

COURSE FILE

Name of Faculty: Dr. Bhat Iqball Majeed

Name of Course: Diversity and Inclusiveness

Course Code: USOW00009T

Semester: M A Social Work Semester II

Academic Year: 2023-2024

Syllabus

Course Title: Diversity and Inclusiveness

Course Code:

Course Credits: 04

Course Learning Outcomes (CLOs)

The course learning outcomes are as follows:

1. *To develop understanding about Nature, Concept and types of Diversity*
2. *To develop comprehensive understanding about Social Exclusion*
3. *To understand the scope of social work intervention for inclusion of marginalized communities*
4. *The students will be able to understand the inclusive policies, and the role of government, Judiciary, NGO's/Civil Society as a Constitutional Mechanisms for inclusion.*

Unit I: Diversity and Exclusion

- Diversity Consciousness: Opening Our Mind to People and Cultures (Cultural Diversity)
- Exclusion: Conceptual Understanding of Social Exclusion
- Historical Background of Social Exclusion
- Forms of Social Exclusion: Deprivation, Marginalization and Displacement

Unit II: Social Exclusion

- Inequality in Structural Exclusion
- The Multiplicity, Intersectionality and Heterogeneity of Oppression
- Social Exclusion and Oppression
- Social Work Approach to Exclusion: Anti Oppressive Social Work

Unit III: Risk of Exclusion

- Groups at the Risk of Getting being Excluded:
 - Caste, Class, Gender
 - Ethnicity,
 - Religion,
 - Differently Abled
 - Migrants and Refugee
- Contemporary Movements: Apartheid, Anti-Caste Movement, Tribal Right Movements

Unit IV: Minority Groups

- Minority: Concept, Definition and Types
- Historical Profile of Minority in India
- Constitutional Understanding of Minority (Ambedkar)
- Challenges before Minorities: Secularism, Communalism, Minority in Democracy

Question Paper

**DEPARTMENT OF SOCIAL WORK
CENTRAL UNIVERSITY OF JAMMU
END SEMESTER EXAMINATION, July 2023**

Course No: USOW00009T

Max Marks 100

Course Title: Diversity and Inclusiveness

Time: 3 hrs

Semester 2

Course Outcomes (COs)

After pursuing this course, the student will be able to:

- **CO 01:** To develop understanding about nature, concept and types of diversity
- **CO 02:** To develop comprehensive understanding about social exclusion
- **CO 03:** To understand the scope of social work interventions for inclusion of marginalized communities
- **CO 04:** To understand the concept of minority and minority in India
- **CO 05:** To understand constitutional mechanisms for inclusion

Part A**Very Short Answer Type Questions (5 marks each)****Total Marks: 4×5=20**

Attempt any two

- A1.** What is Diversity and Diversity Consciousness?
A2. Discuss the Concept of Structural Inequality
A3. Characteristics of Groups at Risk of Exclusion
A4. Concept of Minority in Indian Constitution
A5. Is Social Inclusion Necessary? Why?

Part B**Short Answer Questions (8 marks each)****Total Marks: 8×5=40**

- B1.** Critically reflect on the different forms of social exclusion.
B2. Describe the concept of intersectionality.
B3. Explain briefly any three major anti-caste movements.
B4. Analyze the Concept of Minority and role of United Nations in evolving definition of minority?
B5. Evaluate the role of the State and Judiciary in ensuring social justice.

Part C**Long Answer Type Descriptive Question of 20 marks each****Total Marks: 20×2=40**

(Attempt any two)

- C1.** Diversity is inherent to human existence and therefore understanding diversity is essential for building a cohesive society.
C2. Affirmative action and Positive Discrimination are crucial for creating inclusive society? Comment on the statement.
C3. Explain in detail, Anti- Oppressive Social Work?

Lesson Plan

Lecture No	Topics Covered	Status
1	Introduction to Diversity and Inclusiveness	Achieved
2	Nature, Concept and Types of Diversity	Achieved
3	Diversity Consciousness: Cultural Diversity	Achieved
4	Conceptual Understanding of Social Exclusion	Achieved
5	Historical Background of Social Exclusion	Achieved
6	Forms of Social Exclusion: Deprivation, Marginalization, Displacement	Achieved
7	Inequality in Structural Exclusion	Achieved
8	Intersectionality and Heterogeneity of Oppression	Achieved
9	Social Exclusion and Oppression	Achieved
10	Social Work Approach: Anti-Oppressive Practice	Achieved
11	Groups at Risk: Caste, Class, Gender	Achieved
12	Groups at Risk: Ethnicity and Religion	Achieved
13	Groups at Risk: Differently Abled	Achieved
14	Groups at Risk: Migrants and Refugees	Achieved
15	Contemporary Movements: Apartheid and Anti-Caste Movement	Achieved
16	Tribal Rights Movements	Achieved
17	Minority: Concept, Definition and Types	Achieved
18	Historical Profile of Minorities in India	Achieved
19	Constitutional Understanding of Minority (Ambedkar)	Achieved
20	Challenges before Minorities: Secularism	Achieved
21	Challenges before Minorities: Communalism and Democracy	Achieved
22	Revision I	Achieved
23	Revision II	Achieved
24	Remedial	Achieved

Learning Material

Social Exclusion and Oppression

Social exclusion and oppression are interconnected social processes that contribute to inequality and injustice in society. Social exclusion refers to the systematic denial of access to resources, opportunities, and participation in social, economic, and political life, while oppression refers to the unjust and unequal exercise of power by dominant groups over marginalized groups. Oppression is deeply rooted in social structures and institutions, such as caste, class, gender, and race, and it operates through discrimination, exploitation, and marginalization. These structures create and maintain inequalities by privileging certain groups while disadvantaging others.

Oppression leads to social exclusion by restricting access to education, employment, healthcare, and decision-making processes. For example, caste-based oppression in India has historically excluded Dalits from social and economic opportunities. Similarly, patriarchy has resulted in the marginalization of women in various spheres of life. Social exclusion and oppression are not isolated phenomena but are interconnected and reinforce each other. They are often normalized and justified through cultural beliefs, traditions, and institutional practices, making them difficult to challenge.

The causes of social exclusion and oppression are rooted in structural inequalities, prejudice, and unequal distribution of resources. Historical factors such as colonialism and traditional hierarchies have also contributed to the persistence of these issues. The consequences are severe, including poverty, unemployment, lack of education, poor health, and psychological distress. These processes not only affect individuals but also hinder overall social development and cohesion.

Meaning of Social Exclusion and Oppression

Social exclusion and oppression are closely related concepts that explain how certain individuals or groups are marginalized in society. Social exclusion refers to the denial of access to resources, rights, and opportunities, while oppression refers to the systematic and unjust exercise of power by dominant groups over marginalized groups. Oppression is not just individual discrimination but is structural and institutional, meaning it is embedded in social systems such as caste, class, gender, and race. It limits the freedom, dignity, and life chances of individuals.

Relationship between Social Exclusion and Oppression

Social exclusion is often the result of oppression.

Oppression creates systems that exclude certain groups from participation.

Both are interconnected and reinforce each other.

3. Key Features of Oppression

1. Systematic and Structural

Exists within institutions like family, education, law, and economy

Not random, but organized and persistent

2. Power Imbalance

Dominant groups control resources and decision-making

Marginalized groups have limited power

3. Institutionalized

- Supported by laws, traditions, and social norms

4. Normalized

- Often seen as “natural” or “acceptable” in society

4. Types of Oppression

A. Economic Oppression

- Exploitation of labour and denial of economic opportunities
- Example: Low wages, unemployment

B. Social Oppression

- Discrimination in social relationships
- Example: Untouchability, exclusion from public spaces

C. Political Oppression

- Denial of political rights and participation
- Example: Lack of representation

D. Cultural Oppression

- Suppression of language, traditions, identity
- Example: Dominance of one culture over others

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: 2023-2024

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. L. & 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, 2024**

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.

OR

Q12. Discuss pornography and rape as forms of crime.

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

OR

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

Q15. What do you understand by Probation and Parole?

OR

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.

OR

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

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

OR

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.

Lesson Plan

Lecture No	Topics Covered	Status
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 Punishment

Punishment refers to the penalty imposed on a person for committing a crime. Different theories explain *why* punishment is given and *what purpose it serves*. Punishment refers to the legal penalty imposed on an individual who has committed a crime. It is an important concept in criminology and criminal justice because it explains how society responds to wrongdoing and what objectives are achieved through penal action. Over time, different theories of punishment have developed to justify why offenders should be punished and what the purpose of punishment should be. These theories mainly include deterrent theory, retributive theory, preventive theory, reformatory theory, and incapacitation theory.

The deterrent theory of punishment is based on the idea that punishment should discourage both the offender and others in society from committing crimes. It works on the principle of fear, meaning that strict punishment creates fear of legal consequences and thus reduces criminal behavior. The retributive theory focuses on the idea of “an eye for an eye,” meaning that punishment is given as a form of revenge or moral balance for the harm caused by the offender. It believes that offenders deserve to suffer for their wrongdoing.

The preventive theory aims to prevent future crimes by removing the offender from society through imprisonment or other restrictive measures, thereby protecting society from further harm. The reformatory theory focuses on changing and rehabilitating the offender so that they can become a responsible and law-abiding citizen. It emphasizes education, counseling, skill development, and treatment rather than harsh punishment. Lastly, the incapacitation theory is based on the idea of physically restricting the offender so that they are unable to commit further crimes, such as through imprisonment or confinement.

Together, these theories explain different purposes of punishment—deterrence, revenge, prevention, rehabilitation, and protection of society. In modern criminal justice systems, a balanced approach is often used, combining reformatory and preventive aspects to ensure both justice and social welfare.

1. Retributive Theory (Theory of Revenge / Justice)

Meaning: Punishment is given because the offender *deserves it*. It is based on the principle of “an eye for an eye”.

Key Ideas:

Focus on past action (crime committed)
Justice through proportionate punishment
Moral balance must be restored

Example: If a person commits theft, they must be punished accordingly because they violated the law.

Criticism:

- Encourages revenge rather than reform
- Does not reduce future crimes

2. Deterrent Theory

Meaning: Punishment is used to prevent crime by creating fear.

Types:

- **General deterrence:** Prevents others from committing crime
- **Specific deterrence:** Prevents the offender from repeating crime

Key Ideas:

- Fear of punishment discourages crime
- Strict penalties act as warning

Example:

Harsh punishment for drunk driving to discourage others.

Criticism:

- Not always effective (some crimes are impulsive)
- May lead to excessive harsh punishments

3. Preventive Theory (Incapacitation)**Meaning:**

Punishment aims to prevent the offender from committing further crimes by restricting their freedom.

Methods:

- Imprisonment
- Death penalty
- Banishment

Key Ideas:

- Protects society
- Removes offender from social environment

Example:

Keeping a dangerous criminal in prison to prevent further harm.

Criticism:

- Does not address root causes of crime
- May violate human rights if misused

4. Reformatory Theory (Rehabilitative Theory)

Meaning: Focuses on reforming the offender so they become a law-abiding citizen.

Key Ideas:

- Crime is due to social/psychological factors
- Offender can change
- Emphasis on treatment, education, counseling

Methods:

- Vocational training
- Counseling
- Probation, parole

Example: Providing education and skills to prisoners.

Advantages:

- Reduces repeat offences
- Promotes social reintegration

Criticism:

- May be seen as too lenient
- Not effective for hardened criminals

5. Restorative Theory

Meaning: Focuses on repairing harm caused by crime.

Key Ideas:

- Involves victim, offender, and community
- Emphasis on compensation and reconciliation

Example: Offender apologizing and compensating victim.

COURSE FILE

Name of Faculty: Dr. Bhat Iqball Majeed

Name of Course: Health and Wellbeing

Course Code: PGSSW3E011T

Semester: M A Social Work Semester III

Academic Year: 2023-24

Syllabus

• Understanding engagement in practice

✓ Course Title: Health and Well Being
Course Credits: 04
Course learning outcomes

The course learning outcomes are as follows:

1. To understand the concept of health from social and medical perspective
2. To orient learners to the historical evolution of health sector
3. To understand the change in health care and the contemporary issues

Unit I: Concept of Health and Well-Being

- Health: Concept and Dimensions
- Well-being: Conceptual understanding
- Changing Contours of Health: Community Health, Social Medicine and Public Health
- Understanding Health from the Human Rights perspective

Unit II: Evolution in Health Care in India - I

- Structuring of Health Care Service System in India: Bore Committee (1946), Mudliar Committee (1962), Junglwalla Committee (1967), Singh Committee (1973)
- Primary to Selective Health Care: WHO Alma- Ata Declaration and SAP
- Strategic Shift in National Health Policy in India: Critical Understanding

Unit III: Evolution of Health Care in India - II

- Evolution of Health Care Service System in India: Public, Private and Charitable
- Integrated Approach to Health and Health Services

Question Paper

**DEPARTMENT OF SOCIAL WORK
CENTRAL UNIVERSITY OF JAMMU
END SEMESTER EXAMINATION, DEC 2023**

Course No: PGSSW3E011T
Course Title: HEALTH AND WELL BEING
Semester 3

Max Marks 100
Time: 3 hrs

Section A contains 10 MCQs and all are compulsory: 1X2=20

1. Health is linked to wellbeing in definition by
 - A) UNICEF
 - B) UNDP
 - C) WHO
 - D) IMF
2. Universal Health Coverage favours
 - A) Access to full range of Quality Health Services
 - B) Insurance based healthcare services
 - C) Both a & b
 - D) None of these
3. Criticism of WHO definition of Health is
 - A) Wellbeing not defined
 - B) Wellbeing is poorly defined
 - C) Wellbeing is Self Explanatory
 - D) None of these
4. Alma ATA Declaration came into being in
 - A) 1974
 - B) 1976
 - C) 1978
 - D) 1876
5. Which committee recommended multi-Purpose Worker
 - A) Bhore committee
 - B) Kartar Singh Committee
 - C) Mudaliar Committee
 - D) Srivastava Committee
6. Commercial Surrogacy in India is
 - A) Legal
 - B) Illegal
 - C) Permitted in some cases
 - D) None of these
7. Ayushman Bharat Yojana was launched in year
 - A) 2015
 - B) 2016
 - C) 2017
 - D) 2018
8. Concept of One Health was given by
 - A) Calvin Schawbe

B) UNICEF

C) WHO

D) WB

9. Discharge planning is associated with

A) Psychiatrist Social Worker Role

B) Medical Social Workers Role

C) Psychiatrist Social Workers Role in Hospital Setting

D) None of these

10. Peoples Health Movement is

A) Birth controlled movement

B) Anti Tobacco Movement

C) Is Network of Organization Working on Health

D) None of these

Section B Contains Short Answer Type Analytical Questions of 8 marks related to different Cos

Total Marks: 8X5=40

Q.1. Write Short note on Concept and Dimensions of Health?

Q.2. Critically reflect on Private and Public Healthcare?

Q.3. Draw the comparative analysis of the recommendations put forth by Mudaliar and Kartar Singh Committee?

Q.4. Analyse the concept of Surrogacy and IVF?

Q.5. Discuss the application of social work methods in hospital setting?

Section C: Long Answer Type Descriptive Questions of 20 marks related to different COs


Total Marks: 20X2=40

Q.1. Critically reflect on the strategic shift that has occurred in the National Health Policy of India with the advent of time?

Q.2. Explain the concept of insurance? Discuss how PMJAY is impacting the health sector.

Q.3. Write a detailed note on the health movements and campaign?

Result



जम्मू केंद्रीय विश्वविद्यालय

Central University of Jammu


परिणाम अधिसूचना सं/ Result Notification No. 1412
Dated : Friday, January 5, 2024
Regular

: Social Work

अर्धवार्षिक पाठ्यक्रम/Semester : III सत्र/Session : 2023-24 में आयोजित परीक्षा/Examination held in : Dec 2023
It is hereby notified for the information of all the concerned that the Result of the candidates who appeared in
: Social Work, Sem : III Examination held in Dec 2023 is declared as under:-

क्रमांक/ Serial No.	अनुक्रमांक/ Roll No.	नाम / Name	पिता का नाम / Father's Name	परिणाम / Result	कुल अंक / Total Marks 550
1	22MSOW02	AMULYA VARMA	MURALEEDHARAN M	RE: O006T,C001E,C001T,O001T,O004T	---
2	22MSOW04	GRESHMA SEBASTIAN	SEBASTIAN, V. A	Passed	396
3	22MSOW05	AARON SINGH	AMIT KUMAR SINGH	Passed	352
4	22MSOW10	Sachin Parihar	KAILASH CHANDRA PARIHAR	Passed	365
5	22MSOW11	SHANIL RAJ K P	RAJEEVAN C K	Passed	385
6	22MSOW12	RAJNI SHARMA	SHIV LAL	Passed	385
7	22MSOW13	DEEPIKA DUBEY	DWARKA NATH	Passed	312
8	22MSOW16	SANAKSHI DEVI	KAMAL SINGH	Passed	355
9	22MSOW19	SHARUN M O	OMANAKKUTTAN M K	Passed	292
10	22MSOW23	MAYA M M	MANI	Passed	336
11	22MSOW24	MOHD ASHRAF SHEIKH	MOHD IBRAHIM	Passed	357
12	22MSOW26	Vidhi Kumari	Madan Lal	Passed	361
13	22MSOW27	Lata Sharma	Channo Sharma	RE: O006T,C001T	---
14	22MSOW29	Jatin Sharma	Radha Sham	Passed	360
15	22MSOW30	Achal Sharma	Pardeep Sharma	RE: O006T,C001T	---
16	22MSOW32	Nekha Spolia	Ganesh Datt	Passed	371
17	22MSOW34	Niharika Hans	Som Raj	RE: O006T,C001T	---
18	22MSOW36	Makhnu Devi	Panjabu Ram	RE: C001T,O001T,O004T,O005T	---

Date of Declaration of Result: Friday, January 5, 2024


 Controller of Examinations

*The candidate shall be declared to have passed a course(s) of programme if he/she obtains 50% in Internal and 50% in External separately.
Errors and Omissions Excepted

Lesson Plan

Lecture No	Topics Covered	Status
1	Introduction to Health and Well Being	Achieved
2	Health: Concept and Dimensions	Achieved
3	Well-being: Conceptual Understanding	Achieved
4	Changing Contours of Health: Community Health	Achieved
5	Changing Contours of Health: Social Medicine	Achieved
6	Changing Contours of Health: Public Health	Achieved
7	Understanding Health from Human Rights Perspective	Achieved
8	Evolution in Health Care in India – Part I: Bhore Committee (1946)	Achieved
9	Mudliar Committee (1962) and Junglwalia Committee (1967)	Achieved
10	Kartar Singh Committee (1973)	Achieved
11	Primary to Selective Health Care: WHO Alma-Ata Declaration	Achieved
12	Strategic Shift in National Health Policy in India: Critical Understanding	Achieved
13	Evolution in Health Care in India – Part II: Public Health Services	Achieved
14	Private Health Services in India	Achieved
15	Charitable Health Services in India	Achieved
16	Integrated Approach to Health and Health Services	Achieved
17	Contemporary Issues in Health: Communicable Diseases	Achieved
18	Contemporary Issues in Health: Non-Communicable Diseases	Achieved
19	Health Care for Vulnerable Groups: Children, Women, Elderly	Achieved
20	Health Promotion and Preventive Measures	Achieved
21	Role of Technology in Health Care	Achieved
22	National Health Programs and Policies	Achieved
23	Revision I	Achieved
24	Revision II	Achieved
25	Revision III	Achieved
26	Remedial / Final Discussion	Achieved

Learning Material

Changing Contours of Health: Community Health

The concept of community health has evolved significantly over time, expanding far beyond the narrow idea of simply delivering medical care outside hospitals and clinics. Traditionally, health was viewed primarily as the absence of disease and physical infirmity. However, with advancements in public health thinking, health is now understood as a multi-dimensional state of complete physical, mental, and social well-being, influenced by biological, environmental, economic, cultural, and social factors. This broader understanding has reshaped how health is perceived and addressed at the community level.

Community health refers to the status and well-being of a defined group of people living in a particular geographical area or sharing common characteristics, and to the actions, policies, and conditions — both governmental and non-governmental — designed to promote, protect, and improve their health. It involves organized efforts to measure health status, identify risk factors, and implement interventions that prevent disease and promote wellness among populations rather than focusing solely on individual patients.

Over the years, the paradigm of community health has shifted from being predominantly medical-oriented to a more comprehensive and participatory field. Early formulations focused mainly on community medicine and health services delivered within communities. In contrast, contemporary conceptualizations emphasize health promotion, disease prevention, environmental sanitation, education, and intersectoral collaboration. These approaches recognize that health outcomes are shaped not only by health care services but also by social determinants such as education, employment, housing, nutrition, and access to clean water and sanitation.

A defining feature of modern community health is its multi-disciplinary nature and its emphasis on local engagement. Effective community health practice involves collaboration among public health professionals, clinicians, social scientists, policymakers, and members of the community itself. It also stresses the importance of community participation, where local people are actively involved in assessing needs, planning interventions, and evaluating outcomes. This participatory process helps ensure that health initiatives are culturally relevant, socially acceptable, and tailored to the unique needs of each community.

Furthermore, contemporary community health adopts an ecological perspective in which health is viewed as the product of interactions among individuals, their environment, and broader societal structures. This means looking beyond biological causes of illness to understand how factors such as poverty, discrimination, and environmental hazards influence health. As a result, actions aimed at improving community health now include policy development, education campaigns, environmental interventions, and efforts to reduce health inequities.

Thus, the “changing contours” of health in relation to community health reflect this movement from a disease-centric, medically dominated model toward a holistic, participatory, and multi-sectoral approach that integrates social, cultural, economic, and environmental dimensions of health. This broader framework is essential for addressing complex contemporary health challenges and achieving sustained improvements in population health and well-being.

COURSE FILE

Name of Faculty: Dr. Bhat Iqball Majeed

Name of Course: Gender and Social Work

Course Code: USOW00005T

Semester: M A Social Work Semester I

Academic Year: 2023-2024

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 sin 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

- Extend 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

जम्मू केन्द्रीय विश्वविद्यालय
Central University of Jammu
Rahya-Suchani (Bagla), District: Samba – 181143, Jammu (J&K)

Roll No.

SEMESTER MAJOR EXAMINATIONS – DEC 2023

Programme	M.A	Semester	FIRST
Course Name	GENDER AND SOCIAL WORK	Course Code	USOW00005T
Duration	3 Hours	Credits	04
Maximum Marks	100	Minimum Marks	

After pursuing this course, the student will be able to:

CO 01	To know about the distinction between sex and gender and their relationship
CO 02	Learn about concept of patriarchy and how it operates in the context of gender
CO 03	Understand various gender related violence occurring in our societies through lived experiences
CO 04	Building skill of using various tools for understanding the gender inequality in various aspects
CO 05	Building skill of how to generate awareness and sensitisation for promoting gender equality in society

Part A		Total Marks 4X5=20	
Very Short Answer Type Logical Questions of 04 marks related to different COs (All the units to be covered from the entire syllabus)			
S.No.	Statement	Levels	CO
1.	Define Gender Socialisation?	L1	CO-01
2.	What is Masculinity?	L1	CO-02
3.	What do you mean by Feminism?	L2	CO-02
4.	Describe Gendered Violence?	L1	CO-03
5.	Explain Feminisation of Poverty?	L2	CO-04
Part B		Total Marks 8X5=40	
Short Answer Type Analytical Questions of 8 marks related to different COs (All the units to be covered from the entire syllabus)			
6.	There is strong need to change the nature of socialization in context of Gender? Evaluate the statement from your own understanding of Gender.	L6	CO-01
7.	Discuss Private –Public Dichotomy in understanding of Gender?	L2	CO-02
8.	Critically explain the role of J.S.Mill in evolution of feminism?	L4	CO-02
9.	Do you agree marital Rape should be considered as crime in India? Give relevant examples in support of your argument	L6	CO-03
10.	Explain Gender Parity index (GPI) and Gender Related Development Index(GDI) as a tool of Gender Analysis?	L3	CO-04
Part C		Total Marks 20X2=40	
Long Answer Type Descriptive Questions of 20 marks related to different Cos (Only Two questions to be attempted)			
11.	Discuss the concept of Patriarchy? Explain three major theories of patriarchy and their relevance in current times.	L3,L5	CO-02

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. 1148

Dated : Thursday, March 30, 2023

Regular

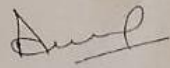
Master Degree Programme : **Social Work**

अर्धवार्षिक पाठ्यक्रम/Semester : **I** सत्र/Session : **2022-23** में आयोजित परीक्षा/Examination held in : **Mar 2023**

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 Mar 2023 is declared as under:-

क्रमांक/ Serial No.	अनुक्रमांक/ Roll No.	नाम / Name	पिता का नाम / Father's Name	परिणाम / Result	कुल अंक / Total Marks 700
1	22MSOW02	AMULYA VARMA/	MURALEEDHARAN M/	RE: C002T,O002T	***
2	22MSOW04	GRESHMA SEBASTIAN/	SEBASTIAN. V. A/	RE: O001T,O002T	***
3	22MSOW05	AARON SINGH/	AMIT KUMAR SINGH/	Passed	455
4	22MSOW10	Sachin Parihar/	KAILASH CHANDRA PARIHAR/	RE: C002T	***
5	22MSOW11	SHANIL RAJ K P/	RAJEEVAN C K/	Passed	447
6	22MSOW12	RAJNI SHARMA/	SHIV LAL/	Passed	431
7	22MSOW13	DEEPIKA DUBEY/	DWARKA NATH/	RE: O003T	***
8	22MSOW16	SANAKSHI DEVI/	KAMAL SINGH/	Passed	451
9	22MSOW19	SHARUN M O/	OMANAKUTTAN M K/	RE: C001T	***
10	22MSOW23	MAYA M M/	MANI/	RE: O001T	***
11	22MSOW24	MOHD ASHRAF SHEIKH/	MOHD IBRAHIM/	Passed	453
12	22MSOW25	CHIRAG PARASHAR/	SUBHASH PARASHAR/	RE: C001T,C002T,O001T	***
13	22MSOW26	Vidhi Kumari/	Madan Lal/	Passed	406
14	22MSOW27	Lata Sharma/	Channo Sharma/	RE: O001T,O002T	***
15	22MSOW29	Jatin Sharma/	Radha Sham/	Passed	443
16	22MSOW30	Achal Sharma/	Pardeep Sharma/	RE: C001T,C002T,O001T,O002T	***
17	22MSOW32	Nekha Spolia/	Ganesh Datt/	Passed	459
18	22MSOW33	Kulsum/	Ghulam Mohammad /	RE: C001L,C001T,C002T,O001T,O002T,O004T	***
19	22MSOW34	Niharika Hans/	Som Raj/	RE: O001T,O002T,O004T	***
20	22MSOW36	Makhnu Devi/	Panjabu Ram/	RE: C001T,O001T,O002T	***

Date of Declaration of Result: Thursday, March 30, 2023


 Controller of Examinations

Learning Material

ORIGINS OF THE TERM 'QUEER'

The term "queer" is recent in origin and the genesis of queer theory is heavily influenced by several theoretical and identical movements such as feminism, black movement, poststructuralism and postmodernism. Quoting from *Lesbian and Gay Studies Reader* (1993, xv-xvi), Peter Barry writes in *Beginning Theory: An Introduction to Literary and Cultural Theory*:

...lesbian/gay studies does for sex and sexuality approximately what women's studies does for gender'... In lesbian/gay criticism, the defining feature is making sexual orientation 'a fundamental category of analysis and understanding'. Like feminist criticism...it has social and political aims, in particular 'an oppositional design' upon society, for it is 'informed by resistance to homophobia [fear and prejudice against homosexuality] and heterosexism... (Barry, 1995, p.140).

Lesbian/gay studies thus attempts to foreground social and political issues concerning queer people, and the marginalization of queer persons who find themselves in an 'oppositional' stance vis-à-vis mainstream society, due to existing prejudices and hostility towards them. While in recent years, the term 'queer' has been chiefly associated with lesbian and gay subjects, the scope of the term extends to issues such as cross-dressing, hermaphroditism, gender ambiguity, gender-corrective surgery, intersex persons, gender queer, and non-conforming and transgender persons as well.

The term 'queer theory' was coined by Teresa de Lauretis; several writers such as Eve Kosofsky Sedgwick, Judith Butler, Adrienne Rich and Diana Fuss have positioned the queer and queer theory in the light of culturally marginal sexual self-identifications. Michel Foucault's *The History of Sexuality*, published in 1980, has been a significant text for the study of alternative sexualities. This does not mean that these writers and their work are not contested; they have, however, been responsible for laying out a theoretical and analytical framework of queer and gender theories. It was in the year 1869 that the term 'homosexuality' appeared in print for the first time in a German pamphlet written by Karl-Maria Kertbeny (1824- 1882). In 1886 with the Criminal Law Amendment Act (1885), sexual relations between men (not women) were given Royal Assent by Queen Victoria. And further, it was in 1892 that the word 'bisexual', in its current sense, was used in Charles Gilbert Chaddock's translation of Kraft-Ebing's *Psychopathia Sexualis*. In the next section, we shall look at the extent to which laws and legacies regarding homosexuality have impacted our current understanding and acceptance of these terms.

PERSECUTION, LITERATURE AND QUEER THEORY

It is important to note that a text on homosexual sexuality and homosocial or homoerotic desire does not necessarily presuppose that the author is homosexual. Neither does queer theory claim that a homosexual artist produces texts depicting only homosexual or homosocial desire. Further, a text or writer might not have explicit descriptions about homoerotic desire, yet the context could be under the purview of queer theory. In this section, you will understand how writers have used gay and lesbian themes in literary works and how the literary texts produced in different centuries have depicted the socio-cultural realities of queer lives.

Religious scriptures such as in Christianity, Islam as well as Hinduism have only a few passages which condemn homosexuality directly or indirectly. These have become the genesis of homophobia in many countries. In most cases, interpretations of these passages have given rise to, and influenced, homosexual persecution and homosexual hatred along with ridicule, exclusion, and attempts to change behaviour to imprisonment and even execution. Earlier we have seen that with the rise of royal

supremacy in England with King Henry VIII's break with the Catholic Church, sodomy, along with several other crimes, gradually became a crime against the crown rather than against the religious institution. Tolerating the queer identity or behaviour, thus, is subject to change and the condemnation or trial of several influential people provides a backdrop to literature as well. In this section we shall see how homoerotic and homosexual themes have been of use in investigating past and present sexualities. Before we start looking at a few instances from literary and cultural texts, it is important to note that the marginalization of queer literature by the mainstream canon has led to the formation of an alternative canon. Further, gay and lesbian writers have been unable to express their feelings/sexualities owing to the nature of societal pressure and cultural norms of the 'perceived' heterosexual society and audience. Both politically and culturally, the gay and lesbian population has been non-mainstream and has been marginalized throughout the ages. Socially, the everyday harassment remains central to queer life and literature. Hence, declaring one's sexual preferences—in other words "coming out of the closet"—has accelerated the freedom struggle of the queer population and has helped the gay and lesbian population to find its voice in a society that has perceived any form of non-heterosexual sex as a threat.

COURSE FILE

Name of Faculty: Dr. Bhat Iqball Majeed

Name of Course: Field Work Practicum

Course Code:

Semester: M.A. Social Work Semester III

Academic Year: 2023-24

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

Lecture No	Topics Covered	Status
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 IV

Academic Year: 2023-24

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

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Course Design:

4. Induction to field work

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Community profile

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Lesson Plan

Lecture No	Topics Covered	Status
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7	Orientation to Log Sheet and Record Maintenance	Achieved
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14	Engagement in Field Settings: Concept and Importance	Achieved
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Learning Material

Engagement in Field Settings: Concept and Importance

1. Introduction

Engagement in field settings is a core component of social work practice and training. It refers to the process of entering, interacting, and building a professional relationship with individuals, groups, or communities in their natural environment. Field engagement is the foundation of social work practice because it helps the social worker understand real-life situations, social problems, and the lived experiences of people.

In social work education, field engagement bridges the gap between theoretical knowledge and practical application. It enables students and practitioners to develop skills in observation, communication, empathy, and intervention.

2. Concept of Engagement in Field Settings

Engagement in field settings means the initial and continuous process of establishing contact and relationship with clients, communities, or organizations for the purpose of understanding and helping them.

It includes:

- Entry into the community or institution
- Building trust and rapport
- Understanding social reality
- Active participation in field activities
- Maintaining professional relationships

Engagement is not a one-time activity but a continuous interactive process between the social worker and the field setting.

3. Objectives of Field Engagement

- To understand the social environment and real-life problems
- To develop rapport with individuals and communities
- To apply theoretical knowledge in practical situations
- To identify needs, issues, and resources
- To build professional social work skills

4. Phases of Engagement in Field Settings

1. Entry Phase

- First contact with the community or agency
- Introduction and orientation
- Permission and acceptance from stakeholders

2. Rapport Building Phase

- Developing trust and understanding
- Active listening and communication
- Respecting cultural and social norms

3. Exploration Phase

- Observing and studying the community
- Identifying problems and strengths
- Collecting information

4. Intervention Phase

- Planning and implementing activities
- Providing services or support
- Working with individuals/groups

5. Exit Phase

- Gradual withdrawal
- Ensuring continuity of services
- Maintaining ethical closure

5. Importance of Engagement in Field Settings

1. Link between Theory and Practice

Field engagement helps students apply classroom knowledge in real-life situations.

2. Understanding Social Reality

It provides direct exposure to social issues like poverty, discrimination, and exclusion.

3. Skill Development

Develops essential skills such as:

- Communication
- Observation
- Problem-solving
- Empathy

4. Building Professional Relationships

Helps in developing trust-based relationships with clients and communities.

5. Effective Intervention

Ensures that interventions are based on real needs rather than assumptions.

6. Community Participation

Encourages participation of people in solving their own problems.

6. Role of Social Worker in Field Engagement

- Acting as a facilitator and enabler
- Maintaining professional ethics
- Respecting dignity and diversity of clients
- Encouraging participation and empowerment
- Coordinating with agencies and stakeholders

7. Challenges in Field Engagement

- Resistance from community members
- Language and cultural barriers
- Lack of trust initially
- Limited resources
- Emotional challenges in dealing with vulnerable groups

8. Ethical Considerations

- Confidentiality of client information
- Respect for dignity and self-determination
- Non-judgmental attitude
- Professional boundaries
- Cultural sensitivity