

COURSE FILE

Name of Faculty: Dr. Bhat Iqball Majeed

Name of Course: Social Science Concept and Perspectives

Course Code: PGSSWSE009T

Semester: M A Social Work Semester IV

Academic Year: 2022-23

Syllabus

✓ Course Title: Social Science concepts and perspectives

Course Credits: 04

Course Learning Outcomes (CLOs)

1. To acquaint with basic social science concepts and their application in social work practice
2. To develop a critical understanding of social issues
3. To holistically integrate these concepts to social work theory and practice
4. The course will help to grasp and imbibe basic understanding about the society, different social groups and various institutions of the society.
5. The course will instill among the students to critically analyze the various social problems through various approaches.
6. The course will develop an understanding about the culture, traditions and practices and will help them to connect easily while being in the field.

Unit I: Sociological Concepts

- Concepts in Sociology: Society, Culture, Socialization, Social Control, Social Change, Social Groups and Social Construction
- Foundation of Society: Social Structure
- Institutions for Socialization: Family, Marriage, Religion,
- Power and Authority

Unit II: Sociological thoughts

- Positivist Approach (August Comte)
- Functionalist approach (Talcott Parsons)
- Conflict/ Dialectical approach (Karl Marx)

Unit III: Social Stratification

- Understanding Caste
- Ambedkar
- Periyar
- Understanding Gender
- (Bell Hooks, Urmila Pawar)
- Modernity (Dipankar Gupta)

Unit IV: Economic and Political Overview

- State and Nation: Concept and Historical overview
- Understanding Economic System – Capitalism, Socialism, Communism, Mixed Economy
- Overview of Indian Economy: Pre-Globalization and Post-Globalization

Unit V: Social Problems in India

- Genesis of Social Problems
- Discrimination based on Identity (Gender, Caste, Race, Community, Ethnicity)
- Contemporary Issues –
 - Farmer Distress
 - Displacement
 - Unemployment

References/ Suggested Readings/ Web links :

5. Ahuja, R. 2014 Social problems in India.
6. Bakshi, P.M.(2013) The Constitution of India. Universal Law Publishing
7. Basu, D.D. 2013. Introduction to the Constitution of India. Lexisnexis

Question Paper

**Department of Social Work
Central University of Jammu
END Semester Examination, May 2023**

Programme: MA**Course Title: Social Science Concepts and Perspectives****Time Duration: 3 Hours****Semester: 4****Course Code: MSOW10 001T****Maximum Marks: 100****Part A: Attempt all questions. Each question carries 2 Marks**

Q.1 Culture is

- A) Hereditary B) transmitted C) Both A & B D) None of these

Q.2 Social Change is

- A) Directed B) Directionless C) Both A & B D) None of these

Q.3 Functionalist Approach was given by

- A) Karl Marx B) Talcott Parsons C) August Comte D) None of these

Q.4 Positivism believed that

- A) Natural laws can be applied to society B) Natural Laws cannot be applied to society
C) There have to be universal laws for all society D) None of these

Q.5 The term gender was coined by

- A) John money B) Bell Hooks C) Both of these D) None of these

Q.6 Who of the following is associated with Mistaken Modernity

- A) Dipankar Gupta B) M. N. Srinivas C) Yogender Yadav D) None of these

Q.7 The Concept of nation as imagined communities was given by

- A) Benedict Anderson B) August Comte C) Karl Marx D) None of these

Q.8. Globalisation means

- A) Opening of local markets for global trade B) Restricting markets globally C) Both A and B D) None of these

Q.9 Farmer distress is an outcome of

- A) Increased production 1) High costs on production C) Low costs on production D) None of these

Q.10 Underemployment means

- A) People are without job B) People of paid less C) Both A and B D) None of these

PART B: Short Answer Type Analytical Questions of 8 marks related to different COs

Total Marks: 8X5=40

Q. 1. How Power and Authority function in Society?

Q.2. What is the AGIL paradigm created by Talcott Parson?

Q.3. How Bell Hooks explain Gender?

Q.4. How State is controlling your behavior?

Q.5. Why Indian farmers are in distress?

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

Total Marks: 20X2=40

Q.1. What is your opinion on religion role in Social Control?

Q.2. Critically assess the Indian Economy in pre-globalization era?

Q.3. How you assess gender based discrimination in society?

Lesson Plan

Lecture No	Topics Covered	Status
1	Introduction to Sociology and Social Science Concepts	Achieved
2	Concepts in Sociology: Society, Culture, Socialization	Achieved
3	Social Control, Social Change, Social Groups, Social Construction	Achieved
4	Foundation of Society: Social Structure	Achieved
5	Institutions for Socialization: Family, Marriage, Religion	Achieved
6	Power and Authority	Achieved
7	Positivist Approach (August Comte)	Achieved
8	Functionalist Approach (Talcott Parsons)	Achieved
9	Conflict/Dialectical Approach (Karl Marx)	Achieved
10	Understanding Caste and Social Hierarchies	Achieved
11	Ambedkar and Periyar: Contributions to Social Reform	Achieved
12	Understanding Gender (Bell Hooks, Urmila Pawar)	Achieved
13	Modernity and Social Change (Dipankar Gupta)	Achieved
14	State and Nation: Concept and Historical Overview	Achieved
15	Economic Systems: Capitalism, Socialism, Communism, Mixed Economy	Achieved
16	Overview of Indian Economy: Pre-Globalization and Post-Globalization	Achieved
17	Genesis of Social Problems	Achieved
18	Discrimination based on Identity: Gender, Caste, Race, Community, Ethnicity	Achieved
19	Contemporary Issues: Farmer Distress	Achieved
20	Contemporary Issues: Displacement	Achieved
21	Contemporary Issues: Unemployment	Achieved
22	Revision I	Achieved
23	Revision II	Achieved
24	Remedial	Achieved

Learning Material

Socialization

Socialization is a fundamental sociological process through which individuals learn and internalize the norms, values, customs, roles, and behaviors that are accepted and expected in their society. Rather than being born with a fixed set of social understandings, human beings become members of their society through socialization, which teaches them cultural rules and social expectations. It is a lifelong process, beginning in early childhood and continuing throughout a person's life as they move through different social roles and environments.

The core aim of socialization is to help individuals acquire the ability to function effectively as members of society. This involves internalizing socially approved ways of thinking and acting so that a person becomes competent in performing social roles. Without socialization, a person would be unable to interpret social cues or respond in socially appropriate ways, which would make integration into society extremely difficult.

Key Characteristics of Socialization

1. **Lifelong Process:** Socialization doesn't end in childhood. As people encounter new social settings, such as secondary school, college, workplace, marriage, or parenthood — they undergo additional socialization that helps them adapt to these new roles and expectations.
2. **Learned Behavior:** Individuals are not born with ready-made social knowledge. Instead, they acquire this knowledge through interaction with others and exposure to cultural norms and values.
3. **Dynamic and Continuous:** The process changes as society changes. New technologies like digital media, shifts in cultural norms, and global influences continuously shape how socialization occurs.

Types of Socialization

Sociologists identify different forms of socialization that occur at various stages of life:

- **Primary Socialization:** This occurs in early childhood and is the most crucial stage, where a child first learns the basic norms and values of society, mainly through the family.
- **Secondary Socialization:** Happens later in life when people learn appropriate behaviors as members of smaller social units within the larger society, such as schools, workplaces, or religious groups.
- **Adult Socialization:** This takes place as adults adapt to new roles and norms, for example, becoming a spouse, employee, or parent.
- **Re-Socialization:** Refers to the process of discarding former behavior patterns and adopting new ones during significant life changes (e.g., entering the military or converting to another religion).

Agents of Socialization

Socialization is shaped by various social forces called agents of socialization, structures or institutions that influence how we learn social values and behaviors. Common agents include:

Family: The family is the first and most influential agent. It provides the earliest and deepest social experiences that shape language, basic norms, and values. Through family interactions, children learn manners, emotional responses, gender roles, cultural traditions, and expectations about authority and obedience.

School: Schools extend socialization beyond the family and introduce children to formal rules, peer relationships, competition, cooperation, and broader cultural norms. Through classroom interaction, children learn punctuality, respect for authority, teamwork, and societal expectations related to achievement and discipline.

Peer Groups: Peers (friends and classmates) play a major role, especially in adolescence, helping individuals develop social skills, identities, and independence from family norms. Peer groups influence fashion, language, interests, and social attitudes.

Mass Media: Media institutions, television, social media, films, news — are powerful agents today. They spread cultural norms, values, role models, and information on behavior, often shaping public perceptions long before other institutions do.

Importance of Socialization

- **Social Continuity:** Socialization enables cultural patterns to be passed from one generation to the next, ensuring stability and cohesion in society.
- **Identity Formation:** Individuals develop a sense of self and identity through social interactions and feedback from others.
- **Role Performance:** By internalizing societal norms, people learn how to perform social roles, such as student, parent, worker, or citizen effectively.
- **Behavior Shaping:** Socialization shapes attitudes and behaviors that are acceptable in society, helping individuals understand the difference between right and wrong in a cultural context.

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: 2022-2023

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: Diversity and Inclusiveness

Course Code: USOW00009T

Semester: M A Social Work Semester II

Academic Year: 2022-2023

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, May 2022**

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 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

Conceptual Understanding of Social Exclusion

Social exclusion refers to a process through which certain individuals or groups in society are systematically denied access to resources, opportunities, and participation in social, economic, cultural, and political life. It is a multidimensional concept that goes beyond mere poverty and includes the inability to fully participate in society. People who are socially excluded often face barriers in accessing education, employment, healthcare, and decision-making processes. This exclusion is not accidental but is deeply rooted in the structure of society, where power, inequality, and discrimination play a major role.

One of the key features of social exclusion is that it is a process rather than a single event. It occurs over time and can persist across generations, especially in societies where inequality is institutionalized. For example, marginalized communities may continue to face discrimination in education and employment for many years. Social exclusion is also multidimensional, meaning that individuals may experience exclusion in more than one area of life simultaneously. For instance, a person may be economically poor, socially discriminated against, and politically marginalized at the same time.

Key Features of Social Exclusion

1. Process-Based

It is not a one-time event but a continuous social process.

Example: A caste group facing discrimination across generations.

2. Multidimensional

Includes economic, social, cultural, and political exclusion.

A person may be excluded in multiple ways at the same time.

3. Relative Concept

Exclusion is always relative to the dominant group.

What counts as exclusion depends on societal norms.

Forms of Social Exclusion

A. Economic Exclusion

Lack of access to jobs, income, or resources

Example: Unemployment, poverty

B. Social Exclusion

Denial of social participation

Example: Untouchability, stigma

C. Political Exclusion

Lack of participation in decision-making

Example: Marginalized groups not represented

D. Cultural Exclusion

Suppression of identity, language, traditions

Example: Tribal cultures ignored

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: 2022-2023

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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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
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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: Research Methodology and Computer Application

Course Code: MSOW2C004T

Semester: M A Social Work Semester III

Academic Year: 2022-2023

Syllabus

Course Title: Research methodology and Computer Application

Course Credits: 04

Course Learning Outcomes (CLOs)

The course learning outcomes are as follows:

To discern the importance of research in social work

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

To develop analytical and report writing skills

Unit I: Social Work Research

Ethics in Research

Scientific Method: Meaning and Characteristics

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

Types of Research: Quantitative, Qualitative and Mixed Method

Unit II: Scientific Approach to Social Science Research

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

Research Design: Exploratory, Explanatory, Descriptive, Experimental

Sampling: Methods and Importance

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

Unit III: Qualitative Research Methods

Action Research

Methods of Qualitative Research: Ethnography, Case Study, FGD

Grounded Theory

Unit 1V: Statistics and Data Analysis

Measures of Central Tendency and Measures of Dispersion

Correlation and Regression Analysis

Data Analysis, Interpretation and Discussion

Report Writing

Unit V: Computer Applications

Relational Database Management System

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

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

References/Suggested Readings/ Web links:

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



जम्मू केंद्रीय विश्वविद्यालय

Central University of Jammu

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

=====

Question Paper

Course No: PGSSW3C00ST

Max Marks: 100

Course Title: Research Methodology and Computer Applications

Time: 3 hrs

Semester III

Section A

Attempt all questions. Each question carries 1 marks.

(Total Marks: 10)

Q1. What is the name of the conceptual framework in which research is carried out?

- a) Research Design
- b) Research Paradigm
- c) Synopsis of Research
- d) All of these

Q2. Scientific method is based on:

- a) Reason
- b) Logic
- c) Rationality
- d) All of these

Q3. Focus Group Discussion is:

- a) Directional
- b) Random
- c) Directionless
- d) Both b and c

Q4. Which of the following features are considered critical in qualitative research?

- a) Collecting data using standardized tools
- b) Designing sampling with probability techniques
- c) Collecting data with bottom-up empirical evidence
- d) Gathering data with top-down schematic evidence

Q5. Snowball Sampling is:

- a) Probability sampling
- b) Non-probability sampling
- c) Random sampling
- d) Both a and b

Q6. Circle graphs are used to show:

- a) Relationship of one part to another part
- b) How various sections share in the whole
- c) How one whole relates to another whole
- d) Relationship between parts and whole

Q7. If mean is greater than median, the data is:

- a) Right skewed
- b) Left skewed

- c) Cannot say
- d) Symmetrical

Q8. Grounded Theory is a method of:

- a) Qualitative research
- b) Quantitative research
- c) Mixed method research
- d) All of these

Q9. Convenience Sampling is:

- a) Probability sampling
- b) Non-probability sampling
- c) Both a and b
- d) None of these

Q10. Action Research is related to:

- a) Problem solving
- b) Problem understanding
- c) Problem analysis
- d) None of these

Section B

Attempt any Six. Each question carries 15 marks.

(Total Marks: 90)

Q11. What do you understand by the Scientific Method?

Q12. Describe the characteristics of the scientific method.

Q13. What do you mean by: Unit of Analysis, Variable, Construct

Q14. Explain exploratory and experimental research design.

Q15. Distinguish between Qualitative and Quantitative Research.

Q16. Write a short note on ethnography as a type of qualitative research.

Q17. The marks scored by students in three subjects are given below:

- Maths: 30, 14, 13, 15, 11, 11, 27, 18, 22, 5, 1, 17, 20, 9, 7, 4
- English: 12, 18, 36, 42, 0, 26, 15, 17, 20, 9, 7, 4
- Social Science: 22, 37, 14, 28, 36, 0, 0, 6, 5, 8, 9, 24

Calculate: Mean, Median and Mode

Q18. What is correlation and regression analysis? Explain with an example.

Q19. What do you understand by visualization of concepts and findings? Give relevant examples.

Q20. Explain Relational Database Management System (RDBMS).

Lesson Plan

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

Result

जम्मू केन्द्रीय विश्वविद्यालय
Central University of Jammu
Social Work

अर्धवारिक पाठ्यक्रम Semester - III सत्र/Session: 2022-23 में आयोजित परीक्षा/Examination held in Jan 2023

Roll No.	Candidate Name	Semester - III				Semester - III				Semester - III				G. Total	SGPA				
		CA	MS	ES	TOT	CA	MS	ES	TOT	CA	MS	ES	TOT						
1	3001121 AMITHA K.	9	10	10	10	25	25	30	100	25	25	30	100	25	25	30	100	341	4.83
2	3001121 ABHIRAJ S KURUP	12	13	27	52	15	14	23	52	10	18	26	56	19	17.5	31	68	411	6.83
3	3001121 ARKATHI VIDAI N P	12	12	16	30	13	16	19	48	11	16	25	52	17	19	40	78	356	5
4	3001121 Ajmal KP	14	11	28	53	13	15	25	53	14	13	25	54	17.5	16.5	33	67	353	5.17
5	3001121 HAL ASARI P M	11	14	20	45	16	15	25	56	14	17	25	56	17.5	15	30	63	350	5.17
6	3001121 AWAB AHMED	15	11	20	46	12	15	25	52	13	12.5	19.5	45	13.5	15.5	30	59	344	5.17
7	3001121 ANJANA NOUSHAD	12	12	10	34	14	13	19	46	14	12.5	27.25	54	15	13.5	32.5	61	382	5.67
8	3101121 PEDIHA T	13	14	13	40	11	14.5	22.5	58	13	15.5	31	60	16	18	36	70	349	4.83
9	3401121 Komal Sharma	15	16	2	33	13	13.5	26.25	53	10.5	14.5	22.5	58	13.5	12.5	30	58	300	6
10	3101121 KOMAL KATAL	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
11	3001121 MUHAMMED ANSHIF K	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
12	2001121 MOHAMMED ASLEM BIN MAJEED	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
13	3201121 MOHAMMED SALIM	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
14	2401121 INOOR SABA KHATOON	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
15	2501121 NANDINI N	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
16	2001121 Panki Devi	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
17	3201121 AVINDER SINGH	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
18	3301121 BRAHNAS K K	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
19	3401121 HIZAB BALI	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
20	3501121 RAHINA MOHANAN K M	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
21	3601121 RASHIKA RAJPUT	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17

22	3701121 SHABAN DEVI	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
23	3801121 Sakshi Sharma	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
24	3901121 Shivani Bhagat	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
25	4001121 SHREYAL	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17
26	4201121 VISHAL BHUSHAN	13	16	26	55	10.5	14.5	26.25	53	12	17.5	26	56	20.5	16.25	30	67	359	5.17

सेमेस्टर का चयन करें / Select Semester
 प्रोग्राम का चयन करें / Select Programme
 परीक्षा आयोजित की / Examination Held in

III
 Social Work
 Jan 2023

Learning Material

SAMPLING: MEANING AND CONCEPT

MEANING OF SAMPLING

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

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

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

Sampling Units and Population:

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

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

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

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

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

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

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

COURSE FILE

Name of Faculty: Dr. Bhat Iqball Majeed

Name of Course: Field Work Practicum

Course Code:

Semester: M.A. Social Work Semester III

Academic Year: 2022-2023

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

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: Criminology and Correctional Services

Course Code: PGSSWSE009T

Semester: M A Social Work Semester IV

Academic Year: 2022-2023

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 2023**

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



जम्मू केंद्रीय विश्वविद्यालय

Central University of Jammu


परिणाम अधिसूचना सं/ Result Notification No. 1262
Dated : Tuesday, July 18, 2023
Regular

: Social Work

अर्धवार्षिक पाठ्यक्रम/Semester : IV सत्र/Session : 2022-23 में आयोजित परीक्षा/Examination held in : May 2023

1	0101121	AMITHA K	SREEJITH K	FE: 4E011T	---
2	0201121	ABHIRAM L.G.S KURUP	GOPAKUMAR B.R	Passed	477
3	0301121	ARATHI VIJAIN P	VIJAYAKUMAR N P	Passed	483
4	0501121	Ajmal KP	Ashraf KP	Passed	425
5	0601121	AL ASAH P M	ABDURAHIMAN	Passed	366
6	0901121	AWAB AHMED	ABDUL RAUF PE	Passed	419
7	1001121	DHANA NOUSHAD	NOUSHAD	Passed	492
8	1101121	FIDHA T	JALEEL T	Passed	405
9	1401121	Komal Sharma	Gotam Prasad	Passed	499
10	1801121	KOMAL KATAL	TANANTAR SINGH	Passed	477
11	1901121	MUHAMMED ANSHIF K	ABOOBECKER SIDHIQUE	Passed	461
12	2001121	MOHAMMED ASLEM BIN MAJEED	ABDUL MAJEED	Passed	406
13	2301121	MOHAMMED SALIM	MOHAMMEDKUTTY	Passed	427
14	2401121	NOOR SABA KHATOON	KHADIM HUSSAIN MUNSHI	Passed	470
15	2501121	NANDHINI N	NANDHI	Passed	452
16	2901121	Pinki Devi	Shadi Lal	Passed	423
17	3201121	RAVINDER SINGH	JAMEER SINGH	Passed	419
18	3301121	RAHNAS K K	ABDUL NASAR K K	Passed	441
19	3401121	RISHAB BALI	RAJESH BALI	Passed	479
20	3501121	RAHINA MOHANAN K M	MOHANAN K M	Passed	487
21	3601121	RASHIKA RAJPUT	VIJAY SINGH	DE	DE
22	3701121	SIMRAN DEVI	SHAMLAL	DE	DE
23	3901121	Shivani Bhagat	Tarsem Raj	RE: 4E005T	---
24	4001121	SHEETAL	ROMESH KUMAR	Passed	457
25	4201121	VISHAL BHUSHAN	SAT BHUSHAN	Passed	428

Date of Declaration of Result: Tuesday, July 18, 2023


 Controller of Examinations

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 CRIME

1. Introduction

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

2. Classical Theory

Key Thinkers:

- Cesare Beccaria
- Jeremy Bentham

Main Ideas:

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

Focus:

- Punishment should be certain, swift, and proportionate

Criticism: Ignores social and psychological factors

3. Positivist Theory

Key Thinker:

- Cesare Lombroso

Main Ideas:

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

Features:

- Scientific approach
- Study of physical characteristics

Criticism: Overly deterministic, ignores environment

4. Biological Theories

Main Ideas:

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

Suggests some individuals are predisposed to crime

5. Psychological Theories

Key Thinker:

- Sigmund Freud

Main Ideas:

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

Focus on mental processes and personality

6. Sociological Theories

(a) Strain Theory

Key Thinker:

- Robert K. Merton

Main Idea:

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

Leads to frustration → crime

(b) Social Disorganization Theory

Main Idea:

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

(c) Differential Association Theory

Key Thinker:

- Edwin Sutherland

Main Idea:

- Crime is learned behavior
- Learned through interaction with others

(d) Labeling Theory

Key Thinkers:

- Howard Becker

Main Idea:

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

(e) Control Theory

Key Thinker:

- Travis Hirschi

Main Idea:

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

7. Marxist / Conflict Theory

Main Idea:

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

8. Feminist Theory

Main Idea: Crime must be understood in terms of: Gender inequality & Patriarchal structures
Focus on women’s experiences in crime and justice

COURSE FILE

Name of Faculty: Dr. Bhat Iqball Majeed

Name of Course: Field Work Practicum

Course Code:

Semester: M.A. Social Work Semester IV

Academic Year: 2022-2023

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

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