –Unit IV application based

Essential readings

- Crawford, K., Price, M. & Price, B. (2014). Group work Practice for Social Workers. London: Sage Publications.
- Douglas, T. (1972). Group Processes in Social Work: A Theoretical Synthesis. Chichester: John Wiley & Sons.
- Garvin, C. D. & Gutiérrez, L. M. & Galinsky, M. J. (2004). Handbook of social work with groups. New York: Guilford Press.
- Geoffrey, L.G. & Ephross, P.H. (1997). Group Work with Population at Risk. New York: Oxford University Press.
- Konopka, G. (1963). Social Group Work: A Helping Process. Eaglewood Cliffs: Prentice. 65
- Phillips, H.U.. (1957). Essentials of Social Group Work Skills. New York: Association Press.
- Siddiqui, H.Y. (2008). Group Work: Theories and Practices. Jaipur: Rawat Publications
- Trecker, H.B. (1972). Social Group Work: Principles and Practice. New York: Association Press.
- Toseland, R.W. & Rivas, R. (1984). An Introduction to Group Work Practice. New York: MacMillan.
- Trevithick, P. (2016). Group work: A Handbook of Effective Skills and Interventions. New York: McGraw-Hill Education
- Wilson, G. & Ryland, G. (1949). Social Group Work Practice. Cambridge, Houghton: Mifflin Company.

Suggested Readings

- Balgopal, P.R. & Vassil, T.V. (1983). Groups in Social Work: An Ecological Perspective. New York: Macmillan.
- Benson, J.F. (1987). Working More Creatively with Groups. New York: Tavistock Publication.
- Brown, A. (1994). Group Work. Hampshire: Ashgate.
- Chowdhary, R. (2013). Samajkarya Prakiya. Delhi: The Bookline Publications.
- Lindsay, T. & Orton, S. (2014). Groupwork Practice in Social Work. Exeter: Sage Publications.
- Sondra B. & Camille P. R. (2016). Group Work: Skills and Strategies for Effective Interventions: Binghamton. New York: Haworth 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– 9 (DSC-9): FIELD WORK PRACTICUM- III

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 III DSC 9 SW 303	4	0	0	4	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To provide an opportunity to practice the methods of working with individuals, families and groups
- To learn to make use of professional relationship and referrals to deal with human problems and to imbibe the ethics and values of social work profession
- To develop an ability to narrate experience/learning, assessment of services & resources and participate in service delivery.

Course Outcomes:

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

- Develop learning plan of action and execute them in the field practice.
- Develop sensitivity towards the needs and problems of individuals, families and groups to work with them in the most efficient manner.
- Develop professional attitude conducive to deal with various problems by making use of supervisory guidance and strengthen skills of writing field work records

SYLLABUS OF DSC-9

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 (2-3), 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. 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.

Practical component (if any) – 100% Field work

(Direct field work: 120 hours, field work mentoring & report writing: 60 hours)

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-5): PERSONS WITH DISABILITY 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			
PERSONS WITH DISABILITY AND SOCIAL WORK GE 5 SW 311	4	3	1	0	12th Pass	NIL	Social Work

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 various government departments and other non-profit 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 student will be able to:

- Develop theoretical perspective on disability, skills to identify and analysis the issues of persons with disability
- Learn about different international, government, civil society initiatives for PWDs
- Demonstrate the sensitivity and required skills for working with persons with disability.

SYLLABUS OF GE-5

<p>Unit I: Understanding Disability</p> <p>Unit Description: The students will learn about various types of disability and be sensitized to the needs and concerns of persons with disability (PWD).</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Disability, Impairment, Handicap,: Concept, Meaning, magnitude and Causes ● Categories of persons with disability - physical, sensory, neurological/mental, blood related disorders and, multiple disability ● Needs and challenges of persons with disability,genesis and categorization of PWDs 	
<p>Unit II: Models and programmes for PwDs</p> <p>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.</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> ● 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, Sarva Shiksha Abhiyan, Inclusive education and Higher education Service delivery: Disability certification, pension, travel concessions, employment/entrepreneurship for PWDs 	
<p>Unit III: Mainstreaming disability: National and International initiatives for PWDs</p> <p>Unit Description: Students will learn about national and international measures towards mainstreaming persons with disability and developing inclusive societies.</p>	<p>15 Hours</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> ● UN Convention on the Rights of Persons with Disabilities, ● Rights of the persons with Disability Act (RPWD Act 2016), 	

<p>Rehabilitation Council Act 1992, The Mental Health Act 2017</p> <ul style="list-style-type: none"> • Constitutional Provisions related with persons with disability, Legal Jurisprudence and relevant judgements to ensure the Rights of Persons with Disabilities 	
<p>Unit IV: Disability and Social Work Profession</p> <p>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.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Principles, ethics and practice of rehabilitation (social, economic, community based), Developing sensitivity: Communication and ethics of working with PWDs, Role of a Social worker in various settings related to disabilities, Formation of alliances, networks and advocacy groups of PWDs • Civil Society Organizations for PWDs: Functions and programmes, Equal opportunity cells: Roles & functions, barrier free physical infrastructures in institutions and public places • Department of Empowerment of Persons with Disability (Divyangjan), Ministry of Social Justice & Empowerment, The National Trust 	

Practical component (if any) - NIL

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

- 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.

GENERIC ELECTIVES (GE-6):SOCIAL WORK WITH ELDERLY

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		
SOCIAL WORK WITH ELDERLYGE 6 SW 312	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the basic needs and issues of elderly persons in contemporary society.
- Develop a critical understanding of the policies and programmes for the elderly at the national and international levels.
- Understand the implementations of social work interventions for the elderly in contemporary social situations.

Learning outcomes

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

- Learn the basic needs, and concerns of elderly persons in contemporary society.
- Understand and critically appraise the various Policies, Programmes and Initiatives for elder persons
- Demonstrate social work interventions to enhance the well-being and welfare of older persons

SYLLABUS OF GE-6

Unit- 1:Understanding Old Age	15 Hours
Unit Description: This unit will provide a conceptual understanding of ageing, demography of ageing and theories of ageing	

<p>Subtopics:</p> <ul style="list-style-type: none"> • Introduction to basic concepts: Elderly, ageing, greying population, Senior Citizen • Demography of the Ageing: National and international level Implications • Theories of ageing- biological/developmental, psychological, sociological 	
<p>Unit II: Issues, Policy, Programmes and Initiatives</p> <p>Unit Description: This unit will introduce the students to the basic needs and problems of elderly. This will also explain various social security and welfare measures for elderly in India.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Needs and problems of elderly: physical, psychological, financial, social and environmental, Changing family norms, intergenerational gaps, Family relationships and caregiving issues • Social security measures, Welfare programmes/schemes for the elderly, The Maintenance and Welfare of Parents and Senior Citizens Act, 2007 • National Policy for older persons, International resolutions 	
<p>Unit III: Strategies for Active and Healthy Ageing</p> <p>Unit Description: This unit will discuss the intervention strategies to ensure healthy and active ageing. This will also discuss government, non-governmental and community-level interventions for the welfare of elder persons.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Rights of older persons against neglect, abuse, violence and abandonment. • Managing chronic diseases and promoting well-being in old age, Programmes for Active ageing: day care centre, recreational centre, self-help/ support groups • Involvement of the elderly in community resource building; Finance management and wealth creation, planning for retirement life, Role of NGOs, police system, community groups, safe and group housing 	
<p>Unit IV: Social Work Interventions</p> <p>Unit Description: This unit will focus on the application and practice-based approach where students will learn various levels of intervention to enhance well-being and welfare of older persons.</p>	15 Hours

Subtopics:

- Empowering elderly: Counselling and guidance services for preparation of old age, lifestyle management, retirement plan, second career, grief and bereavement counselling, addressing spiritual concerns
- Family Interventions and social support strategies; counselling services for caregivers, sensitizing children/families/ communities, creating favourable/safe environment for the elderly, emergency response systems: Helpline, peer counselling. Community living.
- Interventions for enhancing well-being of the institutionalized elderly

Practical component (if any) - NIL

Essential readings

- Bemoth, M. & Winkler, D. (2017). Healthy Ageing and Aged Care, UK: Oxford University Press
- Binstock, R.H., & George, L.K. (2001). Handbook of Aging and Social Science. New York :Academic Press.
- Cox, E.O., Kelchner, E.S., & Chapin, R.K. 2002 Gerontological Social Work Practice: Issues, Challenges and Potential, Haworth Social Work
- Marshall, M. (1983).Social Work with Old People. Noida: The Macmillan Press Ltd.
- Paltasingh, T. & Tyagi, R. (Eds.)(2015) Caring for the elderly: Social Gerontology in Indian Context, New Delhi: Sage
- Rajan, S.I., Mishra, U.S., &Sarma, P.S. (eds.)1999 India's Elderly: Burden or Challenge. New Delhi: Sage Publications.
- Ramamurthi, P.V., Jamuna, D. (eds.) (2004). Handbook of Indian Gerontology. New Delhi : Serial Publication.
- Sears, J.T.(2009). Growing older. USA: Routledge, Tylor& Francis Group.

Suggested readings

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

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-1): RURAL AND URBAN
COMMUNITY DEVELOPMENT(RUCD)**

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		
RURAL AND URBAN COMMUNITY DEVELOPMENT DSE 1 SW 321	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To understand basic concepts, nature and characteristics of rural and urban communities.
- To understand the needs, social concerns and challenges in rural and urban communities
- To develop an insight about government measures, schemes/programmes, agencies of participative and democratic governance

Learning outcomes

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

- Develop a practical understanding of various concerns and challenges in rural and urban community development.
- Develop professional social work practice skills and competencies in addressing developmental concerns.
- Develop an in-depth understanding of the government measures designed for rural and urban communities.

SYLLABUS OF DSE- 1

Unit I: Understanding Basic Concepts	15 Hours
Unit Description: This unit will provide a conceptual understanding of nature and development of rural and urban communities. The unit will also cover social work practice in rural and urban settings.	
Subtopics: <ul style="list-style-type: none"> • Characteristics and Nature of Rural and Urban Societies, Rural 	

<p>and Urban Governance</p> <ul style="list-style-type: none"> • Socio-economic & political structure of rural and urban communities, Rural and Urban Community development • Social work response to community development 	
<p>Unit II: Rural Development : Policies, Programmes and Advocacy</p> <p>Unit Description: This unit will introduce students to develop a critical understanding about various policies and programmes. This unit will also include use of policy advocacy, implementation of programmes for development of rural communities .</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Key Policies and Programmes – MGNREGA, PMAY-G, PMGSY, DDUGKY, MISSION ANTODYA, NSAP, SAGY, DAY-NRLM, SPMRM (RURBAN), Microfinance and Credit, Forest Rights Act, Agriculture related Policy and Panchayati Raj • Role of IT and ICT in rural development, Social Advocacy in Rural Sector, social entrepreneurship, Role of Social Work Professionals • Case Studies – Best Practices in rural development 	
<p>Unit III: Urban Community Development –Characteristics and Approaches</p> <p>Unit Description: This unit will focus on urban community development, its history and characteristics. Students will be oriented about the key concerns of urban societies and interventions by social workers and voluntary organisations.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Urban Sites of Development – Slum Resettlements, J J Clusters, Authorised and Unauthorised Colonies, Gated Communities and Ghettoization, Key issues: Homeless, Public Health and Sanitation • Approaches – Urban Growth, Sustainable Development and Participatory Action Plan • Key Policy/Programme Initiatives - SMART City mission , AMRUT, PMAY (U), PMSAVNidhi, DAY-NULM, SBM, URBAN TRANSPORT, JAL SHAKTI, HRIDAY, JNNURM, NERUDP 	
<p>Unit IV:RUCD and Social Work Interventions</p> <p>Unit Description: This unit will engage students in learning by doing by preparing community profile and undertaking need assessment. The students will be introduced to best practices in community development.</p>	30 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Community profile and mapping • Need Assessment: Community power structure, Sociogram, SWOC Analysis, Stakeholder Analysis, Problem tree, Digital and Technological Skills for Social Workers • Case Studies – Best Practices in rural and urban community 	

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

- Agarwal, Siddharth, and Shivani Taneja. “All Slums Are Not Equal: Child Health Conditions Among the Urban Poor.” *Indian Pediatrics* 42 (2005): 233–244. Print.
- Buckley, R., Singh, M. and Kalarickal, J. (2015). *Strategizing Slum Improvement in India: A Method to Monitor and Refocus Slum Development Programs*. Global Urban Development.
- Chaudhary, A. (2004) *Rural Sociology*, Dominant Publishers and Distributors, India
- Datta, A. (2012). *The Illegal City: Space, Law and Gender in a Delhi Squatter Settlement*. Ashgate, Burlington
- Dhaliwal.S.S, 2004, *Good Governance in Local Self Government*. Deep and DeepPublications
- Desai, A.R.(2011). *Rural Sociology in India, 5th ed.* India: Sage Publication
- Gore, M.S.et.al (ed.) (1990) *Social Implications of Development: The Asian Experience*, VindyaPrakashanPvt. Ltd, Allahabad.
- Gupta, A. K. (2016). *Grass Root Innovation: Minds on the margin are no marginal minds*. India: Penguin Random House
- Henderson, Jones and Thomas 1980 *The Boundaries of Change in Community Work*, George Allen and Unwin, London
- Hazell, P. & Rosegrant, M. (2000) *Rural Asia: Beyond the Green Revolution*. OUP/ADB.
- Healey, P. (1997). *Collaborative Planning: Shaping Places in Fragmented Societies*. Macmillan, London.
- “India National Report”: India: National Report Progress of Implementation of the Habitat Agenda (1996-2000), United Nations. Ministry of Urban Development and Poverty Alleviation, Government of India, 2001. Web. Sept.-Oct. 2015
- Jayapalan. N. (2002). *Urban Sociology*. Atlantic Publishers & Distributors, New Delhi

- Jha, Saumitra, Vijayendra Rao, and Michael Woolcock. "Governance in the Gullies: Democratic Responsiveness and Leadership in Delhi's Slums." *World Development* 35 (2007): 230-46.
- Joel S.G. (2003) *NGOs And Rural Development Theory And Practical*, Concept Publishing Company, India.
- Singh, K. & Shishodia, A. (2016). *Rural development, Principles, Policies & Management*. India: Sage Publication
- Lieten, G.K. (2003) *Power And Politics And Rural Development*, Monohar Publishers, India.
- Lipton, M. & Longhurst, R. (1989) *New Seeds and Poor People*. London, Routledge
- MahiPal (2020). *Rural Local Governance & Development*. India: Sage Publication.
- Midgley, J and others, 1986, *Community Participation, Social Development and the State*, Methuen and Co Limited, New York
- Ministry of Rural Development Website, GOI <https://rural.nic.in/scheme-websites>
- Ministry of Housing and Urban Affairs Website, GOI. <https://mohua.gov.in/>
- Ministry of Housing and Urban Affairs Website, GOI. Best Practices: Habitat Planning and Design for Urban Poor. https://smartnet.niua.org/sites/default/files/resources/04_Best_Practices_Habitat_Planning.pdf
- Payne, G. (2005). Getting ahead of the game: A twin-track approach to improving existing slums and reducing the need for future slums. *Environment and Urbanization*, 17: 135-145.
- Rao, G.S. 2000, *Urban Development with Community Initiatives: Retrospect and Prospect*, Atlantic Publishers and Distributor, New Delhi.
- Sahu, B.K. (2003) *Rural Development In India*, Anmol Publications Pvt. Ltd, India
- Singh, S.K., 2002, *Rural Development: Policies and Programmes*, Northern Book Centre, New Delhi
- Singh P.K., Nair A., Issac J. (2021), "Are Land Conflicts Documented Sufficiently in India?", *International Journal of Rural Management*
- Singh, K.N. and Singh, S.N. (1976). *Effective Communication media for Rural Audiences*, Dharamsi Morarji Chemical Company

- Vittal, N. Communication for Rural Development in India: some facts, NIRD, Hyderabad

Suggested Readings:

- Chambers, R. (1989) Farmer First. Intermediate Technology Publications.
- Indranil De (2020), "Sanitation and User Charges in Indian Slums - Who Pays and How does it Matter?", Economic and Political Weekly, 55, pp: 38-45
- Pugh, C. (1990). Housing and urbanisation. New Delhi: Sage
- Streeten, P. (1981) First Things First, Meeting Basic Human Needs in Developing Countries. Oxford University Press
- Thurow R (2013) The Last Hunger Season: A year in an African farm community on the brink of change. Public Affairs.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2): GENDER AND DEVELOPMENT

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		
GENDER AND DEVELOPMENT DSE 2 SW322	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop understanding of the gender related concepts, concerns and feminist perspectives
- To understand the approaches towards gender and development
- To develop insights about society, state and civil society initiatives for gender and development

Learning outcomes

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

- Understand the concept of gender and various gender related concerns
- Critically understand different approaches towards gender and development
- Learn various policies and programmes for gender mainstreaming

SYLLABUS OF DSE- 2

<p>Unit I :Conceptual understanding of Gender</p> <p>Unit Description: This unit explains the concepts of gender, sex and feminist approaches. Students will learn and analyze various discriminatory processes and concerns related to gender.</p>	15 Hours
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<p>Subtopics:</p> <ul style="list-style-type: none"> • Concept of gender and sex, gender identities and disparities • Gender stereotyping, discrimination, violence in relationship, family and community • Feminist perspectives: critical reflections 	
<p>Unit II: Approaches on gender and development</p> <p>Unit Description: This unit will introduce different approaches towards gender and development.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Women in Development (WID), Women and Development (WAD) • Gender and Development (GAD) • Equality, Equity and Empowerment 	
<p>Unit III: Gender Inclusion</p> <p>Unit Description: This unit covers the concept and importance of gender inclusion. Students will learn and develop a critical insight on gender equality and empowerment.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Understanding gender vulnerability and Sexual minority • Gender inclusion: Concept, approach and strategies • Understanding Gender based violence 	
<p>Unit IV: Policy and Programmes</p> <p>Unit Description: This unit will briefly introduce the various provisions for women under constitution and other legislative provisions. Students will learn about various policies, programmes and state mechanisms.</p>	30 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Constitution and legislative safeguards for women • Preparation of a project report: National Policy and programmes for women, Institutional mechanisms: National and State Commissions, Rashtriya Mahila Kosh, Crime Against women Cell and Family Court • Case studies for gender and development and gender mainstreaming in field work settings 	

Practical component (if any) – Unit IV application based

Essential readings

- Aggarwal, B.(ed.) 1988 Structure of Patriarchy. New Delhi: Kali for Women.
- Butler, J. (2002). Gender trouble. London: Routledge.

- Fergusons, C. (ed) (2010) Violent Crime, clinical and implications. California: Sage publications.
- Holmes, M. (2007). What is Gender. New Delhi, Sage Publications, pp 43-62,71-90
- Joseph, S. (2005). Social Work Practice and Men Who Have Sex With Men. New Delhi: Sage Publication.
- Nayar, S. (2010) Violence against Women in South Asian Communities: Issues for Policy and Practice. Delhi: Navyug Books International.
- Prabhakar, V. (2011) Gender Violence: Women Victims in Man's World. New Delhi: Wisdom Press.
- Talwar, R. (1999). The third sex and Human Rights. New Delhi: Gyan Publishing House.
- Wykes, M. and Welsh, K. (2009). Violence, Gender and Justice. London: Sage.

Suggested readings

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3): PROJECT FORMULATION AND IMPLEMENTATION

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		
PROJECT FORMULATION AND IMPLEMENTATIONS E3 SW 323	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the techniques and procedures related to project formulation, project planning and implementation.
- To learn project identification, feasibility analysis, design, financing, implementation, monitoring and evaluation.
- To learn application of various tools for analyzing the problems in order to select the projects.

Learning outcomes

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

- Develop knowledge about the essential components of project formulation and project appraisal.
- Execute a project to achieve specific goals that will benefit the society.
- Apply appropriate approaches to plan a new project and develop project schedule.

SYLLABUS OF DSE- 3

Unit I: Introduction to Project Formulation and Planning Unit Description: This unit will give an opportunity to the students to understand the project formulation, planning and selection.	15 Hours
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<p>Subtopics</p> <ul style="list-style-type: none"> • Project formulation: meaning, objectives, importance, types, project selection and formulation • Stages of project formulation • Project planning: Project scope, estimation, basic scheduling, resource levelling & allocation 	
<p>Unit II: Project Appraisals Unit Description: This unit will give an opportunity to the students to learn project appraisal and report writing.</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Feasibility study: Types and steps in feasibility study • Project appraisal techniques: Measures of project risk, Sensitivity Analysis, Scenario Analysis, Simulation Analysis • Limitation of project appraisal and report 	
<p>Unit III: Project Implementation and Monitoring Unit Description: This unit will give an opportunity to the students to gain an in-depth knowledge about project implementation and monitoring</p>	15 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Project implementation: Prerequisites for successful project implementation, stages of implementation and teamwork • Project monitoring: meaning, objectives, needs and significance • Monitoring techniques and monitoring schedules 	
<p>Unit IV: Project Evaluation and Review Unit Description: The students will be engaged in various learning activities related to practical application of steps and techniques of project evaluation and review.</p>	30 Hours
<p>Subtopics:</p> <ul style="list-style-type: none"> • Project evaluation: meaning, objectives, scope, stages, approach and steps • Techniques of project evaluation: Time estimation, PERT Model, CPM Model, Performance Audit, input analysis, financial cost-benefit analysis, social-cost benefit analysis • Environmental impact assessment, case studies of development projects. 	

Practical component (if any) – Unit IV application based

Essential Readings:

- Arya, T.S. (2014). Illustrated Project Proposals for NGOs and Social Workers. Nabhi Publication, New Delhi.

- Blanchard, P.N., Thacker, J.W. (2005). *Effective Training: Systems, Strategies and Practices*. Prentice Hall, India.
- Goel, B.B. (2001). *Project Management: A Development Perspective*. Deep & Deep Publications. New Delhi.
- International Tropical Timber Organization (2009). *Manual for Project Formulation* (3rd ed.) GI Series 13.
- Jawahar Lal Nehru National Urban Renewal Mission, GOI. *Detailed Project Report: Preparation Toolkit* (Sub-mission for Urban Infrastructure and Governance), Government of India.
- Khanna, R. B. (2011). *Project Management*, PHI Learning Private Limited. New Delhi.
- Thakur, D. (1992). *Project Formulation & Implementation*. Deep & Deep Publications, New Delhi.
- Virendra, C.A., Pamecha, K. (2018). *Guide to Project Reports, Project Appraisals and Project Finance* (a Handbook on Project management). Xcess Informatics & Services.

Suggested Readings:

- Diwan P. (n.d.). *Project Management*, Deep & Deep Publications, New Delhi.
- Gautam, V., Shobhana G. (2008). *Training and Development*. Indian Society for Training and Development, New Delhi.
- Larson, E.W., Clifford, F. G., & Joshi, R. (2021). *Project Management-The Managerial Process* (8th ed.). Tata Mcgraw-Hill Publishing Co. Ltd.
- Meredith, J.R., Mantel Jr. S. J. (2009). *Project Management- A Managerial Approach*. John Wiley and Sons, USA.
- Steve Truelove (1997). *Handbook of Training and Development*. Wiley–Blackwell

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