UNIVERSITY OF DELHI

CNC-II/093/1/EC-1273/25/

Dated: 29.07.2025

NOTIFICATION

Sub: Amendment to Ordinance V

(ECR 38-9, 38-10, 38-11 and 38-12 dated 17.01.2025)

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The Syllabi of the following under the Faculty of Social Science based on Undergraduate Curriculum Framework 2022, are notified herewith for the information of all concerned:

- Syllabi of BA (Hons.) Social Work for Sem-VII and Sem-VIII under Department of Social Work (ECR 38-11 dated 17.01.2025) - As per Annexure-1
- Syllabi for Semester-VII and Semester-VIII in respect of Delhi School of Journalism under Faculty of Social Sciences (ECR 38-12 dated 17.01.2025)
 As per *Annexure-2*
- Syllabus of DSE titled "Introduction of Research Methods in Geography" for Semester VI in Department of Geography (ECR-38-10/ dated 17.01.2025)-As per *Annexure-3*
- 4. Syllabi of following two Generic Elective Courses in Department of Geography (ECR-38-9/ dated 17.01.2025): as per *Annexure-4*

- (i) Principles of Physical Geography (Semester-V)
- (ii) Principles of Human Geography (Semester-VI)

REGISTRAR

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY
STRUCTURE, COURSES & SYLLABI OF SEMESTER -VII & VIII



दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

Bachelor of Arts (Hons) in Social Work (Effective from Academic Year 2022-23)



Revised Syllabus as approved by

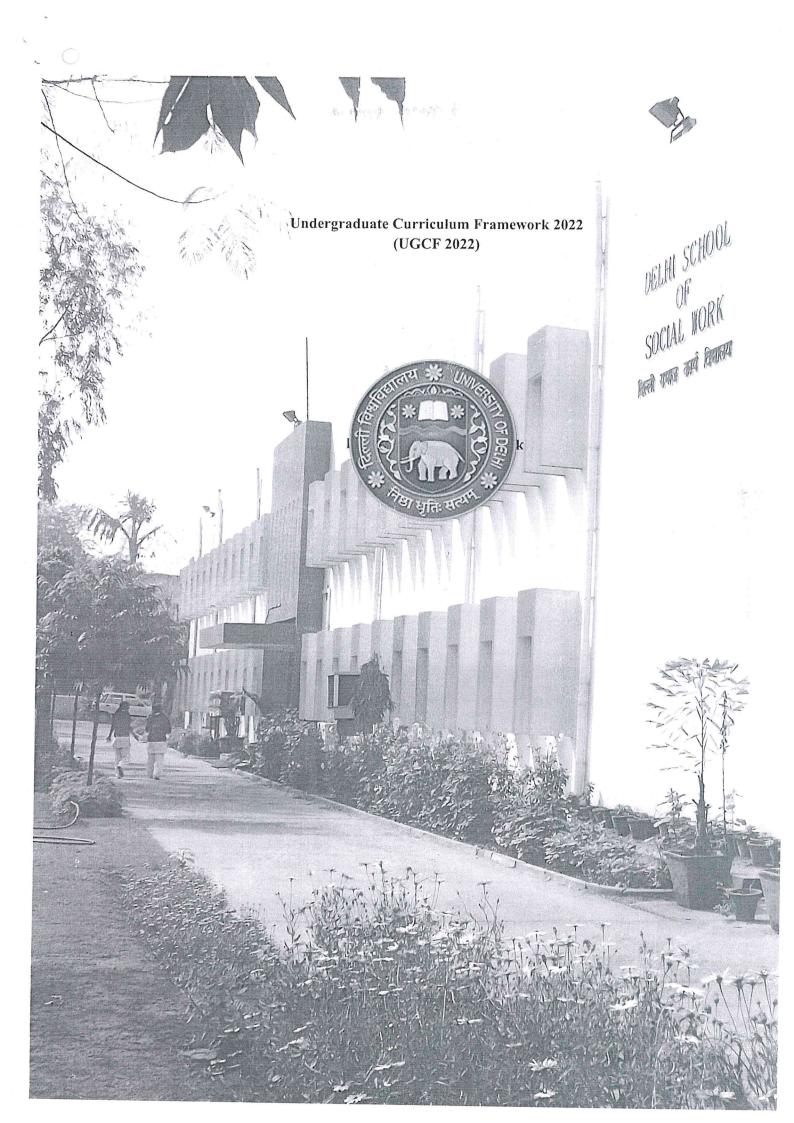
Academic Council

Date:

Executive Council

No:

Date: No



ACKNOWLEDGEMENT (Name & Signature of all members of the Core Committee)

This revised undergraduate programme in social work is the result of dedicated work by the Core Committee that began with a critical review of the existing undergraduate programme. The Courses Committee also held meetings and detailed discussion on this proposed programme along with teachers from the colleges. The Core Committee constituted by the Department of Social Work is as below:

Prof. Sanjoy Roy, Department of Social Work, University of Delhi (Head of the Department)

Prof. Neena Pandey, Department of Social Work, University of Delhi

Prof. Beena Antony Reji, Department of Social Work, Aditi Mahavidyalaya

Prof. Tushti Bhardwaj, Department of Social Work, Dr. Bhim Rao Ambedkar College

Prof. Sanjoy Roy Head, Department of Social Work, University of Delhi

INTRODUCTION

The main purpose of the Undergraduate Programme in Social Work is to develop and disseminate knowledge, skills and values through education, field training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. The programme is strongly committed to a diverse learning environment. The Course inculcates respect, dignity and worth of all human beings and understanding of diverse conditions. Since, social work is a practice based profession; hence, the courses offered are of vital significance in overall learning process of the students. Under this programme, students will be studying various core courses, which would include theoretical perspectives central to social work profession along with concurrent field work practice. In addition, students would have an optional research based project through which students will be offered opportunities to learn research methodology and prepare a small dissertation. The fieldwork practicum in social work curriculum is considered the signature pedagogy as it denotes the vital methodology of teaching learning to prepare the students for professional practice. The Bachelor with Honours in Social Work is a practice based programme which is comprised of classroom teaching and diverse field work practicum pedagogies. It is directed towards developing knowledge, skills, attitudes and values through classroom teaching-learning process, field training in real life situations and research on contemporary issues necessary for promoting, improving and maintaining the functioning of individuals, groups, institutions and communities in the society.

The Honours programme in social work offers a wide variety of courses to help the students to learn about the national and global scenario of social work in an interdisciplinary mode and developing their skill base for getting employment or initiating self-employed opportunities in welfare, development and allied sectors. Social work is the applied stream of social science, which provides its students planned opportunities to apply theory in actual field situations, which in turn enhances their learning. Hence, these applied courses are value addition to the students of social work in strengthening their knowledge and skills and bringing high quality standards in practice learning. Thus, the expected outcome of this programme is to produce well-trained and skilled professional social workers aligned with national and international work ethos.

I.Background

The University of Delhi introduced B.A. (Hons.) Social Work programme in 1995 realizing the importance of professionalism for social workers at grassroots and intermediate levels. The Programme is comprised of classroom teaching and fieldwork practicum in real life settings. The classroom teaching is directed towards familiarizing the students with principles and skills required for social work

intervention and developing students' personality through inculcation of democratic and humanitarian attributes and values. Fieldwork practicum is managed through a network of various NGOs and government organisations working in welfare and development sectors where the students get first-hand experience of various social issues and appropriate programmes to address the same. The programme intends to provide an in-depth understanding of the humane values, social justice and rights-based perspective to address various social issues. It is designed to develop social work professionals with essential knowledge, skills, virtues, competence to work with various national and international development organizations.

After completion of this programme, social work graduates can get employment both in the public and private sectors. There, is also an opportunity of self-employment. There are numerous job options in social welfare sectors like family and child welfare, education, health care, community health and nutrition, mental health, youth welfare, rural and urban development, environment and research. This is the best suited course for those who have sensitivity towards social concerns and wish to take up challenges to improve the lives of marginalized sections of the society. The social work professionals would also be engaged in providing welfare services, become part of the developmental process, respond to the needs of human rights, social justice, empowerment and liberation of weaker and vulnerable sections of the society.

The programme provides an opportunity to the students to choose courses from the prescribed Discipline Specific Elective, Generic Elective, Skill Enhancement Courses and Value Addition Courses in addition to the Discipline Specific Core Compulsory Courses.

As per the University guidelines, the curriculum is based on the following:

- 1. **Discipline Specific Core (DSC) Course:** A course, which should compulsorily be studied by a student as a core requirement is termed as a Core Course.
- 2. Discipline Specific Elective (DSE) Course: A course which can be chosen from a pool of courses that offers supportive exposure to the student as per the programme.
- 3. Generic Elective (GE) Course: A course chosen generally from an interrelated discipline/subject, with an intention to seek knowledge/exposure is called a Generic Elective.
- 4. Skill Enhancement Course (SEC): A course to be chosen from a pool of course which gives hands-on skills training to the students through theory and practical exposure in the field settings.
- 5. Value Addition Course (VAC): A course to be from a pool of courses offered by various Departments to add value and sensitivity to the society.

- 6. **Dissertation:** A Dissertation work will be offered in fourth year of the programme. The student will work under the supervision of the college research guide and required to submit the dissertation report as per University guidelines.
- 7. **Ability Enhancement Courses (AEC):** The Ability Enhancement Courses will be offered as per University guidelines.

The Programme follows multiple exit options as per University of Delhi Guidelines.

II. Nature of the Programme

The Undergraduate Curriculum Framework in Social Work programme prepares the students for achieving the objectives through interventions in real life situations, which are dynamic in nature. The programme offers individualized mentoring to every student and comprises of classroom teaching involving interactive pedagogy and field work practicum.

The classroom teaching is directed towards familiarizing the students with theoretical perspectives, principles and skills required for social work interventions. It aims to develop student's personality through inculcation of democratic, humanitarian attitude and values. The four days of the week are devoted to classroom teaching experience and two days for the Field Work practicum.

After completion of the programme, social work students will have job opportunities in the public, government and private sector in the country and abroad. The graduates may also have self-employment opportunities in terms of initiating their own organizations. In the public and government sectors, there are many positions, which are regulated by the Government and are meant to manage the social welfare and development programmes. To mention a few of such opportunities are: Welfare Officers in the Department of Social Welfare; Welfare Officers/Legal-cum-Probation Officer in the Department of Women & Child Development; CDPOs in Integrated Child Development Services (ICDS); Welfare Officers in factories, mines or plantations; Counsellors in family counselling centers, schools, and HIV/AIDS organisations; Medical and Psychiatric Social Workers in hospitals; Consultants in research & development institutions, corporate and civil society organizations (NGOs). In the corporate sector, social work graduates join as HR Managers, Industrial Relations Officers, CSR officers etc. The NGOs/Civil Society Organizations employ social work graduates in programme planning, execution, administration and funding agencies which may be related with various target groups including children, women, youth and elderly. Career guidance, pre & post marital counselling and life coaching are also considered as emerging areas of social work

practice. Social work graduates may also work in International, global and UN agencies like UNICEF, WHO, UNDP, etc. as consultants.

III. Aims of the Programme

The overall aims of the UGCF Social work are:

- 1. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare and development.
- 2. To develop competencies with knowledge, skills and attitudes required for social work interventions.
- 3. To train the students as professional social workers with sensitivity towards social concerns and problems through inculcation of democratic and humanitarian values.

IV. Graduate Attributes in Social work

Some of the characteristic attributes that a social work graduate should demonstrate are as follows:

- 1. **Disciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of all fundamental concepts, philosophy, values and ethics, principles, methods and skills and techniques of social work that form a part of an undergraduate programme of the study.
- 2. Communication Skills: Ability to express thoughts and ideas effectively in writing and orally to all concerned, communicate with the clients using appropriate media; confidently share views and express herself/himself; demonstrate the ability to listen carefully to the clients, read and write analytically, and present complex information in a clear and concise manner. Field work report writing and presentation are integral part of the teaching pedagogy which directly help to strengthen the communication skills of the social work graduates.
- 3. *Critical Thinking:* Capability to apply analytic thought to the social work knowledge; analyse and evaluate field evidences, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- 4. **Problem Solving:** Capacity to extrapolate from what students have learned and apply their competencies to solve different problems of individuals, groups or communities in real life situations.

- 5. Analytical Reasoning: Ability to evaluate the reliability and relevance of empirical evidences; identify logical flaws and gaps in the arguments of others; analyse and synthesise data from a variety of sources; draw valid conclusions and support them with empirical evidence addressing diverse viewpoints.
- 6. **Research-Related Skills:** A sense of scientific inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating; define research problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from the data, establish hypotheses, predict cause-and-effect relationships; ability to prepare plan, execute and writing the results of an investigation or social survey.
- 7. **Cooperation/Teamwork**: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a team of professionals, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- 8. **Scientific Reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate the ideas, empirical evidence and experiences from an open-minded and reasoned perspective.
- 9. *Reflective Thinking:* Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- 10. *Information/Digital Literacy:* Capability to use ICT in a variety of learning situations/demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
- 11. Self-Directed Learning: Ability to work independently, identifies appropriate resources required for a development project, and manages such a project until completion.
- 12. *Multicultural Competence:* Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
- 13. Moral and Ethical Awareness/Reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all social work assignments. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

- 14. **Leadership Readiness/Qualities:** Capability to lead the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination in a smooth and efficient manner.
- 15. *Lifelong Learning*: Ability to acquire knowledge and skills, including, 'learning how to learn', that are necessary for participating in learning activities throughout life through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/re-skilling.

V. Programme Learning Outcomes

The programme learning outcomes focus on knowledge and skills that prepare students for further study and employment. The broad learning outcomes of social work programme are:

- 1. To develop sensitivity towards issues of human rights and social justice.
- 2. To familiarize the students with knowledge, skills and attitudes required for professional social work practice.
- 3. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.

VI. Field Work Practicum

Field work practicum in social work is an integral part of social work education. In field work, field will be settings (a social welfare and/or development agency or open community) which offers avenues for students' interaction with client and client system, where they will apply social work methods, principles, skills, and techniques under the guidance of faculty of the respective college and practitioner of the agency.

Components of Field Work

Field work in social work education involves multiple learning pedagogies and activities. The components of field work are:

- A. Observation Visits: Students of semester-I will be given an opportunity to visit and observe agency/community settings in order to know about the initiatives of governmental and non-governmental organizations towards social concerns.
- B. Orientation Programme: Three-days orientation programme will be organized at the commencement of the course at the beginning of semester-I, semester-III,

- and semester-V of first, second, and third years respectively before starting concurrent field work. Attendance in orientation programme is compulsory.
- C. Concurrent Field Work: Concurrent field work is required to be conducted simultaneously with classroom teaching of courses from the very beginning of all the semesters (both odd and even) of first, second and third years and shall continue till the preparation leave before the commencement of the examinations. Two days in a week (Wednesday and Friday) will be allotted to the students to perform concurrent field work. The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery.
- **D.** Weekly report submission: The student is required to prepare a learning report of his/her weekly field visits and submit the same on a weekly assigned day to the respective college supervisor without any delay.
- E. Individual conferences/mentorship: The student is required to meet his/her assigned supervisor on the pre-decided day as per the schedule on weekly basis (15 minutes approximately) to discuss his learning assignments. The individual conferences are mentorship programmes to give professional learning experiences to each student for their growth.
- F. Group conferences/scientific paper presentations: The students will be required to present scientific papers or fieldwork experience-based papers in group conference which will account for approximately 45 minutes per week. These conferences will provide opportunities for the students to strengthen their presentation skills. In addition, they will also learn to perform the role of a recorder and chairperson of the scientific sessions.
- G. Skill Enhancement Course: The student is required to prepare an independent project report for Skill enhancement course for fulfilling the 2 hours of practical requirements of the SEC paper. The practical for SEC paper for students will be performed in the field work agency/community setting and skill labs.
- H. Skill Development Workshops: The skill development workshops/seminars/hands-on learning sessions are part of Skill Enhancement Courses (SEC). These workshops are a platform through which the values, principles, methods, techniques, tools etc. are translated into practice i.e. learning by doing. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshops is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under the skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays include scriptwriting/street theatre; (iv) Simulation

exercises;(v) Film screening; (vi) Handmade creations using waste material; (vii) Practice of counselling techniques; (viii) Practice of participative techniques; (ix) Workshops on communication; (x) Mock interviews; (xi) Strategic planning for advocacy (xii) lecture series.

I. Rural Camp: Rural camp will be organized for the students of semester-5 or 6 for approximately 3-5 days to provide exposure to the students about the socioeconomic, political, and cultural situations and realities of rural life. The rural camp will be organized under the guidance of the faculty members. Attendance of rural camps is compulsory. There shall be weightage of rural camps in the internal assessment of fieldwork for performance, behavior, and learning in the rural camps which shall be awarded by the respective supervisors.

The time spent on weekly fieldwork comprises the following components:

Field Work Practicum paper	8 hours			
Fieldwork report writing	3 hours			
Individual and Group Conference	lhour			
Skill Enhancement Course	2 hours			
Total hours in a week	14 Hours			
Total hours required in a semester	14 (hours @week) x 15 (weeks approx. in a semester) = 210 hours in a semester			

VII. Administration of Field Work

The administration of field work programme of the college will be the responsibility of the Field Work Unit of the Department. Any official correspondence with the field work agencies, agency supervisors, students, college etc. regarding all the aspects of field work programme will be done by the Teacher-in-Charge and/or Field Work Coordinator. Field Work Coordinator should be nominated through the unanimous decision of the departmental meeting to be held with completing the corium. He/she will be responsible with the Teacher-in- Charge for organizing, implementing, coordinating, guiding and monitoring the entire field work programme. The position of Field Work Coordinator shall keep on rotating among the faculty members of the department.

VIII. Criteria for Selection of Field Work Agencies

The following criteria will be used for screening and selecting organizations for field work setting:

1. The agency's philosophy of service must be compatible with the values and ethics of the social work profession and the objectives of field work practicum.

- 2. The Agency must be willing to accept and follow the requirements of the College for participation in the field work practicum.
- 3. The agency must provide social worker/related qualified professional to act as field work supervisor and provide them with the time and resources necessary to fulfil his/her roles.
- 4. The agency must be willing to provide a comprehensive learning opportunity for the students including orientation and learning assignments.

IX. Field Work Placement

The students will be placed with a field work agency by the college supervisor/Field work Department. Placement of students under the college supervisor should be done as per the 1:10 teacher-learner ratio in line with UGC guidelines. In the field work placement, preference of the students or faculty members for each other will not be considered. The field work agency of the student will remain the same for the two consecutive semesters of an academic year. The following points should be taken into consideration for the field work placement:

- 1. Gender considerations
- 2. Agency's concerns/expectations about the placement; and
- 3. Constraints of students such as disability, language barrier etc.
- 4. Ratio of girls and boys students should be appropriately distributed among all the college supervisors (in case of co-educational College)
- The college supervisor will be different in each academic year

X. Field Work Supervision

Supervision is an essential aspect of field work practicum. The goal of field work is achieved by placing the students under the supervision of a faculty member in the college as well as professionally trained social worker in the agency. The major method of supervision include: Individual Conference (IC); Group Conference (GC); Report discussion and Agency Visits which will amount to minimum 2 hours per students. These hours of supervision will be essentially calculated in total teaching hours of a college supervisor as per the number of students placed under him/her supervision.

The college supervisor must strive to:

1. Prepare a schedule of meeting with students.

- 2. Help the students in preparing learning plan.
- 3. Help the students to develop maturity in dealing with different circumstances and learn to appreciate and respect multiplicity and diversity of society, culture and communities.
- 4. Help them to grow as professional social workers, conscious about the demands of the profession and develop capability to handle situations independently.
- 5. Monitor continuously the progress of students and provide feedback to them about the performance.
- 6. Arrange periodic visits and meetings with agency supervisor wherein the proposed course of action by the student is discussed and an affirmative response is obtained from the agency.
- 7. Read and check the field work reports and provide necessary feedback to the students regarding report writing.
- 8. Develop insight into the process of social work intervention using social work philosophy, principles, methods and skills.
- 9. Provide regular, timely and systematic inputs.

XI. Field Work Attendance

The students in this course are being trained to become professional social workers. They are expected to meet the following responsibilities related to attendance:

- 1. The Department expects students to be regular and punctual in the field work. Only in special cases, there is a provision of leave from field work on the grounds of sickness or important personal reasons. Leave from field work should generally be applied in advance. All leave applications should be addressed to the college supervisor. In case, a student is unable to attend field work due to physical problem, he/she must arrange to send message as soon as possible to the agency as well as college supervisor.
- 2. A student is not required to attend field work on college holiday, however, it may be utilized under the guidance of the college supervisor and all such days could be called additional field work.
- 3. Minimum eighty percent (80%) attendance in the concurrent field work is compulsory.
- 4. Attendance of all the components of field work i.e. orientation programme, individual conferences, group conferences, rural camp, skill development workshops, special lectures and seminars is also compulsory.

XII. Submission of Field Work Reports

The students are expected to fulfil the following responsibilities related to submission of reports:

- To prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
- 2. To maintain a cumulative record of actual hours spent at the field work.
- To complete and submit weekly reports of concurrent field work in a prescribed manner.
- 4. To prepare and submit reports of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately.
- 5. To complete and submit field work self-assessment form after termination of field work.

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XIII. Discipline at the Field Work

The students of social work are expected to behave with maturity, have respect for human beings, exhibit responsibility, decency and work towards maintaining the dignity and worth of the individuals. Following acts may be treated as misconduct during the field work:

- 1. Frequently late at the field work without intimating college and agency supervisors.
- 2. Absent from field work and/or individual or group conference without intimating college and agency supervisor.
- 3. Frequently late in completion of task assigned by agency and/or the college.
- 4. Missing appointments with the clients or agency supervisor without intimation.
- 5. Exploiting clients or client's family.
- 6. Breaching client confidentiality.
- 7. Initiating physical confrontation with a client, client's family members, agency supervisor or agency staff.
- 8. Acting in a discriminatory manner towards a client.
- 9. Falsifying documentation in agency records and field work reports.
- 10. Exploiting the agency by misuse of agency services/resources.
- 11. Engaging in behaviour that would constitute malpractice.
- 12. Engaging in abusive or degrading behaviour towards a client, client's family, agency supervisor or agency staff and college supervisor.
- 13. Exhibiting disruptive or harmful behaviour; acting in an unprofessional or inappropriate manner while at the field work such as inappropriate display of emotions or immature behaviour.
- 14. If a complaint is received by the college supervisor against a student or if he/she is confirmed that a student is involved in any of the above mentioned misconduct, then the procedure of disciplinary proceeding will be as follows:
- 15. Issuing show-cause notice to the student duly signed by the Principal, Teacher-in-Charge, Field Work Coordinator and the college supervisor of the college;
- 16. Receiving written explanation from the student;
- 17. Holding inquiry into complaints by the Principal, Teacher-in-Charge, Field Work Coordinator and the college supervisor (if not satisfied with the explanation);
- 18. Issuing punishment order by the Principal.

XIV. Assessment of Field Work

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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. Viva-voce will be held in the presence of the Teacher-in- charge and one External Examiner appointed by the University of Delhi. The external examiner could be teachers from the Department and/or Colleges. While awarding marks for exceptionally low or high, the college supervisor should place reasons on record. Attendance in viva-voce is mandatory.

Internal Assessment of Field Work: Internal Assessment marks of the field work shall be moderated by the Department moderation committee. The following are the parameters of internal assessment of field work:

S.	Parameters	Reflections
No.		
1.	Personal Traits	Discipline, Honesty, sincerity, ability to establish and maintain professional relationship with clients, agency staff, co-workers etc.
2.	Attendance	Attentiveness in field work, individual & group conferences, workshops, submitting reports along with log-sheets, maintaining percentage of attendance in overall field work activities etc.
3.	Theoretical perspective in field situations	Understanding about the fundamental concepts, philosophy, ethics, values, methods, principles, skills & techniques of social work etc.
4.	Knowledge about Agency/ Community	Knowledge about agency and/or community, structure, functioning, policies, programmes, activities, services, clients, networking with other organizations etc.

5.	Performance in the Field including rural camp& Skill development workshops	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.
6.	Professional Development	Development of professional attitude towards assigned tasks, programme planning and management, decision making, ability to work within agency limitations, willingness to accept mistakes and ready to ractify them with use of practice learning instructions, sense of responsibility and professional commitment, ability to adjust with co-workers, agency staff, clients and/or community people, ability to work cooperatively etc.
7.	Quality of Reports	Clarity of learning plan, agency/community profile; narration of incidences, presentation of facts, mode of presentation of facts, ability to observe and analysis of given situations, language and style of report writing etc.
8.	Group Conferences/ paper presentations	Quality of content of the group conference paper, language, presentation style, clarity of the theme, tackling clarifications and level of participation etc.

XV. Assessment Methods for theory papers

The progress of a student towards achievement of learning outcomes will be assessed by using the following: semester end examinations, practical based assignments; library assignment; project assignment/case-study reports; group assignments; oral presentations, including seminar presentation; and self-assessment etc. The performance of the students should be assessed through two components: internal assessment and semester end examinations keeping in view the following:

- 1. **Internal Assessment:** Attendance, class presentations, assignments (task based oral/or written), and class tests as per University guidelines.
- 2. **Semester End Examinations**: Written examinations are of theory question paper pattern (The semester end examinations shall be conducted as per the academic calendar notified by the University of Delhi.

XVI. Assessment pattern

S. No.	Course	Semester end examination	Internal Assessment	
1.	Discipline Specific Core (DCS) Theory papers	75 Marks	25 Marks	
2.	Discipline Specific Core (DSC) Field Work Practicum Papers	25 Marks Viva Voce by External Examiner	75 Marks by internal Supervisor	
3.	Discipline Specific Elective (DSE)	75 Marks	25 Marks	
4.	Generic Elective (GE)	75 Marks	25 Marks	
5.	Skill Enhancement Course (SEC)	50 Marks	50 Marks	
6.	Value Addition Courses (VAC)	75 Marks	25 Marks	
7.	Dissertation	25 Marks Viva Voce by External Examiner	75 Marks by Internal Supervisor	

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



(Department of Social Work)

COURSES OFFERED BY DEPARTMENT OF Social Work

<u>Category I</u> <u>Semester- VII</u>

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course	Credit	Credit	distributio	n of the course	Eligibility criteria	Pre-requisite of the course (if any)
title & Code	S	Lectur e	Tutoria l	Practical/ Practice		
MENTAL HEALTH AND SOCIAL WORK	4	3	0	1	12th Pass	NIL
DSC 19						

Learning Objectives

The learning objectives of this course are as follows:

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

Learning outcomes

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

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

SYLLABUS OF DSC-19

Unit I: Foundation of Mental Health and Social Work

15 Hours

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

- Concept of Health and mental health
- History and development of social work practice in the field of mental health

• Social Work Models in Mental Health

Unit II. Understanding Mental Health Disorders and treatment approaches

15 Hours

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

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

Unit III: Mental Health Policies and Ethical issues

15 Hours

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

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

Unit IV: Social work practice in mental health setting

30 Hours

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

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

Practical component - Unit IV application based

Essential readings

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

Suggested Readings

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

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

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

Course title	Credit s	Credit	distributio	n of the course	Eligibility criteria	Pre-requisite of the course (if any)
& Code		Lectur e	Tutoria l	Practical/ Practice		
RESEARC H TOOLS AND DATA ANALYSIS DSE 13	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

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

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

SYLLABUS of DSE 13

Unit I: Quantitative Tools of Data Collection

15 Hours

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

Subtopics:

- Interview Schedule Designing, administration, advantages and Limitations.
- Questionnaire Designing (paper and digital) uses, advantages and limitations, Interview Schedule vs.
 Questionnaire.
- Rating scales Types (Likert, Thurston and Guttman) –
 Selection and administration; Checklist Designing,

administration, advantages and Limitations.

• Prepare a project work/case- study reflecting essential content in this unit.

Unit II: Qualitative Tools of Data Collection

15 Hours

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

Subtopics:

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

Unit III: Quantitative Data Analysis

15 Hours

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

Subtopics:

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

Unit IV: Qualitative Data Analysis

30 Hours

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

Subtopics:

 Content Analysis and Framework Analysis – Concept, process, significance, selection, advantages and limitations.

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

Practical component - Unit I-IV application based

Essential Readings

- ATLAS.ti. (n.d.). Manuals and documents. Retrieved December 11, 2024, from_ https://atlasti.com/manuals-and-documents#user-manuals
- Atkinson, P., & Delamont, S. (2011). Qualitative research methods. New Delhi: Sage.
- Babbie, E. (2014). The basics of social research (6th ed.). New Delhi: Wadsworth.
- Bazeley, P., & Richards, L. (2000). The NVivo qualitative project book. London: Sage.
- Bordens, K. S., & Abbott, B. B. (2018). Research design and methods: A process approach (10th ed.). New York: McGraw-Hill.
- Bryant, A., & Charmaz, K. (Eds.). (2019). The SAGE handbook of current developments in grounded theory. SAGE Publications Ltd.
 https://doi.org/10.4135/9781526436061
- Charmaz, K. (2006). Constructing grounded theory: A practical guide through qualitative analysis. London: Sage Publications.
- Christensen, L. B., Johnson, R. B., & Turner, L. A. (2014). Research methods, design, and analysis (12th ed.). New York: Pearson.
- Crano, W. D., Brewer, M. B., & Lac, A. (2015). Principles and methods of social research (3rd ed.). New Delhi: Routledge.
- Creamer, E. G. (2021). Advancing grounded theory with mixed methods (1st ed.). Routledge. https://doi.org/10.4324/9780429057007
- Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches. New Delhi: Sage.
- Davies, C. (2008). Reflexive ethnography: A guide to researching selves and others. New York: Routledge.
- Delamont, S. (2004). Ethnography and participant observation. In C. Seale, G. Gobo,
 & J. Gubrium (Eds.), Qualitative research practices (pp. 217–229). London: Sage.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). The SAGE handbook of qualitative research (5th ed.). SAGE Publications.
- Glaser, B. G. (1992). Basics of grounded theory analysis: Emergence vs. forcing. California: Sociology Press.

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

Suggested Readings

Bandalos, D. L. (2018). Measurement theory and applications for the social sciences.

- Barry, C.A. (1998). Choosing qualitative data analysis software: Atlas/ti and Nudist compared. Sociological Research Online, 3(3). Retrieved from http://www.socresonline.org.uk/socresonline/3/3/4.html
- Bourdieu, P. (1977). Outline of a theory of practice. Cambridge: Cambridge University Press.
- Briggs, D. J. (2009). A practical guide to designing a poster for presentation. Nursing Standard, 23(34).
- Brower, R. (2006, September). Using qualitative analysis software in public administration research: An illustration and review. Paper presented at the Southeast Conference on Public Administration, Athens, Georgia.
- Coley, S. M., & Scheinberg, C. A. (2008). Proposal writing: Effective grantsmanship. Sage.
- Devi, P. S. (2017). Research methodology: A handbook for beginners. Notion Press.
- Dey, I. (1999). Grounding grounded theory: Guidelines for qualitative inquiry. San Diego, CA: Academic Press.
- Elliott, N., & Higgins, A. (2012). Surviving grounded theory research method in an academic world: Proposal writing and theoretical frameworks. Grounded Theory Review, 11(2).
- Forsey, M. (2010). Ethnography as participant listening. Ethnography, 11(4), 558–572. https://doi.org/10.1177/1466138110372587
- Glaser, B. G. (1978). Theoretical sensitivity. California: The Sociology Press.
- Gregar, J. (1994). Research design (qualitative, quantitative, and mixed methods approaches). Book published by SAGE Publications, 228.
- Guz, A. N., & Rushchitsky, J. J. (2009). Scopus: A system for the evaluation of scientific journals. International Applied Mechanics, 45(4), 351-362.
- Iloh, C., & Tierney, W. (2014). Using ethnography to understand twenty-first century college life. Human Affairs, 24, 20–39.
- Martin, W. E., & Bridgmon, K. D. (2012). Quantitative and statistical research methods: From hypothesis to results. San Francisco: Jossey-Bass.
- O'Reilly, K. (2009). Key concepts in ethnography. Los Angeles: Sage.
- Pandey, P., & Pandey, M. M. (2021). Research methodology tools and techniques. Bridge Center.
- Rajaretnam, T. (2015). Statistics for social sciences. New Delhi: Sage.
- Ridder, H. G. (2014). Book review: Qualitative data analysis: A methods sourcebook (Vol. 28, No. 4, pp. 485-487). Sage UK: London, England: Sage publications.
- Rosmarakis, E. S., Soteriades, E. S., Vergidis, P. I., Kasiakou, S. K., & Falagas, M. E. (2005). From conference abstract to full paper: Differences between data presented in conferences and journals. The FASEB Journal, 19(7), 673-680.
- Singh, S. (Ed.). (2003). Teaching qualitative research with QSR software. Qualitative Research
 Journal.
 Retrieved from http://www.latrobe.edu.au/aqr/journal/special-AQR2003.pdf, p. 134-134.
- Stocking, G. (1983). The ethnographer's magic: Fieldwork in anthropology from Tylor to Malinowski. In G. Stocking (Ed.), Observers observed: Essays on ethnographic field work (pp. 70–120). Madison: University of Wisconsin.

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course	Credit s	Credit	distribution	n of the course	Eligibility criteria	Pre-requisite of the course (if any)
title & Code		Lectur e	Tutoria l	Practical/ Practice		
SCHOOL SOCIAL WORK DSE 14	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

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

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

SYLLABUS of DSE 14

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

15 Hours

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

Subtopics:

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

Unit II: Issues of school going children and adolescents

Unit Description: This unit will introduce various issues faced by the

15 Hours

school going children and its impact on their overall development.

Subtopics:

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

Unit III: Skills and models used by School Social Worker

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

Subtopics:

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

Unit IV: Intervention by the School Social Worker

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

Subtopics:

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

Practical component- Unit IV application based

Essential Readings

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

15 Hours

30 Hours

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

Suggestive Readings

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

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credit	Credit distribution of the course			Eligibility	Pre-
	S	Lectur e	Tutoria l	Practical/ Practice	criteria	requisite of the course (if any)
SOCIAL WORK WITH	4	3	0	1	12th Pass	NIL
UNORGANISE D SECTOR						
DSE 15	× ×					

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

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

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

SYLLABUS of DSE 15

Unit I: Workers in Unorganised and Agricultural Sector

15 Hours

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

Subtopics

- Unorganised workers: Concept of work, employment and decent work
- Needs, issues and challenges of unorganised and agricultural workers
- Legal initiatives, social security measures, statutory and nonstatutory welfare measures for unorganised and agricultural

workers

Unit II: Migrant Workers and Construction Workers

15 Hours

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

Subtopics:

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

Unit III: Street Venders and Domestic Workers

15 Hours

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

Subtopics:

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

Unit IV: Social Work Practice

30 Hours

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

Subtopics:

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

Practical component- Unit IV application based

Essential Readings:

 Alam, M., & Mishra, S. M. (1998). Structural reform and employment issues in India: A case of industrial labour. InJournal of Labour Economics, Vol. 41, No. 2 (p271 –292).

- Bagga, U. (2010). Training Module on Urban street Vendors and Their Rehabilitation, RCUES, Lucknow.
- Bhagoliwal, T. N. (2002). Economics of labour and industrial relation. Agra: Sahitra Bhawan
- Bhowmik S K & Saha D. (2012). Street Vending in Ten Cities in India, Report, School of Management and Labour Studies, Tata Institute of Social Sciences, Mumbai and NASVI, New Delhi.
- Buckley, Michelle et al. (2016). Migrant Work and Employment in the Construction Sector. Geneva: International Labour Organization.
- Deshingkar, P., & Farrington, J. (2009). Circular migration and multilocational livelihood strategies in rural India. New Delhi: Oxford University Press.
- Deshpande, R. S., & Arora, S. (2010). Agrarian crisis and farmer suicides. New Delhi: Sage Publications.
- Singh, A.K. & Singh, AP. (2022). Migrant Workers during COVID-19 Pandemic, Serials Publications Pvt. Ltd., New Delhi. Desai, V. (2012). Rural development in India. Himalaya Publishing House, Mumbai.
- Vaidyanathan, A. (2010). Agricultural growth in India: Role of technology, incentives and institutions. New Delhi: Oxford University Press

Suggested Readings:

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

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course title &	Credit	Credit o	listribution	of the course	Eligibility	Pre-
Code	S	Lectur e	Tutoria I	Practical/ Practice	criteria	requisite of the course (if any)
CORPORATE SOCIAL RESPONSIBILIT Y AND SOCIAL WORK DSE 16	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

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

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

SYLLABUS of DSE 16

Unit I: Introduction: Concept of Corporate Social Responsibility 15 Hours

in Indian Context

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

Subtopics:

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

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

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

Subtopics:

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

Unit III: Corporate Governance and Sustainability

15 Hours

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

Subtopics:

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

Unit IV: Management of Corporate Social Responsibility

30 Hours

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

- Skills and competencies of a CSR professional, formulating CSR policy, and preparing CSR reports
- Project work: Review of CSR initiatives in select domains and challenges of CSR.
- Project work: Case studies of major CSR initiative and future direction

Practical component- Unit IV application based

Essential readings

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

Suggested Readings

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

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course	Credit	Credit	distribution	of the course	Eligibility	Pre-requisite of the course
title &	S	Lectur	Tutoria	Practical/ Practice	criteria	(if any)
Code		e	1	1	12th Pass	NIL
GREEN	4	3	U	1		
SOCIAL						
WORK			**			
DSE 17						

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

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

- Demonstrate the understanding of the basic concept of environment and ecology
- Describe various national and international provisions related to the environment
- Highlight the social work interventions in the field of disaster and environment protection

SYLLABUS of DSE 17

Unit I: Green Social Work and Environmental issues

15 Hours

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

Subtopics:

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

Unit II: Social Development and Environment Justice

15 Hours

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

Subtopics:

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

Unit III: Environment protection and conservation

15 Hours

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

Subtopics:

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

Unit IV: Practice of Green social work

30 Hours

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

Subtopics:

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

movement.

Practical component- Unit IV application based

Essential readings

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

Suggested readings

- Amin, S. (1989). Eurocentrism. NYU Press.
- Escobar, A. (2011). Encountering development: The making and unmaking of the Third World (Vol. 1). Princeton University Press.
- Guha, R. (1991). The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Delhi: Oxford University Press.
- Kothari, A., Salleh, A., Escobar, A., Demaria, F., & Acosta, A. (Eds.). (2019). Pluriverse: A post-development dictionary. New Delhi: Tulika Books and Authorsupfront.
- Negi, S.S.(19991). Environmental Degradation and Crisis in India. New Delhi: Indus Publishing Company.
- Ross, D., Brueckner, M., Palmer, M., & Eaglehawk, W. (Eds.). (2019). Eco-activism and social work: new directions in leadership and group work. Taylor & Francis.
- Vettivel, S.K. (1993). Participation and Sustainable Development. New Delhi: Vetri Publishers.

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credit	Credit	distributio	n of the course	Eligibilit	Pre-
	S	Lectur	Tutoria	Practical/	y criteria	requisit
		e	1	Practice		e of the
						course

						(if any)
ENTREPRENEURSHI	4	3	0	1	12th Pass	NIL
P AND CIVIL						
SOCIETY	1.0	2 13				
ORGANISATIONS						
DSE 18						

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

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

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

SYLLABUS of DSE 18

Unit I: Introduction to Social Entrepreneurship

15 Hours

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

Subtopics

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

Unit II: Exploring Entrepreneurial Opportunities

15 Hours

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

Subtopics:

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

Unit III: Understanding Civil Society Organizations

15 Hours tudents to

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

Subtopics:

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

Unit IV: Managing Civil Society Organizations

30 Hours

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

Subtopics:

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

Practical component- Unit IV application based

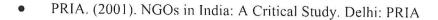
Essential readings

• Bornstein, D. (2007). How to Change the World: Social Entrepreneurs and the power of new ideas (Updated Edition). New York: Oxford University Press Inc.

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

Suggested Readings:

- Bulsara, H. P., Gandhi, S., & Chandwani, J. (2015). Social entrepreneurship in India:
 An exploratory study. International Journal of Innovation.
 http://dx.doi.org/10.5585/iji.v3i2.43
- Fayolle, A. (2007). Entrepreneurship and new value creation. Cambridge, Cambridge University Press.
- Guo, C., & Bielefeld, W. (2014). Social Entrepreneurship. In An Evidence-Based Approach to Creating Social Value. Jossey-Bass.
- Kaur.k.,(2021). Social Entrepreneurship: Major Challenges faced by Social Entrepreneurs in India. *International Journal of Creating Research Thoughts*
- Lowe, R. & Mariott, S. (2006). Enterprise: Entrepreneurship & Innovation. Burlington, Butterworth Heinemann.
- PRIA. (2001). Defining Voluntary Sector in India: Voluntary Civil or Non-profit. New Delhi: Participatory Research in Asia- PRIA.





- Rableen Kaur Rao, S.A (2018)., Social Entrepreneurship: A Few case study. International research Journal of Commerce Art and Science
- Raju.P(2018)., Case Study on Entrepreneurship, A Catalyst for rural Empowerment. Godavari Institute of Engineering and Technology
- Rawal, T. (2018). A study of Social Entrepreneurship in India. *International Research Journal of Engineering and Technology*, 5(01), 70-95. e-ISSN: 2395-0056 p-ISSN: 2395-0072
- Wali.O(2021). An Introduction to Entrepreneurship (Unit-1), Indira Gandhi National Open University, New Delhi http://egyankosh.ac.in//handle/123456789/79263

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

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



(Department of Social Work)

COURSES OFFERED BY DEPARTMENT OF Social Work

Category I

Semester- VIII

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course title &	Credit	Credit	Eligibility	Pre-		
Code	S	Lectur e	Tutoria l	Practical/ Practice	criteria	requisite of the course (if any)
GERONTOLOG Y AND SOCIAL WORK	4	3	0	1	12th Pass	NIL

Learning Objectives



The learning objectives of this course are as follows:

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

Learning outcomes

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

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

SYLLABUS OF DSC-20

Unit- : Introduction to Gerontological social work

15 Hours

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

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

Unit II: Issues, Policies, Programmes and Initiatives

15 Hours

Unit Description: This unit will introduce the students to the basic needs and problems of the elderly. This will also describe various social

security, welfare measures and policies for the elderly in India.

Subtopics:

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

Unit III: Strategies for Active and Healthy ageing

15 Hours

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

- Active, Healthy, Blissful and Positive Ageing: Strategies in national and international perspective.
- Managing chronic diseases and promoting well-being in old age, Programmes for Active ageing: day care centre, recreational centre, self-help/support groups, old age homes, Art and yoga as a means to achieve positive and active ageing
- Involvement of the elderly in community resource building;
 Finance management and wealth creation, planning for retirement life, Role of NGOs, police system, community groups, safe and group housing

Unit IV: Social Work Interventions

30 Hours

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

Subtopics:

- Project work/case-study: Strength-based approach, empowerment based approach, faith based approach, essential skills for a social worker, social work strategies during pandemic and crisis
- Counselling and guidance services for old age preparation, lifestyle management, natural therapies, retirement plan, second career, creating safe environment for the elderly, Emergency response systems, Helpline, peer counselling, Interventions for enhancing well-being of the institutionalized elderly

 Case study of organisations providing following services: End of Life Care for Older Adults, assisted care living, grief and bereavement counselling, addressing spiritual concerns, Family Interventions and social support strategies; counselling services for caregivers

Practical component- Unit IV application based

Essential readings

- 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.
- Minichiello, V., & Coulson, I. (2012). Contemporary issues in gerontology: Promoting positive ageing. Routledge.
- Palta Singh, T. & Tyagi, R. (Eds.). (2015) Caring for the elderly: Social Gerontology in Indian Context, New Delhi: Sage
- Rajan, S.I., Mishra, U.S., & Sarma, P.S. (eds.). (1999) India's Elderly: Burden or Challenge. New Delhi: Sage Publications.
- Ramamurthi, P.V., Jamuna, D. (eds.) (2004). Handbook of Indian Gerontology. New Delhi: Serial Publication.
- Sears, J.T.(2009). Growing older. USA: Routledge, Tylor& Francis Group.

Suggested readings

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

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credit s	Credit distribution of the course			Eligibilit y criteria	Pre- requisite
		Lectur e	Tutoria 1	Practical/ Practice		of the course (if any)
DOCUMENTATIO N IN RESEARCH DSE 19	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

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

- Demonstrate the skills required for thesis writing and documentation.
- Describe the documentation required in the intervention-based projects.
- Reflect essential skills in scientific poster designing, presentation and paper publication.

SYLLABUS of DSE 19

Unit I: Essential skills in documentation

15 Hours

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

Subtopics:

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

Unit II: Thesis writing

15 Hours

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

Subtopics:

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

Unit III: Project Documentation

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

Subtopics:

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

Unit IV: Scientific Poster designing and paper publication

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

Subtopics:

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

Practical component- Unit IV application based

Essential readings

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

15 Hours

30 Hours

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

Suggested readings

- Pecorari, D. (2013). Teaching To Avoid Plagiarism: How To Promote Good Source Use: How to Promote Good Source Use. McGraw-Hill Education (UK)
- Ridder, H. G. (2014). Book Review: Qualitative data analysis. A methods sourcebook (Vol. 28, No. 4, pp. 485-487). Sage UK: London, England: Sage publications
- Rosmarakis, E. S., Soteriades, E. S., Vergidis, P. I., Kasiakou, S. K., & Falagas, M. E. (2005). From conference abstract to full paper: differences between data presented in conferences and journals. The FASEB Journal, 19(7), 673-680
- Sharma, R. (2010). A step-by-step guide to students: how to avoid plagiarism. Journal of education research, 4(2)
- Vardi, I. (2012). Developing students' referencing skills: a matter of plagiarism, punishment and morality or of learning to write critically?. Higher Education Research & Development, 31(6), 921-930

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course title &	Credit	Credit	distribution	n of the course	Eligibility	Pre-
Code	S	Lectur e	Tutoria l	Practical/ Practice	criteria	requisite of the course (if any)
INTERNAITONA L SOCIAL WORK PRACTICE DSE 20	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning objectives of this course are as follows:

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

To explore the various approaches and practices of International social work



Learning outcomes

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

- Critically appraise the International social work practice at global level.
- Describe the programmes and functioning of various International social welfare organisations
- Apply the different approaches and strategies of social work in solving the human, ecological and global issues and challenges.

SYLLABUS OF DSE-20

Unit I: Introduction to International social work

15 Hours

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

Subtopics:

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

Unit II: International social welfare organisations

15 Hours

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

Subtopics:

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

Unit III: Integrated-Perspective Approach

15 Hours

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

Subtopics:

- Global social issues: poverty, child rights, women issues, refugees, terrorism, war and violence
- Global environmental and health issues: environment degradation,

climate change and life-style disease

• Global and human rights perspective: Integrated-Perspective Approach

Unit IV: Practice of International social work

30 Hours

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

Subtopics:

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

Practical component- Unit IV application based

Essential readings

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

Suggested Readings

- Elisabeth, R. (2003). Social Work and Human Rights: A Foundation for policy and practice, New York: Columbia University Press.
- Higham, P. (2004): Social Work: Introducing Professional Practice. London: Sage.

- Lyons, K, Manion, K, & Carlsen, M. (2006). International Perspective on Social Work, New York: Palgrave MacMillan.
- Morales; A.T., Sheafor, B.W. and Scott, M.E. (2010): Social Work: A Profession of Many Faces. London. Allyn and Bacon.
- National Association of Social Worker (NASW). (2017). Code of ethics. Retrieved on 14 May 2022, 2019 from https://www.socialworkers.org/About/Ethics/Code-of-Ethics
- Payne, M. (2010). Understanding International Social Work: A Critical Analysis. New York: Palgrave MacMillan

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

Credit distribution, Eligibility and Prerequisites of the Course

Course	Credit	Credit	distributio	n of the course	Eligibility	Pre-requisite	
title & Code	S	Lectur e	Tutoria l	Practical/ Practice	criteria	of the course (if any)	
FEMINIS T SOCIAL WORK DSE 21	4	3	0	1	12th Pass	NIL	

Learning Objectives

The learning objectives of this course are as follows:

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

Learning outcomes

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

- Describe feminist thoughts and its evolution.
- Apply the understanding of feminism and feminist thoughts into the field situation
- Comprehend the principles and framework of Feminist Social Work Practice.

SYLLABUS OF DSE-21

Unit I: Understanding Feminism

15 Hours

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

Subtopics:

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

Unit II: Understanding Feminist Theories

15

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

our

Subtopics:

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

Unit III: Understanding Feminist Social work

15 Hours

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

Subtopics:

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

Unit IV: Application of Feminist social work

30 Hours

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

Subtopics:

- Understanding and preparing Gender analysis framework.
- Project report/Case study on a program for women empowerment.

Critical review of social legislations for women.

Practical component- Unit IV application based

Essential readings:

- Adams, R. (1998) Quality Social Work (London: Macmillan now Palgrave).
- Adams, R., Dominelli, L. and Payne, M. (1998) *Social Work: Themes, Issues and Critical Debates* (London: Macmillan now Palgrave).

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- Basu, M. (1997) The Challenge of Local Feminisms: Women's Movements in Global Perspective (Boulder: Westview Press
- Bhatti-Sinclair, K. (1994) 'Asian Women and Domestic Violence from Male Partners' in Lupton, C.and Gillespie, T. (eds) Working with Violence (London: BASW/Macmillan – now Palgrave)
- Convention on the Elimination of All Forms of Discrimination Against Women 'By Dubravka Šimonović Chairperson of the Committee on the Elimination of Discrimination against Women (2007-2008) <a href="https://legal.un.org/avl/pdf/ha/cedaw/ce
- Feminist Social Work, 1989 Lena Dominelli, Eileen McLeod Macmillan Education, 1989 - Social Science.
- Feminist Social Work, Lena Domeili 2002 Palgrave Macmillan
- Margaret Alston (1990) Feminism and Farm Women, Australian Social Work, 43:1,
- Mukhopadhyay Oxfam 1999, 2005. Accessible from https://www.ndi.org/sites/default/files/Guide%20to%20Gender%20Analysis%20Frameworks.pdf.
- Understanding Feminism 2009 Peta Bowden, Jane Mummery, Routeledge. https://www.google.co.in/books/edition/Understanding Feminism/9aLCBQAA
- Van Den Bergh, Nan & Cooper, Lynne B. 1986 Feminist Visions for Social Work, Maryland: NASW. Jenny Gilmore.

Suggested Readings:

- Brandwein, R. (1986) 'A Feminist Approach to Social Policy', in N. Van Den Berg and L. Cooper(eds) Feminist Visions for Social Work (Silver Spring, MD.: NASW)
- Brook, E. and Davis, A. (1985) Women, the Family and Social Work (London:

Tavistock).

- Dominelli, L. (1992) 'More than a Method: Feminist Social Work' in K. Campbell (ed), Critical Feminisms (Milton Keynes: Open University).
- Donnelly, A. (1986) Feminist Social Work with a Women's Group, University of East Anglia Monographs (Norwich: University of East Anglia).

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DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSE-): OCCUPTIONAL SOCIAL WORK

Credit distribution, Eligibility and Prerequisites of the Course

Course title &	Credit	Credit d	listribution	Eligibility	Pre-	
Code	S	Lectur e	Tutoria l	Practical/ Practice	criteria	requisite of the course (if any)
OCCUPATIONA L SOCIAL WORK DSE 22	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

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

Learning outcomes

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

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

SYLLABUS OF DSE-22

Unit I: Occupational social work: Concept and Scope

15 Hours

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

Subtopics:

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

Unit II: Workers in organised sectors: Issues and challenges

15 Hours

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

Subtopics:

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

Unit III: Working Conditions and Conditions of Work

15 Hours

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

unorganised sector.

Subtopics:

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

Unit IV: Emerging Issues and Concerns for Occupational Social Work

30 Hours

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

Subtopics:

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

Practical component- Unit IV application based

Essential readings

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

Suggested readings

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

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course title &	Credit	Credit	distributio	n of the course	Eligibility	Pre-
Code	S	Lectur e	Tutoria I	Practical/ Practice	criteria	requisite of the course (if any)
HUMAN RESOURCE MANAGEMEN T DSE 23	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

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

Learning outcomes

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

- Develop an understanding of the human resource system in the organisations
- Address the issues related to human resources in organisations
- Apply appropriate skills and competencies in managing and developing human resources.

SYLLABUS OF DSE-23

Unit I: Human Resource Functions: Theory and Practice

15 Hours

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



Subtopics:

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

Unit II: Developing Human Resources

15 Hours

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

Subtopics:

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

Unit III: Organisation Behaviour

15 Hours

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



Subtopics:

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

Unit IV: Legal Base for Practice

30 Hours

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

Subtopics:

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

Practical component (if any) – Unit IV application based

Essential readings

- Armstrong, M., Taylor, S. (2017): A Handbook of human resource management practice (14th ed.). London; Kogan Page.
- Daft, R. L. (2016). Organization: Theory and design (12th ed.). M ason,Ohio,USA: Cengage Learning
- Robbins, S. P., Judge, T. A., Millet, B., & Boyle, M. (2013). Organizational behavior, (7th). Australia: Pearson
- Mathis, R. L., Jackson, J. H., Valentine, S. R., & Maglich, P. A. (2016). Human resource management, (15th ed.). Boston, USA: Cengage Learning
- Silvera, D. M. (1990). Human resource management: The Indian experience. New Delhi: New India Publications.
- Parcek, U., & Rao, T. V. (2003). Designing and managing H R systems (3rd ed). N ew Delhi: Oxford & IBH Publishing.
- Pareek, U. (2016). Understanding organisational behavior. New Delhi: OUP.
- Mallick, P. L. (2002). Industrial law. Lucknow: Eastern Book Company

- Verma, A., Kochan, A. T., & L ansbury, R. D. (1995). Employment relations in the growing Asian economics. London: Routledge
- Ramnarayan, S., & Rao, T. V. (2011). Organization development: Accelerating learning and transformation. New Delhi: Sage Publications
- Roychowdhury, A. (2018). Labour law reforms in India: All in the name of Jobs. New York: Routledge

Suggested Readings

- Agarwala, T. (2007). Strategic human resource management. New Delhi: OUP.
- Bratton, J., & Gold, J. (2017). Human resource management, theory and practice.
 London: Macmillan Press Ltd.
- Bridger, E. (2015). Employee engagement. USA: Kogan Page.
- Cohen, D. S. (2009). The talent edge: A behavioural approach to hiring, developing and keeping top performers. New York: John Wiley.
- Gordon, J. R. (2002). Organizational behaviour: A diagnostic approach (7th ed.) Ne w Jersey: Pearson Education.
- Malhotra, O. P. (2015). The law of industrial disputes. 1 & 2. New Delhi: Lexis Nexis.
 Cameron, K. S., & Q uinn, R. E. (2011). Diagnosing and changing organisational culture. SFO, CA,USA: Jossey-Bass
- Monappa, A., Nambudiri, R., & Selvaraj, P. (2012). Industrial relations and labour laws. New Delhi: Tata Mc Graw
- Rao, T. V. (2014). HRD audit: Evaluating the human resource functions for business improvement. New Delhi, India: Sage
- Schein, E. H. (2017). Organisational culture and leadership. SFO, CA,USA: J osseyBass

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course title	Credit	Credit	distributio	n of the course	Eligibility	Pre-requisite	
& Code	S	Lectur e	Tutoria I	Practical/ Practice	criteria	of the course (if any)	
	4	3	0	1	12th Pass	NIL	
CHILD	ē.						
CARE		ж	7				
PRACTIC							
E IN							
GLOBAL							
CONTEXT							
DSE 24							

Learning objectives

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

Learning outcomes

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

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

SYLLABUS OF DSE-24

Unit I: Introduction to Child Development and Global Perspectives

ives 15 Hours and This

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

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

Unit II: Understanding of cultural diversity in child care

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

Subtopics:

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

Unit III: Child Rights and Welfare on the Global Stage

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

Subtopics:

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

Unit IV: Practice of International child-centric social work

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

Subtopics:

• Child-centric social work practice: Evaluation of child care

15 Hours

15 Hours

30 Hours

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

Practical component (if any) - Unit IV application based

Essential readings

- Alston, P. (1994). The Best Interests of the Child: Reconciling Culture and Human Rights. Oxford University Press.
- Arnett, J. J. (2016). Child development: A cultural approach. Pearson.
- Bandura, A. (1977). Social Learning Theory. General Learning Press.
- Bronfenbrenner, U. (1979). The Ecology of Human Development: Experiments by Nature and Design. Harvard University Press.
- Doek, J. E. (2013). CRC Commentary: A Commentary on the United Nations Convention on the Rights of the Child. Brill.
- Ennew, J., & Plateau, D. P. (Eds.). (2002). Researching Children's Experience: Approaches and Methods. World Vision International.
- Freeman, M. (2016). The Best Interests of the Child: A Dialogue between Theory and Practice. Brill.
 - Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (1999). The scientist in the crib: Minds, brains, and how children learn. William Morrow & Co.
- Harkness, S., & Super, C. M. (Eds.). (1996). Parents' cultural belief systems: Their origins, expressions, and consequences. Guilford Press.
 https://www.who.int/nutrition/publications/infantfeeding/9241562218/en/
 - Lynch, E. W., & Hanson, M. J. (Eds.). (2011). Developing cross-cultural competence: A guide for working with children and their families. Brookes Publishing.
 - Piaget, J. (1952). The Origins of Intelligence in Children. International Universities Press.
- UNICEF. (2020). Child Rights and the SDGs. Retrieved from https://www.unicef.org/sdgs/child-rights
- United Nations. (1989). Convention on the Rights of the Child. Retrieved from https://www.ohchr.org/en/professionalinterest/pages/crc.aspx
- Van Bueren, G. (1995). The International Law on the Rights of the Child. Martinus Nijhoff Publishers.
- World Health Organization. (2021). Global strategy for infant and young child feeding.
 Retrieved from
- World Health Organization. (2021). Violence against children prevalence estimates, global, regional and national, 2017-2030. Retrieved from https://www.who.int/publications/i/item/9789240020364

Suggested Readings

• Higham, P. (2004): Social Work: Introducing Professional Practice. London: Sage.

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

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

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(Department of Social Work)

COURSES OFFERED BY DEPARTMENT OF Social Work

Category I

Semester- VII

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

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

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credit	Credit distribution of the course			Eligibilit	Pre-	Departmen
	S	Lectur e	Tutoria 1	Practical/ Practice	y criteria	requisit e of the course	t offering the course
FLOURISHIN G AND SOCIAL WORK GE 13	4	3	1	0	12th Pass	NIL	Social Work

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

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

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

SYLLABUS OF GE-13

Unit I: Understanding Flourishing

15 Hours

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

Subtopics:

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

Unit II: Understanding Happiness and Well-being

10 Hours

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

Subtopics:

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

Unit III: Flourishing and well- being – Skills and techniques for 10 Hours individuals and families

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

Subtopics:

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

Unit IV: Skills and techniques with group and community

10 Hours

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

Subtopics:

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

Practical component (if any) - NIL

Essential readings

- Alejandro, C. (2018). Tibetan Yoga for health and well-being. California: Hay House.
- Banavathy, V. K., & Choudry, A. (2014). Understanding happiness: A vedantic perspective. Psychological Studies, 59, 141-152.
- Briggs, A. & Reiss, M.J. (2021). Human Flourishing Scientific Insight and Spiritual Wisdom in Uncertain Times. OUP Oxford
- Bond, R. (2016). A little Book of Happiness. Speaking Tiger Publishing
- Cayoun, B.A. (2014). *Mindfulness-Integrated CBT for well-being and personal growth*. New Jersey: Wiley Blackwell.
- Friedeberger, J. (2011). *The healing power of yoga: For health, Well-being and Inner peace*. New Delhi: Motilal Banarsidass Publishers.
- Layard, R. & Neve, D. J. E. (2023). Wellbeing Science and Policy. Cambridge University Press.

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

Suggested readings

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credit s	Credit distribution of the course			Eligibilit y criteria	Pre- requisit	Departmen t offering	
		Lectur e	r Tutoria Practical/ l Practice			e of the course	the course	
PALLIATIV E CARE AND SOCIAL WORK GE 14	4	3	1	0	12th Pass	NIL	Social Work	

Learning Objectives

The learning objectives of this course are as follows:

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

Learning outcomes

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

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

SYLLABUS OF GE-14

Unit- : Introducing Palliative Care

15 hours

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

Subtopics:

- Concept, meaning, nature and scope of palliative care, end of life care.
- Origin of palliative care historical development, international and national instruments ensuring palliative care provisions
- Models of palliative care- Western model, Indian model (special

reference to Kerala model, home based palliative care model)

Unit II: Need Assessment and Palliative Care Programme Development Unit Description: This unit will focus on the application and practice-based

approach in palliative care where students will learn to integrate theory and

practice

Subtopics:

• Understanding needs- Maslow, Bradshaw's taxonomy, economist perspective, Approaches to needs assessment- epidemiological approach, corporate approach, comparative approach

• Evaluation of quality of care services and models

• Components of programme development and evaluation

Unit III: Issues and concerns in Palliative Care

10 hours

10 hours

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

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

Unit IV: Symptoms Management and Social work Interventions

10 hours

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

Subtopics:

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

Practical component (if any) – NIL

Essential Reading

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

Suggested readings

- Kissane W, Bloch, S.: Family focused grief therapy. Open University press, Buckingham, 2002
- Klass D., Sliverman, P. F., Nickman, S. L.: Continuing bonds: new understanding of grief. Taylor and Francis, Washington, 1996
- Monreo, B., & Kraus F.: Brief interventions with bereaved children 2nd ed. Oxford university press, oxford, 2010

 Papadatou, D: In the face of death- professionals who care for the dying and bereaved. Springer, New York, 2009.

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

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COURSES OFFERED BY DEPARTMENT OF Social Work

Category I

Semester-VIII

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credit s				Eligibilit y criteria	Departmen t offering
		Lectur	Tutoria	Practical/		the course

		e	1	Practice		course	(2)
SCIENTIFIC	4	3	1	0	12th Pass	NIL	Social
PAPER							Work
WRITING AND							
PRESENTATIO							
N SKILLS							
GE 15							

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

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

- Explore online database for identifying and retrieving literature systematically
- Prepare full text scientific papers for conferences/seminars
- Demonstrate skills in poster designing and paper presentation

SYLLABUS OF GE-15

Unit I: Identification of literature

15 hours

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

Subtopics:

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

Unit II: Abstract and full text paper writing

10 hours

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

Subtopics:

- Academic writing style, academic ethics
- Intext and end referencing

• Review based and empirical articles

Unit III: Poster Designing and presentation skills

10 hours

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

Subtopics:

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

Unit IV: Review and Report Writing

10hours

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

Subtopics:

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

Practical component - NIL

Essential readings

- Anderson, I. (2009). Avoiding plagiarism in academic writing. Nursing standard, 23(18), 35-38
- Briggs, D. J. (2009). A practical guide to designing a poster for presentation. Nursing standard, 23(34)
- Coley, S. M., & Scheinberg, C. A. (2008). Proposal writing: Effective grantsmanship.
 Sage.
- Guz, A. N., & Rushchitsky, J. J. (2009). Scopus: A system for the evaluation of scientific journals. International Applied Mechanics, 45(4), 351-362
- Harris, D. (2019). Literature Review and Research design: A Guide to Effective Research Practice. India: Routledge
- Neville, C. (2016). EBOOK: The Complete Guide to Referencing and Avoiding Plagiarism. McGraw-Hill Education (UK)
- Ridley, D. (2008). *The literature review: A step-by-step guide for students*. Thousand Oaks: Sage publication

Suggested readings



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

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

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

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code s	Credit s	Credit distribution of the course			y criteria		Departmen t offering
		Lectur	Tutoria	Practical/		of the	the course

		e	1	Practice		course	
DALIT	4	3	1	0	12th Pass	NIL	Social
AND					72 7 1100	1112	Work
TRIBE			4.40	1 多色量。			WOIK
CENTRED					4		
SOCIAL							
WORK							
PRACTICE							
GE 16							

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning Outcomes

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

- Analyse the Indian caste based social structure, dalits, tribe, their exclusion and oppression in larger social structure.
- Discuss the socio-legal interventions by civil society organizations to secure social justice and protection of human rights for dalits communities.
- Develop critical understanding about discrimination, oppression, exclusion and various intervention approaches of social work

SYLLABUS OF GE-16

Unit- : Dalit and Tibes : Concepts, issuses and theories

15 Hours

Unit Description: This unit will provide conceptual and critical understanding of caste, its genesis, mechanism and origin through sociological and anthropological theories. In this unit, the anti-caste social

reform movements, Tribal revolts against colonial rule in different parts shall be discussed. The various contemporary socio-economic, political and cultural issues of dalits will be discussed in the larger context of discrimination, oppression, exclusion, and displacement.

Subtopics:

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

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

10 Hours

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

Subtopics:

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

Unit III: Social Justice and empowerment through constitutional and legal measures

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

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

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

10 Hours

10 Hours

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

Subtopics:

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

Practical component (if any) - NIL

Essential readings

- Ambedkar B. R. (1917). Dr. Babasaheb Ambedkar: Writings and speeches, Vol. 1.
 Bombay: Education Department, Government of Maharashtra (pp. 3–22). 1979.
 http://www.columbia.edu/itc/mealac/pritchett/00ambedkar/txt_ambedkar_castes.html
- Ambedkar B. R. (1936). Annihilation of caste (Online). https://ccnmtl.columbia.edu/projects/mmt/ambedkar/web/readings/aoc_print_orig.pdf
- Arya, S., & Rathore, A. S. (Eds.). (2019). Dalit Feminist theory: A reader. Taylor & Francis.
- Bare Act.(2016) The scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989. Delhi: Universal Law Publishing.
- Bharti S. R. (2002). Dalit: A term asserting unity. Economic and Political Weekly, 37(42), 19–25.
- Bhat I., & Maske S. (2017). Anti-oppressive social work theory and practice: Contextualizing caste debates in Indian social work education. In Jare R., & Kale S. (Eds.), Caste in modern India: Atrocities against Dalits (pp. 150–161). Studium Press (India) Pvt. Limited. https://www.researchgate.net/profile/Bhat-Majeed/publication/360054621 ANti oppresisve theory Caste in Modern India Book Chapter/links/625f05ba9be52845a90fdbdb/ANti-oppresisve-theory-Caste-in-Modern-India-Book-Chapter.pdf
- Bodhi S. R. (2014). The practice of anti-caste social work in India towards a theory of Dalit social work. Indian Journal of Dalit and Tribal Social Work, 2(1), 28–39.
- Bodhi, S. R. (2020). Tribes and state policy in India: Revisiting governing principles from a decolonial social work perspective. The British Journal of Social Work, 50(8), 2372-2388.
- Brahmanandam, T. (ed.) (2018). Dalit Issues: Caste and Class Interface. Jaipur: Rawat Publications.
- Deshpande, G. P. (Ed.). (2002). Selected Writings of JotiraoPhule. New Delhi: Left world books, .
- Dominelli, L. (2002) Anti-Oppressive Social Work Theory and Practice, New York, NY, Palgrave Macmillan
- Freire P. (1970). Pedagogy of the oppressed. Continuum International Publishing Group.
- Gray, M., Coates, J., & Bird, M. Y. (Eds.). (2008). Indigenous social work around the world: Towards culturally relevant education and practice. Ashgate Publishing, Ltd..

- Guru, G. (Ed.). (2005). Atrophy in Dalit Politics. Mumbai: Vikas Adhyayam
- Jodhka, S. S. (2017). Caste in contemporary India. Routledge India.
- Joshi, V. & Upadhyaya, C.(eds).(2017). Tribal Situation In India: Issues and Development (2nd Ed.). Jaipur: Rawat Publications.
- K.Sreenivasan, D. r. (1989). SreeNarayanaGuru. Trivandrum: JayasreePublications,
- Kumar R. (2015). Dalit personal narratives: Reading caste, nation and identity. Orient Blackswan.
- Maske, S. (2023). Articulating Dalit Autobiographical Narratives in Social Work Education: Ideological Imperatives for Anti-Caste and Ubuntu Practice. Contemporary Voice of Dalit, 0(0). https://doi.org/10.1177/2455328X231160598
- Mullay R. (1993). Structural social work: Ideology, theory, and practice. McClelland
 & Stewart
- Nisar, M., & Kandasamy, M. (2007). Ayyankali: A Dalit leader of organic protest. Other Books.
- Omvedt, G. (2012). Understanding Caste from Buddha to Ambedkar and Beyond (Second ed.). New Delhi: Orient BlackSwan.
- Pawar J. V. (2018). Dalit panthers: An authoritative history. Forward Press Books.
- Radhakrishna, M. (2016). First Citizens: Studies on Adivasis, Tribals, and Indigenous
- Ramaiah A. (1998). The plight of Dalits: A challenge to the social work profession. *Indian Journal of Social Work*, 59, 124–146.
- Rao V. (2012). Political context of social work. *Indian Journal of Dalit and Tribal Social Work*, 1(2), 14–34.
- Teltumbde, A.(2017). Dalit: Past, Present & Future, London: Routledge.
- Valmiki O. (1999). Joothan: An untouchable's life translated from the Hindi by A. P. Mukherjee. Columbia University Press.

Suggested Readings

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



COURSE OFFERED BY DELHI SCHOOL OF JOURNALISM FACULTY OF SOCIAL SCIENCES

CATEGORY I

(Semester VII of Five Year Integrated Programme in Journalism and Semester-I of Master of Journalism)

Based on

Undergraduate Curriculum Framework 2022

(Effective from Academic Year 2025-26)

S. No.	Contents	Credits	Page Number
1.	DSC A7: Convergent	4	2-3
Core Courses	Media		
	DSE A7: Artificial	4	4-5
2.	Intelligence in Media		
Pool of Discipline	& Journalism		
Specific Electives	DSE B7: Data	4	6-7
(DSEs)	Journalism		
	DSE C7: Documentary	4	8-9
	Production		
	DSE D7: Global Media	4	10-11
	& Politics		

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE - DSC A7: CONVERGENT MEDIA

Course Title and Code	Credits	Credit	Distribution Course	on of the	Eligibility Criteria	Pre- requisite of
		Lecture	Tutorial	Practical		the course
Convergent	4	3	0	1	Class XII	NIL
Media					Pass	

Learning Objectives

- O Identify the different forms of media convergence (technological, cultural, and business).
- O Demonstrate proficiency in multimedia production tools (e.g., video editing, content management systems, and social media platforms).
- Analyze media regulations and intellectual property rights related to convergent media.

Learning Outcomes

By the end of the course, students will be able to:

- Create a multimedia campaign combining video, social media, and web content to reach target audiences effectively.
- O Present insights from case studies to propose improvements for real-world media strategies.
- O Demonstrate Ethical and Professional Media Practices

SYLLABUS OF DSC A7 – Convergent Media (45 Hours)

Unit 1: Foundations of Convergent Media (10 Hours)

- 1. Concepts of social media: Social, para-social, asocial, and virtual identity.
- 2. History and evolution of social media and web journalism.
- 3. Key theories of Social media concepts and computer-mediated communication.
- 4. Role of new media in transforming society and culture.

Unit 2: Tools and Techniques in Convergent Media (10 Hours)

- 1. Writing for web journalism: Blogs, multimedia storytelling, and data visualization.
- 2. Platforms: Twitter, Facebook, Instagram, YouTube, and others.
- 3. Production stages: Content creation, editing, and distribution.
- 4. Applications: Politics, social support, democracy, and activism.

Unit 3: Ethical and Legal Issues (10 Hours)

- 1. Web journalism ethics and humanitarian code.
- 2. Cyber laws, IT Act, cybercrime, and cyber security.
- 3. Trolling, counter-communities, and small media platforms.
- 4. Future trends and challenges in new media.

Unit 4: Marketing and Practical Applications (15 Hours)

- 1. Social media marketing: Strategies, tools, and audience measurement.
- 2. Case studies of successful campaigns.
- 3. Producing multimedia content and blogging practices.
- 4. Online advertising and marketing strategies.

Suggested Projects/Practical (30 Hours)

- 1. Prepare case studies on successful social media marketing campaigns and current trends
- 2. Discussions on social media as a public sphere and holding public personalities accountable
- 3. Present a paper on the impact of social media on news production and consumption
- 4. Blogging: Content creation & Circulation practices

Suggested Readings

- 1. Friend, and Singer. Online Journalism ethics, New York: ME Sharpe, 2007
- 2. Hill, S., and P. Lashmar, Online Journalism The Essential Guide. 2013
- 3. Bradshaw, P., and L. Rohumaa, Online Journalism Handbook. New York: Pearson, 2011.
- 4. Blaine, M., The Digital Reporter's Notebook. London: Routledge, 2013.
- 5. Trottier, Daniel and Fuchs, and Christian, Social Media, Politic and the state: protests, Revolutions, Riots, Crime and Policing in the Age of Facebook, Twitter and You Tube, New York: Routledge, 2015.
- 6. Fuchs Christian, Social Media: A Critical Introduction, London: Sage, 2014.
- 7. Coban, and Baris, Social Media and Social Movements: The Transformation of communication Patterns, New York: Lexington Books, 2016.
- 8. Seargeant, Philip and Tagg, Caroline, The Language of Social Media: Identity and Community on the Internet, New York: Palgrave Macmillan, 2014.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPL				RSE –: DSI & JOURNA	E A7: ARTIFI ALISM	CIAL
Course Title and Code	Credits	Credit	Distribution Course	on of the	Eligibility Criteria	Pre- requisite of
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		e	1	1		
Artificial Intelligence In Media & Journalism	4	2	0	2	Class XII Pass	NIL

Learning Objectives

- O Utilize AI-based tools for content generation, data analysis, and audience engagement.
- Evaluate the impact of AI on journalistic integrity, media bias, and information authenticity.
- O Understand the Fundamentals and Core Concepts of AI in Media and Journalism

Learning Outcomes

By the end of the course, students will be able to:

- O Analyze how AI is transforming newsrooms, reporting practices, and media consumption.
- O Create AI-Driven Media Projects and Solutions
- O Identify and address challenges related to bias, transparency, and accountability in AI-based media work.

SYLLABUS - Artificial Intelligence in Media & Journalism (90 Hours)

Unit 1: Fundamentals, Tools and Practices of Artificial Intelligence and Generative AI (15 Hours)

1. Introducing AI and Generative AI.

2. AI in Media and Journalism: An Overview

3. Concept and Theory in AI Algorithms and Models

4. Tools: AI and Generative AI

- 5. Implications of advancing technologies on journalism careers.
- 6. Deep learning techniques and News Pedagogy of Journalism

Unit 2: Prospects, Implications and Impact of AI (15 Hours)

- 1. AI in investigative journalism and data analysis.
- 2. AI-driven advertising and monetization strategies.

3. Ethical Implications and Media Integrity.

4. AI Mass Media Practices and Distributive Justice

5. Challenges and Best Practices.

6. Generative AI in natural language processing and music

Unit 3: Practical AI Applications and Industry Insights (30 Hours)

- Understanding AI limitations and identifying the right AI tools for specific journalism tasks.
- 2. Critiquing AI-generated content for quality and authenticity.

3. Exploring Career Opportunities in Al-Driven Journalism.

- 4. AI in Production operations and Newsrooms (television, Radio and Print Journalism)
- 5. AI in Social Media Production (live stream and Generative Keys)
- 6. Block chain and structural stimulations in Media Practices
- Machine learning

Unit 4: Suggested Projects (30 Hours)

- Use AI tools to create a news article on a current event, critically evaluate its accuracy, and refine it to meet journalistic standards.
- 2. Design a multimedia project (text, image, or video) using generative AI tools like Chat-GPT, DALL-E, or Runway ML, while addressing ethical considerations.
- 3. Research and present a case study on how AI has transformed a newsroom or media organization, highlighting benefits, challenges, and ethical implications.
- 4. Exposure to Chat-GPT, Hugging Face, DALL-E 2, and other prominent Gen-AI tools
- 5. Practical learning through hands-on projects and capstone projects.
- 6. Applying AI Principles with Google Cloud Locales
- 7. AI Tools of reverse tracing and Content authentication
- 8. AI and practice of Shadow content in social media

Suggested Readings

- Russell, Stuart, and Peter Norvig. Artificial Intelligence: A Modern Approach. 4th ed. Pearson Education, 2020. Hill, S., and P. Lashmar, Online Journalism -The Essential Guide. 2013
- 2. Binns, Rob. The Ethics of Artificial Intelligence. Cambridge: Cambridge University Press, 2018.
- 3. Keller, Paul. The Journalist's Guide to AI. London: Routledge, 2021

4. Binns, Rob. Ethical AI in Media: Protecting Integrity in the Age of Automation. Cambridge: Cambridge University Press, 2020. Fuchs Christian, Social Media: A Critical Introduction, London: Sage, 2014.

Holt, Kjerstin, and Peter Dahlgren. Media and the Making of Modern Society: A Social

History. New York: Routledge, 2018.

6. KPMG International. AI in the Media and Entertainment Industry: Insights for the Future. Available at: KPMG Report.

7. West, Darrell M. *The Future of Work: Robots, AI, and Automation*. Washington, D.C.: Brookings Institution Press, 2018.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC ELECTIVE COURSE - DSE B7: DATA JOURNALISM

Course Title Credits and Code		Credit	Distribution Course	on of the	Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical		100
Data	4	3	0	1	Class XII	NIL
Journalism					Pass	

Learning Objectives

- O Use data collection methods to gather structured and unstructured data.
 - O Develop Data-Driven News Stories and Reports
 - O Understand the Principles and Importance of Data Journalism

Learning Outcomes

By the end of the course, students will be able to:

- O Interpret complex datasets and translate them into compelling narratives for a general audience.
- O Follow data privacy and protection guidelines while handling sensitive information.
- O Create a Data-Driven News Report or Project

SYLLABUS OF DSE A7 - Data Journalism (45 Hours)

Unit 1 – Data Journalism: An Introduction (10 Hours)

- 1. Concept and nature
- 2. History- National and International Perspective
- 3. Relevance and Critique

Unit 2 – Finding and Understanding Data (10 Hours)

- 1. Resources of data for stories
- 2. Analyzing Data Compile, Clean, Context, Combine, Communicate
- 3. Data journalism Newsroom team

Unit 3 – Interpreting Data (15 Hours)

- 1. Sorting Data Tools and Techniques
- 2. Ethics and Concerns
- 3. Writing stories based on Data
- 4. Visualization of Data Infographics, Bubble plots, interactive visualization

Unit 4 – Data Journalism: Case studies (10 Hours)

- 1. Contemporary examples WikiLeaks (Afghan war logs), Panama Papers
- 2. Collaborations Media organizations and individuals

Project/Practical work (30 Hours)

- 1. Writing data driven news stories bringing out case studies at least two by each student individually or in group on two different themes.
- 2. Publishing it online

Suggested Readings

- 1. Bonegru, L., Chambers, L., and Grey, J., The Data Journalism Handbook. USA: O' Reily Press, 2012.
- 2. Craig, D., and L. Zion, Ethics for Digital Journalists: Emerging Best Practices, (1St ed.), New York: Routledge, 2015.
- 3. Mair John, Keeble, L.R., (eds.), Data Journalism, UK: Arima Publishing, 2014.
- 4. Lesage, F., and R.A. Hackett, Between Objectivity and Opennessthe Mediality of Data for Journalism, published by www.cogitatiopress.com, 2014.
- 5. Murray, P., Interactive Data Visualization for the Web, USA: O' Reily Press, 2013.
- 6. Meyer, P., Precision Journalism: A Reporter's Introduction to Social Science Methods, Washington DC: Rowman & Littlefield Publishers, 2002.
- 7. Rajsekar, P., India's Media: Missing the Data Journalism Revolution, published by www.americanpressinstitute.org/ in 2014.
- 8. Susman-Pena, T. Understanding Data: Can News Media Rise to the Challenge?" The Center for international Media Assistance. 2014.
- 9. Wong, D, The Wall Street Journal guide to Information Graphics- The Do's and Don'ts of Presenting Data, Facts and Figures, New York: W.W. Norton & Company, 2014.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE C7: DOCUMENTARY PRODUCTION

Course Title and Code	Credits	Credit	Distribution Course	on of the	Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical	Control Sale	46.0
Documentary	4	3	0	1	Class XII	NIL
Production					Pass	

Learning Objectives

- O Apply technical skills in cinematography, sound recording, and editing for documentary storytelling.
- O Identify storytelling techniques and production methods that can enhance personal projects.
- O Understand the History, Forms, and Ethics of Documentary Filmmaking

Learning Outcomes

By the end of the course, students will be able to:

- O Operate cameras, audio equipment, and editing software effectively.
- O Present and justify creative decisions made during the production process.
- O Develop and Produce a Complete Documentary Project

SYLLABUS OF DSE A7 – Documentary Productions (45 Hours)

Unit 1 – Understanding the Documentary (10 Hours)

- 1. Origin & Growth
- 2. Defining documentary
- 3. Modes of Documentary films
- 4. Different genres, present scenario

5. Relevance and Importance of Documentary films

Unit 2 - Pre-Production (12 Hours)

- 1. Documentary storytelling
- 2. Researching and writing scripts for documentaries
- 3. Writing a proposal and budgeting

Unit 3 – Techniques (8 Hours)

- 1. The Documentary Crew
- 2. Equipment
- 3. Sound for Documentary

Unit 4 – Video Documentary Production (15 Hours)

- 1. The Documentary Camera
- 2. Shooting styles
- 3. Production details and logistics
- 4. Editing styles

Film screening of the following Directors (10 Hours)

- 1. D.W Griffith-Birth of a Nation
- 2. John Grierson-The Battleship Potemkin
- 3. Robert Flaherty- Moana
- 4. Dziga Vertov Man with a Movie Camera
- 5. Karuppan Chettiar- Mahatma Gandhi: Twentieth Century Prophet
- 6. Rajesh K. Jala- The Children of Pyre
- 7. Faiza Ahmad Khan Supermen of Malegaon
- 8. Nishtha Jain City of Photos
- 9. Errol Morris The Thin Blue Line
- 10. Alain Resnais Night and Fog
- 11. Shaunak Sen All That Breathes

Practical (20 Hours) 10 hours

Students will produce a 10-minute duration Documentary film.

Suggested Readings

- 1. Badley, W. Hugh, The Techniques of Documentary Film Production, New York: Focal Press, 1963.
- 2. Bernard, Curran, Sheila, Documentary Storytelling (4thEdition), London: Focal Press, 2015.
- 3. Barnouw, Erik, A History of the Non-Fiction Film, London: Oxford University Press, 1993.
- 4. Das, Trisha, How to Write a Documentary, New Delhi: Public Service Broadcasting Trust, 2007.
- 5. Ellis, Jack EC, A New History of Documentary Film, New York: Bloomsbury Publishing, 2005.

- 6. Haywood, Susan, Cinema Studies, the Key Concepts (4th ed.), London and New York: Routledge, 2013. 7. Monaco, James, How to Read a Film, New York: OUP, 2000.
- 7. Neal, Steve, (ed.), Genre and Contemporary Hollywood, London: BFI, 2002.
- 8. Mehrotra, Rajiv, The Open Frame Reader: Unreeling the documentary Film (Ed.) New Delhi: PSBT, 2006.
- 9. Nelmes, Jill (ed.), An Introduction to Film Studies, London: Routledge, 2007.
- 10. Rabiger, Michal, Directing the Documentary, New York: Focal Press, 2009.

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE D7: GLOBAL MEDIA AND POLITICS

Course Title and Code	Credits	Credit	Distribution Course	on of the	Eligibility Criteria	Pre-requisite of the course
		Lectur e	Tutoria l	Practica l		
Global Media & Politics	4	3	1	0	Class XII Pass	NIL

Learning Objectives

- Identify patterns of media content flow and their geopolitical implications.
- Examine how global conflicts and security issues have reshaped media coverage and communication strategies.
- o Understand the Role of Media in Global Communication and Political Influence

Learning Outcomes

By the end of the course, students will be able to:

- Assess the ownership, control, and regulation of global media corporations.
- Analyze case studies of media coverage of global conflicts and political events.
- o Develop a Research-Based Perspective on Global Media and Politics

SYLLABUS OF DSE A7 – Global Media & Politics (45 Hours)

Unit 1 – Media and Global Communication-A Brief Overview (10 Hours)

- 1. A short history of political propaganda, Media and propaganda, Radio and International Communication, Media during WWII
- 2. Radio Free Europe, Radio Liberty, Voice of America

Unit 2 – Emergence of the Politics of Global Communication (10 Hours)

- 1. Flaws in the flow of communication
- 2. Role of UNESCO NIIO and NWICO The MacBride Round Table
- 3. Role of NANAP and NAMEDIA
- 4. World Summit on the Information Society (WSIS)

Unit 3 – Global Communication and Conflicts (9 Hours)

- 1. Vietnam War, Pentagon papers
- 2. The Cold War, Diplomacy and Media, Media and Espionage
- 3. Reporting the first televised War-Gulf war I
- 4. Persian Gulf War of 2003- Embedded Journalism
- 5. Mapping the Al Jazeera phenomenon

Unit 4 – New Dimensions post 9/11 (8 Hours)

- 1. Reportage of 9/11
- 2. Journalism after 9/11 Discourses and implications
- 3. Arab spring and its aftermath

Unit 5 – Flows of Global Content (8 Hours)

- 1. Cultural imperialism
- 2. Contra flows media exports in television, films, music
- 3. Media hegemony and homogenization
- 4. Globalization and global cultures
- 5. Media conglomerates

Suggested Readings

- 1. Allan, Stuart, Zelizer, and Barbie, Reporting War: Journalism in War Time, Routledge Publication, 2004.
- 2. Artz, Lee, and Yahya Amalipor, R., The Globalization of Corporate Media Hegemony, New York Press, 2003.

- 3. Barbie, Zelizer, and Allan Stuart, Journalism after 9/11, New York: Tylor and Francis, 2012.
- 4. Hussain, Zahida, Ray, and Vanita, Media and Communications in the third world countries, Gyan Publications, 2007.
- 5. Kamalipour, Yahya R., Snow, and Nancy, War, Media and Propaganda- A Global Perspective, New York: Rowman and Littlefield Publishers, 2004.
- 6. Many Voices, One World, New York: Rowman & Littlefield, 1980.
- 7. Thussu, Daya Kishan, Iternational Communication: Continuity and Change. Oxford University Press, 2003.
- 8. Thussu, Daya Kishan, War and the Media: Reporting Conflict 24X7, London: Sage, 2003.

Additional Readings

- 1. Gorman, Lyn and McLean, David, Media and Society into the 21st Century: A Historical Introduction, (2nd Edition), UK: Wiley-Blackwell, 2009. (Page Nos. 82-135, 208-283)
- 2. Monroe, Price, Media Globalization: Media and Sovereignty, Cambridge: MIT Press, 2002.
- 3. Patnaik, B.N & Hasnain, Imtiaz (eds.), Globalization: Language, Culture and Media, Shimla: Indian Institute of Advanced Studies, 2006.
- 4. Singh, Yogendra, Culture Change in India: Identity and Globalization, New Delhi: Rawat Publication, 2000.



COURSE OFFERED BY DELHI SCHOOL OF JOURNALISM FACULTY OF SOCIAL SCIENCES

CATEGORY I

(Semester VIII of Five Year Integrated Programme in Journalism and Semester II of Master of Journalism)

Based on Undergraduate Curriculum Framework 2022

(Effective from Academic Year 2025-26)

S. No.	Contents	Credits	Page Number	
1.	DSC A8: Journalism	4	2-3	
Core Course	and Public Policy			
	DSE A8: International	4	4-5	
2.	Cinema			
Pool of Discipline	DSE B8: Investigative	4	6-7	
Specific Electives	Journalism			
(DSEs)	DSE C8: Theatre and	4	8-10	
	Media Studies			
	DSE D8: Media	4	11-12	
	Entertainment and			
	Trends			

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE – DSC A8: JOURNALISM AND PUBLIC POLICY

Course Title and Code	Credits	Credit	Distribution Course	on of the	Eligibility Criteria	Pre- requisite of the course
		Lecture	Tutorial	Practical		
Journalism	4	3	0	1	Class XII	NIL
and Public					Pass	
Policy						

Learning Objectives

- Understand the Foundations and Frameworks of Public Policy
- Analyze the Role of Media in Public Policy Discourse and Decision-Making
- Apply Critical Thinking to Case Studies in Media and Public Policy

Learning Outcomes

By the end of the course, students will be able to:

- Assess the influence of media coverage on the formation and implementation of public policy.
- Propose balanced and fact-based media strategies for policy coverage.
- Produce Informed and Analytical Reports on Public Policy Issues

SYLLABUS OF DSC A8 – Journalism and Public Policy (45 Hours)

Unit 1 – Introduction to Public Policy (10 Hours)

- 1. Nature, Scope and Importance of Public Policy
- 2. Evolution of Public Policy and Policy Sciences
- 3. Public Policy and Public Administration
- 4. Institutions of Policy Making

Unit 2 - Stakeholders in Public Policy (12 Hours)

- 1. Lifecycle of a Public Policy Formation
- 2. Civil Society, Media & other Institutions in Policymaking
- 3. Social Movements: Impact on Policy Making

Unit 3 - Media & Public Policy Discourse (13 Hours)

- 1. Media Advocacy
- 2. Social Reforms & Media
- 3. Political Reforms & Media
- 4. Participatory Media and Democratization

Unit 4 – Media & Public Policy Institutions (10 Hours)

- 1. Right to Information and Citizen Participation in administration
- 2. Public Interest Litigation & Judicial Activism
- 3. Institution for Internal Accountability Central Vigilance Commission, Central Information Commission

Public Policy Practices (30 Hours)

Papers & Case Studies

- Emergency Period (1975–1977) and Press Censorship
- Pokhran-II Nuclear Tests (1998) and International Diplomacy
- 2008 Mumbai Terror Attacks (26/11) and Media Coverage
- 2010 Commonwealth Games Scandal
- Anna Hazare's Anti-Corruption Movement (2011)
- 2012 Nirbhaya Case and Women's Safety Laws
- 2019 Abrogation of Article 370 (Jammu & Kashmir)
- COVID-19 and Media's Role in Policy Communication (2020–2021)
- Climate Change and Media Framing (Global)
- Brexit and Media Influence (UK, 2016)
- Black Lives Matter (US, 2020)
- Roe v. Wade Reversal (U.S., 2022)
- Arab Spring and Social Media's Role (Middle East, 2010–2011)
- European Refugee Crisis and Media Framing (2015–2016)
- Watergate Scandal (U.S.)

Suggested Readings

- 1. Anderson, J.E., Public Policy-Making: An Introduction, Boston: Houghton, 2006.
- 2. Athique, A., Indian Media Global Approaches, Cambridge: Polity Press, 2012.
- 3. Bava, Noorjahan, (ed.) Non Government Organizations in Development-Theory and practice, New Delhi: Kanishka, 1997.
- 4. Bava, Noorjahan, (ed.) Inclusive Growth in Globalized India Challenges and options, New Delhi: Deep and Deep, 2008.
- 5. Edwards III, George C.& Sharkansky, Ira (1978). Policy predicament: Making and
- 6. implementing public policy. Bombay: Allied Publishers.
- 7. Kelleher, Grace J. (1970). Challenge to systems analysis: public policy and social change.
- 8. NewYork: John Wiley
- 9. Stone, Deborah (2012). Policy paradox: the art of political decision making (3rd ed.). New York: WW Norton
- 10. Theodoulou, Stella Z., and Matthew Alan Cahn, Public Policy, NJ: Prentice Hall, 1995.
- 11. Wiarda, H.J., Civil Society: The American Model and Third World Development, Boulder: Westview Press, 2003.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE A8: INTERNATIONAL CINEMA

Course Title	Credits	Credit Dis	stribution of	Eligibility	Pre-requisite	
and Code		Lecture	Tutorial	Practical	Criteria	of the course
International	4	3	1	0	Class XII	NIL
Cinema	,				Pass	

Learning Objectives

- Explain the fundamental elements of narrative cinema, including plot, character development, and visual storytelling.
- Evaluate Key Film Movements and Theories
- Compare and contrast narrative and stylistic shifts across different cultural and historical contexts.

Learning Outcomes

By the end of the course, students will be able to:

- Apply film theory and historical context to the interpretation of global cinema.
- Explain how cultural and political factors shaped different cinematic styles and narratives.
- Present an evidence-based argument on the significance of a particular film or filmmaker in global cinema.

SYLLABUS OF DSE A8 – International Cinema (45 Hours)

Unit 1 – Introduction to Narrative Cinema (10 Hours)

- 1. Origin & History of Narrative film
- 2. Soviet Cinema: Montage Theory
- 3. German Expressionism

Unit 2 - Film Movements (15 Hours)

- 1. European
- 2. Asian
- 3. American
- 4. Emerging Cinema traditions

Unit 3: Film Theories and Perspectives (12 Hours)

- 1. Auteur theory and key filmmakers: Chaplin, Hitchcock, Varda, Kurosawa, Kiarostami
- 2. Critical Perspectives: Feminist Film Theory and Queer Cinema

Unit 4 - Changing Paradigms (8 Hours)

- 1. Globalization & Cinema
- 2. Changing Technology and its Impact on Global Cinema

Films to be screened and discussed

- 1. Alfred Hitchcock- Rear Window
- 2. Charlie Chaplin Modern Times
- 3. Agnes Varda-The Creatures
- 4. Akira Kurosawa- Rashomon
- 5. Yasujiro Ozu Tokyo Story
- 6. Vittoria De Sica- Bicycle Thieves
- 7. Jean-Luc Godard- Breathless
- 8. Billy Wilder- Double Indemnity
- 9. Abbas Kiarostami The Wind Will Carry Us
- 10. Majid Majidi Baran
- 11. Zhang Yimou Raise the Red Lantern

Suggested Readings

- 1. Berger John, Ways of Seeing, New York: Penguin, 1990.
- 2. Butler Judith, Bodies That Matter: On the Discursive Limits of "Sex", New York: Routledge, 1993.
- 3. Cook, Pam, and Mieke Bernick, London: The Cinema Book, BFI, 1985.
- 4. Hanson, Ellis, (ed.) Out Takes: Essays on Queer Theory and Films. Durham: Duke University Press, 1999.
- 5. Mulvey, Laura, Visual and Other Pleasures. London: BFI, 2009.
- 6. Nelmes, Jill (ed.) Introduction to Film Studies. (5th edition), New York: Taylor and Francis, 2011.
- 7. Stam, Robert, Film Theory: An Introduction, New York: Wiley Blackwell, 2000.
- 8. Thornham, Sue, (ed.), Feminist Film Theory: A Reader, New York: Taylor and Francis, 2011.
- 9. Wood, Robin, Hitchcock's Film Revisited, Columbia: Columbia University Press, 2001.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE B8: INVESTIGATIVE JOURNALISM

Course Title and Code	Credits	Credit Distribution of the Course		Eligibility Criteria	Pre-requisite of the course	
State		Lecture	Tutorial	Practical		
Investigative	4	3	0	1	Class XII	NIL
Journalism					Pass	

Learning Objectives

- Understand the Principles and Techniques of Investigative Journalism
- Develop Skills for Research, Source Verification, and Story Construction
- Address Ethical and Legal Challenges in Investigative Reporting

Learning Outcomes

By the end of the course, students will be able to:

- Apply legal and ethical standards in sourcing, fact-checking, and reporting.
- Evaluate the strength of evidence and the coherence of the narrative.
- Produce a Well-Researched Investigative Story

SYLLABUS OF DSE B8 – Investigative Journalism (45 Hours)

Unit 1 – Introduction to Journalism and News (10 Hours)

- 1. Investigative Reporting: History, Concept, Process & News values
- 2. Investigative reporting and crime reporting
- 3. Regional, National and Global Perspectives

Unit 2 – Working with Sources (15 Hours)

- 1. News Sources Traditional and new media
- 2. Field Reporting
- 3. Confidentiality (On/Off the record)
- 4. Finding Story in Figures
- 5. Attribution and its types; Credibility and Quotations
- 6. Fact Checking Process

Unit 3 – Ethical Issues and Concerns (10 Hours)

- 1. Ethic-legal Coefficient
- 2. Right to Privacy
- 3. Accuracy & Conflict of Interest
- 4. Variables of Information: Sources; Social media feeds, eye witness, over hearing, propaganda, whistle blowers
- 5. Challenges to facts and fairness: Conflict of interest
- 6. Plagiarism
- 7. Using Right to Information

Unit 4 – Reporting / Editing Story (10 Hours)

- 1. Organizing, writing & editing the story
- 2. Making story Interactive
- 3. Case Studies of Significance
- 4. Risk factors
- 5. Presentation and Peer Review

Practical Approaches (30 Hours)

- 1. Sting Operations
- 2. Using Internet / Social Media for Investigative Reporting
- 3. Contemporary debates
- 4. Faculty to give stories to students to investigate and file a project report

Suggested Readings

- 1. Gaines, William C., Investigative Journalism: Proven Strategies for Reporting the Story, Washington DC: CQ Press, 2007.
- 2. Mazzett's, Mark, The way of the Knife: The CIA, a Secret Army, and a war at the Ends of the Earth, New York: Penguin Press, 2014.
- 3. Nanda, Vartika, Tinka Tinka Dasna, New Delhi: Delhi Press, 2016.
- 4. Nazakat, Syed, A Manual for Investigative Journalism, Singapore: Drummond, 2010.
- 5. Pilger, John, Tell Me No Lies: Investigate Journalism and its Triumphs, New York: Vintage Digital, 2011. 6. Spark, David, Investigative Reporting: A Study in Technique, London: Focal Press, 2012.
- 6. Yadav, R. (2023). Journalism through RTI: Information, investigation, impact. Routledge.

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE C8: THEATRE AND MEDIA STUDIES

Course title	Credits	Credit distribution of the course			Eligibility	Pre-requisite of	
& Code		Lecture	Tutorial	Practical/ Practice	criteria	the course (if any)	
Theatre and Media Studies	4	3	0	1	Class XII Pass	NIL	

Learning Objectives

- Identify key elements of theatrical performance, including script, direction, acting, and staging.
- Apply acting, directing, and stagecraft techniques in practical exercises and performances.
- Assess the impact of media technologies on theatrical production and audience engagement.

Learning Outcomes

By the end of the course, students will be able to:

- Use staging, lighting, and sound effectively to enhance the performance.
- Identify and evaluate the influence of key international and Indian theatre movements on contemporary performances.
- Demonstrate an Understanding of Theatre's Role in Media and Communication

SYLLABUS OF THEATRE AND MEDIA PERFORMING ARTS & COMMUNICATIONS (45 Hours)

Unit 1 - Foundations of Theatre (10 Hours)

- 1. Elements of theatre: script, direction, acting, stage design, lighting and sound
- 2. The language of performance: dialogue, monologue and soliloquy
- 3. History of theatre: Natyashastra, Ancient Greek, Roman, Medieval, Renaissance and Modern periods

4. Introduction to Indian theatre: Sanskrit drama, folk theatre and contemporary trends

Unit 2 – Theatrical Styles and Techniques (10 Hours)

- 1. Sanskrit Plays and Playwrights
- 2. Acting techniques: Stanislavski, Brecht, Grotowski
- 3. Directing styles and methods
- 4. The role of the director in theatre production
- 5. Exploring different theatrical styles: realism, naturalism, expressionism, absurdism

Unit 3 – International Theatre Movements (10 Hours)

- 1. Major Western theatre movements: Greek tragedy and comedy, Elizabethan drama, French neoclassicism, Romanticism, Modernism
- 2. 20th-century theatre: Avant-garde, Absurdist theatre, Political theatre, Postmodernism
- 3. Key international playwrights and their works: Shakespeare, Moliere, Ibsen, Chekhov, Brecht, Beckett

Unit 4 – Indian Theatre Movements (10 Hours)

- 1. Traditional Indian theatre: Kathakali, Yakshagana, Nautanki, Tamasha
- 2. Modern Indian theatre: Experimental theatre, and contemporary playwrights
- 3. Key Indian playwrights and their contributions: Abhinav Gupt, Kalidas, Rabindranath Tagore, Vijay Tendulkar, Girish Karnad, Mahesh Dattani
- 4. Folk Theatre in Bharat: Bangla, Marathi, Gujarati, Tamil, Kannada. Kashmir, Persian and Etc.
- 5. Theatrical traditions in North-East

Unit 5 – Theatre and Media (5 Hours)

- 1. The relationship between theatre and film: adaptations and influences
- 2. The impact of television and digital media on theatre
- 3. The role of theatre in contemporary media landscapes
- 4. Case studies: notable theatre productions and their media adaptations

Films and Performances to be screened and discussed during class lectures:

- 1. Oedipus Rex (Theban Plays by Sophocles)
- 2. A Midsummer Night's Dream (Shakespeare)
- 3. Waiting for Godot (Samuel Beckett)
- 4. Tughlaq (Girish Karnad)
- 5. Andha Yug (Dharamvir Bharti)
- 6. Asar Ka Ek Din
- 7. The Lion King (Broadway and film adaptation)

- 8. Court (Marathi film)
- 9. Piya Behrupiya (Indian adaptation of Shakespeare's Twelfth Night)
- 10. Suraj Ka Satwa Ghora

Practical Component (30 Hours)

- 1. Practical Performance Project (10 hours): Students will participate in a group theatre production, taking on roles such as acting, directing, or stage management. This includes rehearsals, production meetings, and the final performance.
- 2. Analytical Essay (10 hours): Students will write a comparative analysis of a theatrical play and its film adaptation, exploring differences in narrative techniques, performance styles, and the impact of the medium on storytelling.
- 3. Blocks Projects (10 Hours): Students will use techniques and aesthetics to perform and articulate a play as a cumulative outcome of the collective learning as a project the play will be open to critical evaluation by masses as common audience.

Suggested Readings

- 1. Brockett, Oscar G., History of the Theatre, Allyn & Bacon, 2010.
- 2. Artaud, Antonin, The Theatre and Its Double, Grove Press, 1958.
- 3. Stanislavski, Constantin, An Actor Prepares, Routledge, 1989.
- 4. Bhattacharya, S., Indian Theatre: Tradition, Continuity and Change, Roli Books, 2009.
- 5. Brecht, Bertolt, Brecht on Theatre: The Development of an Aesthetic, Hill and Wang, 1994.
- 6. Dutt, Utpal, On Theatre, Seagull Books, 2009.
- 7. Carnicke, Sharon Marie, Stanislavsky in Focus, Routledge, 2008.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE D8: MEDIA ENTERTAINMENT AND TRENDS

Course Title and Code	Credits	Credit	Distribution Course	on of the	Eligibility Criteria	Pre- requisite of the course
		Lecture	Tutorial	Practical		
Media	4	3	1	0	Class XII	NIL
Entertainment					Pass	
and Trends						

Learning Objectives

- Examine changing consumption patterns and emerging business strategies in media entertainment.
- Understand the Historical and Cultural Evolution of Media Entertainment
- Evaluate the Influence of Digital Platforms and Emerging Technologies

Learning Outcomes

By the end of the course, students will be able to:

- Identify and address ethical issues such as misinformation, privacy, and cultural sensitivity.
- Develop Strategic Insights into Media Business Models
- Critically Assess Media Trends and Their Impact on Popular Culture

SYLLABUS OF DSE C8 – Media Entertainment and Trends (45 Hours)

Unit 1: Evolution and Impact of Media Entertainment (10 Hours)

- 1. Historical development of media entertainment
- 2. Major shifts in entertainment forms (radio, TV, film, digital)
- 3. The role of media in shaping cultural values
- 4. Social and political impact of media entertainment

Unit 2: Digital Platforms and Technological Influence (15 Hours)

- 1. Rise of streaming services and online platforms
- 2. Technological innovations in media production
- 3. Impact of social media on entertainment consumption
- 4. The role of data analytics and algorithms in content delivery

Unit 3: Media Trends, Popular Culture, and Business Models (10 Hours)

- 1. Analysis of emerging entertainment trends (e.g., VR, AR)
- 2. Influence of popular culture on media entertainment
- 3. Economic models in the entertainment industry (e.g., subscription-based, ad-supported)
- 4. Impact of globalization on local and global media trends

Unit 4: Ethical Considerations and Future of Media Entertainment (10 Hours)

- 1. Ethical dilemmas in media content (e.g., representation, stereotyping)
- 2. Privacy concerns in digital entertainment
- 3. The future of intellectual property and copyright in entertainment
- 4. Predictions for future trends and innovations in media entertainment

Suggested Readings

- 1. Folker, Hanusch, (ed.) Lifestyle Journalism. New York: Routledge, 2014.
- 2. Kumar, Gonela, Saradhi. Reading the Rabbit: Explorations in Warner Bros. Animation. New Jersey: Rutgers University Press, 1998.
- 3. Papacharissi, Zizi. Journalism and Citizenship: New Agendas in Communication. London: Routledge, 2009.
- 4. Wright, Mills, Power Elite. New York: Oxford University Press, 1963.
- 5. Wyatt, Wendy, (ed.) The Ethics of Journalism: Individual, Institutional and Cultural Influences, New York: I.B. Tauris, 2014.
- 6. Ganti, T. (2012). Bollywood: A guidebook to popular Hindi cinema. Routledge.

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

DSE 10: INTRODUCTION TO RESEARCH METHODS

IN GEOGRAPHY

Course Title	Credits	Credits Duration (per week)			Eligibility	Prerequisite
and Code		Lectures	Tutorial	Practical	Criteria	
INTRODUCTION TO RESEARCH METHODS IN GEOGRAPHY	4	3	1	0	Passed Class 12 th in any discipline	Nil

Learning Objectives:

- To introduce the student to the basics of geographical research methods
- To enable the student to appreciate the difference between various research approaches and methodologies, methods of data collection and analysis.
- To expose the student to different aspects of fieldwork from recruitment of participants, formulation of questionnaire and Interview Guides,
- To provide in depth knowledge of the different research techniques

Learning Outcomes:

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

- Understand and compare different research methods and techniques in Geography
- Formulate a research design, carry out literature review, identify research gaps and state Research
 Questions and Hypothesis
- Explore data collection methods and techniques of analysis
- Structure a report/ dissertation

Couse Content:

UNIT 1: Introduction to Research Methods in Geography: Types and Approaches to Research-qualitative, quantitative and mixed methods; Review of Literature, identifying research gaps (10 hours)

UNIT 2: Research Design and Sources of Data: Stating the research problem, Sources of data- primary and secondary, Research Question, Formulation of Hypothesis, Aims and Objectives and Selection of Research Site, Ethical considerations (12 hours)

UNIT 3: Techniques of Data Collection and Tools of Data Analysis: Thematic Data generation, introduction to instruments, and mobile apps, questionnaire and interview guides, observation schedules; Analyzing statistical data using software, modelling and statistical processing of data and overlay analysis, Coding and thematic analysis with Software for Qualitative Data Analysis (14 hours)

UNIT 4: Reporting Research Findings: Structure of Reports, Dissertation, preparing an abstract, referencing styles, using reference management software, Al and plagiarism checks (9 hours)

Reading List:

Clifford, Nicholas, Meghan Cope, Thomas Gillespie, and Shaun French, eds. Key methods in geography. Sage, 2016.

Gomez, Basil, and John Paul Jones III, eds. Research methods in geography: A critical introduction. John Wiley & Sons, 2010.

Goodchild, Michael F., Paul A. Longley, David J. Maguire, and David W. Rhind. "Geographic information systems and science." Wiley & Sons, West Sussex, UK 17 (2005): 517.

Hammond, Robert, and Patrick S. McCullagh. "Quantitative techniques in geography: an introduction." *OUP Catalogue* (1978).

Kitchin, Rob, and Nick Tate. *Conducting research in human geography: theory, methodology and practice*. Routledge, 2013.

Lindsay, Jim. Techniques in human geography. Routledge, 2006.

Lillesand, Thomas, Ralph W. Kiefer, and Jonathan Chipman. *Remote sensing and image interpretation*. John Wiley & Sons, 2015.

Montello, Daniel R., and Paul C. Sutton. *An introduction to scientific research methods in geography*. SAGE Publications, Inc., 2006.

Parsons, Tony, and Peter G. Knight. How to do your dissertation in geography and related disciplines. Routledge, 2015.

Peters, Kimberley. Your human geography dissertation: designing, doing, delivering. Sage, 2017.

Wheeler, Dennis, Gareth Shaw, and Stewart Barr. Statistical techniques in geographical analysis. Routledge, 2013.

Generic Elective: Principles of Human Geography

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title	Credits	Credit distribution of course			Eligibility	Pre-
and code		Lecture	Tutorial	Practical	Criteria	requisites
	· .					of course,
						if any
PRINCIPLES					Class 12 th	
OF HUMAN GEOGRAPHY	4	3	1	0	Pass in any	NIL
SECONTITI		,			discipline	

Learning Objectives

The learning objectives of the course are as follows

- To explain the definition, nature, scope and contemporary relevance of Human Geography
- To analyse the diversity, trends and patterns of world population and its composition
- To understand the settlement types, economic activities and cultural realms

Learning Outcomes

The student will be able to:

- Explore the elements of human and cultural landscape
- Analyze to hierarchy of settlements and concepts of urban and rural spaces
- Describe cultural realms and economic activities.

Unit 1: Human Geography – Definition, nature and scope; contemporary relevance (10 hours)

Unit 2: Population and Settlement Geography – World population growth – trends and patterns; theory of demographic transition; Hierarchy of settlements: Concepts of, Primate city and City-region, Central Place Theory. (15 hours)

Unit 3: Economic Geography – Classification of economic activities, locational factors; Concept of human development. (10 hours)

Unit de Cultural Geography – Cultural realms; race and ethnicity; language and religion (10 hours).

Selected References

- 1. Chandna, R.C. (2017) Geography of Population, Kalyani Publishers, Ludhiana, India.
- 2. Hassan MI (2020) Population Geography, A Systematic Exposition. Routledge Taylor and Francis Group, New York.
- 3. Hussain Majid (2021) Human Geography, Rawat Publication.
- 4. Majid, Hussain (2012) Manav Bhugol, Rawat Publication.
- 5. Maurya, S.D. (2012). Manav Bhugol. Allahabad, India: Sharda Pustak Bhawan.
- 6. Rubenstein, J.M. (2008) An Introduction to Human Geography: The Cultural Landscape, Pearson Prentice Hall, NJ.

- 7. Saroha, J. (2021) *Jansankhya Bhugol, Janankiki evam Jansankhya Adhayan*, M.K. Books, New Delhi.
- 8. Singh, S and Saroha, J (2021) Human and Economic Geography, Pearson Publication, Noida
- 9. Singh, S and Saroha, J (2021) Urban Geography, Pearson Publication, Noida.

Generic Elective: Principles of Physical Geography

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title	Credits	Credit distribution of course			Eligibility	Pre-
and code		Lecture	Tutorial	Practical	Criteria	requisites of course,
					4	
						if any
PRINCIPLES	4	3	1	0	Class12 th	NIL
OF					Pass in any	
PHYSICAL GEOGRAPHY	¥1				discipline	

Learning Objectives

The learning objectives of the course are as follows

- To explain the definition, nature and scope of the subject
- To recognize the structure and processes of the earth system
- To understand the composition and elements of the atmosphere

Learning Outcomes

The student will be able to:

- classify earth into various domains according to physical elements
- differentiate between lithosphere, atmosphere, hydrosphere and biosphere and understand their interrelationship
- appreciate the concept of the biosphere, biodiversity and conservation.

Unit 1: Physical Geography – Definition, nature and scope; relationship with other disciplines and contemporary relevance (10 hours).

Unit 2: Lithosphere – Interior structure of the earth; endogenetic and exogenetic forces; plate tectonics. (11 hours)

Unit 3: Atmosphere and Hydrosphere – Structure and composition; elements of climate (temperature, pressure and winds); general circulations; Hydrological cycle; ocean currents and tides (14 hours)

Unit 4: Biosphere- Genesis of soil and soil types; Major biomes of the world; Biodiversity – significance and conservation (10 hours)

References

- 1. Gautam, Alka (2019) Bhoutik Bhugol, Rastogi Publications, Meerut.
- 2. Gervais, B. (2019) Living Physical Geography, Second Edition, W.H. Freeman and Company, New York.
- 3. Khullar, D.R. (2018) Physical Geography, Kalyani Publications, New Delhi.
- 4. Lal, D.S. (2021) Jalvayu avm Samundra Vigan, Sharda Pustak Bhawan.
- 5. Lutgens, F.K., Tarbuck, E.C., and Dennis Tasa (2015) Foundations of Earth Science, Eight

Edition, Pearson India Education Services, Noida.

- 6. Saroha, J. and Singh, S. (2024) Physical Geography, Pearson Publication, Noida.
- 7. Singh, Savindra (2023) Bhoutik Bhugol, Pravalika Publications, Prayagraj.
- 8. Singh, Savindra (2023) Physical Geography, Pravalika Publications, Prayagraj.
- 9. Strahler, A. (2013) Introducing Physical Geography, Sixth Edition, John Wiley and Sons, New Jersey.