

## **COURSE FILE**

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

**Name of Course: Psychology for Social Work**

**Course Code: MSOW10002T**

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

**Academic Year: 2021-22**

## Syllabus

*Department of Social Work  
Central University of Jammu*

<b>PSYCHOLOGY FOR SOCIAL WORK</b>	
Course Credits: 04	
Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none"> <li>• Basic concepts and theoretical perspectives in psychology for social work</li> <li>• Psychology perspective of human behavior in cultural context</li> <li>• Application of psychology for social work practice</li> </ul>	
Unit I	<p style="text-align: center;"><b>Human Growth and Development</b></p> <ul style="list-style-type: none"> <li>▪ Relationship between Psychology and Social Work</li> <li>▪ Debates in Psychology – Nature vs Nurture, Stability vs Change, Rationality vs Irrationality</li> <li>▪ Life Span Perspective of Human Development (Jean Piaget, Lawrence Kohlberg, Erik Erickson, Sigmund Freud)</li> </ul>
Unit II	<p style="text-align: center;"><b>Human Personality</b></p> <ul style="list-style-type: none"> <li>▪ Personality: Concept and Types</li> <li>▪ Theories of Personality: Psychoanalytic (Sigmund Freud), Trait (Allport and Cattell), Humanistic (Carl Roger)</li> <li>▪ Motivation</li> <li>▪ Defense Mechanism</li> </ul>
Unit III	<p style="text-align: center;"><b>Cognitive Psychology</b></p> <ul style="list-style-type: none"> <li>▪ Sensation, Attention and Perception</li> <li>▪ Memory and Forgetting</li> <li>▪ Emotions: Concept and Theories</li> <li>▪ Learning and Intelligence (Gardner and Stenberg)</li> </ul>
Unit IV	<p style="text-align: center;"><b>Social Psychology</b></p> <ul style="list-style-type: none"> <li>▪ Prejudices, Biases and Stereotyping</li> <li>▪ Attitude: Nature, Formation and Attitudinal Change</li> <li>▪ Schemas and Attribution</li> <li>▪ Public Opinion</li> </ul>
Unit V	<p style="text-align: center;"><b>Abnormal Psychology</b></p> <ul style="list-style-type: none"> <li>▪ Psychological Disorders: An Introduction</li> <li>▪ Classification</li> <li>▪ Perspective of Abnormality: Biological and Social</li> <li>▪ Stress and Burn-out: Causal Factors and Management</li> </ul>

## Question Paper

DEPARTMENT OF SOCIAL WORK  
CENTRAL UNIVERSITY OF JAMMU  
END SEMESTER EXAMINATION, March 2022

Course No: MSOW10002T  
Course Title: Psychology for Social Work  
Semester 1

Max Marks 100  
Time: 3 hrs

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

1. Resolution of Oedipus complex results in the formation of \_\_\_\_\_
  - a. Ego
  - b. Id
  - c. Super ego
  - d. Personality
2. Overly dependent personality is a result of too little gratification at the \_\_\_\_\_ stage.
  - a. Oral
  - b. Genital
  - c. Phallic
  - d. Latency
3. The theory of collective unconscious is given by \_\_\_\_\_
  - a. Carl Rogers
  - b. Freud
  - c. Skinner
  - d. Carl Jung
4. The translation of physical energy into electrical signals by specialized receptor cells is called \_\_\_\_\_
  - a. Transference
  - b. Transfusion
  - c. Transduction
  - d. None of these
5. \_\_\_\_\_ represents the feminine side of males.
  - a. Anima
  - b. Antima
  - c. Animua
  - d. Antimua
6. A person suffering from \_\_\_\_\_ personality disorder believes that everyone is out to deceive them or take advantage.
  - a. Schizoid
  - b. Paranoid
  - c. Schizotypal
  - d. None of these
7. Recognition of emotion tends to be most closely associated with the \_\_\_\_\_
  - a. Temporal lobe
  - b. Frontal lobe
  - c. Left hemisphere
  - d. Right hemisphere
8. Instances in which perception yields false interpretations of physical reality \_\_\_\_\_

- a. Illusions
- b. Myth
- c. Hallucination
- d. None of these

**9. In early Alzheimer's disease, \_\_\_\_\_ is NOT a common symptom.**

- a. Anomia
- b. Hallucination
- c. Social withdrawal
- d. Anxiety

**10. Lifetime prevalence rate of Obsessive Compulsive Disorder (OCD) is \_\_\_\_\_**

- a. Around 4.5%
- b. Around 1%
- c. Around 2.5%
- d. Less than 1%

**Section B Contains Short Answer Type Analytical Questions of 8 marks related to different Cos  
Total Marks: 8X5=40**

- Q.1. Analyse the Stability vs. Change debate in context of individual behaviour in society.
- Q.2. What is personality? Explain Trait theories of personality with suitable examples.
- Q.3. What are emotions and how are they distinct from feelings? Explain any theory of emotion with example.
- Q.4. Prejudice and bias lead to discrimination and social injustice. critically analyze with examples.
- Q.5. Define Personality Disorders (PD) and discuss characteristics of a person with Obsessive-Compulsive PD.

**Section C: Long Answer Type Descriptive Questions of 20 marks related to different COs  
Total Marks: 20X2=40**

- Q.1. Explain the views of Erikson on Psychosocial Development across the human lifespan with real-life examples.
- Q.2. We are always interested in knowing why others act as they do. In this context, explain Attribution and the various factors associated with it.
- Q.3. Youth are under constant stress in modern societies. Discuss General Adaptation Syndrome (GAS), causal factors of stress, and suggest coping mechanisms for a healthy social life.

## Lesson Plan

<b>Lecture No</b>	<b>Topics Covered</b>	<b>Status</b>
1	Introduction to Psychology for Social Work	Achieved
2	Relationship between Psychology and Social Work	Achieved
3	Debates in Psychology: Nature vs Nurture	Achieved
4	Stability vs Change; Rationality vs Irrationality	Achieved
5	Life Span Development: Overview	Achieved
6	Theories of Development: Jean Piaget	Achieved
7	Theories of Development: Erik Erikson	Achieved
8	Theories of Development: Sigmund Freud and Lawrence Kohlberg	Achieved
9	Personality: Concept and Types	Achieved
10	Psychoanalytic Theory of Personality (Freud)	Achieved
11	Trait Theory (Allport and Cattell)	Achieved
12	Humanistic Theory (Carl Rogers)	Achieved
13	Motivation: Concept and Types	Achieved
14	Defense Mechanisms	Achieved
15	Sensation, Attention and Perception	Achieved
16	Memory and Forgetting	Achieved
17	Emotions: Concept and Theories	Achieved
18	Learning and Intelligence (Gardner and Sternberg)	Achieved
19	Prejudices, Biases and Stereotyping	Achieved
20	Attitude: Nature, Formation and Change	Achieved
21	Schemas and Attribution	Achieved
22	Public Opinion	Achieved
23	Psychological Disorders: Introduction and Classification	Achieved
24	Perspective of Abnormality: Biological and Social	Achieved
25	Stress and Burnout: Causes and Management	Achieved
26	Revision I	Achieved
27	Revision II	Achieved
28	Revision III	Achieved
29	Remedial	Achieved

# Result

Central University of Jammu  
Master Degree Programme Social Work  
अर्धवारिक परीक्षा/Examination held in Mar 2022

S.No	Roll No.	Credits Name	Semester 1				Semester 2				Semester 3				Semester 4				C. Total	GPA								
			CA	MS	ES	TOT	CA	MS	ES	TOT	CA	MS	ES	TOT	CA	MS	ES	TOT										
1	0101121	AMITHA K	25	25	50	100	0	0	200	200	25	25	50	100	25	25	50	100	25	25	50	100	0	0	600	5.17		
2	0201121	ABHIRAM L G S KURLUP	16	12.5	34.5	63	P		120	120	13	13	29	55	P	13	14	29	57	P	16	18	29	63	P		358	5.17
3	0301121	ARATHI VIJAL N P	14	12.5	31.5	58	P		110	110	15.5	13	30	59	P	15	15	34.5	65	P	17	12.5	32	62	P		354	5
4	0501121	Ajmal KP	12.5	12.5	25	50	P		109	109	13	14	28	55	P	14	13	25	52	P	14	12.5	21	48	F		311	4.88
5	0601121	AL ASAH P M	11	14.5	28.5	54	P		105	105	12.5	13	21	35	F	16	14	22.5	43	F	13	18.5	28.5	56	P		311	4.88
6	0901121	AWAB AHMED	15	12.5	26.5	54	P		105	105	12.5	12.5	25	40	F	13	13	16	44	F	17	8	22.5	48	F		311	4.88
7	1001121	DHANA NOUSHAD	13	17	27	57	P		113	113	12	15.5	25	53	P	15	14	25	54	P	15	14.5	25	55	P		332	4.5
8	1101121	FIDHAT	11	14.5	28.5	54	P		108	108	12	13	21	46	F	16	15	17.75	49	F	16	14.5	10.75	41	F		311	4.88
9	1401121	Komal Sharma	12.5	12.5	33	58	P		127	127	14	15.5	28	58	P	17	16	33.75	67	P	17	16.5	33.5	67	P		377	5.67
10	1701121	KM SHILPI SINGH	6	10.5	21	38	P		0	0	1	12.5	NE	NE	F	4	12.5	NE	NE	F	3	8.5	NE	NE	F		311	4.88
11	1801121	KOMAL KATAL	14	14.5	34	62	P		109	109	11	14.5	28.5	54	P	15	16	28	59	P	15	15	25.5	56	P		341	4.67
12	1901121	MUHAMMED ANSHIF K	12.5	12.5	32.5	58	P		107	107	11	14	29	54	P	15	14	25	54	P	14	13.5	33.25	61	P		334	4.33
13	2001121	MOHAMMED ASLEM BIN MAJED	13	12.5	21.5	47	F		117	117	13	14	20.5	48	F	17	16	18.5	48	F	17	12.5	26	56	P		311	4.88
14	2301121	MOHAMMED SALIM	12.5	12.5	28	53	P		101	101	12	13	20.5	46	F	13	12.5	10.5	36	F	12	15	25	52	P		311	4.88
15	2401121	NOOP SABA KHATOON	13	13.5	38.5	67	P		118	118	13	17	34	64	P	16	15	32	63	P	16	14.5	40	71	P		383	5.83
16	2501121	NANDINI N	15	12.5	22	50*	F		103	103	11.5	16	19.75	47	F	13	13	10	36	F	13	18	25	56	P		311	4.88
17	2701121	Neha Kumari	7	13	NE	NE	F		76	76	6	15	NE	NE	F	8	13	NE	NE	F	13.5	NE	NE	NE	F		311	4.88
18	2901121	Pinki Devi	11	14.5	27	53	P		100	100	11	14	21.5	47	F	16	12.5	17.5	46	F	12	13	18.75	44	F		311	4.88
19	3201121	RAVINDER SINGH	13	12.5	21.5	47	F		116	116	14	16	17.25	47	F	16	17	21	53*	F	14	12	26	50	F		311	4.88
20	3301121	RAHNAS K K	13	12	20	45	F		105	105	12	14	11.75	58	P	13	14	19.5	47	F	16	12.5	25	54	P		311	4.88

21	3401121	RISHAB BALI	14	17	31	62	P		110	110	15.5	15	26	55	P	16	15	25	56	P	16	14	28.5	59	P		342	4.67
22	3501121	RAHINA MOHANAN K M	17	14	35.5	67	P		121	121	14	17	32	63	P	15	16	32.5	64	P	17	14	37.5	69	P		384	5.83
23	3601121	P.ASHKA RAJPUT	13.5	11.5	25	50	P		108	108	11	16	25.5	53	P	14	14	17.5	46	F	12	13	25	50	P		311	4.88
24	3701121	SIMRAN DEVI	12	14	25	51	P		105	105	12	15.5	20.5	48	F	14	13	25	52	P	14	13	25	52	P		311	4.88
25	3801121	Shakshi Sharma	11	14.5	27	53	P		110	110	11	14	26	51	P	13	14	25	52	P	14	16.5	27.5	58	P		324	4.57
26	3901121	Shivani Bhatnagar	11	15	25	51	P		104	104	11	14	25	50	P	15	13	22.5	41	F	12	13	21.75	47	F		311	4.88
27	4001121	SHEETAL	15	12	29	56	P		104	104	14.5	15.5	28	58	P	16	14	30.25	60	P	18	16	36.25	70	P		348	5
28	4201121	VISHAL BUSHAN	20	13	29	62	P		122	122	17	14.5	29.5	61	P	16	17	28	61	P	19	12.5	35.5	67	P		374	5.33

सेमेस्टर का चयन करें / Select Semester

प्रोग्राम का चयन करें / Select Programme

परीक्षा आयोजित की / Examination Held in

## Learning Material

### Psychoanalytic Theory of Personality (Sigmund Freud)

#### 1. Introduction

The psychoanalytic theory of personality was developed by **Sigmund Freud**, who is considered the father of psychoanalysis. His theory emphasizes the role of the **unconscious mind**, early childhood experiences, and internal psychological conflicts in shaping human personality. According to Freud, much of human behavior is influenced by unconscious motives, desires, and conflicts that individuals are not aware of.

Freud believed that personality develops through a series of stages and is structured into different components that interact with each other. His theory is widely used in psychology and social work to understand human behavior, especially in relation to mental health and emotional problems.

#### 2. Structure of Personality

Freud divided personality into three parts:

##### 1. Id

- The **primitive and instinctual** part of personality
- Present from birth
- Operates on the **pleasure principle** (seeks immediate gratification)
- Contains basic drives like hunger, sex, and aggression

Example: A child crying immediately when hungry.

##### 2. Ego

- The **rational and realistic** part
- Develops after the id
- Operates on the **reality principle**
- Balances desires of id with reality

Example: Waiting for the right time to eat instead of demanding immediately.

##### 3. Superego

- The **moral component** of personality
- Represents societal values and norms
- Develops through parental guidance

Example: Feeling guilty for doing something wrong.

#### Summary

- Id → Desire
- Ego → Reality
- Superego → Morality

#### 3. Levels of Consciousness

Freud described the mind in three levels:

##### 1. Conscious

- Thoughts we are aware of

##### 2. Preconscious

- Information that can be brought into awareness

##### 3. Unconscious

- Hidden desires, fears, and memories

- Major influence on behavior

Freud compared the mind to an **iceberg**, where the unconscious is the largest hidden part.

#### **4. Psychosexual Stages of Development**

**5. Defense Mechanisms:** Defense mechanisms are **unconscious strategies used by the ego** to reduce anxiety and conflict.

**Common types:**

- **Repression** – Blocking painful thoughts
- **Denial** – Refusing reality
- **Projection** – Attributing one's feelings to others
- **Displacement** – Redirecting emotions
- **Rationalization** – Justifying behavior
- **Regression** – Returning to childish behavior

Example: Blaming others for one's own mistakes (projection).

#### **6. Role of the Unconscious Mind**

Freud emphasized that the unconscious mind:

- Stores repressed memories and desires
- Influences dreams, slips of the tongue, and behavior
- Is revealed through psychoanalysis techniques like free association and dream analysis

#### **7. Importance in Social Work**

Freud's theory helps social workers:

- Understand hidden emotional conflicts
- Analyze behavior beyond surface level
- Deal with trauma, anxiety, and mental disorders
- Use counseling techniques effectively

## **COURSE FILE**

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

**Name of Course: Field Work Practicum**

**Course Code:**

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

**Academic Year: 2021-22**

## 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

### Resource Mapping in Community Settings

Resource mapping in community settings is a participatory method used in social work and community development to identify, locate, and analyze the available resources within a community. These resources may include natural resources such as water, land, forests; physical resources such as schools, hospitals, roads; and human resources such as skilled individuals, community leaders, and organizations. The main purpose of resource mapping is to understand how resources are distributed in a community and how they can be effectively used for development and problem-solving.

In social work practice, resource mapping is usually conducted with the participation of community members to ensure accurate and inclusive information. It helps in identifying both formal resources (government services, institutions) and informal resources (local support networks, traditional systems). This process empowers communities by increasing awareness of their own strengths and available support systems. Resource mapping is often used along with other tools like social mapping and transect walks under Participatory Rural Appraisal (PRA) techniques.

The importance of resource mapping lies in its ability to support planning and decision-making for development programs. It helps social workers and development agencies identify gaps in services, avoid duplication of efforts, and ensure better utilization of resources. It also strengthens community participation and promotes sustainable development by encouraging local ownership of resources and solutions.

#### A. Meaning of Resource Mapping

- A participatory tool used to identify community resources
- Shows location and distribution of resources
- Helps understand community strengths and facilities
- Part of Participatory Rural Appraisal (PRA)

#### B. Types of Resources Identified

##### 1. Natural Resources

- Land
- Water bodies (rivers, ponds, wells)
- Forests
- Minerals

##### 2. Physical Resources

- Schools and colleges
- Hospitals and health centers
- Roads and transportation
- Electricity and infrastructure

##### 3. Human Resources

- Skilled workers
- Teachers, doctors, artisans
- Community leaders
- Youth groups

##### 4. Social Resources

- Self-help groups (SHGs)
- NGOs and community organizations
- Religious institutions

- Informal support networks

### **C. Objectives of Resource Mapping**

- To identify available resources in the community
- To understand resource distribution and accessibility
- To support development planning
- To identify gaps in services
- To strengthen community participation

### **D. Process of Resource Mapping**

- Community engagement and introduction
- Identification of resources by local people
- Drawing of resource map (on paper or ground)
- Discussion and verification of information
- Analysis of resource availability and gaps
- Documentation of findings

### **E. Importance in Social Work Practice**

- Encourages community participation
- Helps in planning development programs
- Identifies underutilized resources
- Supports problem-solving at community level
- Builds awareness and empowerment
- Improves service delivery

### **F. Advantages**

- Simple and cost-effective method
- Promotes local knowledge
- Enhances transparency
- Builds community ownership

### **G. Limitations**

- May be influenced by dominant groups
- Requires skilled facilitation
- May lack detailed quantitative data

## **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: 2021-2022**

## 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:

#### 4. Induction to field work

Orientation Log sheet

GC/C

Report Writing

Ethical standards

Block placement and Rural Camps

Challenges of field practice

#### 5. Engagement within field setting

Rapport building o

Communication Skills

Stakeholders

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

Community profile

Transect walk

Social mapping

Resource mapping

Livelihood analysis

Historicity/ timeline

Stakeholder analysis

### References/Suggested Readings/Weblinks:

6. Morales, A. T. & Sheaffor. B.W. (1995). *Social Work: A Profession of Faces Many*. 7th ed Allyn & Bacon: Boston
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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: Life Skill Education**

**Course Code: USOW00009T**

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

**Academic Year: 2021-22**

## Syllabus

*Department of Social Work  
Central University of Jammu*

<b>LIFE SKILL EDUCATION</b>	
Course Credits: 04	
Maximum Marks: 100	
<b>Objectives</b>	
<ul style="list-style-type: none"> <li>• Provide orientation in life skills</li> <li>• Introduce concepts and approaches of learning through structured games</li> <li>• Impart knowledge of basic life skill for day to day living</li> </ul>	
<b>Unit I</b>	<p style="text-align: center;"><b>Education and Life Skills</b></p> <ul style="list-style-type: none"> <li>▪ Life Skill: Definition and Importance</li> <li>▪ Life Skill: Generic, Problem Specific and Area Specific</li> <li>▪ Pillars of Education: Learning to Know, Learning to Do, Learning to Live Together, Learning to Be</li> <li>▪ Learning throughout Life: Life Skills – Communication Skills, Critical Thinking, Creativity, Empathy</li> </ul>
<b>Unit II</b>	<p style="text-align: center;"><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>▪ Thinking: Nature, Elements of Thought, Types of Thinking, Concept of Formation and Reasoning</li> <li>▪ Creative and Critical Thinking: Definition, Nature and Stages</li> <li>▪ Problem Solving: Definition, Steps in Problem Solving, Factors Influencing Problem Solving</li> <li>▪ Decision Making: Definition, Need, Process and Consequences, Models of Decision Making, Goal Setting</li> </ul>
<b>Unit III</b>	<p style="text-align: center;"><b>Learning about Self</b></p> <ul style="list-style-type: none"> <li>▪ Assessment of Life Skill: Confidence and Self-Esteem, Looking at Self, Knowing Oneself through Self-Esteem, Planning for Personal Growth, Appreciating Individual and Cultural Differences, Goals, Assessing Needs vs Wants, Goal Fixing, Rights and Responsibilities</li> <li>▪ Dealing with Life Situations</li> <li>▪ Avoiding Substance Abuse</li> </ul>
<b>Unit IV</b>	<p style="text-align: center;"><b>Social and Negotiation Skills</b></p> <ul style="list-style-type: none"> <li>▪ Self-Awareness: Definitions, Types of Self, Self-Concept, Body Image, Self-Esteem, Techniques for Self Awareness – Johari Window, SWOT Analysis</li> <li>▪ Empathy: Sympathy, Empathy and Altruism</li> <li>▪ Effective Communication: Definition, Functions, Models and Barriers</li> <li>▪ Interpersonal Relationship: Definition and Factors Affecting Relationships</li> </ul>
<b>Unit V</b>	<p style="text-align: center;"><b>Coping Skills</b></p> <ul style="list-style-type: none"> <li>▪ Coping with Emotions: Definition, Characteristics and Types, Classification - Wheel Model, Two-Dimensional Approach</li> <li>▪ Strategies of Coping</li> <li>▪ Coping with Stress: Definition, Stressors, Sources of Stress, General Adaptive Syndrome Model</li> </ul>

Question Paper

DEPARTMENT OF SOCIAL WORK  
CENTRAL UNIVERSITY OF JAMMU  
END SEMESTER EXAMINATION, DEC 2021

Course No: USOW00009T  
Course Title: Life Skill Education  
Semester 3

Max Marks 100  
Time: 3 hrs

**Section A (5 × 4 = 20 marks)**

**Attempt any Four questions. Each question carries 5 marks.**

- A1. Define life skills and explain their importance in daily life.
- A2. What are the pillars of education? Briefly explain any two.
- A3. Define critical thinking and list its stages.
- A4. What is problem solving? Mention its basic steps.
- A5. Define self-esteem and explain its role in personal growth.

**Section B (5 × 8 = 40 marks)**

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

- B1. Explain the concept of life skills. Differentiate between generic and problem-specific life skills.
- B2. Describe the types of thinking and explain the concept of reasoning and formation.
- B3. Discuss the process of decision making and its consequences.
- B4. Explain self-awareness and discuss techniques such as Johari Window and SWOT analysis.
- B5. Describe coping with stress. Explain stressors and the General Adaptive Syndrome model.

**Section C (2 × 20 = 40 marks)**

**Attempt any Two questions. Each question carries 20 marks.**

- C1. Discuss communication skills in detail. Explain models, functions, and barriers to effective communication.
- C2. Explain the concept of empathy, sympathy, and altruism. Discuss their importance in interpersonal relationships.
- C3. Describe coping skills in detail. Explain coping with emotions, classification, and strategies of coping.

## Lesson Plan

Lecture No	Topics Covered	Status
1	Introduction to Life Skills: Definition and Importance	Achieved
2	Types of Life Skills: Generic, Problem-Specific, Area-Specific	Achieved
3	Pillars of Education: Learning to Know, Do, Live Together, Be	Achieved
4	Life Skills for Daily Living: Communication, Critical Thinking, Creativity	Achieved
5	Empathy and Lifelong Learning Skills	Achieved
6	Thinking Skills: Nature and Elements of Thought	Achieved
7	Types of Thinking and Reasoning	Achieved
8	Creative Thinking: Definition, Nature and Stages	Achieved
9	Critical Thinking: Concept and Application	Achieved
10	Problem Solving: Definition and Steps	Achieved
11	Factors Influencing Problem Solving	Achieved
12	Decision Making: Definition, Need and Process	Achieved
13	Models of Decision Making and Goal Setting	Achieved
14	Self-Concept and Self-Awareness	Achieved
15	Self-Esteem and Confidence Building	Achieved
16	Self-Assessment and Personal Growth Planning	Achieved
17	Understanding Individual and Cultural Differences	Achieved
18	Goals, Needs vs Wants, Rights and Responsibilities	Achieved
19	Dealing with Life Situations	Achieved
20	Avoiding Substance Abuse	Achieved
21	Social Skills: Self-Awareness (Johari Window, SWOT Analysis)	Achieved
22	Empathy, Sympathy and Altruism	Achieved
23	Communication Skills: Definition, Functions, Barriers	Achieved
24	Interpersonal Relationships and Factors Affecting Them	Achieved
25	Coping Skills: Emotions, Types and Characteristics	Achieved
26	Coping Strategies and Emotional Regulation	Achieved
27	Stress: Definition, Sources and Stressors	Achieved
28	Stress Management and General Adaptive Syndrome Model	Achieved
29	Revision I	Achieved
30	Revision II	Achieved
31	Revision III	Achieved
32	Remedial	Achieved

## Learning Material

### Types of Life Skills: Generic, Problem-Specific, Area-Specific

Life skills are abilities that help individuals effectively handle the demands and challenges of everyday life. These skills are broadly classified into three types: generic life skills, problem-specific life skills, and area-specific life skills. Generic life skills are fundamental abilities that are useful in all areas of life regardless of situation. They include skills such as communication, decision-making, critical thinking, empathy, and self-awareness. These skills form the foundation of a person's personality and are universally applicable.

Problem-specific life skills are those that are used to handle particular problems or challenges in life. These skills are not general in nature but are applied when a specific situation arises, such as dealing with stress, managing conflict, or making a difficult decision. They help individuals respond effectively to immediate problems and reduce negative outcomes.

Area-specific life skills refer to skills required in particular domains or areas of life such as education, work, health, or relationships. These skills are specialized and help individuals perform effectively in specific contexts. For example, financial management is an area-specific life skill in managing money, while time management is important in both academic and professional settings. Together, these three types of life skills help individuals lead balanced, successful, and meaningful lives.

#### A. Generic Life Skills

These are basic and universal skills needed in all areas of life.

Key Points:

- Applicable in all situations and environments
- Form the foundation of personality development
- Help in overall personal and social development
- Used in daily life regardless of context

Examples:

- Communication skills
- Critical thinking
- Decision-making
- Problem-solving
- Empathy and self-awareness
- Creativity

Importance:

- Helps in building strong relationships
- Improves adaptability
- Enhances confidence and emotional intelligence

#### B. Problem-Specific Life Skills

These are skills used to handle specific problems or difficult situations.

Key Points:

- Applied only when a problem arises
- Situation-based skills
- Help in managing challenges effectively
- Focus on immediate solutions

Examples:

- Stress management during exams

- Conflict resolution between friends
- Coping with failure or loss
- Anger management
- Crisis decision-making

Importance:

- Reduces emotional distress
- Helps in quick and effective problem-solving
- Prevents escalation of conflicts or issues

### **C. Area-Specific Life Skills**

These skills are required in specific fields or areas of life.

Key Points:

- Related to particular domains (education, work, health, finance)
- Specialized skills
- Improve performance in specific roles
- Often learned through training or experience

Examples:

- Financial management (budgeting, saving)
- Academic skills (note-taking, exam preparation)
- Workplace skills (teamwork, leadership)
- Health skills (personal hygiene, healthy habits)
- Digital literacy (using technology effectively)

Importance:

- Enhances efficiency in specific areas
- Improves career and academic performance
- Helps manage responsibilities better

## **COURSE FILE**

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

**Name of Course: Field Work Practicum**

**Course Code:**

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

**Academic Year: 2021-2022**

## 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:

#### 7. Induction to field work

Orientation Log sheet

GC/C

Report Writing

Ethical standards

Block placement and Rural Camps

Challenges of field practice

#### 8. Engagement within field setting

Rapport building o

Communication Skills

Stakeholders

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

Community profile

Transect walk

Social mapping

Resource mapping

Livelihood analysis

Historicity/ timeline

Stakeholder analysis

### References/Suggested Readings/Weblinks:

11. Morales, A. T. & Sheaffor. B.W. (1995). *Social Work: A Profession of Faces Many*. 7th ed Allyn & Bacon: Boston
12. Pawar M. Hanna. G. & Sheridan R. (2004). *International Social Work Practicum in India*. *Australian Social Work* (57), 3, 223-236.
13. Kadushin, A. (1992). *Supervision in Social Work* (3rd ed). New York, Columbia University Press.
14. Baird, B. N. (1996). *The Internship, Practicum, and Field Placement. Handbook*, Saddle River: NJ, Simon & Schuster.
15. 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

### Transect Walk: Meaning and Application

#### 1. Meaning of Transect Walk

A transect walk is a participatory method used in social work and rural development to study a community by walking along a fixed route while observing and interacting with local people. It is an important tool of Participatory Rural Appraisal that helps in understanding the physical, social, and economic conditions of an area. The main objective of a transect walk is to gather firsthand information about resources, problems, land use patterns, and living conditions, while encouraging community participation. During the process, social workers plan the route, walk through different zones such as residential and agricultural areas, observe features like housing, water sources, and sanitation, and record their findings. A transect diagram is often prepared to represent the observations visually. This method is widely used in community development, rural and urban studies, disaster management, and environmental assessment. It has several advantages, such as being simple, cost-effective, and participatory, though it may be time-consuming and subject to observer bias. Overall, transect walks are valuable for identifying community needs and supporting effective planning and intervention.

#### 2. Objectives of Transect Walk

The main objectives include:

- To understand the geographical and environmental features of a community
- To identify problems and resources
- To gain firsthand information about living conditions
- To promote community participation
- To support planning and development activities

#### 3. Features of Transect Walk

- Conducted along a pre-decided route or line
- Involves community members and local guides
- Based on direct observation and interaction
- Covers different zones (e.g., residential, agricultural, water sources)
- Informal and flexible in nature

#### 4. Process of Conducting a Transect Walk

##### Step 1: Planning

- Select the area or village
- Identify key participants (local leaders, residents)
- Decide the transect route

##### Step 2: Walking the Transect

- Walk through different parts of the community
- Observe land use, housing, infrastructure, and resources
- Interact with people and ask questions

##### Step 3: Observation and Recording

- Take notes on:
  - Types of houses
  - Water sources
  - Sanitation facilities
  - Occupations
  - Environmental conditions

##### Step 4: Diagram Preparation

- Prepare a transect diagram showing:
  - Different zones
  - Resources and problems

#### Step 5: Analysis and Discussion

- Discuss findings with community members
- Identify key issues and possible solutions

#### 5. Applications of Transect Walk

##### A. Community Development

- Identifies local needs and priorities
- Helps in planning development programs

##### B. Rural Development

- Assesses agricultural practices and land use
- Identifies irrigation and resource issues

##### C. Urban Slum Studies

- Understands housing, sanitation, and livelihood conditions

##### D. Disaster Management

- Identifies vulnerable areas and risk zones

##### E. Environmental Assessment

- Studies natural resources and environmental problems

#### 6. Advantages of Transect Walk

- Provides real and direct information
- Encourages community participation
- Simple and low-cost method
- Builds trust with community members
- Helps in quick assessment

#### 7. Limitations of Transect Walk

- Time-consuming
- May miss hidden issues
- Depends on participant cooperation
- Subject to observer bias

#### 8. Role of Social Worker in Transect Walk

- Facilitator and observer
- Builds rapport with community
- Ensures participation
- Records and analyzes data
- Helps in planning interventions

## **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: 2021-2022**

## 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, July 2022**

**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.

# Result

अर्धवार्षिक पाठ्यक्रम - Semester - IV		सत्र (Session) : 2021-22		में आयोजित परीक्षा (Examination held in) : Jul 2022		Programme Social Work																													
S.No.	Roll No.	Credits	Name	CA	MS	ES	TOT	PF	CA	MS	ES	TOT	PF	CA	MS	ES	TOT	PF	CA	MS	ES	TOT	PF	CA	MS	ES	TOT	PF	G.	Total	SGPA				
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4	0401120	0	Anjali Charak	15.5	14.5	32	62	P	27	27	P	6	9.7	15.5	31	P	16	15.5	25	59	P	16	19.5	32.5	68	P	20	13.5	12.5	66			468	6.43	
5	0501120	0	Ankita Verma	12	14.8	27	54	P	30	30	P	5.3	8.4	14.5	28	P	14	12	20.5	48	P	13	11	24	51	P	21	18.5	11.25	71			444	5.99	
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7	1101120	0	Harnet Kaur	13	19.5	28.25	71	P	34	34	P	6.6	9	15.5	31	P	18	17.5	33	69	P	13	16.5	27.5	57	P	20	18	35	73			475	6.64	
8	1401120	0	Iqra Kohli	17.5	19	30	25	67	P	34	34	P	6	9.7	15	31	P	18	17.5	33	69	P	18	17.5	29	65	P	16	16	29.25	61			463	6.21
9	1501120	0	IRSHAD ALI P K	20	18	27.5	66	P	32	32	P	6.6	8.4	13.5	29	P	19	15.5	30.5	65	P	17.5	17.5	36	71	P	16	15	29.25	60			452	5.93	
10	1601120	0	NAZIA QASIM	16.5	15.5	27.5	60	P	26	26	P	5.3	9	13.5	28	P	14	11	25	50	P	12	13	28	50	P	19	16	30.5	66			389	4.5	
11	1901120	0	Neha Janwal	17.5	19.5	32.5	70	P	32	32	P	6	9.7	15.5	31	P	19	17.5	35	72	P	19	20.5	38	78	P	21.5	17.25	19.25	78			485	6.71	
12	2001120	0	Palvi Sharma	17.5	17.5	31.5	69	P	26	26	P	6	9.7	16	32	P	18	20	42.5	81	P	21	18.5	30.5	70	P	21	18	35.5	75			484	6.86	
13	2101120	0	Priva Bhagat	11	16	32.5	60	P	26	26	P	5.3	8.4	15	29	P	14	16.5	13	46	P	17	10.5	25	53	P	22	19	30.5	72			444	5.99	
14	2201120	0	Priva Sharma	14	16	26.5	57	P	30	30	P	5.3	8.4	14.5	28	P	19	13	32	64	P	15.5	14.25	36.5	66	P	22	18	33.75	74			446	6	
15	2301120	0	Prityanka Hazra	18.5	19	31.5	69	P	30	30	P	6.6	9.7	16	32	P	18	18	41	77	P	18	18	36	72	P	23	21.5	41.75	86			508	7.36	
16	2401120	0	Ravneet Kour	19.5	20.5	35	75	P	30	30	P	5.3	9	16	30	P	18	18	38.5	75	P	18	18	39	75	P	22	19.5	40.75	82			497	7.14	
17	2501120	0	RIGZIN YANGDOL	16	18.5	37.5	72	P	32	32	P	6	9.7	16	32	P	17	14	32	64	P	20	17	32.5	70	P	21	19	41.75	82			488	7	
18	2701120	0	RIYAZ HUSSAIN	15	16	28.5	60	P	27	27	P	5.3	9	13.5	28	P	14	12	20.5	47	P	12	13.5	33	59	P	19	14.5	27.25	61			444	5.99	
19	2801120	0	Roopali Gupta	14.5	19	36.25	70	P	30	30	P	6	10.8	17	34	P	18	20	40.5	79	P	18	20	41	79	P	20	17.5	39.75	77			444	5.99	
20	2901120	0	RUFU JAN	15.5	17.5	32.5	66	P	27	27	P	5.3	8.4	14.5	28	P	13	14	40	67	P	12	14.5	34	61	P	19	15.5	37.75	72			442	5.5	

### 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

### Social Defence: Philosophy and Concepts

#### 1. Meaning of Social Defence

Social Defence refers to the **protection of society from crime, deviance, and social problems** through preventive, corrective, and rehabilitative measures. It focuses not only on punishment but also on:

- Prevention of crime
- Treatment of offenders
- Rehabilitation and reintegration into society

#### 2. Objectives of Social Defence

- To protect society from harmful activities
- To prevent crime and delinquency
- To reform and rehabilitate offenders
- To ensure social justice and order
- To reduce recidivism (repeat offences)

**3. Philosophy of Social Defence:** Social Defence is based on humanitarian and reformatory philosophy, not just punishment.

#### Key Philosophical Approaches:

##### (a) Reformatory Approach

- Focuses on changing behavior of offenders
- Believes criminals can be reformed

##### (b) Preventive Approach

- Aims to stop crime before it happens
- Includes awareness, education, and community programs

##### (c) Curative Approach

- Treats causes like poverty, addiction, mental illness

##### (d) Rehabilitative Approach

- Helps offenders reintegrate into society
- Includes vocational training, counseling

#### 4. Basic Concepts of Social Defence

##### (1) Crime and Deviance

- **Crime:** Violation of law
- **Deviance:** Behavior against social norms

##### (2) Juvenile Delinquency

- Involvement of children in criminal activities
- Handled through juvenile justice system, not regular courts

##### (3) Correctional Administration

- System of prisons, probation, parole
- Focus on correction rather than punishment

##### (4) Probation and Parole

- **Probation:** Offender released under supervision without imprisonment
- **Parole:** Early release from prison with conditions

##### (5) Beggary and Vagrancy

- Seen as social problems linked with poverty and neglect

**(6) Substance Abuse**

- Drug and alcohol addiction leading to crime and social issues

**5. Principles of Social Defence**

- Human dignity and rights
- Social justice
- Individualized treatment
- Non-punitive approach
- Community participation

**6. Role of Social Worker in Social Defence**

- Counseling offenders
- Rehabilitation planning
- Working in prisons, juvenile homes
- Community awareness programs
- Advocacy for human rights

**7. Social Defence in India**

- Governed by laws like:
  - Juvenile Justice Act
  - Probation of Offenders Act
  - NDPS Act (for drug abuse)
- Institutions involved:
  - Prisons
  - Juvenile homes
  - Rehabilitation centers

**8. Importance of Social Defence**

- Maintains law and order
- Promotes social harmony
- Helps in crime reduction
- Ensures human rights protection

## **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: 2021-2022**

## Syllabus

**Course: Feld 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:**

**10. Induction to field work**

Orientation Log sheet

GC/C

Report Writing

Ethical standards

Block placement and Rural Camps

Challenges of field practice

**11. Engagement within field setting**

Rapport building o

Communication Skills

Stakeholders

**12. Tools & Techniques of field practice o**

Community profile

Transect walk

Social mapping

Resource mapping

Livelihood analysis

Historicity/ timeline

Stakeholder analysis

**References/Suggested Readings/Weblinks:**

16. Morales, A. T. & Sheaffor. B.W. (1995). *Social Work: A Profession of Faces Many*. 7th ed Allyn & Bacon: Boston
17. Pawar M. Hanna. G. & Sheridan R. (2004). *International Social Work Practicum in India*. *Australian Social Work* (57), 3, 223-236.
18. Kadushin, A. (1992). *Supervision in Social Work* (3rd ed). New York, Columbia University Press.
19. Baird, B. N. (1996). *The Internship, Practicum, and Field Placement. Handbook*, Saddle River: NJ, Simon & Schuster.
20. 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

### Social Mapping: Techniques and Uses

#### 1. Meaning of Social Mapping

Social mapping is a participatory technique used in social work and community development to visually represent the social structure of a community, including households, social groups, and available resources. It is an important tool of Participatory Rural Appraisal that helps in understanding population distribution, social inequalities, and access to services such as water, education, and healthcare. The main objective of social mapping is to identify different sections of the community, especially vulnerable and marginalized groups, and to support effective planning and development. Various techniques of social mapping include participatory mapping, resource mapping, household mapping, thematic mapping, and digital mapping using modern tools like GIS. The process involves preparing the community, drawing the map with local participation, discussing social categories, verifying information, and documenting the findings. Social mapping is widely used in community development, policy planning, resource allocation, and monitoring social changes. Although it is simple, cost-effective, and promotes community participation, it may sometimes lack accuracy and be influenced by bias. Overall, social mapping is a valuable method for understanding community dynamics and ensuring inclusive and effective social interventions.

#### 2. Objectives of Social Mapping

The main objectives include:

- To identify households and population distribution
- To understand social groups and inequalities
- To locate resources and services (schools, water sources, etc.)
- To identify vulnerable and marginalized groups
- To support planning and development programs

#### 3. Features of Social Mapping

- Participatory and community-based
- Visual and easy to understand
- Focuses on social aspects rather than geography
- Includes symbols and local representations
- Encourages group discussion and interaction

#### 4. Techniques of Social Mapping

##### A. Participatory Mapping

- Community members draw the map themselves
- Uses local materials like chalk, sticks, or paper
- Encourages involvement and ownership

##### B. Resource Mapping

- Identifies available resources such as water sources, schools, health centers
- Helps understand resource distribution

##### C. Household Mapping

- Shows location of individual households
- Includes information on family size, caste, income, etc.

##### D. Thematic Mapping

- Focuses on specific issues such as:
  - Poverty
  - Health
  - Education
- Helps analyze particular social problems

### E. Digital Mapping (Modern Technique)

- Uses GIS (Geographic Information Systems) and mobile tools
- Provides accurate and detailed data

## 5. Process of Social Mapping

### Step 1: Preparation

- Select the community
- Build rapport with members
- Gather a group of participants

### Step 2: Mapping Activity

- Ask participants to draw the map
- Mark households, roads, institutions, and resources

### Step 3: Discussion

- Discuss social categories (rich, poor, vulnerable groups)
- Identify key issues and inequalities

### Step 4: Verification

- Cross-check information with community members

### Step 5: Documentation

- Finalize and record the map for analysis and planning

## 6. Uses of Social Mapping

### A. Community Development

- Identifies needs and priorities
- Helps in planning welfare programs

### B. Identifying Vulnerable Groups

- Locates poor, disabled, elderly, and marginalized populations

### C. Resource Allocation

- Ensures fair distribution of services and resources

### D. Policy and Planning

- Assists government and NGOs in decision-making

### E. Monitoring and Evaluation

- Tracks changes in community conditions over time

## 7. Advantages of Social Mapping

- Simple and cost-effective
- Encourages participation and awareness
- Provides visual understanding
- Helps in quick data collection
- Builds trust with the community

## 8. Limitations of Social Mapping

- May lack accuracy
- Depends on participants' knowledge
- Time-consuming in large communities
- Possibility of bias or exclusion

## 9. Role of Social Worker

- Facilitates the mapping process
- Encourages participation
- Ensures inclusion of all groups
- Records and analyzes data
- Uses findings for intervention planning

