

## **DEPARTMENT OF SOCIAL WORK**

### **Category I**

#### **BA (Hons.) Social Work**

#### **DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-4) - :**

#### **INDIAN CONSTITUTION AND SOCIAL JUSTICE**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
<b>INDIAN CONSTITUTION AND SOCIAL JUSTICE</b> <b>DSC 4 SW201</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To understand the basic framework of Indian Constitution within the context of social justice
- To sensitize the students to promote social justice in relation to the vulnerable people
- To understand the application of social work interventions

#### **Learning outcomes**

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

- Understand the Indian Constitution within the context of social justice and its linkages with social work practice
- Be sensitive towards promoting social justice in relation to the society
- Apply social work interventions in real life situations

#### **SYLLABUS OF DSC-4**

<b>Unit I: Constitutional and Legal Framework in India</b>	<b>15 Hours</b>
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<b>Unit Description:</b> This unit will reflect upon the constitutional and legal framework in India for ensuring social justice, equality, and rights.	
<p><b>Subtopics:</b></p> <ul style="list-style-type: none"> <li>Basic frame work of the constitution: Preamble, Fundamental Rights, Fundamental Duties and Directive Principle of State Policy</li> <li>Indian legal system: Relevant sections for women and children from Indian Penal Code (IPC)</li> <li>Role of Juvenile Justice Board, Child Welfare Committees and Special Women cell</li> </ul>	
<p><b>Unit II: Understanding Social Justice</b></p> <p><b>Unit Description:</b> This unit will provide a conceptual understanding about social justice.</p>	<b>15 Hours</b>
<p><b>Subtopics:</b></p> <ul style="list-style-type: none"> <li>Social justice: Concept, philosophy, features and forms</li> <li>Manifestations of social injustice in the Indian context: Exclusion, oppression and marginalization</li> <li>Social Justice as a core value and principle of social work profession</li> </ul>	
<p><b>Unit III: Instruments of Social Justice</b></p> <p><b>Unit Description:</b> This unit will give an insight about various instruments of social justice</p>	<b>15 Hours</b>
<p><b>Subtopics:</b></p> <ul style="list-style-type: none"> <li>Instruments of Social Justice: Positive and Protective Discrimination, legal and public advocacy, Public Interest Litigation (PIL), Legal Literacy and Right to Information (RTI)</li> <li>Statutory bodies for justice: National and State Commissions for Women, Minorities, Scheduled Castes, Scheduled Tribes and Human Rights</li> <li>Role of professional social workers and mass media in promoting social justice</li> </ul>	
<p><b>Unit IV: Application of Social Work in Promoting Social Justice</b></p> <p><b>Unit Description:</b> This unit will give an exposure to promote social justice, equality and ensuring rights.</p>	<b>30 Hours</b>
<p><b>Subtopics:</b></p> <ul style="list-style-type: none"> <li>Application of instruments of Social Justice: legal literacy/free legal aid/RTI/PIL</li> <li>Approaches of intervention: Children, Women, Elderly, persons with disability</li> </ul>	

● Professional ethics: sensitivity and empathetic attitudes towards vulnerable populations	
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### **Practical component (if any) – Unit IV application based**

#### **Essential Readings**

- Bakshi, P.M. (2014). The Constitution of India. Universal Law Publishing Co. Pvt. Ltd, New Delhi.
- Clayton, Matthew and Williams, Andrew (2004), Social Justice, Wiley-Blackwell.
- International Federation of Social Workers (1994). Human Rights and Social Work: A Manual for Schools of Social Work and the Social Work Profession, Berne: International Federation of Social Workers.
- Iyer, V.R.K. (1980). Some Half Hidden Aspects of Indian Social Justice. Lucknow: Eastern Book Company.
- K.D Gaur, (2015). Textbook on Indian Penal Code, Universal Law Publishing, New Delhi.
- Mahajan, G. (ed.) (1998). Democracy, Difference and Social Justice. New Delhi: Cambridge University Press.
- Pandya, R. (2013) Social Justice and Empowerment of Disadvantaged Groups in India, New Century Publications, New Delhi.

#### **Suggested Readings**

- Basu, D.D. (2008). Introduction to the Constitution of India (Lexis-Nexis-Butterworth Wadhwa.
- Braithwaite, J. (1979). Inequality, Crime and Public Policy. London: Routledge.
- Saraf, D.N. (ed), (1984). Social Policy Law and Protection of Weaker Section of Society, Lucknow, Eastern Book Company.

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

**DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5):**  
**HUMAN GROWTH AND PERSONALITY DEVELOPMENT**

**Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
<b>HUMAN GROWTH AND PERSONALITY DEVELOPMENT</b> <b>DSC 5 SW202</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To understand the basic concepts and processes in psychology essential for social work practice
- To develop understanding about personality development and associated theories
- To acquire skill base for applying concepts of psychology in social work practice

**Learning outcomes**

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

- Learn about human growth and stages of development across the life span
- Learn about personality development theories and integrate the same in social work practice
- Apply the basic psychological processes in Social Work Practice

**SYLLABUS OF DSC- 5**

<b>Unit I: Growth and Development</b>	<b>15 Hours</b>
<b>Unit Description:</b> The unit will introduce the basic principles of growth and development. The students will learn about the developmental stages across the lifespan.	
<b>Subtopics:</b>	

<ul style="list-style-type: none"> <li>• Growth and development: Concepts, Principles, and Differences</li> <li>• Developmental tasks, needs and challenges: Prenatal, infancy and babyhood periods, Early childhood and Late childhood</li> <li>• Developmental tasks, needs and challenges: Adolescence, Adulthood, Old age</li> </ul>	
<b>Unit II: Personality Development</b> <b>Unit Description:</b> The students will gain insights into factors contributing to development of personality. The students will also gain critical insight into personality theories.	<b>15 Hours</b>
<b>Subtopics:</b> <ul style="list-style-type: none"> <li>• Personality: Concept, hereditary and environmental perspectives,</li> <li>• Personality theories: Freud's Psycho-analytic theory and Erikson's Psycho-social theory</li> <li>• Child-rearing practices</li> </ul>	
<b>Unit III: Basic Psychological Processes</b> <b>Unit Description:</b> This unit will introduce the basic psychological process with an emphasis on applications of psychology in real life situations.	<b>15 Hours</b>
<b>Subtopics:</b> <ul style="list-style-type: none"> <li>• Learning: Concept and theories: Skinner and Pavlov</li> <li>• Motivation: Concept and theories (Maslow)</li> <li>• Memory, Emotions, Intelligence, central nervous system</li> </ul>	
<b>Unit IV: Application of psychological understanding in field work setting</b> <b>Unit Description:</b> This unit will give practical exposure to apply behavioural and psychological learning in field situations.	<b>30 Hours</b>
<b>Subtopics:</b> <ul style="list-style-type: none"> <li>• Psychosocial assessment and Case studies</li> <li>• Observation based Project Report on developmental tasks, needs and challenges on any one life stage</li> <li>• Application of Behavioural theory/learning theories with children/adolescence</li> </ul>	

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

#### **Essential readings**

- Baron, R. & Misra.G. (2013).Psychology. New Delhi: Pearson
- Bcoket, C. (2002): Human Growth and Development: A Psycho-social Introduction, London: SagePublications
- Chowdhary, R. (2006).ManovigyanTathaManovagyanikPrakriyaen. New Delhi: Radha Publication.
- Chowdhary, R. (2010).Vikasatmak Manovigyan. New Delhi: NamanPrakashan.
- Cicarelli, S.K. and White, N.J. (2017). Psychology. Boston: Pearson
- Hall & Lindzey (2009): Theories of Personality. New York:John Wiley and Sons
- Morgan & King (2017: Introduction to Psychology, New Delhi: Tata McGraw Hill, Publishing Company Ltd.

### **Suggested readings**

- Feldman.R (2004). Understanding Psychology, Tata Mcgraw Hill Publishing Co. td
- Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012).Life Span Development (13th ed.) New Delhi: McGraw Hill.
- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

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

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
<b>FIELD WORK PRACTICUM-II</b> <b>DSC 6 SW203</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

### Learning Objectives

- To develop understanding of identities of people, dynamics of relationships, resources and opportunities to deal with them
- Develop an ability to critically examine and appreciate programmes and services of governmental and non-governmental social welfare/developmental organizations
- To acquire skills of working with people at individual, group and community level by integrating class room learning into real life situation

### Learning outcomes

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

- Critically examine the agency's structure, functions, resources, service delivery system etc.
- Integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques etc.)
- Write analytical field work reports

## **SYLLABUS OF DSC-6**

### **Tasks/Activities:**

1. Perform the assigned tasks during scheduled concurrent field work. The field work agency will remain the same in an academic year. Every student will be assigned a College supervisor for personalized learning and mentoring throughout the academic year.
2. Field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/ mentoring, group conference scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions. Direct field work hours have to be 120 hours in a semester.
3. Work with volunteers, para-professionals/outreach workers in the field work agency such as - non-governmental organisations (NGOs) or voluntary organisations (VOs) and governmental organisations (GOs); and/or community.
4. Student will perform the agency-based field work tasks assigned by the respective Agency Supervisor.
5. Regular reporting to all concerned persons (both at agency and college level) during scheduled field visits, meetings and supervisory/individual conferences to seek regular guidance. Minimum 80% of attendance is required in each components of field work.
6. Prepare daily report in prescribed format and submit to the college supervisor on weekly basis. Prepare learning plan, agency/community profile in a timely and appropriate manner to both the College and Agency Supervisor. Students will engage in 3 hours of report writing per week.
7. The students must get the reports checked during the scheduled Individual Conference (IC) with the college supervisor on weekly basis. Attend Group conferences (GC), prepare group conference paper in consultation with college supervisor, thus learning the roles of presenter, chairperson, and recorder. The individual mentoring (IC & GC) to students by the college supervisor will include 1 hour per week.
8. Attend skill-based workshops as and when organised by the Department.
9. The students are required to submit self-evaluation report in the prescribed format for term end examination. Field work practicum follows continuous evaluation by the supervisor.

## **Practical component (if any) – 100% Field work**

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

### **Essential Readings**

- Bhanti, R. (1996). Field Work in Social Work Perspective. Udaipur: Hiamanshu Publications.
- Brown, S.C. & Gloyne, E.R. (1966). The Field Training of Social Workers: A Survey. London: Allen and Unwin.
- Garthwarf, E. (2005). The Social Work Practicum. Boston: Pearson Education.
- Singh, R. R. (1985). Field Work in Social Work Education. New Delhi: Concept Publishing Company.
- Singh, A.P. (2017). Strengthening Field Work in Social Work Education. Lucknow, India: Rapid Book Service.
- Subhedar, I. S. (2001). Field Work Training in Social Work. New Delhi: Rawat Publications.
- Tsui, M. (2005). Social Work Supervision: Contexts and Concepts. New Delhi: Sage Publications.

### **Suggested readings**

- Doel, M. & Shardlow, S. M. & Johnson, P. G. (2011). Contemporary Field Social Work: Integrating Field and Classroom Experience. Thousand Oaks, CA: Sage Publications.
- Doel, M. & Shardlow, S. M. (2005). Modern Social Work Practice: Teaching and Learning in Practice Settings. Burlington, VT: Ashgate.
- Verma, R.B.S. & Singh, A.P. (2011). Handbook of Field Work Practice Learning in Social Work. Lucknow, India: New Royal Book Company.

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