

**Learning Outcomes based
Curriculum Framework
(LOCF)**

For

**B.A. Social work
(Four-Year Degree Programme)
w.e.f. Session 2022-23**



**University School for Graduate Studies
Chaudhary Devi Lal University
Sirsa-125055, Haryana**

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1. About University School for Graduate Studies (USGS)

National Education Policy (NEP) -2020 has provided an impetus to the changing horizons of Higher Education. Chaudhary Devi Lal University Sirsa has recently established University School for Graduate Studies (USGS) in 2021, Teaching Block-IV (Dr. APJ Abdul Kalam Bhawan) of the university in order to start new programme and courses for tuning the learners to the latest state-of-the-art in Higher Education. The University School for Graduate Studies (USGS) will focus on strengthening graduate studies especially in the wake of NEP-2020 and will focus on designing, developing and executing of market/industry demand-oriented Four-Year Degree Programs (FYDPs). To benefit students, society and faculty, the USGS has started under graduate programmes in session 2021-22 based on Learning Outcomes Curriculum Framework as per NEP-2020, such as: (i) B.Com., Banking & Insurance, (ii) B.Sc. Data Science, (iii) B.Sc. Mathematics, (iv) B.Sc. Physics, (v) B.A. Economics & Finance, (vi) B.A. Digital Journalism. In addition, 1-year programmed namely (vii) Bachelor of Library & Information Science was also started in session 2021-22. Now from session 2022-23, the following Four-year degree programmes: (i) B.Sc. Food Science & Technology, (ii) B.Sc. Fashion Design & Lifestyle Technology, (iii) B.Sc. Physical Health & Sports Education, (iv) B.A. Journalism & Mass Communication, (v) B.A. Social work, (vi) B.Com are being started from session 2022-23 as per NEP 2020. The holistic development of the students is to complete the changing scenario of the world in the 21st century is of prime importance. The University School for Graduate Studies is committed to impart quality education comprising academic knowledge and technical skills to the students.



2. Learning Outcomes-based Curriculum Framework

The Choice Based Credit Scheme (CBCS) evolved into learning outcome-based curriculum framework and provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated by following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in the evaluation system also enables the potential employers in assessing the performance of the candidates.

2.1 About the Programme

Social work as a profession from its very inception has been concerned with the promotion of the well-being of people assisting them at individual, group and community levels to fulfil their needs and find the solutions to their problems which inhibit them to lead a meaningful and satisfying life in the society. This programme is especially concerned with the enabling the people and seeking happiness. Social work addresses the concerns of society and develops young professionals in social work with the best knowledge and skills. Core foundations of social work education and practice are based on its three primary methods (Social Casework, Social Group Work and Community Organisation) and three auxiliaries (Social Welfare Administration, Social Work Research, and Social Action). Along with the theory inputs in classroom settings, field work in social work provides a strong work orientation to the students for social development. Social work believes in the freedom of an individual, human rights and collective responsibility in which the welfare of the society and its units are much preferred. It prepares the human beings at different stages of their life to face and address the upcoming challenges with the knowledge, social values and skills.

2.2 Objectives of the Programme

B.A. Social work -Four-year is an undergraduate program in Social Work structured:

- To understand the history and evolution of social work profession.
- To develop insights into the origin and development of ideologies and approaches for social development.
- To develop skills to understand contemporary realities as well as historical contexts.
- Encourage the students to advance a range of generic skills helpful in employment, internships, and social welfare activities.



- Formulating business problems and providing innovative solutions to enable the students to be perfect social workers who are compassionate and efficient.
- Communicate effectively with the professional community, comprehend, write effective reports and create professional presentations.

2.3 Programme Outcomes (POs)

After completing the program, the students will have:

PO1	Disciplinary Knowledge	The capability of executing comprehensive knowledge and understanding of one or more disciplines in social work.
PO2	Social Commitment and Social Interaction:	Work in teams and partnerships at local, national and transnational projects and settings with a focus on individual, group and community welfare.
PO3	Human values and Cultural Sensitivity	To learn about the human values and develop sensitivity to work in diverse cultural settings.
PO4	Relationship and Social Skills	To develop social skills to establish a good professional relationship with the clients and other target groups
PO5	Development of Communication Skills	To develop verbal and non-verbal communication skills which is beneficial for working in real life situations with diverse populations.
PO6	Effective Citizenship and Ethics	Engage in learning and executing the community programmes towards the achievements of local, regional and national needs.
PO7	Use of contemporary Technology	To develop technological skills and apply them in dealing with individuals, families, groups and community situations.
PO8	Placement Opportunities	To develop knowledge, skills and attitude to become a trained professional fit to work in different situations.

2.4 Programme Specific Outcomes (PSOs)

After completing the program, the students achieve:

PSO1	Concept clarity: Students get familiarized and attain conceptual clarity in social work theories, perspectives, models, methods and procedure of social work practice.
PSO2	The strategy of interventional skills: Students attain knowledge of different steps of doing a work/intervention as per local, national and international protocols- norms, legal bindings, and regulations.



PSO3	Attaining the procedure of skills: Learn what, when and how should a work to be done when it comes to social work interventions in the field of community development, physical and mental health development projects, and other welfare activities.
PSO4	Economic values for Social Work Practice: To identify the factors of individual & social problems and to analyse the diverse dimensions of development processes.

2.5 Programme Structure

B.A. Social work- Four-year (Eight semesters) graduate program is of 176 credits weightage consisting of Core Courses (CC), Discipline Specific Elective Courses (DSC), Skill Enhancement Courses (SEC), Generic Elective Courses (GEC) and Ability Enhancement Compulsory Courses (AECC).

2.6 Exit options and Credit requirements

Exit with	Credit requirement
Certificate in social work: After successful completion of First year (Two semesters) of the Four-Year Undergraduate Degree Programme.	48

Table1: Courses and Credit Scheme

Semester	Core Courses (CC)		Discipline Specific Elective Courses (DSC)		Skill Enhancement Courses (SEC)		Ability Enhancement Compulsory Courses (AECC)		Generic Elective Courses (GEC)		Grand Total Credits
	1	2	3	4	5	6	7	8	9	10	
	No. of Courses	Total Credits	No. of Courses	Total Credits	No. of Courses	Total Credits	No. of Courses	Total Credits	No. of Courses	Total Credits	(2+4+6+8+10)
I	3	12	1	4	-	-	1	4	1	4	24
II	3	12	1	4	-	-	1	4	1	4	24

Table2: Detailed break-up of Credit Courses

Semester	Core Courses (CC)	Discipline Specific Elective Courses (DSC)	Skill Enhancement Courses (SEC)	Ability Enhancement Compulsory Courses (AECC)	Generic Elective Courses (GEC)	Total Courses (CC+DSC+SEC+AECC+GEC)
I	CC1 CC2 CC3	DSC1		AECC1	GEC1	06
II	CC4 CC5 CC6	DSC2		AECC2	GEC2	06

Table 3: Course code and Title along with credits details

Sr. No.	Course Code	Course Title	Credits		
			Lectures	Practical	Total
Semester I					
1.	EVS/ 1/AECC1	Environmental Studies	4	-	4
2.	BA/SW/1/CC1	Fundamentals of Social Work	4	-	4

3.	BA/SW /1/CC2	Understanding Society for Social Work	4	-	4
4.	BA/SW /1/CC3	Field Work Practicum-I	-	4	4
5.	BA/SW /1/DSC1	Human Rights and Social Justice	4		4
6.	BA/SW/1/GEC1	To be opted by students from the Pool of Generic Elective Courses	4	-	4
Total					24
Semester II					
1.	ENG/2/AECC2	Functional English	4	-	4
2.	BA/SW/2/CC4	Human Growth and Personality Development	4	-	4
3.	BA/SW /2/CC5	Working with Individuals and Groups	4	-	4
4.	BA/SW /2/CC6	Field Work Practicum-II	-	4	4
5.	BA/SW /2/DSC2	Working with Communities	4	-	4
6.	BA/SW /2/GEC2	To be opted by students from Pool of Generic Elective Courses	4	-	4
Total					24

Table 4: Generic Elective Courses

Generic Elective Courses offered by the Department of Social Work for the Students of other Departments		
Course Code	Course Title	Credits
Semester –I		
BA/SW /1/GEC 1	Social Work Practice in Alcohol and Drug Abuse	4
Semester –II		
BA/SW /2/GEC 2	Social Work With Elderly	4

Semester-1

Dr. Osh

EVS/1/AECC1

Environmental Studies

Credits: 4 (Theory)

Max. Marks: 100

Lectures: Not less than 60

Final Term Exam: 70

Duration of Exam: 3 Hrs.

Internal Assessment: 30

Course Objective: Students will understand how science and scientific methods work to address environmental problems. The students will become familiar with the Earth's major systems, how they function, and how they are affected by a human.

Course Outcomes:

To environmental issues with a focus on sustainability; Use critical thinking, and methodological approaches. After completing the course in Environmental Studies, students will be able to: Demonstrate an integrated approach to the social sciences, natural sciences, and humanities in environment problem solving.

Note for the Paper Setter: The question paper will consist of five questions in all. The first question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, four more questions will be set unit-wise comprising two questions from each of the two units. The candidates are required to attempt two more questions selecting at least one question from each unit

UNIT I

The multidisciplinary nature of environmental studies: Definition, Scope and importance need for public awareness. Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems. Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people. Water



resources: Use and over- utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies. Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. Energy resources; Growing energy needs, renewable and non-renewable energy sources, case studies. Land resources: Land as a resource, land degradation man induced landslides, soil erosion and desertification. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.

UNIT II

Ecosystems: Concept of an ecosystem, Structure and function of an ecosystem. Producers, Consumers and decomposers. Energy flow in the ecosystem, Ecological succession, Food chains, food webs and ecological pyramids. Introduction, types, Characteristic features, structure and function of the following of the ecosystem: Forest ecosystem, Grass land ecosystem, desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries).

Biodiversity and its conservation: Introduction-Definition: genetic, species and ecosystem diversity. Biogeographical classification of India. Value of diversity: consumptive use, productive use, social, ethical; aesthetic, and option calls. Biodiversity at global, National and local levels. India as a mega-diversity nation. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemics. Conservation of biodiversity: In-situ and Ex-situ, Conservation of bio div

UNIT III

Environmental Pollution: Definition-Causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards, Solid waste Management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster Management: floods, earthquake, cyclone and landslides.

Social Issues and the environment: From Unsustainable to Sustainable development. Urban problems related to energy. Water conservation, rain water harvesting, watershed management. Resettlement and rehabilitation of people; its problems and concerns. Case studies. Environmental ethics: Issues and possible solutions. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies. Wasteland reclamation. Consumerism and waste products. Air (prevention and Control of Pollution) Act. Water (prevention and control of



pollution) Act. Wildlife Protection Act. Forest Conservation Act. Issues involved in enforcement of environmental legislation. Public awareness.



UNIT IV

Human Population and the Environment: Population growth, variation among nations. Population explosion- family Welfare Programmed. Environment and human health. Human Rights. Value Education. HIV/AIDS. Women and child welfare, role of information technology in environment and human health, Case Studies.

Field work: Visit to a local area to document environmental assets: river/forest grass land/hill/mountain, Visit to a local polluted site-Urban/Rural/Industrial/ Agricultural, Study of common plants, insects, birds. Study of simple ecosystems pond, river, hill slopes, etc.

Suggested Readings:

1. Agarwal, K.C. 2001 *Environmental Biology*, Nidhi Publ. Ltd. Bikaner.
2. Bharucha Erach, *The Biodiversity of India*, Mapin Publishing Pvt. Ltd., Ahmadabad- 380013, India.
3. Clerk RS., *Marine Pollution*; Clarendon Press Oxford.
4. *Down to Earth*, Centre for Science and Environment.
5. Hawkins R.E., *Encyclopedia of Indian Natural History*, Bombay Natural History Society, Bombay.
6. Mhaskar A.K, *Matter Hazardous*, Techno-Science Publications.
7. Townsend C., Harper J, and Michael Begon, *Essentials of ecology*, Blackwell Science.
8. Trivedi R.K and P.K Goel, *Introduction to air pollution*, Techno-Science Publications.
9. Trivedi R.K, *Handbook of Environmental Laws, Rules, Guidelines Compliances and Standards, Vol I and II*, EnvirolMedia.



10. Wagner KD., 1998. *Environmental Management*. W.B. Saunders Co.
Philadelphia,USA

BA/SW/1/CC- 1

Fundamentals of Social work

Credits: 4 (Theory)

Max. Marks:100

Lectures: Not less than 60

Final Term Exam.:70

Duration of Exam.:3 Hrs.

Internal Assessment:30

Course Objectives:

1. To understand basic concepts of social work
2. To learn about the fundamentals of social work practice
3. To familiarize with the history of social work profession

Course Outcomes:

CO1: The students will understand about the basic concepts and meaning of professional social work

CO2: The students will learn about the principles, values and ethics of social work profession

CO3: The students will develop understanding about the historical background of social work profession.

CO4: The students will develop the understanding about the allied concepts of Social Work and also learn to help people in a professional manner.

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions selecting at least one question from each unit.

Unit I: Basic Concepts of Social Work

Concept of Social Work, Charity, Social Services, Social Reform, Social Welfare and Social Development

Principles, Philosophy and Values of Social Work

Nature and Scope of Social Work



Unit II: History of Social Work

History of Social work in UK and USA
History of Social work in India
Reform Movements in India.

Unit III: Social Work as a Profession:

Profession- Meaning and Attributes
Social Work as a profession
Problems faced by social work profession in India
Code of Ethics
Social Work Processes: Assessment, Planning, Action, Evaluation, Termination

Unit IV: Perspectives in Social Work Practice

Integrated Social Work Practice, Ecological Perspective in Social Work,
System theory, Rational Emotive Behavior Therapy, Basic Concepts of Gandhian
Constructive Work

Suggested Readings:

1. Cox. E. Lisa et.al. (2021). Introduction to Social Work: An Advocacy-Based Profession, Third Edition, Thousand Oaks: SAGE Publishing.
2. Dubois, B. & Miley, K. K. (2002). Social work: An empowering profession. London: Allyn and Bacon.
3. Miley, K. K., O'Melia, M., & DuBois, B. L. (1998). Generalist social work practice: Anempowering approach. Boston: Allyn & Bacon.
4. Skidmore, A.A., Thackeray, M.G. & Farley O.W. (1997). Introduction to Social Work. Boston: Allyn & Bacon.
5. Adams, Robert et al. (2002): Social Work: Themes, Issues and Critical Debates. Second Ed. Sage, London.
6. Brill, N.I. & Levine, J. (2002). Working with People: The Helping Process. Boston: Allyn & Bacon.
7. Chatterjee, Pranab (1996): Approaches to the Welfare State. National Association of Social Workers (NASW). Washington DC.
8. Neil, T. (2015). Understanding Social Work: Preparing for practice. London: Macmillan.
9. Cox. E. Lisa et.al. (2019). Macro Social Work Practice: Advocacy in Action, First Edition, Thousand Oaks: SAGE Publishing
10. Payne, M. (2005). Modern social work theory. New York: Palgrave/ MacMillan.
11. Dominelli, L. (2004). Social work: theory and practice for a changing profession. Cambridge: Polity Press.
12. Trevithick, P. (2000). Social Work Skills: A Practice Handbook. Philadelphia: Open University Press.
13. Farley, W, Larry, L.S. and Scott, B.W. (2003): Introduction to Social Work. Boston, Allyn & Bacon.
14. Higham, P. (2004): Social Work: Introducing Professional Practice. London: Sage



15. Morales, A.T., Sheafor, B.W. and Scott, M.E. (2010): Social Work: A Profession of Many Faces. **London. Allyn and Bacon.**

BA/SW/1/CC- 2
Understanding Society for Social Work

Credits: 4 (Theory)

Max. Marks: 100

Lectures: Not less than 60

Final Term Exam: 70

Duration of Exam: 3 Hrs.

Internal Assessment: 30

Learning Objectives:

1. To understand and develop insights about sociological concepts for professional social work practice.
2. To develop an understanding and analytical thinking about social structures and social systems.
3. To familiarize on concepts of social process and social stratification.

Course Outcomes:

CO1: The student will develop an understanding about the society and importance of society for the human beings.

CO2: The students will be able to know the relevance of the knowledge of society in social work practice.

CO3: The student will develop an in-depth understanding about the social structure, social systems, social processes, and social stratification in order to work effectively in social work settings.

CO4: The students will acquire cultural competencies to be able to work in diverse situations.

***Note for the Paper Setter:** The question paper will consist of nine questions in all. The first question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions selecting at least one question from each unit.*

Unit-1: Basic Sociological Concepts:

Society and the Individual

Society, Culture and Social Capital

Evolution and Types of society



Urban, Rural and Tribal Societies
Society, Community, Associations, Institutions

Unit II: Social Structure and Stratification

Social Structure: Definition and Elements
Social Values: Definition, Nature and Types
Socialization and Social Stratification
Social Institutions- Concept and Types (Marriage, Family and their Changing Nature)

Unit III: Social System and Social Change

Social System- Concept and Elements
Social Change- Definition, Nature, Theories
Social Control: Meaning and Agencies

Unit IV: Social Problems and Contemporary Concerns

Social Problems: Concept, Causes and Consequences
Major Social Problems- Alcohol and Drug Addiction, Child Abuse, Child Labour,
Violence against Women, Corruption, Female Foeticide

SUGGESTED READINGS:

1. Giddens, A. (1999): *Sociology*. Cambridge. Polity Press.
2. Haralambos, M & Holborn, M. (2014). *Sociology: Themes and Perspectives 8th edition*. London, Harper Collins.
3. Nagla. B.K. (2013). *Indian Sociological Thought*. Jaipur: Rawat Publication
4. Shah, A. M. (2014): *The Writings of A. M. Shah - The Household and family in India*. Stanford University, Orient Blackswan.
5. Berger, P.L. (1963): *An Invitation to Sociology: A Humanistic Perspective*. Harmondsworth. Penguin.
6. Bottommore, T.B. (1971): *Sociology: A Guide to Problem and Literature*. Bombay, George Allen and Unwin.
7. MacIver & Page (1974): *Society: An Introductory Analysis*. Jaipur, Macmillan India Ltd.
8. Menon, N. (1999). *Gender and Politics in India*, Oxford University Press, New Delhi
9. Srinivas, M.N. (2005), *Social Change in India*. New Delhi: Allied Publishers.
10. Abraham, M. Francis (2010): *Contemporary Sociology: An Introduction to Concepts & Theories*. Oxford, Oxford University Press
11. Collins, D., Jordan, C. and Coleman, H. (2013) Empowerment series: *An Introduction to Family Social Work 4th edition*, Brooks/Cole Cengage Learning, USA.
12. Gupta, D. (1993): *Social Stratification*. (Ed.). Delhi, Oxford University Press.
13. Robertson Ian (1987): *Sociology (3rd ed)*. Worth Publisher. USA.
14. Sharma K. L. (1994): *Social Stratification and Mobility*. Jaipur, Rawat Publications.
15. Bottommore. T.B. (1972). *Sociology: A Guide to Problems and Literature*, Bombay: George Allen &Unwin.
16. Madan, G.R. (1973). *Indian, Social Problems*, Vol, 1 & 2, Mumbai: Allied Publications.



17. Merton, R.K (1971). *Contemporary Social Problems*, New York: Harcourt brace Jovanovick and Nisbet.
18. Rawat, H.K. (2013). *Contemporary Sociology*, Rawat Publication, New Delhi.

BA/SW/1/CC3

Field Work Practicum I

Credits: 4 (Practical)

Max. Marks: 100

Timings: (16 hours per Week in Real Life Situations/Field Work Settings))

Objectives:

1. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
2. Provide opportunities to the students to agency's structure, functions, resources, service delivery system etc.
3. Learn to make use of professional relationship and referrals to deal with human problems.

Course Outcomes:

- CO1: Develop ability to understand the significance of field work in social work education.
- CO2: Develop capability to fulfill the above mentioned field work objectives of this semester.
- CO3: Develop ability to understand the programmes and projects of governmental and non-governmental social welfare/developmental agencies/organizations.
- CO4: Develop capability to understand the role of professional social workers.

Examination: Viva Voce Examination by an external Expert.



Tasks/Activities:

The students are expected to carry out following activities under the guidance and supervision of a teacher of the Department (called as Field Work Supervisor).

1. Attend orientation Programme organized by the department at the commencement of the course of the semester.
2. Agency/community visits during orientation Programme for learning agency/community structure, functioning, policies, programmes & activities, services, clients, networking with other organizations etc.
3. Establish contact and develop rapport with the agency personnel, volunteers and/or community people and perform the assigned tasks during concurrent field work.
4. Work with volunteers, para-professionals/outreach workers in the agency and/or community.
5. Regular reporting to all concerned persons (both at agency and college level) during scheduled meetings and supervisory/individual conferences in order to seek their guidance.
6. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
7. Complete and submit weekly records of concurrent field work in a prescribed manner.
8. Attend workshops on perspectives building and social sensitization, whenever organized as per the need.
9. Continuous self-assessment of field work experiences.

(This list is not exhaustive and can be modified and changed by the Field Work Supervisor as per local and specific needs and requirements).

General Guidelines:

1. A minimum of 16 hours per week of concurrent field work will be required for each student. Every student is required to go to the respective field work agency on two designated days in a week, **preferably every Wednesday and Friday**. Concurrent field work is treated at par with classroom teaching except for the fact that the learning takes place in the real life situations under supervision of the field work supervisor.
2. A student has to maintain discipline strictly as applicable for the concurrent field work and related activities. A minimum of 80% attendance in the concurrent field work activities is essential i.e. orientation programme, agency/community tasks, workshops, seminars, special sessions etc.
3. The field work agency of a student will remain the same for two consecutive semesters of a year.
4. The student will be required to submit at least 25 field work reports during each Semester in order to become eligible for the submission of the comprehensive Field Work Report and thereby the viva-voce examination. In no case, the field work reports can be less than the minimum i.e. 25 reports.
5. Concurrent Field Work report shall essentially be submitted in the Group Conference. Attendance in the Field, Individual Conferences (ICs) and Group Conferences (GCs) is mandatory. Total time per week for the Individual Conferences and Group Conferences would be at least three hours.



Teaching Learning Process

Field work in social work education involves multiple learning pedagogies and activities. Every student is assigned a supervisor for personalized learning and mentoring throughout the year. The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conference, scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions.

Assessment Methods

The field work assessment will be done by both internal supervisor and external examiner. The internal 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 interactions 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 proforma and submit the same to the respective supervisors. At the end of the Semester, the student will prepare a comprehensive report (30 Marks) which will be evaluated by the Field Work Supervisor. For further evaluation, the student will undergo a viva-voce examination (70 marks) conducted by an external examiner approved by the University. The distribution of internal and external evaluation will be 30 and 70 respectively.

Reading List:

1. Brown, S.C. & Gloyne, E.R. (1966). The Field Training of Social Workers: A Survey. London: George Allen and Unwin Ltd.
2. Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). Contemporary Field Social Work: Integrating Field and Classroom Experience. Thousand Oaks, CA: Sage publication.
3. Garthwarf, E. (2005). The Social Work Practicum. Boston: Pearson Education.
4. Singh, R. R. (1985). Field Work in Social Work Education. New Delhi: Concept Publishing Company.
5. Singh, A.P. (2017). Strengthening Field Work in Social Work Education. Lucknow, India: Rapid Book Service.
6. Subhedar, I.S. (2001). Field Work Training in Social Work. New Delhi: Rawat Publications.
7. Tsui, Ming-sum. (2005). Social Work Supervision: Contexts and Concepts. New Delhi: Sage Publications.



BA/SW/1/DSC1

Human Rights and Social Justice

Credits: 4 (Theory)

Max. Marks: 100

Lectures: Not less than 60

Final Term Exam: 70

Duration of Exam: 3 Hrs.

Internal Assessment: 30

Objectives:

1. Understand concepts and dynamics of social exclusion, social justice and social inclusion.
2. Critically examine institutionalized mechanisms available for different vulnerable groups.

Course Outcomes:

CO1: To develop the competencies to understand social situations and implement the protective and promotive programmes for specific vulnerable groups

Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions selecting at least one question from each unit.

Human Rights and Social Justice

Unit I

Social Justice: Meaning, Features and Forms;
Concept of Exclusion, Oppression and Marginalization
Relationship of Social Justice and Social Legislations



Unit II

Instruments of Social Justice: Constitutional Base of Social Justice
Positive and Protective Discrimination
Indian Legal System and Its Operational Instruments – IPC, Cr. PC and CPC
Right to Information Act 2005

Unit III

Human Rights: Concept, Characteristics and Types
Growth and Development of Human Rights
Major International Documents: The Universal Declaration of Human Rights, CEDAW and CRC
An overview of Human Rights Violations

Unit IV

Statutory Bodies for Justice – Fundamental Rights and Directive Principles
National and State Commissions for Women, Minorities, Scheduled Castes, Scheduled Tribes and Human Rights, The Protection of Human Rights Act 1993, The Protection of Civil Rights Act 1955

Suggested Readings:

1. Purohit, B.R. & Joshi, Sandeep (Eds.) Social Justice in India Eastern Book Corporation 2004
2. Ghanshyam Shah, et al, eds. Rural Untouchability in India New Delhi: Sage 2006
3. Varma, H.S., ed. The OBCs and the Dynamics of Social Exclusion in India New Delhi: Serials 2005
4. Hills, John Inequality and the State New York: Oxford University Press 200
5. Gough, Jamie and Aram Eisenschitz Spaces of Social Exclusion New York: Routledge 2006
6. Percy-Smith, Janie, ed. Policy Responses to Social Exclusion - Towards Inclusion? Philadelphia: Open University Press, 2002
7. Kahn, Joel S. Modernity and Exclusion London: Sage 200
8. Jordan, Bill A Theory of Poverty and Social Exclusion Cambridge: Polity Press, 1996
9. Justino, P., and J. Litchfield. Economic Exclusion and Discrimination: The Experience of Minorities and Indigenous Peoples. London: Minority Rights Group International 2003
10. Kabeer, N. Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework' IDS Bulletin, 31: 4, Institute of Development Studies, Brighton 200
11. Lal, A.K., ed. Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak New Delhi: Concept 2003
12. Lund, Brian. Understanding State Welfare - Social Injustice or Social Exclusion? London: Sage. 2002
13. John Rawls. 1971. A Theory of Justice, Harvard University Press



Semester-2



ENG/2/AECC2
Functional English

Credits: 4 (Theory)

Max. Marks: 100

Lectures: Not less than 60

Final Term Exam: 70

Duration of Exam: 3 Hrs.

Internal Assessment: 30

Objective: The course aims to introduce students to the theory, fundamentals and tools of communication and to develop in them effective communication skills which should be integral to personal, social and professional interactions. In addition, to develop in them the understanding of the English language.

Course Outcomes: After successfully completing the course, students will be able to:

CO1: To have the knowledge of communication.

CO2: To have speaking skills in social interactions and communication in professional situations such as interviews, group discussions and office environments.

CO3: To have the knowledge and understanding of the language of communication.

CO4: To have reading, listening and writing skills.

Note for the Paper Setter: The question paper will consist of five questions in all. The first question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, four more questions will be set unit-wise



comprising of two questions from each of the two units. The candidates are required to attempt two more questions selecting at least one question from each unit.

Unit-I

Introduction: Definition and Theory of Communication, Types and modes of Communication. Language of Communication: Verbal and Non-verbal (Spoken and Written); Personal, Social and Business Barriers and Strategies; Intra-personal, Inter-personal and Group communication. Impact of communication on performance.

Unit-II

Speaking Skills: Monologue, Dialogue, Group Discussion, Effective Oral Communication, Miscommunication, Oral Presentation, Interview, Public Speech.

Unit-III

Remedial English: Parts of Speech, Sentences, Subject- Verb Agreement, Active and Passive Voice, Degrees of comparison, Direct and Indirect Speech, Question Tags.

Reading and Understanding: Close Reading, Comprehension, Summary, Paraphrasing, Analysis and Interpretation, Translation (from Indian language to English and vice-versa), Literary/Knowledge Texts.

Unit-IV

Writing Skills: Elements of writing, Documenting, Report Writing, Making notes, Letter writing, Business communications

Listening Skills: Listening and its types, Barriers of effective Listening, Barriers and Strategies for effective listening, Listening to complaints

Suggested Readings:

1. B.K. Das and A. David, A Remedial Course in English, Book 2, C.I.E.F.L. (O.U.P.)1980.
2. A.S. Hornby, Oxford Advanced Learner's Dictionary of Current English (O.U.P.) 3,A



Textbook of English Phonetics for Indian Students by T.Balasubramanian.

3. Fluency in English - Part II, Oxford University Press,2006.
4. Business English, Pearson,2008.
5. Language, Literature and Creativity, Orient Blackswan,2013.

BA/SW/2/CC4
Human Growth and Personality Development

Credits: 4 (Theory)

Max. Marks: 100

Lectures: Not less than 60

Final Term Exam: 70

Duration of Exam: 3 Hrs.

Internal Assessment: 30

LEARNING OBJECTIVES:

- To understand the basic concepts and processes in psychology for social work practice
- To develop a deeper understanding about personality development and different theories associated with it.
- To acquire skill base for applying concepts of psychology in social work practice.

COURSE OUTCOMES:

CO1: The student will learn about human growth and development tasks across the life span.

CO2: The students will learn about personality development theories and reflection of the same in practice.

CO3: The students will develop an understanding about the significance of psychological processes for Social Work Practice.

CO4: To have knowledge about importance of psychological concepts and human behavior in dealing with people at individual, group and community levels.



Note for the Paper Setter: The question paper will consist of five questions in all. The first question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, four more questions will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt two more questions selecting at least one question from each unit.

Unit I

Human Growth and Development- Concept and Principles
Determinants of Human Development: Heredity and Environment;
Developmental Stages: Prenatal, Post Natal: Infancy, Childhood, Adolescence, Adulthood and Old age

Unit II

Problems and Developmental Tasks of Developmental Stages,
Role of Social Worker at different developmental stages

Unit III

Personality: Concept, Characteristics, Components and Determinants
Assessment of Personality
Theories of Personality: Freud, Adler, Jung, Erikson and Lewin
Motivation: Concept, Types (Biological, Social and Psychological)
Theories of Motivation (Maslow and McClelland)

Unit IV

Perception: Meaning and Factors affecting Perception
Learning: Meaning and Theories (Pavlov, Skinner, Bandura)
Intelligence: Concept, Measurement
Theories of Intelligence (Spearman, Thurstone, Guilford)

Suggested Readings:

1. Baron, R.A. & Byrne, D.: Social Psychology (8th Edition). Prentice Hall, New Delhi 1998
2. Craig J. Grace & Baucum Don.: Human Development. New Jersey. Prentice Hall 2002.
3. Freud, S. The Ego and The Id. Translated by J. Riviere; ed. J. Stachey, New York: 1960



4. Gibson T. Janice, Human Development through the Life Span. USA. 1983, Addison Wesley Publishing Company, In
5. Hall, C.S.; Lindsay, G. & Campbell, J.B.: Theories of Personality John Willey & Sons, Inc. New York 199
6. Hurlock Elizabeth B.: Developmental Psychology : A lifespan Approach. New Delhi. Tata McGraw Hill Inc. 1980.
7. Hurlock B. Elizabeth, Personality Development. New Delhi. Tata McGraw -Hill Publishing Company Limited 1976.
8. Morgan T. Clifford, King A. Richard, Weisz R. John & Schopler John. 1986. Introduction to Psychology. New Delhi. Tata McGraw-Hill Publishing Company Limited.
9. Munn L Norman, Fernald L. Dodge & Fernald S Peter.: Introduction to Psychology. Boston. Houghton Mifflin Company 1969
10. Maddi, S.R. Personality Theories: A Comparative Analysis. Homewood, Illinois: The Dorsey Press. 1972.
11. R.C. Carson and Butcher : Abnormal Psychology & Modern Life. Harper Collins Publisher
12. Robinson, Lena : Psychology for Social Workers Routledge, London 1995
13. Sharma, Rajendra K. & Sharma, Rachna . Social Psychology. Atlantic Publishers 2007.
14. J.C. Coleman : Personality Dynamics & Effective Behavior, New York.



BA/SW/2/CC5

Working with Individuals and Groups

Credits: 4 (Theory)

Max. Marks: 100

Lectures: Not less than 60

Final Term Exam: 70

Duration of Exam: 3 Hrs.

Internal Assessment: 30

Objectives:

1. Acquire knowledge and understanding about helping individuals, family and groups. Develop skills of group formation, and understand concept of social group work.
2. Understand Social Case Work and Social Group Work as methods

Course Outcomes:

CO1: To develop capacity to understand and accept the uniqueness of individuals and groups

CO2: To develop capacity and skills to help individuals and groups in real life situations.

CO3: To develop skills to understand and establish an effective client-worker relationship

CO4: To develop skills for program planning for groups and understand group dynamics for appropriate intervention.

Note for the Paper Setter: The question paper will consist of five questions in all. The first question will be compulsory and will consist of five short questions of 2 marks each



covering the whole syllabus. In addition, four more questions will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt two more questions selecting at least one question from each unit.

Working with Individuals and Groups

Unit I

Social Case Work: Concept and Principles
Components of Social Case Work: Person, Problem, Place and Process
Client-Worker Relationship: Meaning, Nature and Elements
Authority: Concept and Types

Unit II

Process of Social Casework: Intake, Study, Diagnosis, Treatment,
Interviewing in Social Case Work
Social Casework, Counselling and Psychotherapy.
Social Casework practice with Children, Elderly, Oppressed groups and other
Socially and Economically Disadvantaged Groups

Unit III

Social Groups: Concept, Characteristics, Types
Social Group Work: Concept, Objectives, Principles, Skills,
Group Developmental Stages
Group Dynamics: Concept and Determinants
Programme Planning and Development
Recording: Purpose, Types and Principles

Unit IV

Group Processes and Factors affecting Group Processes
Group Cohesion, Sub-Group Formation, Conflicts, Guided Group Interaction
Roles of a Group Worker, Group Therapy
Group Work with Different Groups- Children, Disabled, Youth and Elderly

Suggested Readings:

1. Barba, J.G. Beyond Case Work. London: Macmillan. 1991
2. Fook, J., The Casework Relationship, Chicago: Loyola University Press.1993



3. Mathew, G. An Introduction to Social Casework, Bombay: Tata Institute of Social Sciences. 1992
4. Pearlman, H.H. Social Case Work: A Problem Solving Process, Chicago: The University of Chicago Press. 1957
5. Pippins, J.A. Developing Case Work Skills. California: Sage Publications. 1980
6. Robert, R.W. & Nee, R.H. (ed.) Theories of Social Casework, Chicago: The University of Chicago Press.1970
7. Turner, F. J. Social Work Treatment: Interlocking Theoretical Approaches (4thed.) New York: The Free Press. 1996
8. Kadushin, A. The Social Work Interview, New York: Columbia University Press. 1983
9. Hollis, F. Casework: A Psychosocial Therapy. New York: McGraw Hills. 1964
10. Grief, G.L. & Ephross, P.H Group Work with Populations at Risk. New York: Oxford University Press. 1997
11. Douglas, T. Group Processes in Social Work: A Theoretical Synthesis. Chicester: Willey. 1972
12. Gladding, S.T. Group Work: A Counselling Specialty. New Jersey: Merrill. 1999
13. Fatout, M.F. Models for Change in Social Group Work. New York: Aldine de Gruyter.1992
14. Helen, N. & Kurland. R. Social Work with Groups (3rd ed). New York: Columbia University Press. 2001
15. Trecker, H.B. Social Group Work, Principles and Practice. New York: Association. 1955
16. Schwartz, W.Practice of Group Work. New York: Columbia University Press 1971
17. Shaw, M. Group Dynamics: Psychology of Small Group Behaviour. McGraw Hill Publishing Co. Ltd 1977
18. Wenocur, S. Social Work with Groups: Expanding Horizons. New York: Hawroth Press. 1993
19. Zastraw, C. Social Work with Groups: Using the Class as a GroupLeadership Laboratory. Chicago: Nelson Hall Pub. 1997
20. Fatout, M.F Children in Groups: A Social Work Perspective London : Auburn



BA/SW/2/CC6

Field Work Practicum II

Credits: 4 (Practical)

Max. Marks: 100

Timings: (16 hours per Week in Real Life Situations/Field Work Settings))

Objectives:

1. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
2. Provide opportunities to the students to agency's structure, functions, resources, service delivery system etc.
3. Learn to make use of professional relationship and referrals to deal with human problems.

Course Outcomes:

CO1: Develop ability to understand the significance of field work in social work education.



- CO2: Develop capability to fulfil the above mentioned field work objectives of this semester.
- CO3: Develop ability to understand the programmes and projects of governmental and non-governmental social welfare/developmental agencies/organizations.
- CO4: Develop capability to understand the role of professional social workers.

Examination: Viva Voce Examination by an external Expert.

Tasks/Activities:

The students are expected to carry out following activities under the guidance and supervision of a teacher of the Department (called as Field Work Supervisor).

1. Attend orientation programme organized by the department at the commencement of the course of the semester.
2. Agency/community visits during orientation programme for learning agency/community structure, functioning, policies, programmes& activities, services, clients, networking with other organizations etc.
3. Establish contact and develop rapport with the agency personnel, volunteers and/or community people and perform the assigned tasks during concurrent field work.
4. Work with volunteers, para-professionals/outreach workers in the agency and/or community.
5. Regular reporting to all concerned persons (both at agency and college level) during scheduled meetings and supervisory/individual conferences in order to seek their guidance.
6. Prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor.
7. Complete and submit weekly records of concurrent field work in a prescribed manner.
8. Attend workshops on perspectives building and social sensitization, whenever organized as per the need.
9. Continuous self-assessment of field work experiences.

(This list is not exhaustive and can be modified and changed by the Field Work Supervisor as per local and specific needs and requirements).

General Guidelines:

1. A minimum of 16 hours per week of concurrent field work will be required for each student. Every student is required to go to the respective field work agency on two designated days in a week, **preferably every Wednesday and Friday**. Concurrent field



work is treated at par with classroom teaching except for the fact that the learning takes place in the real life situations under supervision of the field work supervisor.

2. A student has to maintain discipline strictly as applicable for the concurrent field work and related activities. A minimum of 80% attendance in the concurrent field work activities is essential i.e. orientation programme, agency/community tasks, workshops, seminars, special sessions etc.
3. The field work agency of a student will remain the same for two consecutive semesters of a year.
4. The student will be required to submit at least 25 field work reports during each Semester in order to become eligible for the submission of the comprehensive Field Work Report and thereby the viva-voce examination. In no case, the field work reports can be less than the minimum i.e. 25 reports.
5. Concurrent Field Work report shall essentially be submitted in the Group Conference. Attendance in the Field, Individual Conferences (ICs) and Group Conferences (GCs) is mandatory. Total time per week for the Individual Conferences and Group Conferences would be at least three hours.

Teaching Learning Process

Field work in social work education involves multiple learning pedagogies and activities. Every student is assigned a supervisor for personalized learning and mentoring throughout the year. The teaching learning process of field work includes- observation visits, orientation programmes, task-based field visits, individual conferences/mentoring, group conference, scientific or experienced based paper presentation, report writing, critical discussion of the reports, workshops, seminars and skill-oriented sessions.

Assessment Methods

The field work assessment will be done by both internal supervisor and external examiner. The internal 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 interactions 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 proforma and submit the same to the respective supervisors. At the end of the Semester, the student will prepare a comprehensive report (30 Marks) which will be evaluated by the Field Work Supervisor. For further evaluation, the student will undergo a viva-voce examination (70 marks) conducted by an external examiner approved by the University. The distribution of internal and external evaluation will be 30 and 70 respectively.

Reading List:



1. Brown, S.C. & Gloyne, E.R. (1966).The Field Training of Social Workers: A Survey. London: George Allen and Unwin Ltd.
2. Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). Contemporary Field Social Work: Integrating Field and Classroom Experience. Thousand Oaks, CA: Sage publication.
3. Garthwarf, E. (2005). The Social Work Practicum. Boston: Pearson Education.
4. Singh, R. R. (1985).Field Work in Social Work Education. New Delhi: Concept Publishing Company.
5. Singh, A.P. (2017). Strengthening Field Work in Social Work Education. Lucknow, India: Rapid Book Service.
6. Subhedar, I.S. (2001). Field Work Training in Social Work. New Delhi: Rawat Publications.
7. Tsui, Ming-sum. (2005). Social Work Supervision: Contexts and Concepts. New Delhi: Sage Publications.

BA/SW/2/DSC2

Working with Communities

Credits: 4 (Theory)

Max. Marks: 100

Lectures: Not less than 60

Final Term Exam: 70

Duration of Exam: 3 Hrs.

Internal Assessment: 30

Objectives:

1. Understand the concepts relevant to community organization as a method of Social Work intervention.
2. Understand various approaches, techniques and models of community organization.

Course Outcomes

- CO1: Develop skills in the use of various approaches, techniques and models of community organization.
- CO2: To development competencies to mobilize people and resources to work for community empowerment.
- CO3: To development skills to apply appropriate intervention strategies.
- CO4: To develop ability to understand the community issues as per the cultural context.



Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions selecting at least one question from each unit.

Unit I

Community: Definition, Characteristics and Types.

Community Organization: Definition, Objectives, Philosophy and Principles.

Unit II

Approaches to Community Organization: Social Work Approach, Political Activists Approach, Community Development Approach

Process of Community Organization

Models of Community Organisation: Locality Development Model, Social Planning Model, Social Action Model

Unit III

Techniques of Community Organisation: Planning, Group Decision Making, Inter Group and Intra Group Communication,

Mobilisation of Internal and External Resources

Recording and Leadership.

Community Empowerment: Concept and Objectives

Relevance of Power in Community Organisation

Community Power Structure: Concept and Importance

Unit IV

Current Issues in Community Organisation Practice: Gender Issues, Class and Caste Inequality, Factionalism, Protecting Rights of the Maginalized Groups.

Intervention Strategies: Conscientisation, Participatory Rural Appraisal, Capacity Building, Collaboration and Co-Ordination, Networking, Bargaining , Coercion and Confrontation.

Suggested Readings:

1. Siddiqui, H. Y: Working with Community, New Delhi, Hira Publication, 1997
2. Ross, M. G: Community Organization, New York, Harper and Row, 1967.



3. Dunham, A.: The New Community Organization, New York, Thomas Y. Crewel 1970
4. Gangrade, K. D : Community Organization in India, Bombay, Popular Parkashan, 1971
5. Gangrade, K. D.: Working with Community at the Grass-root Level, New
6. Delhi,Radha Publications, 2001
7. Arther Dunham : The Community Welfare Organization, New York: Thomas Y. Crewell, 1970
8. Harper, E. B. and Dunham, A. (Eds.) : Community Organization and Social Planning Action, New York, Associated Press, 1958
9. Krech, D. and Cruchfield : Individual and Society, Kogakusha : McGraw-Hill, 1962
10. Jones, D. and Mayo, M. : Community Work, Routledge and Kegan Paul, London, 197

Generic Elective Course



BA/SW/1/GEC1

Social Work Practice in Alcohol and Drug Abuse

Credits: 4 (Theory)

Max. Marks: 100

Lectures: Not less than 60

Final Term Exam: 70

Duration of Exam: 3 Hrs.

Internal Assessment: 30

Objectives

1. To acquaint the students with the meaning, types and magnitude of drug abuse.
2. To familiarize the students about the cause and consequences of alcohol and drug abuse and social work intervention.

Learning Outcomes:

- CO1: To help students develop sensitivity and awareness about consequences of alcohol and drug abuse.
- CO2: To know various protocols adopted in drug de-addiction centres/institutes for the drug dependent clients.
- CO3: To develop learning and knowledge about various drugs and their de-addiction processes/procedures.



CO4: To develop skills and attitude towards effective rehabilitation of drug users.

Unit I

Alcoholism: Meaning, Causes and Consequences

Basic Concepts of Drug Abuse, Addiction and Dependence, Alcoholism and Addiction.

Unit II

Drug Abuse: Meaning, Magnitude, Impact and Implications of Drug Abuse

Types of Drugs: Narcotics, Psychotropic Substances, Designer Drugs

Unit III

Medical Management: Medication for treatment and to reduce withdrawal effects.

Social Work Intervention: Counseling, Behavioral and Cognitive Therapy, Group Therapy and Environmental Intervention.

Unit IV

Prevention Strategies & Control

Rehabilitation Programmes: National and State.

Role of Family and Peer Group in Prevention of Alcohol and Drug Abuse

The Narcotic Drugs and Psychotropic Substances Act, 1985

SUGGESTED READINGS:

1. Ahuja, Ram (2007,) Social Problems in India. Second Edition. Jaipur, Rawat Publications.
2. Charles, Molly (1999), Drug Culture in India: A street Ethnographic Study of Heroin Addiction in Bombay, Jaipur, Rawat Publications.
3. Goodman, A. (2007), Social Work with Drug and Substance Misusers, Jaipur, Rawat Publications.
4. Manning, P. (2007), Drugs and Popular Culture, Jaipur, Rawat Publications.
5. Kapoor.T. (1985) Drug Epidemic among Indian Youth, New Delhi: Mittal Pub
6. Modi, IshwarandModi, Shalini (1997) Drugs: Addiction and Prevention, Jaipur: Rawat Publication.
7. National Household Survey of Alcohol and Drug Abuse. New Delhi, Clinical Epidemiological Unit, All India Institute of Medical Sciences, 2004.
8. World Drug Report 2011, United Nations Office of Drug and Crime.
9. World Drug Report 2010, United nations Office of Drug and Crime.
10. Extent, Pattern and Trend of Drug Use in India, Ministry of Social Justice and Empowerment, Government of India, 2004.
11. The Narcotic Drugs and Psychotropic Substances Act, 1985, (New Delhi: Universal, 2012)



BA/SW/2/GEC2
SOCIAL WORK WITH ELDERLY

Credits: 4 (Theory)

Lectures: Not less than 60

Duration of Exam: 3 Hrs.

Max. Marks: 100

Final Term Exam: 70

Internal Assessment: 30

Objectives:

1. Understand the concept and phenomenon of aging in the life.
2. Develop awareness of the historical evolution of the problem of the aged in India.

Learning Outcomes:

CO1: To development understanding about aging and various related concepts.



CO2: To develop empathy and a favourable attitude towards the elderly.

CO3: To develop competencies to work towards improving the quality of life of the elderly in and around you.

CO4: To develop skills and competencies for proper rehabilitation and adjustment of elderly within families and peer groups.

Unit I

Concept of Aging; Geriatrics and Gerontology and related concepts

Biological, Physiological Context of Social Ageing, Sensory Changes and their Consequences, Health and Chronic Diseases

Psychological Context of Social Ageing: Cognitive Changes, Personality and Social Adaptation, Sexuality and Old Age

Unit II

Social Context of Ageing: Importance of Social Support, Living Arrangements and Social Interactions

Economic Status: Work and Retirement Changing Roles, Widowhood

Unit III

Family and Its Role in Managing Problems and Promotion of Physical Mental and Emotional Health

Elderly Abuse and Prevention

Social Work with Elderly : Need and Areas of Practice, Counselling and Role of Family Members

Unit IV

Constitutional and Legislative Provisions for Elderly

National Policy for Older Persons

The Maintenance and Welfare of Parents and Senior Citizens Act 2007

Government Schemes and Services for Elderly

Suggested Readings:

1. Edward J. Maroro, Steven N. Austad Handbook of the Biology of aging Academic Press.2006
2. Greene, Roberta Rubin Social Work with the Aged and their Families Aldine Transaction.2000.



3. Hillier, Susan M.; Barrow, Georgia, M Aging: The Individual and Society Wadsworth Publishing. 1998.
4. Holliday, Robin Aging: The Paradox of Life: Why are Age Springer .2007.
5. Kaye, Lenaral W. Perspectives on Productive Aging: Social Work with the new aged National Association of Social workers. 2005.
6. Madrid, Paul L. The New Logic of Social Security Reform: Politics and Pension Privatization in Latin America Stanford University.1999
7. Madrid, Natividad Martinez Intelligent Technical Systems Springer. 2009.
8. Moody, Harry R. Aging: Concepts and Controversies Pine Forge Press. 2006.
9. Robin Means and Smith, Randall The development of Welfare Services for Elderly People Routledge.1985.
10. Weil, Andrew Healthy Aging: A Lifelong guide to your Well-being Bantam Books. 2006.
11. World Bank Averting the Old age crisis, Policies to protect the old and promote growth World Bank Publications. 1994.
12. Kapoor, Satwant& Kapoor, A.K.. Elderly: A Multidisciplinary Dimension. A Mittal Publication : New Delhi.2004
13. Yadav, J.P. Aged in India: The Struggle to Survive. Institute for Sustainable Development. 2004
14. Kumar, Vijaya S. Challenges before the elderly: An Indian Scenario. M.D. Publications. Pvt Ltd. New Delhi.1995.
15. Kohli, A.S. Social Situation of the Aged in India. Anmol Publications Pvt. Ltd. Delhi.1996.
16. Bhai. Thara. L.Ageing: Indian Perspective. Decent Books. 2002
17. Lemert. Charles. Social theory & Aging. Rowman & Little Field Publishers. USA.2006
18. Rajan, Irudaya S. et al. Institutional Provisions and Care for the Aged. Anthem press: India. 2011.



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01/10/2020