INDEX

DEPARTMENT OF SOCIAL WORK

SEMESTER-II

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COURSES OFFERED BY DEPARTMENT OF Social Work

Category I

Semester- II

(Provide the details of the Discipline Specific Courses offered by your department for the UG Programme with your discipline as the Single Core Discipline)

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

> **DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-4) – :**
>
> **INDIAN CONSTITUTION 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
INDIAN CONSTITUTION AND SOCIAL JUSTICE DSC 4 SW201	4	3	0	1	Semester-I as per University guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To understand the basic framework of Indian Constitution within the context of social justice
- To sensitize the students to promote social justice in relation to the vulnerable people
- To understand the application of social work interventions

Learning outcomes

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

● Understand the Indian Constitution within the context of social justice and its linkages with social work practice

● Be sensitive towards promoting social justice in relation to the society

● Apply social work interventions in real life situations

SYLLABUS OF DSC-4

Unit I: Constitutional and Legal Framework in India **Unit Description:** This unit will reflect upon the constitutional and legal framework in India for ensuring social justice, equality, and rights.	**(No. of lectures)** **15** **Weeks: I-IV**
Subtopics: ● Basic frame work of the constitution: Preamble, Fundamental Rights, Fundamental Duties and Directive Principle of State Policy ● Indian legal system: Relevant sections for women and children from Indian Penal Code (IPC) ● Role of Juvenile Justice Board, Child Welfare Committees and Special Women cell	
Unit II: Understanding Social Justice **Unit Description:** This unit will provide a conceptual understanding about social justice.	**(No. of lectures)** **15** **Weeks: V-VIII**
Subtopics: ● Social justice: Concept, philosophy, features and forms ● Manifestations of social injustice in the Indian context: Exclusion, oppression and marginalization ● Social Justice as a core value and principle of social work profession	
Unit III: Instruments of Social Justice **Unit Description:** This unit will give an insight about various instruments of social justice	**(No. of lectures)** **15** **Weeks: IX-XI**
Subtopics: ● Instruments of Social Justice: Positive and Protective Discrimination, legal and public advocacy, Public Interest Litigation (PIL), Legal Literacy and Right to Information (RTI)	

• Statutory bodies for justice: National and State Commissions for Women, Minorities, Scheduled Castes, Scheduled Tribes and Human Rights • Role of professional social workers and mass media in promoting social justice	
Unit IV: Application of Social Work in Promoting Social Justice **Unit Description:** This unit will give an exposure to promote social justice, equality and ensuring rights.	**(No. of lectures)** **15** **Weeks: XII-XV**
Subtopics: • Application of instruments of Social Justice: legal literacy/free legal aid/RTI/PIL • Approaches of intervention: Children, Women, Elderly, persons with disability • Professional ethics: sensitivity and empathetic attitudes towards vulnerable populations	

Practical component (if any) – Unit IV application based

Essential Readings

● Bakshi, P.M. (2014). The Constitution of India. Universal Law Publishing Co. Pvt. Ltd, New Delhi.

● Clayton, Matthew and Williams, Andrew (2004), Social Justice, Wiley-Blackwell.

● International Federation of Social Workers (1994). Human Rights and Social Work: A Manual for Schools of Social Work and the Social Work Profession, Berne: International Federation of Social Workers.

● Iyer, V.R.K. (1980). Some Half Hidden Aspects of Indian Social Justice. Lucknow: Eastern Book Company.

● K.D Gaur, (2015). Textbook on Indian Penal Code, Universal Law Publishing, New Delhi.

● Mahajan, G. (ed.) (1998). Democracy, Difference and Social Justice. New Delhi: Cambridge University Press.

● Pandya, R. (2013) Social Justice and Empowerment of Disadvantaged Groups in India, New Century Publications, New Delhi.

Suggested Readings

- Basu, D.D. (2008). Introduction to the Constitution of India (Lexis-Nexis-Butterworth Wadhwa.

- Braithwaite, J. (1979). Inequality, Crime and Public Policy. London: Routledge.

- Saraf, D.N. (ed), (1984). Social Policy Law and Protection of Weaker Section of Society, Lucknow, Eastern Book Company.

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 Marks as per University academic calendar

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

> **DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5):**
> **HUMAN GROWTH AND PERSONALITY 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		
HUMAN GROWTH AND PERSONALITY DEVELOPMENT DSC 5 SW202	4	3	0	1	Semester-I as per University guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- To understand the basic concepts and processes in psychology essential for social work practice

- To develop understanding about personality development and associated theories

- To acquire skill base for applying concepts of psychology in social work practice

Learning outcomes

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

● Learn about human growth and stages of development across the life span

● Learn about personality development theories and integrate the same in social work practice

● Apply the basic psychological processes in Social Work Practice

SYLLABUS OF DSC- 5

Unit I: Growth and Development **Unit Description:** The unit will introduce the basic principles of growth and development. The students will learn about the developmental stages across the lifespan.	**(No. of lectures)** **15** **Weeks: I-IV**
Subtopics: ● Growth and development: Concepts, Principles, and Differences ● Developmental tasks, needs and challenges: Prenatal, infancy and babyhood periods, Early childhood and Late childhood ● Developmental tasks, needs and challenges: Adolescence, Adulthood, Old age	
Unit II: Personality Development **Unit Description:** The students will gain insights into factors contributing to development of personality. The students will also gain critical insight into personality theories.	**(No. of lectures)** **15** **Weeks: V-VIII**
Subtopics: ● Personality: Concept, hereditary and environmental perspectives, ● Personality theories: Freud's Psycho-analytic theory and Erikson's Psycho-social theory ● Child-rearing practices	
Unit III: Basic Psychological Processes **Unit Description:** This unit will introduce the basic psychological process with an emphasis on applications of psychology in real life situations.	**(No. of lectures)** **15** **Weeks: IX-XI**
Subtopics: ● Learning: Concept and theories: Skinner and Pavlov ● Motivation: Concept and theories (Maslow)	

● Memory, Emotions, Intelligence, central nervous system	
Unit IV: Application of psychological understanding in field work setting **Unit Description:** This unit will give practical exposure to apply behavioural and psychological learning in field situations.	**(No. of lectures)** **15** **Weeks: XII-XV**
Subtopics: ● Psychosocial assessment and Case studies ● Observation based Project Report on developmental tasks, needs and challenges on any one life stage ● Application of Behavioural theory/learning theories with children/adolescence	

Practical component (if any) – Unit IV application based

Essential readings

● Baron, R. & Misra.G. (2013).Psychology. New Delhi: Pearson

● Bcoket, C. (2002): Human Growth and Development: A Psycho-social Introduction, London: SagePublications

● Chowdhary, R. (2006).ManovigyanTathaManovagyanikPrakriyaen. New Delhi: Radha Publication.

● Chowdhary, R. (2010).VikasatmakManovigyan. New Delhi: NamanPrakashan.

● Cicarelli, S.K. and White, N.J. (2017). Psychology. Boston: Pearson

● Hall & Lindzey (2009): Theories of Personality. New York:John Wiley and Sons

● Morgan & King (2017: Introduction to Psychology, New Delhi: Tata McGraw Hill, Publishing Company Ltd.

Suggested readings

● Feldman.R (2004). Understanding Psychology, Tata Mcgraw Hill Publishing Co. td

● Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.

● Santrock, J.W. (2012).Life Span Development (13th ed.) New Delhi: McGraw Hill.

● Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 Marks as per University academic calendar

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

DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): FIELD WORK PRACTICUM- II

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-II **DSC 6 SW203**	4	0	0	4	Semester-I as per University guidelines	NIL

Learning Objectives

● To develop understanding of identities of people, dynamics of relationships, resources and opportunities to deal with them

● Develop an ability to critically examine and appreciate programmes and services of governmental and non-governmental social welfare/developmental organizations

● To acquire skills of working with people at individual, group and community level by integrating class room learning into real life situation

Learning outcomes

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

● Capable to critically examine the agency's structure, functions, resources, service delivery system etc.

● Able to integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques etc.)

● Able to write field work reports

SYLLABUS OF DSC-3

Tasks/Activities:

1. Perform the assigned tasks during scheduled concurrent field work.

2. 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.

3. Regular reporting to all concerned persons (both at agency and college level) during scheduled meetings and supervisory/individual conferences in order to seek regular guidance.

4. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both the College and Agency Supervisor.

5. Carry out and perform the agency-based field work tasks assigned by the respective Agency Supervisor.

6. Complete hand written report in a prescribed manner for each scheduled field work day and submit the same on a weekly basis to the respective College Supervisor.

7. The students must get the reports checked during the scheduled Individual Conference with the college supervisor.

8. Each field work report should be worthy and rich enough to justify the hours per day.

9. Prepare group conference (GC) paper in consultation with college supervisor, present it and perform all the defined roles.

10. Attend workshops on 'attitude building' and 'personality development', whenever organized as per the need.

11. Continuous self-assessment of field work experiences.

Field work Hours in a semester:

● A minimum of 12 hours which comprises of concurrent fieldwork (8 hrs), report writing (3 hrs) per week will be required for each student. An hour(1) of Field work mentoring per week (individual conference) may also be counted.

● Must strictly maintain the discipline as applicable for concurrent field work and related activities, such as - completing compulsory hours (Minimum 180 hours each semester) and percentage of attendance (Minimum 80% attendance in the concurrent field work), participating in regular and specific activities as instructed from time to time i.e.

orientation programme, agency/community tasks, workshops/seminars/special sessions, etc.

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

Total time in fieldwork practicum in a week is 12 hours,

Thus 12 hours x 15 (approx. weeks in a semester) is 180 hours per semester.

Teaching learning process

- The teaching learning process of 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. The field work agency of the students will remain the same for two consecutive semesters of an academic year. Every student will be assigned a supervisor for personalized learning and mentoring throughout the academic year.

Practical component (if any) – 100% Field work

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: Allen and Unwin.

- Garthwarf, E. (2005). The Social Work Practicum. Boston: Pearson Education.

- Singh, R. R. (1985). Field Work in Social Work Education. New Delhi: Concept Publishing Company.

- 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.

- Tsui, M. (2005). Social Work Supervision: Contexts and Concepts. New Delhi: Sage Publications.

Suggested readings

- Doel, M.&Shardlow, S. M. & Johnson, P. G. (2011). Contemporary Field Social Work: Integrating Field and Classroom Experience. Thousand Oaks, CA: Sage Publications.

- Doel, M. &Shardlow, S. M. (2005). Modern Social Work Practice: Teaching and Learning in Practice Settings. Burlington, VT: Ashgate.

- Verma, R.B.S. & Singh, A.P. (2011). Handbook of Field Work Practice Learning in Social Work. Lucknow, India: New Royal Book Company.

Assessment Methods

- The field work assessment is a continuous process. The students will be required to submit their weekly report to the respective supervisors. Any delay in report submission will bring disadvantage to the students. Their learning will be monitored through weekly individual conferences (IC) with the assigned supervisors. At the end of the semester, students will be required to prepare a field work self-assessment report as per the guidelines in a prescribed form and submit the same to the respective college supervisors. The field work assessment will be done by both internal supervisor and external examiner. The distribution of internal and external marking scheme will be 75 and 25 respectively. The students will be required to appear in viva-voce before the external examiner on scheduled university examination day.

(For all the Generic Elective courses offered by your Department, please put it in the format provided below)

GENERIC ELECTIVES (GE-3): SOCIAL WORK WITH YOUTH

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 YOUTH GE 3 SW 211	4	3	1	0	Semester-I as per University guidelines	NIL	Social Work

Learning Objectives

The Learning Objectives of this course are as follows:
● To understand the concept of youth, their developmental needs, concerns and challenges

● To gain understanding about the various policies and programmes concerning the Youth

● To identify the role of youth in the national development

Learning outcomes

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

● Understand differential needs, concerns and challenges of the youth

● Develop insight about the effectiveness of various policies and programmes for the youth

● Know the significance and modalities of youth participation for the nation's development

	(No. of Lectures)
Unit I: Understanding Youth **Unit description:** The unit will introduce with demographic profile of youth in India. The students will also learn about the needs and empowerment strategies for the youth in contemporary context.	**15** **Weeks: I-IV**
Subtopics: • Concepts and perspectives of Youth • Socio-demographic variables (like gender, caste, class, locale) influencing youth development and empowerment • Youth Empowerment: Needs, Importance and strategies	
Unit II: Challenges before Youth **Unit description:** This unit will introduce students with the challenges faced by the youth. The students will also learn about the intergenerational challenges in urban and rural context.	**(No. of Lectures)** **15** **Weeks: V-VIII**
Subtopics: • Interpersonal concerns and dynamics: Urban and Rural youth, • Intergenerational challenges faced by youth • Youth Unrest, Unemployment, skill development, depression & suicidal tendency	
Unit III: Youth Policies and Programme **Unit description:** This unit will introduce students with National policies and various programmes for youth development.	**(No. of Lectures)** **15** **Weeks: IX-XI**
Subtopics: • National Youth Policy • Youth Development Programmes: National Cadet Corps (NCC), National Service Scheme(NSS), Nehru Yuva Kendra Sangathan (NYKS) • Entrepreneurship schemes: Technology, and education for youth development	
Unit IV: Social Work and Youth **Unit description:** This unit will help students to reflect upon the youth movement and leadership strategies. The students will also analyze the use of mass media and social work interventions.	**(No. of Lectures)** **15** **Weeks: XII-XV**
Subtopics: • Youth movement and Leadership • Effective use of mass media in advocacy, participation and awareness generation • Social Work interventions with Youth	

Practical component (if any) - NIL

Essential readings

- Barry, M. (2005). Youth Policy and Social Inclusion, Routledge, London.

- Deb, S., Majumdar, B.& Sunny A. M. (2022). Youth Development in India Future Generations in a Changing World, 1st, Edition Routledge India.

- Gill, J. (2009). Youth, Polity Press, UK.

- Kehily J.M (Etd.) (2007). Understanding Youth: Perspectives, identities & practices, Sage Publication, London.

- Mahadevan, U. Rozario, H K. Greesan, botcha, R. (ed.) (2016). Youth Development: Emerging Perspectives,Shipra Publications.

- Vasanti, R & Paul, D (2006). Youth and Globalisation, Proceedings of the workshop on youth and Globalisation, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and TISS, Mumbai.

- Wood, J. & Hine, J. (2009). Theory and Policy for Practice, Sage Publication.

Suggested readings

- S. Narayanasamy (2003). Youth Development in The New Millennium, Discovery Publishing House

- Sarumathy, M. & Kalesh, H. (2007). Youth Policies and Programmes in South Asia Region, Rajiv Gandhi Institute of Youth Development, Ministry of Youth Affairs and Sports. GOI.

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 Marks as per University academic calendar

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

GENERIC ELECTIVES (GE-4): MANAGEMENT OF CIVIL SOCIETY ORGANIZATION

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**		
MANAGEMENT OF CIVIL SOCIETY ORGANIZATION GE 4 SW 212	4	3	1	0	Semester - I as per University guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
- Develop an understanding about civil society organizations

- Learn the process of establishing civil society organizations

- Acquire skills and competencies in managing civil society organizations

Learning outcomes

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

- Able to develop conceptual understanding about civil society organizations

- Capable to learn overall procedure of establishing civil society organizations

- Develop skills in managing civil society organizations and formulating, implementation, monitoring and evaluating of development project

SYLLABUS OF GE-4

Unit I: Conceptual Framework of Civil Society Organizations (CSO) **Unit Description:** This unit will give an opportunity to the students to understand the concept of civil society organizations and voluntary initiatives in India.	(No. of lectures) 15 Weeks: I-IV
Subtopics: • Historical development of voluntary initiatives in India • Civil society organizations: Concept, characteristics, nature, types	

and forms • Civil society sector: critical assessment of needs in contemporary context, interface between government and CSOs	
Unit II: Establishing an NGO **Unit Description:** This unit will give an opportunity to the students to learn the process of establishing an NGO.	**(No. of lectures)** **15** **Weeks: V-VIII**
Subtopics: • Salient features of legal provisions: The Societies Registration Act, 1860; The Indian Trusts Act, 1882; The Charitable & Religious Trusts Act, 1920; Religious Endowment Act, 1863; and The Companies Act, 1956, FCRAct,1976 • National policy on voluntary sector, Registration and formation of an NGO, National policy on voluntary organisations • Legal compliances and Taxation requirements	
Unit III: Management of NGOs **Unit Description:** This unit will give an opportunity to the students to learn the management of Non-governmental organizations.	**(No. of lectures)** **15** **Weeks: IX-XI**
Subtopics: • Organizational Planning: Vision, mission, goals, formulation of objectives, strategies and manpower/human resource planning • Management and functions of NGOs: Recruitment, selection, induction, placement, training, employee remuneration and motivation • Organizational environment, work culture, leadership, coordination and employee discipline	
Unit IV: Project Implementation, Monitoring and Evaluation **Unit Description:** This unit will engage students in learning formulation, implementation, monitoring and evaluation of development projects.	**(No. of lectures)** **15** **Weeks: XII-XV**
Subtopics: • Developing projects on different issues: Types, stages, factors • Project implementation: Mobilization of resources, fund raising and grant-in-aid • Project monitoring and evaluation	

Practical component (if any) - NIL

Essential Readings

- Abraham, Anita. (2011). Formation and Management of NGOs. Delhi, India. Universal Law Publishing Co.

- Bhatia S.K. (n.d.). Training & Development. New Delhi: Deep & Deep Publication Pvt. Ltd.

- Chandra, S. (2001). NGO: Structure, Relevance and Functions. New Delhi: Kanishka Publishars.

- Chowdhary, S. (1990). Project Management. Delhi: Tata McGraw-Hill.

- Coley, S.M. & Schein, C.A. (1990). Proposal Writing (Sage Services Guides). New Delhi: Sage Publication.

- Dadrawala, N.H. (2004). The Art of Successful Fund Raising. New Delhi: CA.

- Edwards, Michale R. (2002). The Earthscan Reader on NGO Management. London: Alan Fowler.

- GOI (2018): Foreign Contribution (Regulation) Act, 2010 along with rules and regulations, BARE Act. Universal Publications, New Delhi.

- Horton Dougles & Anestasia A. (2003). Evaluating Capacity Development. Canada: International Development Research Centre.

- Indian Center of Philonthropy, (2002). Investing in Ourselves: Giving & Fund Raising In India, New Delhi: Sampradan

- Jackson, J.E. (1989). Evaluation for Voluntary Organisation. Delhi: Information and News Network.

- Levis, David (2001). The Management of NGO Development Organization: An Introduction. London: Routledge.

- Mukherjee, K.K. (1999). A Guide Book for Strengthening Voluntary Organization. Ghaziabad, India: Gram Nivojana Kandera.

- Nabhi Board of Editors (2020): Nabhi's Handbook for NGOs. New Delhi: Nabhi Publications.

- Naik, B. M. (1985). Project Management: Scheduling and Monitoring. Delhi: Vani Educational Book.

- Norton M. & Murray C. (2000). Getting Started in Fund Raising. Sage Publication Pvt. Ltd.

- Padaki, V. & Vaz, M. (2004). Management Development and Non-Profit Organisation. New Delhi: Sage Publication.

- Pamecha, V.K. (2012). Project Proposal Formulation & Funding of NGOs & NPOs in India. New Delhi: Jain Book Agency.

- Sankaran & Rodrigues. (1983). Handbook for the Management of Voluntary Organisation.' Madras: Alpha Publications.

- Verma R.B.S. & Singh, Atul Pratap. (2005). Manav Sansadhan Vikas Evam Prabandhan Ki Rooprekha (Hindi). Lucknow, India: New Royal Book Company.

Suggested Readings

- PRIA. (2001). Defining Voluntary Sector in India: Voluntary Civil or Non-profit. New Delhi: Participatory Research in Asia- PRIA.

- PRIA. (2001). NGOs in India: A Critical Study. Delhi: PRIA.

- Save the Children. (2006). Toolkit: A Practical Guide to Planning, Monitoring, Evaluating and Impact assessment. London, UK: Save the Children.

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 Marks as per University academic calendar

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