

Course File

2020-2021

Name of Faculty- Dr. Nancy Mengi

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

Name of Course- Child protection Mechanism

Course Code: PGSSW4E005T

Semester- M. A. Social Work I

Academic year- 2020-2021

syllabus

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

Lesson plan

Lecture No.	Topic Covered	Status
Lecture 1	Introduction to Childhood & Concept of Child Rights	Achieved
Lecture 2	UNCRC and Child Rights Framework	Achieved
Lecture 3	Vulnerability and Risk Factors among Children	Achieved
Lecture 4	Types of Child Abuse (Physical, Emotional, Sexual)	Achieved
Lecture 5	Child Labour: Causes and Consequences	Achieved
Lecture 6	Child Trafficking and Exploitation	Achieved
Lecture 7	Gender Discrimination and Girl Child Issues	Achieved
Lecture 8	Overview of Child Protection Laws in India	Achieved
Lecture 9	Juvenile Justice (Care and Protection of Children) Act	Achieved
Lecture 10	POCSO Act and Child Sexual Abuse Laws	Achieved
Lecture 11	Right to Education Act and Child Labour Law	Achieved
Lecture 12	Role of Judiciary and Police in Child Protection	Achieved
Lecture 13	Integrated Child Protection Scheme (ICPS)	Achieved
Lecture 14	Role of Child Welfare Committee (CWC)	Achieved
Lecture 15	Role of Juvenile Justice Board (JJB)	Achieved
Lecture 16	Role of NGOs in Child Protection	Achieved
Lecture 17	Community Participation in Child Protection	Achieved
Lecture 18	Role of Social Worker in Child Protection	Achieved
Lecture 19	Case Management and Intervention Techniques	Achieved
Lecture 20	Counselling Skills for Children	Achieved
Lecture 21	Ethical Issues in Child Protection Practice	Achieved
Lecture 22	Rehabilitation and Reintegration of Children	Achieved
Lecture 23	Case Study Discussion and Analysis	Achieved
Lecture 24	Fieldwork Review and Learning Reflection	Achieved
Lecture 25	Course Revision and Doubt Clearing	Achieved
Lecture 26	Revision in upcoming sessions	Achieved

Learning Material

Childhood in Ancient India- The mythology, legends and classical literature of India deal more with gods and kings than with the common people. As such, very few specific references to the roles of children from the lower strata, or even average groups in society, are available. Significant inference can be drawn, however, from general descriptions and particular episodes features in this literature. The notion of the division of the normal human life span into stages or phases according to age is a part of the Indian tradition. The four stages of life- the celibate, the householders, the anchorite and the ascetic – are well known.

Modern Concept of ‘Child’ and ‘Childhood’ The consolidation of the first wave of nation-states- towards the end of the 19th century Rights of Children established the modern concept of ‘child’ and ‘childhood’. The French historian, Philippe Aries, in his landmark book, ‘Centuries of Childhood’, also claimed that ‘the idea of childhood did not exist at all in earlier times’, as once the child moved from the biological dependence of ‘infancy’ it ‘belonged to adult society’. The idea was developed during the Reformation, with its emphasis on discipline and knowledge of theology, humanities and sciences. It was consolidated during the period of European Enlightenment with the ascendancy of ‘rationality’. Initially restricted to the domain of upper-class childhood, eventually diffused across society and childhood became institutionalised. Lloyd de Maués in ‘The History of Childhood’ argues that childhood was not discovered in the way the Aries suggested. Today historians broadly agree about children and their childhood full of harshness and ill treatment till the Middle Ages.

Constitution of India and the Child in The Constitution of India, which came into force in January 1950, contains comprehensive and far-reaching reforms of childcare and development. These are included both in Part III and Part IV of the Constitution pertaining to ‘Fundamental Rights’ and Directive Principles of State Policy. Some of the major constitutional provisions are given below: Article 15: ... Nothing in this article shall prevent the State from making special provision for women and children. Article 24: ... No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment. Article 39 : ... (e)... the tender age of children are not abused... and not forced by economic necessity to enter avocations unsuited to their age or strength; (f) that children are given opportunity and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood... protected against exploitation and against moral and material abandonment. Article 45 of the Constitution provides that the state shall strive to provide for free education of children below the age of 14 within ten years for the commencement of the Constitution.

Present Legal Framework- In democracy legislations is one of the main weapons to protect weak and vulnerable. Even though appropriate legislation may not necessarily mean that the objectives of the legislation will be achieved, its very existence creates enabling provisions whereby the state can be compelled to act. It is estimated that there are more than 250 federal and state statues under which the child is covered in India.

Attendance

	19	20	21	22	23	24	25	26
Raja	P	P	P	P	P			
Preeti	P	P	P	P	P			
Yogesh	P		P	P	P			
Kajal	P	P		P	P			
Roni	P	P	P	P	P			
Maula	P	P		P	P			
Starzin	P	P	P	P	P			
Yangchar	P		P	P	P			

Result

End Semester Result

Course Name: Child Protection Mechanism
Course Code: PGSSW4E005T
Semester: P.G. Social Work Semester 4 (2019-2021)

S.No	Name	Roll Number	CIA (25 marks)	MID SEM 25 marks	MID SEM+CIA 50 marks	END SEM (50 Marks)	Total 100 marks
1	Minksh Sharma	101119	18.5	18.75	37.25	38	75.25
2	Priya Devi	401119	16	16	32	30	62
3	Priya Bhatti	1301119	19	15.5	34.5	32	66.5
4	Renua Chowdhary	1501119	16	16.5	32.5	30.5	63
5	Arshi Varhas	1601119	15	12.5	27.5	25	52.5
6	Kiranjeet Kour	1801119	17	15.75	32.75	37	69.75
7	Manpreet Kour	2101119	15	13.25	28.25	28	56.25
8	Ramni Sharma	2301119	19	17	36	36.5	72.5
9	Sarla Sharma	2401119	18	18.75	36.75	32	68.75
10	Nalu Chowdhary	2501119	12	15.5	27.5	34	61.5

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Name of Course- Social Justice and Empowerment

COURSE CODE: PGSSW2C009T

Semester- M. A. Social Work II

Academic year- 2020-2021

Syllabus

SOCIAL JUSTICE AND EMPOWERMENT	
Course Credits: 04	
Maximum Marks: 100	
Objectives	
<ul style="list-style-type: none">• To know the concepts of social justice and empowerment• To interpret the context of human rights for various marginal groups• To acquaint with the emergence of rights-based perspective in social work practice	
Unit I	Social Justice <ul style="list-style-type: none">▪ Conceptual understanding of Justice: Liberty, Equity, Impartiality, Fairness▪ Theories of Justice: John Rawls, Robert Nozick, John Stuart Mill▪ Social Justice: Concept, Absolute Justice and Relative Justice, Distributive Justice, Retributive Justice and Restorative Justice
Unit II	Social Justice and Human Rights <ul style="list-style-type: none">▪ Notion and Classification of Rights: Natural, Moral and Legal Rights.▪ Human Rights: Concept and Philosophy and Evolution▪ Understanding Human Rights Declarations, Treaties and Conventions▪ Human Rights and Protection Systems: Roll of Supra National Bodies, National Bodies and Non-Governmental Agencies
Unit III	Social Justice and Gender <ul style="list-style-type: none">▪ Social Construction of Gender, Gender Shaping Institutions,▪ Understanding Patriarchy and Theories of Patriarchy▪ First, Second and Third wave of feminism▪ Liberal Feminism, Radical Feminism, Black Feminism, Existential Feminism▪ The Influence of State on Construction of Gender Identities
Unit IV	Empowerment <ul style="list-style-type: none">▪ Rights-Based Approach: Need for Rights-Based Approach, History, Scope, Analysis, Ethical issues involved▪ Affirmative Action▪ Human Rights Perspective in Social Work Practice: Ethnic Sensitive Practice, Feminist Practice, Child Rights Perspective
Unit V	Justice and Empowerment: Indian context <ul style="list-style-type: none">▪ Human Rights and Marginalized in India: (Children, Women, Minorities, Indigenous Population, Refugees, Dalits, Persons with Disability)▪ Social Work Practice with Victims of Human Rights Violations: Illustration Through Case Studies

Question Paper

Central University of Jammu

Department of Social Work
End Semester Examination
Paper SET 1

Programme: MA Social Work
Course Title: Social Justice and Empowerment
Maximum Marks: 100

Semester: II
Course Code: PGSSW2C009T
Time duration: Three Hours

Section- A

Attempt all Multiple Choice Questions (MCQ). (1.5 X 10 = 15 Marks)

1. The book Theory of Justice is written by
(a) Aristotle (c) Amartya Sen
(b) John Rawls (d) J. S. Mills
2. The name Ministry of Social Justice and Empowerment, Govt was adopted in the year
(a) 1995 (c) 1997
(b) 1996 (d) 1998
3. Fundamental rights are
(a) Natural right (c) Both a & b
(b) Legal right (d) None of the above
4. Amnesty International is
(a) NGO (c) GONGO
(b) INGO (d) None of these
5. Gender is
(a) Social Construct (c) Both a & b
(b) Biological Construct (d) None of these
6. The term patriarchy means
(a) Rule of Mother (c) Rule of Daughter
(b) Rule of Father (d) None of these
7. National Commission for Protection of Child rights is located at
(a) Mumbai (c) Delhi
(b) Kolkata (d) Chennai
8. Universal Declaration of Human Rights, was adopted by the UN General Assembly in
(a) 1947 (c) 1949
(b) 1948 (d) 1950
9. How many types of Disabilities are recognized by law in India?
(a) 17 (c) 21
(b) 19 (d) 23

Lesson plan

Lecture No.	Topic Covered	Status
Lecture 1	Introduction to Social Justice: Concept and Meaning	Achieved
Lecture 2	Philosophical Foundations of Social Justice	Achieved
Lecture 3	Theories of Social Justice (Liberal, Marxist, Rawlsian)	Achieved
Lecture 4	Concept of Human Rights: Evolution and Development	Achieved
Lecture 5	Universal Declaration of Human Rights (UDHR)	Achieved
Lecture 6	Fundamental Rights in Indian Constitution	Achieved
Lecture 7	Directive Principles of State Policy (DPSP)	Achieved
Lecture 8	Relationship between Social Justice and Human Rights	Achieved
Lecture 9	Inequality, Discrimination and Social Exclusion	Achieved
Lecture 10	Caste, Class, Gender and Minority Issues	Achieved
Lecture 11	Social Justice in Indian Context	Achieved
Lecture 12	Concept of Empowerment: Meaning and Types	Achieved
Lecture 13	Women Empowerment and Gender Justice	Achieved
Lecture 14	Child Rights and Protection	Achieved
Lecture 15	Rights of Marginalized Groups (SC/ST/OBC)	Achieved
Lecture 16	Rights of Persons with Disabilities	Achieved
Lecture 17	Role of State in Promoting Social Justice	Achieved
Lecture 18	Role of Civil Society and NGOs	Achieved
Lecture 19	Social Movements and Human Rights	Achieved
Lecture 20	Human Rights Violations: Forms and Causes	Achieved
Lecture 21	National Human Rights Institutions in India	Achieved
Lecture 22	International Human Rights Organizations	Achieved
Lecture 23	Social Work and Human Rights Practice	Achieved
Lecture 24	Advocacy, Lobbying and Policy Practice	Achieved
Lecture 25	Case Studies on Social Justice Issues	Achieved
Lecture 26	Course Revision and Evaluation in Upcoming Sessions	Achieved

Learning Material

Concept of Social Justice- Social justice refers to the fair and equitable distribution of resources, opportunities, and privileges within a society. It focuses on eliminating inequalities based on caste, class, gender, and other social divisions. Thinkers like John Rawls emphasized fairness and equal opportunity, while B. R. Ambedkar highlighted social justice in the Indian context by addressing caste-based discrimination. For social workers, social justice is a core value guiding interventions aimed at reducing marginalization.

Philosophical Foundations of Social Justice- The idea of social justice has roots in various philosophical traditions. Karl Marx focused on class struggle and economic inequality, advocating for redistribution of resources. Liberal thinkers emphasize individual rights and equality before law, while contemporary perspectives integrate rights, dignity, and inclusiveness. Understanding these theories helps students critically analyse social inequalities.

Concept and Evolution of Human Rights- Human rights are basic rights inherent to all human beings regardless of identity. The modern human rights framework evolved after World War II, culminating in the Universal Declaration of Human Rights. These rights include civil, political, economic, social, and cultural rights, forming the foundation of dignity and equality.

Human Rights in Indian Context- In India, human rights are safeguarded through constitutional provisions such as Fundamental Rights and Directive Principles of State Policy. Institutions like the National Human Rights Commission play a crucial role in monitoring violations and promoting awareness. Social workers must understand these frameworks to advocate effectively for vulnerable groups.

Social Inequality and Exclusion- Social inequality arises from unequal distribution of power and resources, leading to exclusion of marginalized groups. Factors such as caste, gender, disability, and poverty create systemic barriers. This topic helps students analyse structural inequalities and understand how exclusion impacts access to education, health, and employment.

Concept of Empowerment- Empowerment is the process through which individuals and communities gain control over their lives and decisions. It includes social, economic, political, and psychological dimensions. Empowerment is central to social work practice as it enables individuals to overcome oppression and achieve self-reliance.

Women and Gender Justice- Gender justice focuses on eliminating discrimination and ensuring equal rights for all genders. Issues like gender-based violence, wage inequality, and limited access to education are central concerns. Policies and programs by institutions such as the Ministry of Social Justice and Empowerment contribute to gender equality and empowerment.

Attendance

Serial No.	NAME	RANK	August					Sept														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Mirakshi Shelke		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
2	Nikhil SV		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
3	Tarun Akhla		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
4	Amisha Choudhary		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
5	Priya Devi		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
6	Vijayta Kashyap		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
7	Shriya Kashyap		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
8	Akanksha Jamwal		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
9	Nikita Anthal		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
10	Poonam Choudhary		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
11	Susabhi Shasna		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
11	Vishakha Rani		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
12	Rajni Shasna		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
13	Priya Bhatt		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
14	Vishavinder		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
15	Renuka Choudhary		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
16	Anmol Manhar		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
17	Anjali Jaiswal		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
18	Jyoti Devi Shasna		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
19	Kiranpreet Kaur		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
20	Deepika Choudhary		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
21	Manpreet Kaur		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
22	Vidushi Shasna		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
23	Suman Shasna		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
24	Sonia Shasna		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
25	Rohit dev Anil Shasna cancelled																					
26	Nishu Choudhary		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
27	Ankit Chitra Khatke																					
28	Khadim Hussain		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
29	Mehmooda		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
30	Tamanna		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
31	Muskaan		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
32	Akshay		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

Result

RESULT MID SEM 2020

Social Justice and Empowerment Semester 1 Mid sem and CIA result							COURSE CODE: PGSSW2C009T
S.No	Name	Roll No	CIA 1 Attendance (5 marks)	CIA 2 W.A. (10 Marks)	CIA 3 e-presentation. (10 Marks)	Mid Sem 25	Total (50 marks)
1	Minalahi Sharma	101119	3.5	8.5	4	15.5	31.5
2	Nithin KV	201119	3	6	5	12.5	26.5
3	Tazeem Akhter	301119	3.5	4	3.5	14	25
4	Vidushi Sharma	2201119	4.5	8	7	18.5	38
5	Suman Sharma	2301119	4	8.5	7	19	38.5
6	Sonia Sharma	2401119	4	4	4	16	28
7	Nishu Chowdhary	2501119	3	2	7	9	21
8	Priya Devi	401119	3	2	5.5	14.5	25
9	Shriya Kashyap	601119	5	2	6.5	15.5	29
10	Akanksha Jamwal	701119	2	2.5	5	10.5	20
11	Poonam Choudhary	901119	2.5	2	7	10.5	22
12	Amisha Chowdhary	2801119	3.5	2	7	12.5	25
13	Surbhi Sharma	1001119	4.5	3	7	16	30.5
14	Rajni Sharma	1101119	3	2	6	5	16
15	Anmol Manhas	1601119	1.5	7.5	5	8.5	22.5
16	Anjali Jasrotia	1701119	4.5	7.5	6.5	13.5	32
17	Khadim Hussain	2701119	3	8.5	7.5	13	32
18	Priya Bharti	1301119	3.5	7	6.5	13	30
19	Renuka Choudhary	1501119	3.5	3	6.5	14.5	27.5
20	Kiranpreet Kour	1901119	4.5	1	4	16.5	26
21	Deepika Choudhary	2001119	4	6	1	18.5	29.5
22	Manpreet Kour	2101119	3.5	2.5	4	17	27
23	Jyoti Devi	1801119	5	7.5	7	16.5	36
24	Tamanna Chowdhary	3001119	4.5	3	7.5	19.5	34.5
25	Muskan Chowdhary	3101119	4.5	8.5	4.5	17	34.5
26	Ankita Sharma	3401119	4	6.5	4	14.5	29
27	Sumati Sharma	3601119	4	3	7	14.5	28.5
28	Rohit Dev	3301119	3.5	8.5	6.5	16	34.5
29	Ashish Sander	3501119	4.5	9	4.5	12.5	30.5

COURSE INCHARGE

Name of Course- Field work practicum

Semester- M. A. Social Work

Academic year- 2020-2021

Syllabus Semester - I

Course Title: Field Work Practicum-I

Course Credits: 08

Course Learning Outcomes (CLOs)

1. Contextualising Field Work With Social Work Profession
2. Exposure subject to various fields settings
3. Understanding and contextualizing cultural, economic and political context of field settings
4. Building skills and techniques (intervention, advocacy, awareness and problem solving)

Course Design

1. Introduction to field work
 - Orientation
 - Log sheet
 - GC/IC
 - Report Writing
 - Ethical standards
 - Block placement and Rural camps
 - Challenges of field practice
2. Engagement within field setting
 1. Rapport building
 - Communication Skills
 - Stakeholders
3. Tools & Techniques of field practice
 - 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
6. Chambers Robert, (1997). *Whose Reality Counts? Putting the First Last*. UK: ITDG Publishing.
7. Chambers Robert, (2017) *Can We Know Better? Reflections for Development*. UK: Practical Action Publishing