

## **COURSE FILE**

**Name of Faculty: Dr. Bhat Iqball Majeed**

**Name of Course: Social Action**

**Course Code: PGSSW4E009T**

**Semester: M A Social Work Semester IV**

**Academic Year: 2024-2025**

## Syllabus

**Course Title: Social Action**

**Course Credits: 04**

**Course Learning Outcomes (CLOs)**

The course learning outcomes are as follows:

CO-1 Understanding the Concept of Social Action.

CO-2 Understand Social Action as method of Social Work

CO-3 Use of Social Action for Social Change

### **Unit 1: Understanding Social Action-I**

1. Concept and meaning of Social Action
2. Social Action as method
3. Objectives of Social Action

### **Unit 2: Understanding Social Action-II**

1. History of Social Action
2. Elements of Social Action
3. Principles of Social Action

### **Unit 3: Strategies and Process of Social Action**

1. Three Strategy of Social Action
2. Four tactics of Social Action
3. Process of Social Action

### **Unit 4: Models of Social Action**

1. Elitist model
2. Populist model Semester
3. Social Action model

### **Unit 5: Social Action and Social Work**

1. Use of Social Action in Social Work
2. Role of social worker in social Action
3. Social Action in India

### **Suggested Readings/References/Web Links**

1. Britto, Gabriel A.A. (1984). "Some Principles Of Social Action" In H.Y. Siddiqui (Ed.) Social Work And Social Action, Harmam Publications, Delhi
2. Siddiqui, H.Y. (Ed) (1984). Social Work And Social Action, Harnam Publications. Delhi
3. Das Gupta, Sugata, (1987). "Social "Social Action" In Encyclopaedia Of Social Work In India, Vol. 3, Publications Division, Delhi,
4. [https://www.academia.edu/40090274/name\\_of\\_authordeepak\\_nayak\\_history\\_philosophy\\_and\\_fields\\_of\\_social\\_work\\_unit-i](https://www.academia.edu/40090274/name_of_authordeepak_nayak_history_philosophy_and_fields_of_social_work_unit-i)
5. <http://www.egyankosh.ac.in/bitstream/123456789/32341/1/unit-4.plf>
6. <https://guide2socialwork.com/social-action/>

Question Paper



जम्मू केंद्रीय विश्वविद्यालय

Central University of Jammu

रह्या-सुचानी (बगला), िजला सांबा -181143, (जम्मू और कश्मीर)  
 Rahya-Suchani (Bagla), District: Samba – 181143, Jammu (J&K)

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**DEPARTMENT OF SOCIAL WORK**  
**CENTRAL UNIVERSITY OF JAMMU**  
**END SEMESTER EXAMINATION, May 2025**

**Course No: PGSSW4E009T**  
**Course Title: Social Action**  
**Semester 4**

**Max Marks: 100**  
**Time: 3 hrs**

**Section A – Very Short Answer Questions**

**(20 Marks)**

**Attempt all questions. Each question carries 5 marks.**

- Q1.** Define Social Action and explain its meaning.  
**Q2.** What are the objectives of Social Action?  
**Q3.** Write any four principles of Social Action.  
**Q4.** What are the elements of Social Action?

**Section B – Short Answer Questions**

**(40 Marks)**

**Attempt all questions. Each question carries 8 marks.**

- Q5.** Explain Social Action as a method of Social Work.  
**Q6.** Discuss the history and development of Social Action.  
**Q7.** Explain the three strategies of Social Action.  
**Q8.** Describe the four tactics used in Social Action.  
**Q9.** Explain the process of Social Action.


**Section C – Long Answer Questions**

**(40 Marks)**

**Attempt all questions. Each question carries 20 marks.**

- Q10.** Explain the models of Social Action. Discuss the Elitist Model, Populist Model, and Social Action Model in detail.  
**Q11.** Discuss the role of Social Action in Social Work. Explain how Social Action is used as a tool for social change.

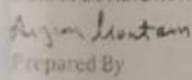
## Result

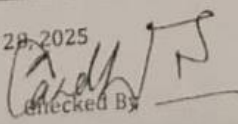
  
**Central University of Jammu**  
 परिणाम सूचना/Result Notification No. 189 of 2025  
**Master Degree Programme - Social Work**  
 REGULAR

It is hereby notified for the information of all the concerned that the Result of the candidates who appeared in Master Degree Programme  
**Social Work, Sem : IV Examination held in May, 2025 is declared as under:-**

Serial No.	Roll No	Name	Father's Name	Result	SGPA	CGPA	Remarks
1	23MSOW01	A.K AHMED SAFWAN	ABDUL RAHIMAN	PASSED	6.17	6.36	PASSED
2	23MSOW02	AHIN SAM	WILFRED SAM	PASSED	6.67	6.26	PASSED
3	23MSOW04	AMANA NISWA K	HUSSAIN KUTTY. K	PASSED	7.00	6.56	PASSED
4	23MSOW05	AMNA IQHLAQ	IKHLAQ HUSSAIN	PASSED	6.83	6.80	PASSED
5	23MSOW06	AZIM MALIK P	MUSTHAFA P	PASSED	6.00	6.08	PASSED
6	23MSOW07	BHAVYA T	SATHYAN T	PASSED	6.83	6.24	PASSED
7	23MSOW08	FAREEDA ZAMAN	MUJEEB UL ZAMAN	PASSED	6.67	6.34	PASSED
8	23MSOW09	FIZA BANDO	AHMAD ALI	PASSED	7.67	7.12	PASSED
9	23MSOW10	GURAN JAIN	RAJESH JAIN	PASSED	8.50	8.36	PASSED
10	23MSOW11	MOHAMMED SAJIL T	SALEEM T	PASSED	7.00	6.96	PASSED
11	23MSOW12	MUHAMMED SHAHIN K P	ABDUL AZEEZ	PASSED	7.00	6.64	PASSED
12	23MSOW13	NAHNA KA	ARAZAD KHAN K R	PASSED	7.00	7.32	PASSED
13	23MSOW16	PRAVEEN. P.V	VINOD. P	PASSED	6.50	6.30	PASSED
14	23MSOW17	RAHIA KOSER	DIL MIR	PASSED	6.83	6.66	PASSED
15	23MSOW20	SHAFIQUE KHAN	ALI AHMED KHAN	PASSED	7.83	7.12	PASSED
16	23MSOW21	STANZIN NORBOO	TSERING DORJAY	PASSED	8.17	7.58	PASSED
17	23MSOW22	SURUML P	SHAJI	PASSED	7.00	6.62	PASSED
18	23MSOW23	THANU SHARMA	VIJAY KUMAR	PASSED	6.50	6.38	PASSED
19	23MSOW24	TIIOUFEER IJLAL E P	MOHAMMED IQBAL E P	PASSED	6.67	6.74	PASSED
20	23MSOW25	CHRISTINA ROSE GEORGE	GEORGE JOSEPH	PASSED	6.83	7.36	PASSED
21	23MSOW26	MURSHIDA P	AHAMMED PALERI	PASSED	8.17	7.90	PASSED

Date of Declaration of Result: Monday, July 28, 2025

Prepared By: 

Checked By: 

Ashish Suri  
Controller of Examinations

Notes and Omissions: Excepted

### Lesson Plan

<b>Lecture No</b>	<b>Topics Covered</b>	<b>Status</b>
1	Introduction to Social Action: Concept and Meaning	Achieved
2	Social Action as a Method of Social Work	Achieved
3	Objectives of Social Action	Achieved
4	History and Evolution of Social Action	Achieved
5	Elements of Social Action	Achieved
6	Principles of Social Action	Achieved
7	Strategies of Social Action: Overview of Three Strategies	Achieved
8	Strategy I: Conscientisation and Awareness Building	Achieved
9	Strategy II: Organisation and Mobilisation	Achieved
10	Strategy III: Action and Advocacy	Achieved
11	Tactics of Social Action: Introduction to Four Tactics	Achieved
12	Tactic I: Negotiation	Achieved
13	Tactic II: Pressure and Persuasion	Achieved
14	Tactic III: Protest and Demonstration	Achieved
15	Tactic IV: Confrontation and Legal Action	Achieved
16	Process of Social Action: Step-by-Step Understanding	Achieved
17	Models of Social Action: Introduction	Achieved
18	Elitist Model of Social Action	Achieved
19	Populist Model of Social Action	Achieved
20	Social Action Model (Participatory Approach)	Achieved
21	Social Action and Social Work: Conceptual Linkage	Achieved
22	Use of Social Action in Social Work Practice	Achieved
23	Role of Social Worker in Social Action	Achieved
24	Social Action in India: Historical and Contemporary Perspective	Achieved
25	Case Studies of Social Movements in India	Achieved
26	Revision I	Achieved
27	Revision II	Achieved
28	Remedial Session	Achieved
40		Achieved

## Learning Material

### Social Action as a Method of Social Work

Social action is an important method of social work that focuses on bringing about structural changes in society by addressing issues of inequality, injustice, and exploitation. It refers to collective efforts taken by individuals, groups, or communities to bring improvement in social, economic, or political conditions. Unlike case work or group work, which focus on individuals or small groups, social action targets larger systems and policies.

As a method of social work, social action aims to empower disadvantaged sections of society so that they can raise their voice against oppression and demand their rights. It involves activities such as awareness creation, advocacy, mobilization, protest, and lobbying with authorities. Social workers play a key role in organizing people, building leadership, and guiding communities to take action for social justice.

Social action is based on the belief that social problems are not only individual issues but are deeply rooted in structural inequalities. Therefore, change must occur at the community and policy level. In India, social action has been used in movements related to land rights, women's empowerment, labor rights, and environmental protection. Thus, social action is a powerful method of social work that promotes social justice, equality, and human rights.

#### A. Meaning of Social Action

- Social action is a method of social work
- It involves collective efforts to bring social change
- Focuses on addressing injustice and inequality
- Works at community and societal level

#### B. Definition (Simplified)

- "Social action is organized efforts to bring about structural changes in society for the welfare of disadvantaged groups."

#### C. Social Action as a Method of Social Work

- One of the primary methods of social work (along with case work and group work)
- Focuses on macro-level intervention
- Aims at changing policies, systems, and structures
- Encourages collective participation and empowerment
- Uses strategies like:
  - Awareness campaigns
  - Advocacy
  - Protest
  - Mobilization

#### D. Objectives of Social Action

- To remove social injustices
- To empower marginalized groups
- To bring policy and legal reforms
- To promote equality and human rights
- To create awareness among people
- To ensure social justice and welfare

#### E. Key Features of Social Action

- Collective and organized effort
- Focus on structural change
- Action-oriented approach
- Involves participation of affected people
- Based on social justice principles
- Can be peaceful or protest-based

#### F. Role of Social Worker in Social Action

- Mobilizer: Brings people together
- Educator: Creates awareness
- Facilitator: Supports community participation
- Advocate: Represents people's issues
- Leader builder: Develops local leadership
- Mediator: Connects people with authorities

#### G. Importance of Social Action in Social Work

- Helps in solving large-scale social problems
- Strengthens democracy and participation
- Promotes human rights
- Reduces inequality in society
- Encourages community empowerment
- Brings long-term social change

#### H. Examples of Social Action in India

- Chipko Movement (environmental protection)
- Narmada Bachao Andolan (displacement and rights)
- Women's rights movements
- Dalit rights movements
- Labour union movements

## **COURSE FILE**

**Name of Faculty: Dr. Bhat Iqball Majeed**

**Name of Course: Research Methodology and Computer Application**

**Course Code: MSOW2C004T**

**Semester: M A Social Work Semester III**

**Academic Year: 2024-2025**

## Syllabus

**Course Title: Research methodology and Computer Application**

**Course Credits: 04**

**Course Learning Outcomes (CLOs)**

The course learning outcomes are as follows:

To discern the importance of research in social work

To acquaint students with the use of computer applications for research and data analysis:

To develop analytical and report writing skills

### **Unit I: Social Work Research**

Ethics in Research

Scientific Method: Meaning and Characteristics

Social Work Research: Nature, Meaning and Steps, Scope and Significance

Types of Research: Quantitative, Qualitative and Mixed Method

### **Unit II: Scientific Approach to Social Science Research**

Thinking Like a Researcher: Unit of Analysis. Concept, Construct and Variable

Research Design: Exploratory, Explanatory, Descriptive, Experimental

Sampling: Methods and Importance

Tools of Data Collection: Qualitative and Quantitative (Reliability and Validity)

### **Unit III: Qualitative Research Methods**

Action Research

Methods of Qualitative Research: Ethnography, Case Study, FGD

Grounded Theory

### **Unit 1V: Statistics and Data Analysis**

Measures of Central Tendency and Measures of Dispersion

Correlation and Regression Analysis

Data Analysis, Interpretation and Discussion

Report Writing

### **Unit V: Computer Applications**

Relational Database Management System

Computer Software for data analysis (Spreadsheet Package, PSPP. Etc.)

Visualization of Concept, Process and Findings: Preparation of Charts, Graphs and Diagram

### **References/Suggested Readings/ Web links:**

1. Kumar R, 2011. Research Methodology: a step-by-step guide for beginners: Sage Publications.
2. Rubin, A & Babbic, E. 2011. Methodology for Social Work Research: Cengage Learning
3. Laldas, D.K. 2014. Practice of Social Research: Rawat Publications
4. Silverman, D. 2011. Qualitative Research. Sage Publications
5. G. Guthrie. 2010. Basic Research Methods: An Entry to Social Science Research
6. Gupta, S.C. 2013. Fundamentals of Statistics: Himalaya Publishing House
7. Gaur, S. & Gaur A.S. 2009. Statistical Methods for Practice and Research: Response Publishers
8. Flick, U. 2011. Introducing Research Methodology: Sage Publications
9. Srivastava, V. K 2004. Methodology & Fieldwork: Oxford University Press
10. Freedman, D & Pissan, R. Purves, R. 2009. Statistics: Viva Books Private Limited
11. B. Kenneth. 2007. Method of Social Research

## Question Paper

SEMESTER MAJOR EXAMINATIONS – DEC 2024			
Programme	M.A SOCIAL WORK	Semester	III
Course Name	Research Methodology and Computer Application	Course Code	MSOW2C004T
Duration	3 Hours	Credits	04
Maximum Marks	100	Minimum Marks	
<b>After pursuing this course, the student will be able to:</b>			
CO 01	To discern the importance of research in social work		
CO 02	To acquaint students with the use of computer applications for research and data analysis		
CO 03	To develop analytical and report writing skills		
<b>Part A</b>			<b>Total Marks 4X5=20</b>
Very Short Answer Type Logical Questions of 04 marks related to different COs			<b>Levels</b>
S.No.	Statement		<b>CO</b>
1.	Define scientific method?	L1	CO1
2.	What do understand by Sampling?	L2	CO2
3.	Explain Action Research?	L3	CO2
4.	Define the term Ethnography?	L2	CO1
5.	List the advantages of quantitative research?	L1	CO3
<b>PART B</b>			<b>Total Marks 8X5=40</b>
Short Answer Type Analytical Questions of 8 marks related to different COs			<b>Levels</b>
6.	Explain different types of Research?	L3	CO1
7.	Critically reflect on Reliability and validity of a research tool?	L4	CO2
8.	Discuss in detail Grounded Theory?	L3	CO2
9.	What is mean, median and mode? How they differ from each other?	L4	CO3
10.	What precautions should a researcher take while tabulating statistical dataset?	L4	CO3
<b>Part C</b>			<b>Total Marks 20X2=40</b>
Long Answer Type Descriptive Questions of 20 marks related to different Cos (Only Two questions to be attempted)			<b>Levels</b>
11.	Why ethics is important in social work research?	L5	CO1
12.	Explain various types of sampling through relevant examples	L5	CO2
13.	Write a detailed note on relational data base management system.	L5	CO3

## Lesson Plan

<b>Lecture No</b>	<b>Topics Covered</b>	<b>Status</b>
1	Introduction to Social Work Research & Ethics in Research	Achieved
2	Scientific Method – Meaning & Characteristics	Achieved
3	Nature, Meaning and Steps of Research	Achieved
4	Scope and Significance of Research	Achieved
5	Types of Research – Quantitative & Qualitative	Achieved
6	Types of Research – Mixed Method	Achieved
7	Thinking Like a Researcher & Unit of Analysis	Achieved
8	Concept, Construct and Variable	Achieved
9	Research Design – Exploratory & Descriptive	Achieved
10	Research Design – Explanatory & Experimental	Achieved
11	Sampling – Meaning, Importance and Methods	Achieved
12	Tools of Data Collection – Qualitative	Achieved
13	Tools of Data Collection – Quantitative	Achieved
14	Reliability and Validity	Achieved
15	Action Research	Achieved
16	Qualitative Methods – Ethnography	Achieved
17	Qualitative Methods – Case Study	Achieved
18	Qualitative Methods – FGD	Achieved
19	Grounded Theory	Achieved
20	Measures of Central Tendency	Achieved
21	Measures of Dispersion	Achieved
22	Correlation Analysis	Achieved
23	Regression Analysis	Achieved
24	Data Analysis and Interpretation	Achieved
25	Report Writing	Achieved
26	Relational Database Management System	Achieved
27	Spreadsheet Package (Excel)	Achieved
28	PSPP Software	Achieved
29	Data Visualization – Charts	Achieved
30	Data Visualization – Graphs & Diagrams	Achieved
31	Revision (Unit I & II)	Achieved
32	Revision (Unit III)	Achieved
33	Revision (Unit IV & V)	Achieved
34	Practical/Remedial & Unit Test	Achieved

## Result



## जम्मू केंद्रीय विश्वविद्यालय Central University of Jammu

परिणाम अधिसूचना सं/ Result Notification No. 115 of 2025  
Master Degree Programme : Social Work  
REGULAR

It is hereby notified for the information of all the concerned that the Result of the candidates who appeared in Master Degree Programme : Social Work , Sem : III Examination held in December, 2024 is declared as under:-

क्रमांक/ Serial No.	अनुक्रमांक/ Roll No	Name	Father's Name	Result	SGPA	CGPA	Remarks
1	23MSOW01	A.K AHMED SAFWAN	ABDUL RAHIMAN	PASSED	6.33	6.42	PASSED
2	23MSOW02	ABIN SAM	WILFRED SAM	PASSED	5.83	6.03	PASSED
3	23MSOW04	AMANA NISWA K	HUSSAIN KUTTY K	PASSED	6.50	6.16	PASSED
4	23MSOW05	AMNA IKHLAQ	IKHLAQ HUSSAIN	PASSED	6.50	6.79	PASSED
5	23MSOW06	AZIM MALIK P	MUSTHafa P	PASSED	6.00	5.95	PASSED
6	23MSOW07	BHAVYA T	SATHYAN T	PASSED	5.83	6.05	PASSED
7	23MSOW08	FAREEDA ZAMAN	MUJEEB UL ZAMAN	PASSED	6.17	6.24	PASSED
8	23MSOW09	FIZA BANOO	AHMAD ALI	PASSED	7.00	6.95	PASSED
9	23MSOW10	KIRAN JAIN	RAJESH JAIN	PASSED	8.17	8.32	PASSED
10	23MSOW11	MOHAMMED SAJIL T	SALEEM T	PASSED	7.33	6.95	PASSED
11	23MSOW12	MUHAMMED SHAHIN K P	ABDUL AZEEZ	PASSED	6.83	6.53	PASSED
12	23MSOW13	NAHNA K A -	ARAZAD KHAN K R	PASSED	7.33	7.42	PASSED
13	23MSOW16	PRAVEEN.P.V	VINOD.P	PASSED	6.17	6.24	PASSED
14	23MSOW17	RABIA KOSER	DIL MIR	PASSED	6.83	6.61	PASSED
15	23MSOW19	SANA FATHIM	SULAIMAN M	REAPPEAR	0.00	0.00	Back In - MSOW2C001F USOW00017I MSOW2C003T MSOW2C004T nou24_hs51
16	23MSOW20	SHAFIQUE KHAN	ALI AHMAD KHAN	PASSED	7.00	6.89	PASSED
17	23MSOW21	STANZIN NORBOO	TSERING DORJAY	PASSED	7.33	7.39	PASSED
18	23MSOW22	SURUMI P	SHAJI	PASSED	7.17	6.39	PASSED
19	23MSOW23	THANU SHARMA	VIJAY KUMAR	PASSED	6.00	6.34	PASSED
20	23MSOW24	THOUFEER IJLAL E P	MOHAMMED IQBAL E P	PASSED	6.83	6.76	PASSED
21	23MSOW25	CHRISTINA ROSE GEORGE	GEORGE JOSEPH	PASSED	7.33	7.53	PASSED
22	23MSOW26	MURSHIDA	AHAMMED PALERI	PASSED	8.00	7.82	PASSED

Date of Declaration of Result: Thursday, February 20, 2025

Prepared By

Checked By

*Ashish Buri*  
Controller of Examinations

## Attendance

**Course** Research Methodology  
**Group** All participants

Last name	First name	Student ID	Username	22 Jul 2024 12.00AM All students	Taken sessions	Points	Percentage
.	Kulsum	1431	22msow33	A (0/1)	46	27 / 46	59
.K	Amana Niswa	287	23msow04	A (0/1)	46	33 / 46	72
Banoo	Fiza	999	23msow09	A (0/1)	46	36 / 46	78
E P	Thoufeer Ijlal	3482	23msow24	A (0/1)	46	32 / 46	70
Fathim	Sana	2761	23msow19	A (0/1)	46	25 / 46	54
George	Christina Rose	812	23msow25	A (0/1)	46	37 / 46	80
Ikhlqa	Amna	317	23msow05	A (0/1)	46	36 / 46	78
Jain	Kiran	1378	23msow10	P (1/1)	46	45 / 46	98
K A	Nahna	1853	23msow13	A (0/1)	46	38 / 46	83
Khan	Shafaque	2877	23msow20	A (0/1)	46	43 / 46	94
Koser	Rabia Muhammed	2316	23msow17	A (0/1)	46	37 / 46	80
KP	Shahin	1810	23msow12	A (0/1)	46	36 / 46	78
Norboo	Stanzin	3236	23msow21	A (0/1)	46	36 / 46	78
P	Azim Malik	678	23msow06	A (0/1)	46	41 / 46	89
P	Murshida	1821	23msow26	P (1/1)	46	44 / 46	96
P	Surumi .	3355	23msow22	A (0/1)	46	36 / 46	78
P.V	Praveen	2231	23msow16	A (0/1)	46	35 / 46	76
Parashar	Chirag	810	22msow25	A (0/1)	46	32 / 46	70
Safwan	A.K Ahmed	6	23msow01	A (0/1)	46	38 / 46	83
Sam	Abin	107	23msow02	A (0/1)	46	31 / 46	67
Sharma	Thanu	3479	23msow23	P (1/1)	46	40 / 46	87

T	Bhavya Mohammed	734	23msow07	A (0/1)	46	33 / 46	72
T	Sajil	1697	23msow11	A (0/1)	46	38 / 46	83
Zaman	Fareeda	983	23msow08	A (0/1)	46	34 / 46	74

## Learning Material

### SAMPLING: MEANING AND CONCEPT

#### MEANING OF SAMPLING

According to Levin and Rubin, statisticians use the word population, to refer not only to people but, to all items that have been chosen for study. They use the word, sample, to describe a portion chosen from the population. According to Croach and Housden, a sample is a limited number taken from a large group for testing and analysis, on the assumption that the sample can be taken as representative for the whole group.

According to Boyce, sampling makes an estimate about some of the characteristics of a population. To sample is to make a judgment or a decision about something after experiencing just part of it.

**CONCEPTS IN SAMPLING:** For clarity and brevity, some concepts and preliminaries of sampling theory, which are used in the study material, are discussed below:

#### **Sampling Units and Population:**

A unit may be taken as a well defined and identifiable element or a group of elements on which observations can be made. The aggregate of these units is termed as population and the population is said to be finite, if the units are countable. The population is sub-divided into suitable small units known as sampling units for the purpose of sampling. Sampling units may consist of one or more elementary units and each elementary unit belongs to one and one sampling unit.

**Sampling Frame:** A sampling frame is a list of sampling units with identification particulars indicating the location of the sampling units. A sampling frame represents the population under investigation, and it is the base of drawing a sample. As far as possible, it should be up-to-date, i.e., free from omissions and duplications.

**Sample:** A fraction of the population is said to constitute a sample. The number of units included in the sample is known as the size of the sample.

**Sampling Fraction:** The ratio of the sample size,  $n$ , to the population size,  $N$ , is known as sampling fraction and it is denoted by  $(n/N)$ .

**Sampling Procedure/Method:** This is the method of selecting a sample from a population.

**Census:** This denotes all the elements or unit, of a population which are used to explain the features of population. It usually refers to complete enumeration of all persons in the population.

**Population Parameter and Sample Estimator:** Any function of the values of units in the population, such as population mean or population variance, is termed as population parameter. There can only be one set of values for a population and the population values are treated as constant.

## **COURSE FILE**

**Name of Faculty: Dr. Bhat Iqball Majeed**

**Name of Course: Criminology and Correctional Services**

**Course Code: PGSSWSE009T**

**Semester: M A Social Work Semester IV**

**Academic Year: 2024-2025**

## Syllabus

**Course Title: Criminology and Correctional Services**

**Course Credits: 04**

**Course Learning Outcome**

The course learning outcomes are as follows:

1. *Understand the relationship between crime, society and social problems.*
2. *Understand the emergence of the concept of crime and its relation to human behaviour.*
3. *Learning about the concept of social defence and correctional services*
4. *Develop and understanding about structures dealing with punishment of criminals nationally and globally.*
5. *Building understanding about crime prevention and role of different stakeholders in crime prevention.*
6. *Building the skill of how to engage with crime prevention as a professional social worker.*

**Unit I: Crime and Criminology**

- Crime: Concept, Causation and its Relation to Social Problems
- Theories of Crime
- Criminology: Definition, Nature and Scope
- Social Deviance and Juvenile Delinquency
- Changing Dimensions of Crime: Cyber Crimes- Frauds and Pornography,
- Sexual Harassment at Work Place, Rape, Incest, Acid Attack

**Unit II: Social Defense and Correctional Services**

- Social Defense: Philosophy and Concept
- Correctional Services: Philosophy and Concept
- Punishment: Meaning, Aims, philosophy and Theories of Punishment
- Types Punishment and Objectives of Punishment

**Unit III: Criminal Justice System I**

- Indian Legal System and its Operational Instruments: IPC, CrPC
- Criminal Justice System in India: Components, Processes and Perspectives
- Police, Prosecution, Judiciary and Correctional institutions
- Probation and Parole: Concept and Effectiveness

**Unit IV: Criminal Justice System II**

- Prisons: Types & Types of Prisoners
- Correctional Institutions for Women: Vigilance Homes, Protective Homes and Open Prisons
- Role of Central and State Governments in Correctional Administration
- UN Standard Minimum Rules for Treatment of Prisoners and other Standard Settings

**Unit V: Crime Prevention Need and Scope of Social Work Intervention**

- Crime Prevention: Conceptual Definition of Crime Prevention, History of Crime Prevention, Primary, Secondary and Tertiary Crime Prevention, Prevention of various types of Crimes, (Educational Programs, Training and Assistance, Recidivism: Fear of Crime).
- Role of Judiciary and Police in Crime Prevention:
- Public Interest Litigation,
- Victimology: Study of Victims of Crime, Victim Compensation, Victim Support Services.

**References/ Suggested Readings/ Web links :**

1. Ahuja, R. 2012. Criminology: Rawat Publications
2. Ahuja, R. 2014 Social Problems in India. Rawat Publications
3. Akers, R. I. & Sellers, C. S. 2004. Criminological Theories: Rawat Publications.
4. Bhattacharya, S.K. 2003. Social Defense-An Indian Perspective: Regency Publications

**Question Paper**

**DEPARTMENT OF SOCIAL WORK  
CENTRAL UNIVERSITY OF JAMMU  
END SEMESTER EXAMINATION, May 2025**

**Course No: PGSSW4E009T**  
**Course Title: Criminology and Correctional Services**  
**Semester 4**

**Max Marks: 100**  
**Time: 3 hrs**

**Instructions:**

Section A contains 10 MCQs and all are compulsory. (10 × 1.5 = 15 marks)

Section B contains 10 short answer questions of 8 marks each with internal choice. Attempt any 5. (5 × 8 = 40 marks)

Section C contains 5 long answer questions of 15 marks each. Attempt any 3. (3 × 15 = 45 marks)

**SECTION A (All Compulsory – 1.5 Marks Each)**

Q1. Deviance means

- a) Unaccepted Behaviour
- b) Illegal Behaviour
- c) Both of these
- d) None of these

Q2. Sutherland propounded

- a) Differential Association Theory
- b) Chicago School of Crime
- c) Strain Theory of Crime
- d) None of these

Q3. Marc Ancel is a

- a) Italian Jurist
- b) French Jurist
- c) German Jurist
- d) None of these

Q4. Three principles of Correctional Services are

- a) Reformation, Revenge and Rehabilitation
- b) Reformation, Retribution and Reintegration
- c) Reformation, Rehabilitation and Reintegration
- d) All of these

Q5. Section 360 of IPC deals with

- a) Rape
- b) Pornography
- c) Incest

d) None of these

Q6. Parole is a

a) Judicial function

b) Executive function

c) Both Judicial and Executive

d) None of these

Q7. CrPC is a

a) Substantive Law

b) Procedural Law

c) Both a and b

d) None of these

Q8. UN Standard Rules for Treatment of Prisoners were adopted in

a) 1955

b) 1956

c) 1959

d) None of these

Q9. Educator role is performed by Social Worker at

a) Primary Level

b) Secondary Level

c) Tertiary Level

d) All of these

Q10. Crime Prevention means

a) Eradication of crime

b) Eliminating the crime

c) Reducing the crime

d) None of these

### **SECTION B (Short Answer – Attempt any 5)**

Q11. Should death penalty be abolished? Comment on the statement.

Q12. Discuss pornography and rape as forms of crime.

Q13. Correctional services are based on the philosophy of reformation and rehabilitation. Comment.

Q14. Write a detailed note on the concept of Social Defence.

Q15. What do you understand by Probation and Parole?

Q16. Write a detailed note on the components and perspectives of the criminal justice system in India.

Q17. Discuss the role of state and central government in correctional administration.

Q18. Write a note on the types of prisons and prisoners in India.

Q19. Describe the role of judiciary and police in crime prevention.

Q20. What do you understand by victimology?

### **SECTION C (Long Answer – Attempt any 3)**

Q21. How has understanding regarding crime shifted with the advent of time? Describe in detail.


Q22. Write a detailed note on various theories of punishment.

Q23. Critically evaluate the process of the criminal justice system in India.

Q24. Write a detailed note on UN Standard Minimum Rules for Treatment of Prisoners and other standard settings.

Q25. Discuss in detail the levels of crime prevention and explain the role of a social worker at all these levels.

## Result

  
**Central University of Jammu**  
 विद्यालय / Result Notification No. 189 of 2025  
**Master Degree Programme - Social Work**  
 REGULAR

It is hereby notified for the information of all the concerned that the Result of the candidates who appeared in Master Degree Programme  
**Social Work, Sem : IV Examination held in May, 2025 is declared as under:-**

Serial No.	Roll No	Name	Father's Name	Result	SGPA	CGPA	Remarks
1	23MSOW01	A.K AHMED SAFWAN	ABDUL RAHIMAN	PASSED	6.17	6.36	PASSED
2	23MSOW02	AJIN SAM	WILFRED SAM	PASSED	6.67	6.26	PASSED
3	23MSOW04	AMANA NISWA K	HUSSAIN KUTTY . K	PASSED	7.00	6.56	PASSED
4	23MSOW05	AMNA IQHLAQ	IKHLAQ HUSSAIN	PASSED	6.83	6.80	PASSED
5	23MSOW06	AZIM MALIK P	MUSTHAF A P	PASSED	6.00	6.08	PASSED
6	23MSOW07	BHAVYA T	SATHYAN T	PASSED	6.83	6.24	PASSED
7	23MSOW08	FAREEDA ZAMAN	MUJEEB UL ZAMAN	PASSED	6.67	6.34	PASSED
8	23MSOW09	FIZA BANO	AHMAD ALI	PASSED	7.67	7.12	PASSED
9	23MSOW10	GIRAN JAIN	RAJESH JAIN	PASSED	8.50	8.36	PASSED
10	23MSOW11	MOHAMMED SAJIL T	SALEEM .T	PASSED	7.00	6.96	PASSED
11	23MSOW12	MUHAMMED SHAHIN K P	ABDUL AZEEZ	PASSED	7.00	6.64	PASSED
12	23MSOW13	NAHNA K A	ARAZAD KHAN K R	PASSED	7.00	7.32	PASSED
13	23MSOW16	PRAVEEN. P.V	VINOD. P	PASSED	6.50	6.30	PASSED
14	23MSOW17	RAHIA KOSER	DIL MIR	PASSED	6.83	6.66	PASSED
15	23MSOW20	SHAFIQUE KHAN	ALI AHMED KHAN	PASSED	7.83	7.12	PASSED
16	23MSOW21	STANZIN NORBOO	TSERING DORJAY	PASSED	8.17	7.58	PASSED
17	23MSOW22	SURUMI. P	SHAJI	PASSED	7.00	6.62	PASSED
18	23MSOW23	THANU SHARMA	VIJAY KUMAR	PASSED	6.50	6.38	PASSED
19	23MSOW24	TIHOUFEEER IJLAL E P	MOHAMMED IQBAL E P	PASSED	6.67	6.74	PASSED
20	23MSOW25	CHRISTINA ROSE GEORGE	GEORGE JOSEPH	PASSED	6.83	7.36	PASSED
21	23MSOW26	MURSHIDA P	AHAMMED PALERI	PASSED	8.17	7.90	PASSED

Date of Declaration of Result: Monday, July 28, 2025  
 Prepared By: *[Signature]*  
 Checked By: *[Signature]*  
 Controller of Examinations: *Ashish Suri*

Absent and Omissions: Excepted

## Lesson Plan

<b>Lecture No</b>	<b>Topics Covered</b>	<b>Status</b>
1	Introduction to Crime and Criminology	Achieved
2	Concept of Crime and its Elements	Achieved
3	Causes of Crime and Social Problems	Achieved
4	Theories of Crime (Biological)	Achieved
5	Theories of Crime (Sociological)	Achieved
6	Theories of Crime (Psychological)	Achieved
7	Criminology: Definition, Nature and Scope	Achieved
8	Social Deviance and Juvenile Delinquency	Achieved
9	Changing Dimensions of Crime	Achieved
10	Cyber Crimes: Frauds and Pornography	Achieved
11	Crimes Against Women: Sexual Harassment, Rape	Achieved
12	Crimes Against Women: Incest and Acid Attack	Achieved
13	Social Defense: Philosophy and Concept	Achieved
14	Correctional Services: Philosophy and Concept	Achieved
15	Punishment: Meaning, Aims and Importance	Achieved
16	Theories of Punishment	Achieved
17	Types of Punishment	Achieved
18	Objectives of Punishment	Achieved
19	Indian Legal System: Overview	Achieved
20	IPC (Indian Penal Code)	Achieved
21	Revision I	Achieved
22	Revision II	Achieved
23	Revision III	Achieved
24	Remedial	Achieved

## Learning Material

### Theories of Crime

#### 1. Introduction

Theories of crime attempt to explain why individuals engage in criminal behavior. These explanations come from different perspectives—biological, psychological, and sociological.

#### 2. Classical Theory

##### Key Thinkers:

- Cesare Beccaria
- Jeremy Bentham

##### Main Ideas:

- Humans are rational beings
- Crime is a result of free will and choice
- People commit crime when benefits outweigh costs

##### Focus:

- Punishment should be certain, swift, and proportionate

**Criticism:** Ignores social and psychological factors

#### 3. Positivist Theory

##### Key Thinker:

- Cesare Lombroso

##### Main Ideas:

- Crime is caused by biological or internal factors
- Criminals are “born” with certain traits

##### Features:

- Scientific approach
- Study of physical characteristics

**Criticism:** Overly deterministic, ignores environment

#### 4. Biological Theories

##### Main Ideas:

- Crime linked to:
  - Genetics
  - Brain abnormalities
  - Hormonal imbalance

Suggests some individuals are predisposed to crime

#### 5. Psychological Theories

##### Key Thinker:

- Sigmund Freud

##### Main Ideas:

- Crime results from:
  - Personality disorders
  - Weak conscience (superego)
  - Unresolved inner conflicts

Focus on mental processes and personality

#### 6. Sociological Theories

##### (a) Strain Theory

**Key Thinker:**

- Robert K. Merton

**Main Idea:**

- Crime occurs when there is a gap between:
  - Societal goals (success, wealth)
  - Means to achieve them

Leads to frustration → crime

**(b) Social Disorganization Theory****Main Idea:**

- Crime is common in areas with:
  - Poverty
  - Weak social institutions
  - Urban disorganization

**(c) Differential Association Theory****Key Thinker:**

- Edwin Sutherland

**Main Idea:**

- Crime is learned behavior
- Learned through interaction with others

**(d) Labeling Theory****Key Thinkers:**

- Howard Becker

**Main Idea:**

- Society labels individuals as “criminal”
- This label influences future behavior

**(e) Control Theory****Key Thinker:**

- Travis Hirschi

**Main Idea:**

- People commit crime when social bonds are weak
- Strong family, school, and community ties prevent crime

**7. Marxist / Conflict Theory****Main Idea:**

- Crime is a result of class conflict
- Laws favour the rich and powerful
- Poor are more likely to be criminalized

**8. Feminist Theory**

**Main Idea:** Crime must be understood in terms of: Gender inequality & Patriarchal structures

Focus on women's experiences in crime and justice

## **COURSE FILE**

**Name of Faculty: Dr. Bhat Iqball Majeed**

**Name of Course: Gender and Social Work**

**Course Code: MSOWO10003T**

**Semester: M A Social Work Semester I**

**Academic Year: 2024-2025**

## Syllabus

### Syllabus Semester –I

**Course Title: Gender and Social Work**

**Course Credits: 04**

**Course Learning Outcomes (CLOs)**

The course learning outcomes are as follows:

1. To know about the distinction between sex and gender and their relationship
2. Learn about concept of patriarchy and how it operates in the context of gender
3. Understand various gender related violence occurring in our societies through lived experiences
4. Building skill of using various tools for understanding the gender inequality in various aspects
5. Building skill of how to generate awareness and sensitisation for promoting gender equality in society

#### Unit I: Conceptual framework

- Conceptual Understanding – Sex and Gender
- Social Construction of Gender, Gender Shaping Institutions,
- Changing Content and Context of Gender - Need for Re-Socialization
- Recent Trend in Feminist Thinking- Eco-Feminism, Queer Theory
- Theoretical Perspectives: Psychoanalytic Perspectives on Gender, Feminism, Conflict theory, Functional Perspective

#### Unit II: Fundamental Concepts

- Femininity and Masculinity,
- Understanding Patriarchy and Theories of Patriarchy
- Private-Public Dichotomy
- Sexual Division of Work
- Relationship between Gender, Caste, Class, Religion and Politics

#### Unit III: Conceptualizing Feminist Theories

- First, Second and Third wave of feminism
- Ideologies of Feminist Theory: Liberal Feminism : Mary Wool stone Craft, J.S Mill; Marxist Socialist Feminism: Marx and Engels;
- Feminism in Indian Context
- Radical Feminism: Sexuality, Reproduction and Reproductive Technology
- Black Feminism
- Existential Feminism: Simon de Beauvoir

#### Unit V: Gender and State

- Extent of the Influence of the State on Women's Lives: Representation, Autonomy and Power
- Gendered Violence: Foeticide, Marital Rape, Honour Killing, Violence in Communal Riots

## Question Paper

Department of Social Work

**Central University of Jammu****END SEMESTER EXAMINATION – MSOW10003T**

Course: Gender and Social Work

Maximum Marks: 100

Time: 3 Hours

SECTION A : All Compulsory : 1.5 Mark Each (1.5 x 10 = 15)

- Q1. Specific Dressing of Children is an example of
- Gender Socialization
  - Gender Sensitization
  - Both a and b
  - None of these
- Q2. 'Ain't I a woman', is a famous book by
- Judith Butler
  - Gloria Jean
  - Simon de beauvoir
  - None of these
- Q3. Emotional, Submissive and Caring are attributes associated with \_\_\_\_\_.
- Masculinity
  - Femininity
  - Both a and b
  - None of the Above
- Q4. During which stage Identification take place according to Freud's psychoanalytic theory:
- Oral
  - Anal
  - Phallic
  - None of the Above
- Q5. First wave of feminism was known for
- Women's suffrage
  - Reproductive rights
  - Economic Participation
  - All of the Above
- Q6. Caste and Gender Discrimination is a feature of
- Every Society
  - American Society
  - Only Indian Society
  - None of these
- Q7. Feminization of work was first used by
- ILO
  - WHO
  - UN WOMEN
  - UNDP
- Q8. Which Constitutional Amendment ensures women's representation in Panchayats?
- 87<sup>th</sup>
  - 74<sup>th</sup>
  - 73<sup>rd</sup>
  - 94<sup>th</sup>
- Q9. Gender Parity Index value higher than 1 means
- More girls are enrolled as compared to men
  - Less girls are enrolled as compared to men
  - Cannot predict
  - None of the above
- Q10. CEDAW stands for
- Centre for Elimination of Discrimination Against Women
  - Convention on the Elimination of Discrimination Against Women
  - Convention on the Exclusion and Discrimination Against Women
  - Center of Exclusion and Discrimination Against Women

Nishu

**SECTION B : Internal Choice: 8 Mark Each (8 x 5 = 40)**

Q11. How family play important role in defining gender?  
OR

Q12. What is feminism?

Q13. "Personal is Political", explain the journey of this slogan.  
OR

Q14. How religion is shaping your gender identities?

Q15 'Reproduction is the root of women's oppression', explain.  
OR

Q16 What was the core of 'third wave of feminism'?

Q17 How state can change women's position in society?  
OR

Q18 Where is "Honour" in "Honour Killing"?

Q19 How market has commodified women in recent years?  
OR

Q20 Write a note on Gender Parity Index.

**SECTION C : Attempt any Three: 15 Mark Each (15 x 3 = 45)**

Q21 How Sex is different than Gender?

Q22 What is Patriarchy and which theories help us to understand the same?

Q23 Write an essay on Radical Feminism.


Q24 Which kind of gender violence you experience in your society?

Q25 How SIGI help us to understand gender disparity?

### Lesson Plan

Lecture No	Topics Covered	Status
1	Introduction to Gender and Social Work	Achieved
2	Difference between Sex and Gender	Achieved
3	Social Construction of Gender	Achieved
4	Gender and Social Institutions	Achieved
5	Changing Gender Roles & Re-socialization	Achieved
6	Feminist Thinking – Ecofeminism	Achieved
7	Feminist Thinking – Queer Theory	Achieved
8	Theoretical Perspectives – Psychoanalytic	Achieved
9	Theoretical Perspectives – Conflict & Functionalist	Achieved
10	Concept of Femininity and Masculinity	Achieved
11	Understanding Patriarchy	Achieved
12	Theories of Patriarchy	Achieved
13	Public vs Private Dichotomy	Achieved
14	Sexual Division of Work	Achieved
15	Gender and Intersectionality (Caste, Class, Religion)	Achieved
16	Waves of Feminism (First, Second, Third)	Achieved
17	Liberal Feminism	Achieved
18	Marxist and Socialist Feminism	Achieved
19	Radical Feminism	Achieved
20	Black Feminism	Achieved
21	Existential Feminism	Achieved
22	Feminism in Indian Context	Achieved
23	Gender and State – Role of Government	Achieved
24	Representation, Autonomy and Power	Achieved
25	Gender-Based Violence – Foeticide	Achieved
26	Gender-Based Violence – Marital Rape	Achieved
27	Gender-Based Violence – Honour Killing	Achieved
28	Gender-Based Violence – Violence in Communal Riots	Achieved
29	Awareness and Gender Sensitization Strategies	Achieved
30	Tools for Promoting Gender Equality	Achieved
31	Revision (Unit I & II)	Achieved
32	Revision (Unit III)	Achieved
33	Revision (Unit IV & V)	Achieved
34	Practical/Remedial & Unit Test	Achieved

## Result

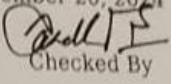
  
**जम्मू केंद्रीय विश्वविद्यालय**  
**Central University of Jammu**  
 परिणाम अधिसूचना सं/ Result Notification No. 74 of 2024  
**Master Degree Programme : Social Work**  
**REGULAR**

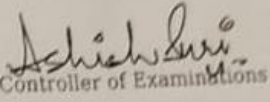
It is hereby notified for the information of all the concerned that the Result of the candidates who appeared in  
 Master Degree Programme : **Social Work** , Sem : I Examination held in **December, 2024** is declared as under:-

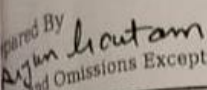
क्रमांक / Serial No.	अनुक्रमांक / Roll No	नाम / Name	पिता का नाम / Father's Name	परिणाम / Result	SGPA	Remarks
1	24MSOW01	AKSHAY PRASAD A	PRASAD A	PASSED	6.17	PASSED
2	24MSOW02	ANUNANDA B S	BABU M E	PASSED	6.50	PASSED
3	24MSOW03	D TEJA PRASANNA RAO	D VENKAT RAO / डी वेकट राव	REAPPEAR	0.00	Back In - MSOW1C001F USOW00003T USOW00005T MSOW1C010T MSOW1C009T
4	24MSOW04	DEVIRAG SHAJI	SHAJI K C	PASSED	6.50	PASSED
5	24MSOW06	JISHNU MOHANAN	MOHANAN	PASSED	6.17	PASSED
6	24MSOW07	MOHAMMED SWALIH	ABDURASHEED	REAPPEAR	0.00	Back In - MSOW1C001F USOW00003T USOW00005T MSOW1C010T MSOW1C009T
7	24MSOW08	MUHAMMED SHIHAL M	NAZER	PASSED	6.17	PASSED
8	24MSOW09	MUHAMMED RABEEH	ABDU RAHMAN	PASSED	6.33	PASSED
9	24MSOW10	MUHAMMED SHUHAIL M	ABDULLA	PASSED	6.00	PASSED
10	24MSOW11	NANDHANA K	RAGHAVAN K	PASSED	6.00	PASSED
11	24MSOW12	NIVED P	PRAKASHAN	PASSED	6.50	PASSED
12	24MSOW13	NIVEDITHA P	PRAKASAN	PASSED	6.50	PASSED
13	24MSOW14	RIYA SHARMA	MADAN LAL	REAPPEAR	0.00	Back In - USOW00003T MSOW1C010T
14	24MSOW15	SALONI SAMBYAL	DILBAG SINGH	REAPPEAR	0.00	Back In - MSOW1C001F USOW00003T USOW00005T MSOW1C010T MSOW1C009T
15	24MSOW16	SHAMALI VERMA	KEWAL KRISHAN	PASSED	6.50	PASSED
16	24MSOW17	SRAYA S NAIR	SREEJITH P K	PASSED	7.00	PASSED
17	24MSOW18	SURYA NARAYANAN P K	SURENDRAN	PASSED	6.00	PASSED
18	24MSOW19	VAISHNAVI K M	RAJAN K M / Rajan km	PASSED	6.50	PASSED
19	24MSOW20	VISHNUPRIYA P	VALSARAJAN P	PASSED	6.83	PASSED

अनुक्रमांक / Roll No	नाम / Name	पिता का नाम / Father's Name	परिणाम / Result	SGPA	Remarks
24MSOW21	SANSKRITI SINGH	KAMLA KANT SINGH	PASSED	7.00	PASSED

Date of Declaration of Result: Friday, December 20, 2024

Checked By 

Controller of Examinations 

Prepared By   
 and Omissions Excepted

## Learning Material

### THEORETICAL PREMISE OF QUEER THEORY

#### Background

While 'queer' has been a contested category, the discourse of 'queer theory' evolved in the late 1980s. Queer theory allowed us to examine issues related to sexuality and subjectivity from the perspective of gay and lesbian scholarship. Queer theory challenges older, conventional, binary ways of thinking which represent 'gay' and 'straight' as oppositional categories. In earlier scholarship, we often find vague and skewed readings of same-sex desire in diverse periods and eras, leading to narrow readings and perspectives on the nature of the taxonomy of same sex desire, Greek pederasty, medieval sodomy, early modern 'mollies', 'inverts' and other such categories. Among other things, this led scholars to construct boundaries between romantic bonding among women, lesbian love, and over-simplified forms such as gay, lesbian, straight and so on (Tobin, 2001, pp. 326-27). In other words, the quest for the authenticity of plural voices resulted in different standpoints. Judith Butler argues that this endless search for categories has led to an epistemic crisis and has given way to the category of the 'queer' (Cited in Tobin, 2001, p. 327). As that which is the embodiment of non-heterosexual desires, queer signifies the non-normative. It has been argued that queer theory emerged as a way of rejecting the proliferating and improbable categories of 'gay' and 'straight'. Queer theory draws on linguistics, and is influenced by the readings on language by the philosopher Jacques Derrida. It relates Derrida's readings to issues of sexuality to begin questioning the category of 'gay' (Cited in Tobin, 2001, p. 327). Queer theorists and thinkers challenge the accepted differences that circulate in relation to the terms 'gay' and 'straight', 'non-normative' and 'normative' and so on. Earlier scholarship did not engage much with issues of homosexuality in relationship to diverse forms of heterosexuality. On the other hand, queer studies investigated the attraction of homosexual popular music culture attraction for straight adolescents. Queer theory dismissed the essentialist understanding of the constitution of gay identity. Rather, it tries to map out gay and straight milieus of thought that are inherent in diverse personalities and texts. Queer readings explore the relations of self and subjectivity in a meaningful manner, by connecting the sense of the self to the field of political action (Tobin, 2001, p.327). Queer theory also interrogates discourses influenced by hegemonic forms of sexuality.

In order to get an overview of queer theory, it is important to have an understanding of the work of queer intellectuals such as Wayne Kostenbaum, one of the renowned American scholars in this field. His poems and social criticism provided excellent reflections on the life worlds of American queer intellectuals. Kostenbaum engaged with the predilection of gay men for opera in his work *The Queen's Throat, Opera, Homosexuality and the Mystery of Desire* (2001). In this work, Kostenbaum explores the issue of masculinity within opera and within the gay world. Another path breaking work in the field of queer studies is Michael Warner's *Fear of a Queer Planet: Queer Politics and Social Theory* (1993). It provides an excellent

theoretical approach on the questions of nationalism and its link with queer worlds. In this diverse and rich anthology, Warner explores the subversive potential of queer theory and the ways in which it challenges socio-political conditions. It is evident from these works that queer theory and queer ethics go beyond the critique of heterosexuality and heterosexual society to identify and examine a variety of issues from queer perspectives.

### **'Gay Shame', 'Gay Pride' and Queer Theory**

Two main issues that we will be discussing here are those of 'gay shame' and 'gay pride'. In this context, the theoretical challenges posed by theorists such as Judith Halberstam, David Halperin and Valerie Traub in the field of queer studies, are very significant. Judith Halberstam argues that notions such as 'gay shame' and 'gay pride' are linked to the contestations of queer studies. 'Gay pride' refers to the social movement for freedom and dignity. In other words, it argues for the "destigmatization of homosexuality". It mitigates the "personal and social shame attached to same-sex eroticism".

On the other hand, 'gay shame' is theorized as the 'Gay Shame', 'Gay Pride' and Queer Theory. Two main issues that we will be discussing here are those of 'gay shame' and 'gay pride'. In this context, the theoretical challenges posed by theorists such as Judith Halberstam, David Halperin and Valerie Traub in the field of queer studies, are very significant. Judith Halberstam argues that notions such as 'gay shame' and 'gay pride' are linked to the contestations of queer studies. 'Gay pride' refers to the social movement for freedom and dignity. In other words, it argues for the "destigmatization of homosexuality". It mitigates the "personal and social shame attached to same-sex eroticism". On the other hand, 'gay shame' is theorized as the emotional anti-thesis and political antagonist of gay pride. Another important theorist, Eve Kosofsky Sedgwick, throws light on how queer identity and queer resistance are ingrained in shame (Sedgwick, cited in Halperin & Traub, 2009). Thus, 'gay shame' is a "site of solidarity and belonging" (Sedgwick, cited in Halperin & Traub, 2009, pp.3-9). As a notion, 'gay pride' is linked to, and unable to transcend the notion of 'gay shame'. Therefore, the queer identity is marked by "collective affirmations of pride" and "residual experiences of shame" (Halperin & Traub, 2009, p.5)). It is also argued that queer theories are linked to the corporatization of gay culture. According to Judith Halberstam, gay pride is related to the mobilizations of consumptions and gentrification and has produced an assimilationist trend in gay neoliberalism. In other words, the life styles that are part of the gay culture have been impacted by, and become inextricably linked to, the culture of neoliberalism. Due to this, 'gay pride' does not end up challenging some of the exploitative dimensions of neoliberalism, and consumerism.

## **COURSE FILE**

**Name of Faculty: Dr. Bhat Iqball Majeed**

**Name of Course: Field Work Practicum**

**Course Code:**

**Semester: M.A. Social Work Semester IV**

**Academic Year: 2024-2025**

## Syllabus

### Course: Field Work Practicum

**Course Credits: 08 Course**

### Learning Outcomes (CLOs)

Exposure subject to various fields settings

Contextualising Field Work With Social Work Profession

Understanding and contextualizing cultural, economic and political context of field settings

Building skills and techniques (intervention, advocacy. Awareness and problem solving)

### Course Design:

#### 1. Induction to field work

Orientation Log sheet

GC/C

Report Writing

Ethical standards

Block placement and Rural Camps

Challenges of field practice

#### 2. Engagement within field setting

Rapport building o

Communication Skills

Stakeholders

#### 3. Tools & Techniques of field practice o

Community profile

Transect walk

Social mapping

Resource mapping

Livelihood analysis

Historicity/ timeline

Stakeholder analysis

### References/Suggested Readings/Weblinks:

1. Morales, A. T. & Sheaffor. B.W. (1995). *Social Work: A Profession of Faces Many*. 7th ed Allyn & Bacon: Boston
2. Pawar M. Hanna. G. & Sheridan R. (2004). *International Social Work Practicum in India*. *Australian Social Work* (57), 3, 223-236.
3. Kadushin, A. (1992). *Supervision in Social Work* (3rd ed). New York, Columbia University Press.
4. Baird, B. N. (1996). *The Internship, Practicum, and Field Placement. Handbook*, Saddle River: NJ, Simon & Schuster.
5. Chambers Robert, (2015) *Rural Development: Putting Last First* New Delhi: Routledge Publications.

## Lesson Plan

<b>Lecture No</b>	<b>Topics Covered</b>	<b>Status</b>
1	Introduction to Field Work Practicum: Concept and Importance in Social Work	Achieved
2	Objectives and Learning Outcomes of Field Work Practicum	Achieved
3	Understanding Field Settings in Social Work Practice	Achieved
4	Contextualising Field Work with Social Work Profession	Achieved
5	Cultural, Economic and Political Context of Field Settings	Achieved
6	Induction to Field Work: Orientation and Preparation	Achieved
7	Orientation to Log Sheet and Record Maintenance	Achieved
8	Group Conference (GC) and Case/Community Documentation	Achieved
9	Report Writing in Field Work Practicum	Achieved
10	Ethical Standards in Social Work Field Practice	Achieved
11	Block Placement: Concept and Importance	Achieved
12	Rural Camps: Objectives and Learning Outcomes	Achieved
13	Challenges in Field Work Practice	Achieved
14	Engagement in Field Settings: Concept and Importance	Achieved
15	Rapport Building with Community and Clients	Achieved
16	Communication Skills in Field Practice	Achieved
17	Understanding Stakeholders in Field Work Settings	Achieved
18	Introduction to Tools of Field Practice	Achieved
19	Community Profile: Concept and Preparation	Achieved
20	Transect Walk: Meaning and Application	Achieved
21	Social Mapping: Techniques and Uses	Achieved
22	Resource Mapping in Community Settings	Achieved
23	Livelihood Analysis: Concept and Methods	Achieved
24	Historical Timeline (Historicity) of Community	Achieved
25	Stakeholder Analysis: Identification and Role Mapping	Achieved
26	Integration of Field Tools in Practice (Case Application)	Achieved
27	Problem Identification and Intervention Planning	Achieved
28	Advocacy and Awareness in Field Settings	Achieved
29	Revision I	Achieved
30	Revision II	Achieved
31	Remedial Session	Achieved

## Learning Material

### Livelihood Analysis: Concept and Methods

Livelihood analysis is a systematic approach used to understand how individuals, households, or communities make a living, manage resources, and cope with vulnerabilities. It is widely used in social work, development studies, and rural development planning to assess economic activities, income sources, skills, assets, and risks faced by people. The concept of livelihood was strongly influenced by the Sustainable Livelihoods Framework developed by organizations such as the UK Department for International Development (DFID). According to this approach, a livelihood is considered sustainable when it can cope with and recover from stresses and shocks, maintain or enhance its capabilities and assets, and provide sustainable opportunities for future generations.

Livelihood analysis examines various components such as natural, physical, human, financial, and social capital. It helps identify how people access resources, what constraints they face, and what strategies they use to survive and improve their living conditions. It also considers external influences such as policies, institutions, markets, and environmental conditions. Methods used in livelihood analysis include participatory rural appraisal (PRA), household surveys, case studies, focus group discussions, and tools like resource mapping, seasonal calendars, and income-expenditure analysis. This analysis is important for designing effective development interventions, poverty reduction programs, and social work strategies that are context-specific and sustainable.

#### A. Concept of Livelihood Analysis

- Livelihood refers to the means of securing basic necessities of life such as food, shelter, clothing, and income
- Livelihood analysis is the study of how people survive and improve their living conditions
- Focuses on resources, activities, and strategies used by individuals or communities
- Based on the Sustainable Livelihood Framework (DFID, 1999)
- A livelihood is considered sustainable when it:
  - Can cope with shocks (drought, unemployment, illness)
  - Maintains or enhances assets and capabilities
  - Does not undermine natural resources

#### Key Components of Livelihood (DFID Framework):

- **Human Capital:** Skills, knowledge, health, ability to work
- **Social Capital:** Networks, relationships, trust, community support
- **Natural Capital:** Land, water, forests, environment
- **Physical Capital:** Infrastructure, tools, housing, transport
- **Financial Capital:** Income, savings, credit, remittances

#### B. Objectives of Livelihood Analysis

- To understand income sources and economic activities
- To identify vulnerabilities and risks faced by communities
- To assess available resources and assets
- To support poverty reduction and development planning
- To design sustainable livelihood interventions

## **C. Methods of Livelihood Analysis**

### **1. Participatory Methods (PRA Tools)**

- Community participation is central
- Tools include:
  - Social mapping
  - Resource mapping
  - Transect walk
  - Seasonal calendar
  - Wealth ranking

### **2. Household Surveys**

- Structured questionnaires
- Collect data on income, occupation, assets
- Useful for quantitative analysis

### **3. Case Studies**

- In-depth study of individual households
- Helps understand unique livelihood patterns

### **4. Focus Group Discussions (FGDs)**

- Group interviews with community members
- Helps understand collective issues and perceptions

### **5. Observation Method**

- Direct observation of living conditions and activities
- Useful in rural and informal settings

### **6. Income–Expenditure Analysis**

- Examines earnings vs spending patterns
- Helps assess economic stability

## **D. Importance of Livelihood Analysis in Social Work**

- Helps design community-based interventions
- Supports sustainable development planning
- Identifies vulnerable groups (women, farmers, laborers)
- Strengthens poverty alleviation programs
- Improves targeting of government schemes
- Enhances understanding of socio-economic conditions

## **COURSE FILE**

**Name of Faculty: Dr. Bhat Iqball Majeed**

**Name of Course: Field Work Practicum**

**Course Code:**

**Semester: M.A. Social Work Semester II**

**Academic Year: 2024-2025**

## Syllabus

**Course: Field Work Practicum**

**Course Credits: 08 Course**

**Learning Outcomes (CLOs)**

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