

Course File

2021-2022

Name of Faculty- Dr. Nancy Mengi

Head & Associate Professor, Department of Social Work,

**Central University of Jammu, Rahya-Suchani, Samba, Jammu & Kashmir, 181143,
India.**

Name of Course- Theory and skills of working with individual

Semester- M. A. Social Work I

Academic year- 2021-22

Syllabus

Semester-1 *2021-22*

*Department of Social Work
Central University of Jammu*

THEORY AND SKILLS OF WORKING WITH INDIVIDUALS	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none">• To introduce social casework as a method of social work• To learn the process application of social casework practice• To understand the process of counseling• To develop competencies and skills	
Unit I	Social Case Work: Concept <ul style="list-style-type: none">▪ Social Case Work: Definition and Historical Development▪ Principles of Social Casework▪ Components of Case Work▪ Client-Worker Relationship
Unit II	Social Case Work Interventions <ul style="list-style-type: none">▪ Client System▪ Skills of case work: Observation, Interview, Home Visit, Enabler▪ Social Case Work Techniques; Problem Solving Techniques: Catharsis, Reflective and Logical Discussion, Modeling, Role-Play, Confrontation;▪ Case Work Process
Unit III	Models and Therapies of Social Casework <ul style="list-style-type: none">▪ Approaches to Case Work Practice: Diagnostic- Functional Approach, Problem Solving Approach, Ecological Approach, Psychosocial Approach, Eclectic Approach▪ Models/Therapies of Case Work Practice: Behavioral-Modification Therapy, Gestalt Therapy, Crisis Intervention Model, Task Centered Model, Existential Model
Unit IV	Social Case Work Process Structure <ul style="list-style-type: none">▪ Recording: Face-sheet, Process, Narrative and Summary▪ Supervision in Social Casework▪ Understanding Self and Professional Self
Unit V	Practical Approach to Social Case Work <ul style="list-style-type: none">▪ Counseling: Steps and Process▪ Case Presentation in Different Settings: Educational, Health, Career Guidance, Family, Correctional and Disability

Question paper

Course Title: Theories and Skills of Working with Individuals **Time:** 3 Hours
Course Code: MSOW1C001T **Marks:** 100

Section A: Attempt all questions, each question carries 1.5 mark each (10*1.5 =15)

1. The association for improving the condition of the poor in USA was formed in the year
a. 1843 b. 1877 c. 1911 d. 1947
2. "Putting oneself in the shoe of another person" and understanding his/her perceptual world is called
a. Empathy b. Positive regard c. Genuineness d. None of the above
3. Who is the founding father of Social Casework?
a. Gordon Hamilton b. Marry Richmond c. HH Perelman d. C.H. Cooley
4. The discharge of previously repressed emotions is called
a. Paraphrasing b. Catharsis c. Empathy d. Reflection
5. What are the methods of data collection for the "study" purpose in Social Case Work
a. Questionnaire b. Psychological testing c. Interview d. All of the above
6. Which of the following is a type of Operant conditioning
a. Neutral Operant b. Punishers c. Reinforcers d. All of the above
7. Negative reinforcement leads to, which of the following
a. Removes undesirable behaviour b. Increase in desired behaviour c. learn helplessness d. None of the above
8. In India, the data regarding substance abuse is collected by whom?
a. National Institute of Social Defence (NISD)
b. United Nation Children's Fund (UNICEF)
c. World Health Organisation (WHO)
d. Protection of Children from Sexual Offence (POCSO)
9. Fritz Pearls and Laura Pearls developed which of the following therapy
a. behaviour Modification Therapy b. Task Centerer therapy c. Gestalt Therapy d. None of the above
10. Which type of stress provides the outlet to express our talent and energies and helps us to pursue happiness?
a. Distress b. Eustress c. Acute stress d. Chronic stress

Lesson plan

Lecture No.	Topic Covered	Status
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Lecture 1	Introduction to Social Case Work: Meaning, Nature and Scope	Achieved
Lecture 2	Objectives and Functions of Social Case Work	Achieved
Lecture 3	Historical Development of Case Work	Achieved
Lecture 4	Principles of Social Case Work	Achieved
Lecture 5	Components of Case Work (Person, Problem, Place, Process)	Achieved
Lecture 6	Values and Ethics in Case Work Practice	Achieved
Lecture 7	Skills in Social Case Work: Overview	Achieved
Lecture 8	Communication Skills in Case Work	Achieved
Lecture 9	Interviewing Skills: Techniques and Types	Achieved
Lecture 10	Listening and Observation Skills	Achieved
Lecture 11	Recording in Case Work: Types and Importance	Achieved
Lecture 12	Case Work Relationship: Meaning and Characteristics	Achieved
Lecture 13	Professional Self in Case Work	Achieved
Lecture 14	Use of Self in Social Case Work	Achieved
Lecture 15	Phases of Case Work Process: Introduction	Achieved
Lecture 16	Intake Process and Initial Contact	Achieved
Lecture 17	Social Investigation: Data Collection Methods	Achieved
Lecture 18	Assessment and Diagnosis in Case Work	Achieved
Lecture 19	Intervention Planning	Achieved
Lecture 20	Treatment Techniques in Case Work	Achieved
Lecture 21	Counselling Techniques in Case Work	Achieved
Lecture 22	Crisis Intervention in Case Work	Achieved
Lecture 23	Referral Services in Case Work	Achieved
Lecture 24	Follow-up and Termination Process	Achieved
Lecture 25	Evaluation in Case Work Practice	Achieved
Lecture 26	Psycho-social Approach in Case Work	Achieved
Lecture 27	Problem-solving Approach	Achieved
Lecture 28	Behavioural Approach in Case Work	Achieved
Lecture 29	Crisis Intervention Model	Achieved
Lecture 30	Family-centered Case Work	Achieved
Lecture 31	Case Work in Different Settings (Hospitals, Schools, NGOs)	Achieved
Lecture 32	Case Work with Children	Achieved
Lecture 33	Case Work with Women	Achieved
Lecture 34	Case Work with Elderly	Achieved
Lecture 35	Case Work with Persons with Disabilities	Achieved
Lecture 36	Case Work in Mental Health Settings	Achieved
Lecture 37	Documentation and Report Writing	Achieved
Lecture 38	Ethical Issues and Dilemmas in Case Work	Achieved
Lecture 39	Professional Boundaries in Case Work	Achieved
Lecture 40	Case Study Analysis and Discussion	Achieved
Lecture 41	Role Play and Skill Practice	Achieve

Learning Material

Herbert Bisno described the following attributes of individual nature: ■ Each individual by the very fact of his/her existence is of worth. ■ Human suffering is undesirable and should be prevented or at least alleviated, whenever possible. ■ All human behaviour is the result of interaction between the biological organism and its environment. ■ Man does not naturally act in a rational manner. Man is amoral and asocial at birth. ■ There are both individual and common human needs. ■ There are important differences between individuals, and they must be recognised and allowed for. ■ Human motivation is complex and frequently obscure. ■ Family relationships are of primary importance in the early developments of individual. ■ “Experiencing” is essential for learning process.

- **Psychosocial Theory (Erik Erikson):** Emphasizes that individuals pass through eight stages of development, facing crises that shape their personality.
- **Attachment Theory (John Bowlby):** Explains how early caregiving experiences create attachment styles (secure, anxious, avoidant) that influence later relationships.
- **Person-Centered Theory (Carl Rogers):** Focuses on the client's capacity for growth through empathy, genuineness, and unconditional positive regard.
- **Cognitive Theory:** Focuses on how individuals process information and how altering thought processes can change behaviour and emotional responses.
- **Operant Learning Theory (B.F. Skinner):** Focuses on changing behaviour through reinforcement or punishment.
- **Systems Theory:** Analyses the interaction between an individual and their environment (family, community, society).

Attendance

CLASS

December 2021

1	Nazia	P	P P P	.
2	Shivani	P	P P P	P
3	Abhijeeth		P P P	P
4	Riyaz	P	P P .	P
5	Navaf		P P .	P
6	Shahel		P P P	P
7	Baadusha		P P P	P
8	Esa	P	P P .	P
9	Inshaad			

Result

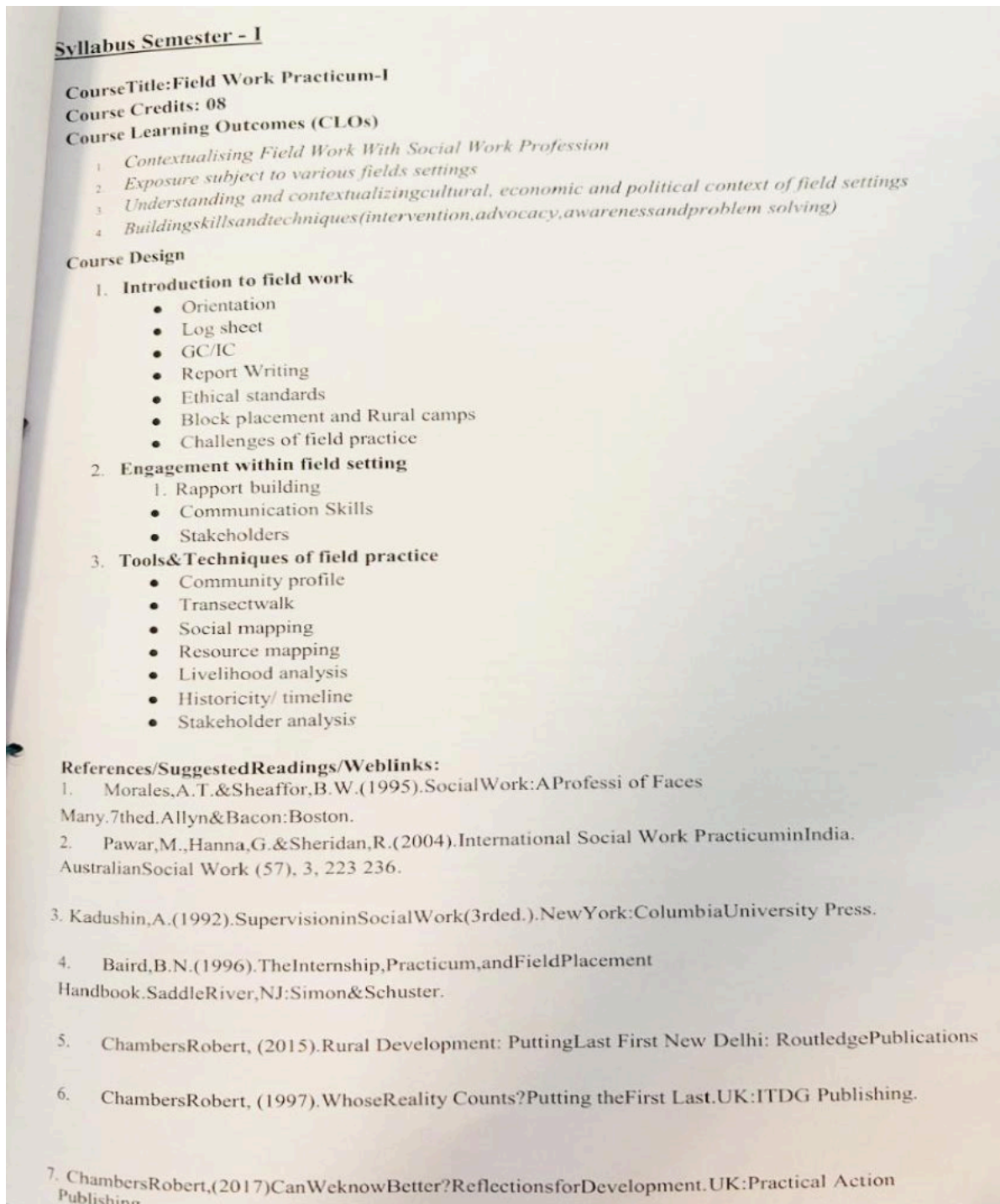
S.No	Name	Roll Number	CIA 5 Marks (participation)	CIA 10 Marks (presentation)	CIA 10 Marks (viva-voce)	CIA (25 marks)	MID SEM 25 marks	MID SEM+ CIA 50 marks	END SEM (50 Marks)	Total 100 marks
1	Irshad Ali P.K	1501120	5	8	7	20	16	36		
2	Shahel Kabeer PN	3301120	5	7	6	18	15.5	33.5		
3	Riyaz Hussain	2701120	5	5	0	10	15	25		
4	Shivani Jammwal	3501120	5	8	0	13	15	28		
5	Mansi Hans	1601120	Ab	Ab	Ab		14.5			
6	Badusha V	601120	5	6	5	16	17	33		
7	Abhijit Kk	201120	5	10	4	19	13.5	32.5		
8	Nazia Qasim	1801120	5	6	4	15	15	30		
9	Iqra Kohli	1401120	5	8	4	17	17.5	34.5		
10	Mohd Navaf	3901120	5	6	8	19	17.5	36.5		

Name of Course- Field work practicum

Semester- M. A. Social Work I

Academic year- 2021-22

Syllabus



Name of Course- Theory and skills of working with individual

Course code- PGSSW1C006T

Semester- M. A. Social Work II

Academic year- 2021-22

Syllabus

Central University of Jammu

PGSSW1C006T: THEORY AND SKILLS OF WORKING WITH INDIVIDUALS	
Course Credits: 04 Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none">• To introduce social casework as a method of social work• To learn the process application of social casework practice• To understand the process of counseling• To develop competencies and skills	
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	<ul style="list-style-type: none">▪ Counseling: Steps and Process▪ Case Presentation in Different Settings: Educational, Health, Career Guidance, Family, Correctional and Disability

Question Paper

Lecture No.	Topic Covered	Status
Lecture 1	Introduction to Social Casework: Meaning, Nature and Scope	Achieved
Lecture 2	Historical Development of Social Casework	Achieved
Lecture 3	Principles of Social Casework	Achieved
Lecture 4	Components of Casework: Person, Problem, Place, Process	Achieved
Lecture 5	Objectives and Functions of Social Casework	Achieved
Lecture 6	Role of Social Worker in Casework Practice	Achieved
Lecture 7	Relationship Building in Casework	Achieved
Lecture 8	Communication Skills in Social Work	Achieved
Lecture 9	Interviewing Skills: Techniques and Types	Achieved
Lecture 10	Recording in Social Casework	Achieved
Lecture 11	Casework Process: Intake and Engagement	Achieved
Lecture 12	Casework Process: Assessment and Diagnosis	Achieved
Lecture 13	Casework Process: Intervention Planning	Achieved
Lecture 14	Casework Process: Implementation	Achieved
Lecture 15	Casework Process: Evaluation and Termination	Achieved
Lecture 16	Concept of Individual Behaviour and Personality	Achieved
Lecture 17	Psycho-social Approach in Casework	Achieved
Lecture 18	Functional Approach in Casework	Achieved
Lecture 19	Problem-Solving Approach	Achieved
Lecture 20	Crisis Intervention Model	Achieved
Lecture 21	Task-Centered Model	Achieved
Lecture 22	Behavioural Modification Techniques	Achieved
Lecture 23	Cognitive Behavioural Approach	Achieved
Lecture 24	Humanistic Approach in Social Work	Achieved
Lecture 25	Systems Theory in Social Work	Achieved
Lecture 26	Ecological Perspective in Casework	Achieved
Lecture 27	Strength-Based Approach	Achieved
Lecture 28	Feminist Approach in Social Work	Achieved
Lecture 29	Solution-Focused Brief Therapy	Achieved
Lecture 30	Motivational Interviewing	Achieved
Lecture 31	Counselling Skills and Techniques	Achieved
Lecture 32	Empathy, Rapport and Professional Relationship	Achieved
Lecture 33	Ethics in Social Casework Practice	Achieved
Lecture 34	Confidentiality and Professional Boundaries	Achieved
Lecture 35	Working with Children (Casework Practice)	Achieved
Lecture 36	Working with Women and Gender Issues	Achieved
Lecture 37	Working with Elderly Individuals	Achieved
Lecture 38	Working with Persons with Disabilities	Achieved
Lecture 39	Mental Health and Casework Intervention	Achieved
Lecture 40	Substance Abuse and Rehabilitation	Achieved
Lecture 41	Family Intervention in Casework	Achieved
Lecture 42	Casework in Institutional Settings	Achieved
Lecture 43	Documentation and Report Writing	Achieved
Lecture 44	Case Study Analysis and Presentation	Achieved
Lecture 45	Fieldwork Integration and Practice Learning	Achieved

Learning Material

Social Case work theories

PSYCHOSOCIAL APPROACH, Case Work deals with the people, their environment and the relationship between them (Person-in-situation). Psychosocial Approach (Case Work) means “attention to both interpersonal system (parent, child, husband and wife, family) and personality system (Id, ego and superego) of the individuals. It is one of the approaches adopted by the caseworkers to deal with the problems of the Individuals. This approach is traced to Mary Richmond’s formulations. However, this approach changed and it was influenced by Socio Economic events of 1920s and 1930s as well as the growth of personality theory and social theory. Freudian Theory began to feed with this point of view in 1926. The early contributors of to this theory were Marion Ken Worthy, Betsely Libby, Hamilton Gordon, Bertha Reynolds, Charlotte Towle, Florenceday and others.

FUNCTIONAL APPROACH ORIGIN: This approach was developed by faculty members of school of social work of the university of Pennsylvania in the 1930s. Bertha Reynolds’ contributed more on developing the functional approach.

PRINCIPLE OF FUNCTIONAL CASE WORK A/C to Ruth. E. Smalley

Diagnosis: Understanding the problem (Analyse or Assessment)

Use of time phase: The use of agency functions use of agency policy & procedures – so that the client may know what he is dealing

Use of relationship

References for reading-

1. Bhusan, Vidya & Sachdev, (2006), An introduction to sociology. Allahabad, Kitab Mahal.
2. Harry. M. Johns, (1993). Sociology: A systematic introduction. Chennai: Allied Publications
3. Horton,P.S & Hunt, C. L. (2005). Sociology. New Delhi: Tata McGraw Hill
4. Papa, J.M. et al (2006). A dialectic journey of theory and practice. New Delhi: Sage Publications
5. Ramasamy, P. (2008). General and medical sociology. Chennai: New Millennium
6. Chowdhry, Paul, (1992). Introduction to social work. New Delhi: Atmaram& Sons

Attendance

Serial No.	NAME	RANK																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.	Noor Saad			P			P														
2.	Sakshi			.			P														
	Ravinder			P			P														
	Neha Kr			P			P														
	Nekhi Stan			P			P														
	Kajal Devi			P			P														
	Suman			P			P														
	Rishab			P			P														
	Vishal			P			P														
	Abhiram			P			P														
	Shivani			P			P														
	Aarathi			P			P														
	Komal Katal			P			P														
	Salon			P			P														
	Komal Shano			P			P														
	Mr. Anshu			P			.														
	Ajmer			P			P														
	Rahad			P			P														
	Pallavi Shero			P			P														
	Rahina			P			P														
	Kavini			P			P														
	Kajal Stan			P			P														
	Dhan Nourha			P			P														
	Nandhini			P			P														
	Rahika			P			P														
	Al Akah			P			P														
	Anitha			P			P														
	M.A. Aslam			P			P														
	Rahani			P			P														
	Pinki pari			P			.														
	Pidha			P			P														
	Shabab			P			.														
	Anab			P			.														

Result

S. No	Name	Roll Number	Ex 1 Marks (group presentation)	Ex 10 Marks (class test)	Ex 10 Marks (class test)	Ex (21 marks)	Mid Sem 1st marks	Mid Sem 2nd marks	Mid Sem+Ex 10 marks	End Sem (24 Marks)	Total 100 marks		
1	Aarisha K	101121	3	6	3	13	25	14.5	39.5	34	60.5		68
2	Abhismit G.S.Kur up	201121	4	5	3	12	26	18	36	32.25	67.25		64.5
3	Aarathi Vijal H P	301121	3	3	5	11	26	14.5	25.5	25.5	51		51
4	Ajmal BP	501121	2.5	6.5	5	14	14	7	21	4	21		
5	Al Jadh P H	601121	4.5	5.5	5	15	20	16	25	25	50		50
6	Ansh Ahmad	901121	3	2	5	10	21	16.5	26.5	4	26.5		
7	Chana Houshad	1001121	4	4.5	3	11.5	26	15	26.5	25	51.5		50
8	Prithvi	1101121	5	2	5	12	26	13	25	25.5	50.5		51
9	Kamal Sharma	1401121	4	6	3	13	22.5	16.75	29.75	32.75	62.5		65.5
10	Komal Katal	1801121	3	7.5	3	13.5	26	18	31.5	29	60.5		58
11	Muhammed Anshif K	1901121	2.5	4	4	10.5	26	14.5	25	24.5	50.5		49
12	Muhammed Adnan Bin Mujeed	2001121	2.5	2	4	10.5	21	10.5	21	4	21		
13	Muhammed Salim	2301121	2.5	1.5	3	7	22	11	18	4	18		
14	Noor Saba Khatoun	2401121	4	9	6	19	25	17.5	36.5	37.75	74.25		75.5
15	Nandhini H	2501121	4	5	6	15	21	15.5	36.5	25.25	55.75		56.5
16	Priya Devi	2601121	4	6	3	13	25	13.5	28.5	25	50.5		50
17	Ravinder Singh	3201121	4	7	4	15	22	11	26	22.75	51.75		51.5
18	Rahman K H	3301121	3	3	5	11	25	14.5	25.5	25.75	51.25		51.5
19	Rishab Badi	3401121	3	5	5	13	26	14	27	32.75	60.75		67.5
20	Rishika Mohanan K H	3501121	4	6	6	16	22	16.5	32.5	31	63.5		63
21	Rushika Rajput	3601121	5	2.5	4	11.5	27	13.5	26	25	50		50
22	Sirvan Devi	3701121	5	3	4	12	26	13	25	25	50		50
23	Shalini Sharma	3801121	3	7	3	13	26	14	27	15.5	42.5		31
24	Shivani Dhugat	3901121	3	6.5	4	13.5	21	15.5	26	30	56		60
25	Shreya	4001121	4.5	5.5	3	13	25	17.5	36.5	32.75	64.25		67.5
26	Vibha Dhanan	4201121	2.5	8	3	14.5	26	14.5	26	26	57		56

Activate Winc
Go to Settings to :

Name of Course- field work practicum

Semester- M. A. Social Work II

Academic year- 2021-22

Syllabus

Course Title: Field work Practicum-II

Course Credits: 08

Course Learning Outcomes (CLOs)

1. *Identification and prioritizing of social issues in field settings*
2. *Need assessment*
3. *Designing intervention plan*
4. *Execution of plan*

Course Design

Identifying the needs problems in the community

- Prioritizing needs (network analysis tool)

Name of Course- Rural and Urban Community Development

Semester- M. A. Social Work III

Academic year- 2021-22

Syllabus

RURAL AND URBAN COMMUNITY DEVELOPMENT	
Course Credits: 04	
Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none">To understand the concept of Rural and Urban community developmentTo provide understanding of various challenges in developing rural and urban communityTo develop an insight on the policies, programmes and interventions by Governmental and Non- Governmental Organisations	
Unit I	Rural Communities <ul style="list-style-type: none">The Village - Social perspectives: Gandhi and AmbedkarRural Development: History, Concept and PhilosophyPanchayati Raj and Development Programmes (73rd Amendment)Rural Mobilisation: Concept, Agrarian Movements, Cooperative Approach: Farmers cooperative, Land Reform, Rural Credit
Unit II	Rural Development and Interventions <ul style="list-style-type: none">Determinants of Rural Development: Infrastructure, Poverty, Health, Sanitation, Employment, EducationDynamics of Rural Society: Caste, Class, Tribe and Gender relations.Structural Inequality and Rural Poverty: Land Ownership/Entitlements and IndebtednessRural Development Policies and Programmes: Impact Assessment of Livelihood, Education, Health, Skill Development, Sanitation, Land Acquisition programmes
Unit III	Understanding Urban Community <ul style="list-style-type: none">Urban Communities: Types and FeaturesUrbanization; Historical Formulation; Causes and ConsequencesUrban PlanningUrban Governance: 74th Constitutional Amendment.
Unit IV	The Urban Poor <ul style="list-style-type: none">Urban poor: Identity and LocationChallenges and Options for the Urban Poor: Housing, Labor Participation and the Unorganized SectorUrban Basic Services for the Poor: Employment, Basic Needs, Sanitation, Education, Health and ShelterImpact of Liberalisation, Privatisation and Globalisation (LPG) on Urban Poor
Unit V	Common Issues of the Commons <ul style="list-style-type: none">Food SecurityMigrationAgricultural DistressDisplacement, Resettlement and RehabilitationCase Studies of Citizen Lead Movements

Question Paper

DEPARTMENT OF SOCIAL WORK
CENTRAL UNIVERSITY OF JAMMU
M. A. Social Work Semester III
END SEMESTER EXAMINATION

Course Title: Rural and Urban Community Development
Course No: PGSSW10057

Time: 3 hrs
MM: 100

Section A contains 10 MCQs and all are compulsory. 10×1.5= 15
Section B- 5 questions should be attempted, one from each unit.5×8=40
Section C - Any 3 should be attempted.3×15=45

SECTION A

- Q1. The Gargan experiment of rural development was carried on by
(a) Phule (b) Gandhi (c) Brayne (d) Kishanachari
- Q2. The Community development programmes were followed by
a) National extension services b) National extension programme
c) National integration services d) National extension scheme
- Q3. Which does not form part of Rural Infrastructure?
a) Road b) Metro station c) Banks d) Public utilities
- Q4. JNNURM was launched in the year:
a) 1999 b) 2003 c) 2005 d) 2014
- Q5. Urbanisation is a result of
a) population explosion b) Economic development
c) Migration d) All of above
- Q6. Which one of the following is not advisable under JNNURM
(a) Telecom (b) Construction of drains (c) Slum improvement (d) Community Toilet
- Q7. Who constitutes rural labour?
(a) rural artisans (b) Craftsmen (c) marginal farmers (d) All of above
- Q8. As per Census 2011 how many statutory towns are there in India?
(a) 3501 (b) 4010 (c) 4041 (d) 1362
- Q9. Identify the displaced population from the following:
(a) Migrants (b) Refugees (c) Older people (d) All of above
- Q10. Identify a programme which aimed at tackling food insecurity:
a) Green revolution b) White revolution c) both (a) and (b) d) None of the above

SECTION B

Unit-I

- Q11. Gandhi and Ambedkar had completely different social and political outlook on Indian villages- Explain this statement.
OR
Q12. Discuss prominent features of Land Acquisition Act.

Unit-II

13. How is structural inequality related to indebtedness?
OR
14. Discuss one programme related to Livelihood generation in rural areas.

Unit-III

15. Unplanned urbanisation does more harm than good. Explain this statement.
OR
16. Explain the 74th constitutional amendment.

Lesson No.	Topic Covered	Status
1	Introduction to Community Development: Concepts, Scope, and Importance	Achieved
2	Historical Evolution of Rural and Urban Community Development in India	Achieved
3	Concept and Characteristics of Rural Community	Achieved
4	Structure and Functions of Rural Society	Achieved
5	Rural Social Institutions: Family, Caste, Religion	Achieved
6	Rural Economy: Agriculture, Livelihood, and Employment	Achieved
7	Rural Poverty: Causes and Consequences	Achieved
8	Rural Development Programmes in India (NRLM, MGNREGA)	Achieved
9	Role of Panchayati Raj Institutions in Rural Development	Achieved
10	Role of NGOs in Rural Development	Achieved
11	Rural Community Problems: Illiteracy, Unemployment, Migration	Achieved
12	Rural Health and Sanitation Issues	Achieved
13	Rural Education System and Challenges	Achieved
14	Gender Issues in Rural Communities	Achieved
15	Concept of Rural Community Intervention	Achieved
16	Models of Rural Development (Top-down & Bottom-up approaches)	Achieved
17	Participatory Rural Appraisal (PRA) Techniques	Achieved
18	Role of Social Worker in Rural Development	Achieved
19	Case Studies on Rural Development Interventions	Achieved
20	Sustainable Rural Development and SDGs	Achieved
21	Introduction to Urban Community: Meaning and Features	Achieved
22	Urbanization: Trends and Challenges in India	Achieved
23	Structure of Urban Society and Social Relations	Achieved
24	Urban Local Governance: Municipal Corporations	Achieved
25	Urban Poverty: Nature and Dimensions	Achieved
26	Slums and Informal Settlements: Issues and Challenges	Achieved
27	Problems of Urban Poor: Housing, Health, Employment	Achieved
28	Migration and Urbanization Linkages	Achieved
29	Urban Livelihood and Informal Sector	Achieved
30	Government Schemes for Urban Development (Smart Cities, AMRUT)	Achieved
31	Role of NGOs in Urban Community Development	Achieved
32	Urban Health and Sanitation Issues	Achieved
33	Gender and Vulnerability in Urban Areas	Achieved
34	Urban Community Intervention: Concepts and Strategies	Achieved
35	Models of Urban Development and Planning	Achieved
36	Role of Social Worker in Urban Communities	Achieved
37	Community Organization Practice in Urban Areas	Achieved
38	Concept of Commons: Natural and Social Commons	Achieved
39	Issues Related to Commons: Overuse, Privatization	Achieved
40	Common Property Resources in Rural and Urban Context	Achieved

41	Sustainable Management of Commons and Community Participation	Achieved
42	Review, Case Discussions, and Field-Based Learning Integration	Achieved

Learning Material

Social Community: Meaning, Types and Features the Meaning of Community: The social life of the people is affected by the kind of community in which they live. It was defined as an area marked by the sentiment of common living. It includes: • A group of people • Within a geographic, area • With a common culture and a social system • Whose members are conscious of their unity, and who can act collectively in an organized manner. In the concept of community, the two basic elements are those of a geographic area and sentiment of unity. The Community as Locality: The community is a territorial group which shares a common soil as well as shared way of life. It is no accident that people concentrate at a particular place and cluster together. Nearness facilitates contact, furnishes protection and makes easier the organisation and integration of the group. People living in the same locality come to have a distinctive community life. Once a group of people gets settled, an element of space enters into the social relationship. Local groupings become more important than even blood relationship. People who live in the same locality though they belong to different bloods, form a community. Even an immigrant who does not belong to kinship may become a member of the local community.

Participation in rural development Participation: In the decade since the notion of participation became so dominant in the literature, there have always been two broadly different schools of thought. Participation is the key to inclusion of human resources in development efforts; previously, development planners had overlooked the contributions that people could make and the skills that they could bring to development projects. If, therefore, one could incorporate the human element in such project in persuade people to participate in them, and then there would be stronger change that these projects would be successful.

THE BALWANTRAI MEHTA COMMITTEE (1957) In 1957, Balwant Rai Mehta Committee studied the community development projects and the National Extension Service and assessed the extent to which the movement had succeeded in central local initiatives and in creating institutions to ensure continuity in the process of improving economic and social conditions in rural areas.

Attendance

		April 2022
1. Navaf	P P P	P P P
2. Ershad.	P P P	P P P
3. Shahid	P P P	P P P
4. Aamir	P P P	P P P
5. Palvi	P P P	P P P
6. Nazia	P . .	P P P
7. Rigzin
8. Hasrat	P P P	P P P
9. Sampada	P P P	P P P

Result

Table 1

URCD 2022										
S.No	Name	Roll Number	CIA 5 Marks (participation)	CIA 10 Marks (presentation)	CIA 10 Marks (viva-voce)	CIA (25 marks)	MID SEM 25 marks	MID SEM+CIA 50 marks	END SEM (50 Marks)	Total 100 marks
1	Irshad Ali P.K	1501120	5	8	7	20	16	36		
2	Shahel Kabeer PN	3301120	5	7	6	18	15.5	33.5		
3	Riyaz Hussain	2701120	5	5	0	10	15	25		
4	Shivani Jamwal	3501120	5	8	0	13	15	28		
5	Mansi Hans	1601120	Ab	Ab	Ab		14.5			
6	Badusha V	601120	5	6	5	16	17	33		
7	Abhijit Kk	201120	5	10	4	19	13.5	32.5		
8	Nazia Qasim	1801120	5	6	4	15	15	30		
9	Iqra Kohli	1401120	5	8	4	17	17.5	34.5		
10	Mohd Navaf	3901120	5	6	8	19	17.5	36.5		

Name of Course- Field work practicum

Semester- M. A. Social Work III

Academic year- 2021-22

Syllabus

Syllabus Semester- III

Course Title: Field Work Practicum-III

Course Credits: 08

Course learning outcomes

The course learning outcomes are as follows:

1. *Develop an understanding of the Organization/Agency/ Institution.*
2. *To develop an understanding of the functioning of an organization in different context.*
3. *Develop an understanding for organization inter action at various levels.*
4. *Building interpersonal and intra-personal skills required for walking in an interdisciplinary team.*

Course Design

- Orientation of organizational structure
- Agency profile (Objectives, goals, Vision, Mission)
- Interpersonal and Intrapersonal Skills
- Term plan
- Understanding the functioning and structure of agency
- Understanding engagement in programmes and policies of the agency

Name of Course- Child protection Mechanism

Semester- M. A. Social Work IV

Academic year- 2021-22

Syllabus

CHILD PROTECTION MECHANISMS	
Course Credits: 04	
Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none">▪ Understand Child Vulnerabilities and the need for protection▪ Appreciate the various perspectives and approaches to child protection▪ Develop an understanding of the legal framework and systems of child protection in India▪ Learn & demonstrate the use of various tools and techniques used in child protection	
Children's Vulnerability and the Need for Protection	
Unit I	<ul style="list-style-type: none">▪ Understanding Childhood: Different Perspectives on Childhood (Social & Legal Construction)▪ Children's Vulnerabilities and Implications: State, Society, Family and Individual▪ Intersectionality of Vulnerability- Structural, Gender-Related, Children with Disabilities, Children in Disasters/ Emergencies/Border/Conflict/ Difficult Environments/ Migration▪ Vulnerable Children in India: Street, Sexually Abused, Trafficked, Working
Child Protection Approaches and Strategies	
Unit II	<ul style="list-style-type: none">▪ Traditional Institutional and Non-Institutional Approaches▪ United Nations Convention on the Rights of the Child▪ UN Guidelines on Alternative Care▪ Community Based Approach: CPC, Children's Group, CFSs▪ Family Strengthening and Non-Institutional Approach to CP: Adoption, Foster Care and Sponsorship
Child Protection and Law including provisions in J&K	
Unit III	<ul style="list-style-type: none">▪ Legal Approach: Constitutional Provisions▪ The Protection of Children from Sexual Offences Act 2012 (POSCO)▪ Revised Integrated Child Protection Scheme (2014) (ICPS): Structures and Functionaries▪ Juvenile Justice (Child Care & Protection) Act, 2015 (JJ Act)
Child Protection Mechanisms in India	
Unit IV	<ul style="list-style-type: none">▪ The NCPCR & SCPCRs: Roles and Functions▪ Child Line, NCLP, Shishu Greh Scheme▪ NGOs and Child Protection: Scope for Involvement and Present Status▪ Quality Standards of Care in Child Care Institutions
Child Protection: Tools and Techniques	
Unit V	<ul style="list-style-type: none">▪ Preparation of Individual Child Care Plan and Case Management▪ Child Protection Audit▪ Vulnerability Mapping and Assessment:<ul style="list-style-type: none">○ CPA○ BIC○ DPR

Question Paper

Section-B

Attempt All Questions. Each question carries 8 marks. (Total Marks 40).

11. Who are vulnerable children? What do you understand by the concept of intersectionality of Vulnerabilities, in respect of the children?
Or
What are the various legal mechanisms to deal with child labour in India, elaborate?
12. How can family strengthening be done with the help of Sponsorship scheme? Explain with relevant examples
Or
In the light of UN Guidelines for alternative Care, what are the different forms of 'alternative Care' provided to children in Need of Care and Protection, elaborate?
13. Who is a child? What are the basic principles of Juvenile Justice (Care and Protection) Act. Elaborate with relevant examples
Or
Explain the important points highlighted in Mission Vatshalya?
14. What is the role of NGO's in Strengthening the child Protection Mechanism, elaborate with examples?
Or
Explain the roles and responsibility of NCPCR?
15. What are the various important aspects while preparing the Individual Care Plan of a child?
Or
With the help of Disaster Risk Reduction (DRR) mechanism, how can we create a safer community for children?

Attempt any three questions. Each question carries 15 marks. (Total Marks 45).

16. Discuss, what are various steps and procedures for adoption of a child under Adoption Regulation, 2022?
17. In the light of Juvenile Justice Act, explain the rehabilitation and reintegration process of children in need of care and protection and children in Conflict with law.
18. What is Child Sexual Abuse? What is the legal mechanism for protection of children against sexual offences in India, elaborate?
19. Raman age 15 years studying in 9th class and Ritu age 12 years studying in 7th were residing with their parents in Meen Sarkar Village of Sambha District of Jammu. The father of the child was a farmer, who cultivated rice.
Due to covid 19, the children lost their parents, now it has recently been reported by the teacher of the children to child welfare committee that some relatives of the children wanted to seize the land holding of the father, as the children are small.
In the light of Juvenile Justice Act, how can Ramesh and Ritu be helped out?
20. Write Brief notes on following
- a. Best Interest of the child
 - b. Observation Homes
 - c. Fit Facility and Fit Person

Lesson Plan

Lesson No.	Topic Covered	Status
1	Introduction to Child Protection: Concept, Need, and Scope	Achieved
2	Understanding Child Rights: Principles and Importance	Achieved
3	Constitutional Provisions for Child Protection in India	Achieved
4	UNICEF and its Role in Child Protection	Achieved
5	United Nations Convention on the Rights of the Child (UNCRC): Key Provisions	Achieved
6	National Policy for Children and Child Protection Framework in India	Achieved
7	Forms of Child Abuse: Physical, Emotional, Sexual Abuse	Achieved
8	Child Neglect and Exploitation: Types and Indicators	Achieved
9	Child Labour: Causes, Consequences, and Laws	Achieved
10	Child Labour (Prohibition and Regulation) Act	Achieved
11	Child Trafficking: Patterns, Causes, and Prevention	Achieved
12	Street Children and Homeless Children: Issues and Interventions	Achieved
13	Children in Conflict with Law: Concepts and Issues	Achieved
14	Juvenile Justice (Care and Protection of Children) Act	Achieved
15	Child Marriage: Causes, Impact, and Prevention	Achieved
16	Prohibition of Child Marriage Act	Achieved
17	Child Sexual Abuse: Understanding and Prevention	Achieved
18	Protection of Children from Sexual Offences Act	Achieved
19	Institutional and Non-Institutional Care for Children	Achieved
20	Adoption, Foster Care, and Sponsorship	Achieved
21	Central Adoption Resource Authority (CARA) Guidelines	Achieved
22	Child Welfare Committees (CWC): Structure and Functions	Achieved
23	Juvenile Justice Boards (JJB): Role and Functioning	Achieved
24	Integrated Child Protection Scheme (ICPS)	Achieved
25	Role of Police and Judiciary in Child Protection	Achieved
26	Role of NGOs in Child Protection	Achieved
27	Role of Social Worker in Child Protection Mechanisms	Achieved
28	Case Management in Child Protection	Achieved
29	Counselling Techniques for Children	Achieved
30	Trauma-Informed Care in Social Work Practice	Achieved
31	Community-Based Child Protection Mechanisms	Achieved
32	School-Based Child Protection Programs	Achieved
33	Child Protection in Disaster and Emergency Situations	Achieved
34	Cyber Safety and Online Child Protection	Achieved
35	Monitoring and Evaluation of Child Protection Programs	Achieved
36	Ethical Issues in Child Protection	Achieved
37	Gender and Child Protection	Achieved
38	Children with Disabilities and Protection Issues	Achieved
39	Child Participation in Protection Processes	Achieved
40	Case Studies on Child Protection Mechanisms	Achieved
41	Field Work Integration and Practical Exposure	Achieved

Learning Material

Child Protection in Disasters and Emergencies- Health in Disasters and Emergencies

Children pay the highest price during humanitarian crises. Natural disasters and other emergencies expose millions of girls and boys to unthinkable forms of violence, exploitation, abuse and neglect. When an emergency strike -whether a sudden or slow onset natural or human-made disaster-, special attention needs to be paid to ensure the safety and well-being of children. Because the child's individual vulnerabilities and the risks present in their environment combine to increase the possibility of exposure to harm, children are at heightened risk of dangers and injuries, physical maltreatment, separation from their families, psychosocial distress, sexual and gender-based violence, economic exploitation, and other-forms of harm. A child may be experiencing multiple risks at the same time; therefore, it is always necessary to look at the situation of the child holistically, identifying the vulnerabilities and strengths within each child and their environment. A child's vulnerability may reduce his or her resilience and ability to withstand the risk. The vulnerabilities may be within the child's family, community and/or society and can also relate to the child's own knowledge, skills and physical, social and emotional development.

During emergencies, such as natural disasters or conflicts, children's health needs often go unmet, leading to devastating consequences. They face various health risks, including infectious diseases, hypothermia, burns, gastrointestinal illnesses, and complications related to pregnancy and childbirth, reproductive health problems, sexual abuse, mental health and psychological trauma including PTSD, high neonatal mortality, nutritional deficiencies, food insecurity, sanitation problems, and lack of hygienic kits. To address these risks, suggestions include providing appropriate healthcare services, implementing immunization programs, ensuring safe motherhood and care for newborn babies, promoting cooperation with relevant health authorities, and addressing the specific needs of adolescents and young people. Immunization plays a crucial role in preventing the spread of diseases and should be a priority in the response to safeguard the health of children and the population at large.

Semester- M. A. Social Work IV

Academic year- 2021-22

Syllabus

Course Title: Field Work Practicum- IV

Course Credits: 08

Course Learning Outcomes

The course learning outcomes are as follows:

1. *Developing professional attributes emerge as professional social worker.*
2. *Proposing and developing intervention plan in consultation with Agency/ Organization/ Institutions.*
3. *Learning nuances of managing and execution of Projects.*

Course Design

- Project proposal
- Intervention Plan
- Monitoring and evaluation
- Managerial roles and responsibilities
- Liasoning and Networking