

# **Course File**

## **2022-2023**

**Name of Faculty- Dr. Nancy Mengi**

**Head & Associate Professor, Department of Social Work,**

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

**Name of Course- Social Work profession**


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

**Academic year- 2022-23**

**Syllabus**

<b>SOCIAL WORK PROFESSION</b>	
<b>Course Credits: 04</b>	
<b>Maximum Marks: 100</b>	
<b>Objectives</b>	
<ul style="list-style-type: none"><li>• To recapture nature and historical evolution of professional social work</li><li>• To familiarise and internalise philosophy and core values of professional social work</li><li>• To introduce the approaches and areas of professional practice</li><li>• To critically evaluate assumptions, philosophy and ideals</li></ul>	
<b>Unit I</b>	<b>Conceptual Understanding</b>
	<ul style="list-style-type: none"><li>▪ Profession: Concept and Characteristics</li><li>▪ Social Work as Profession: Definition, Objectives, Assumptions and Misconceptions</li><li>▪ Human Rights, Social Justice, , Liberation, Empowerment, Emancipation</li><li>▪ Methods, Process and Levels of Social Work</li></ul>
<b>Unit II</b>	<b>Social Work: Historical Perspective</b>
	<ul style="list-style-type: none"><li>▪ Historical Evolution of Social Work in UK and USA</li><li>▪ Origin and Development of Social Work in India</li><li>▪ Role of Social Reform Movements in India</li><li>▪ Professional Associations of Social Work</li></ul>
<b>Unit III</b>	<b>Philosophy and Values</b>
	<ul style="list-style-type: none"><li>▪ Development of Social Work Practice: Charity to Empowerment</li><li>▪ Principles of Social Work</li><li>▪ Ethics and Values of Social Work</li><li>▪ Social Work Functions</li></ul>
<b>Unit IV</b>	<b>Social Work Practice: Ideologies</b>
	<ul style="list-style-type: none"><li>▪ Gandhian Philosophy</li><li>▪ Anti-Oppressive Social Work</li><li>▪ Radical Social Work</li><li>▪ Rights Perspective</li></ul>
<b>Unit V</b>	<b>Scope of Social Work Practice</b>
	<ul style="list-style-type: none"><li>▪ Evidence Based Practice</li><li>▪ Feminist Practice</li><li>▪ Enhancement of Quality of Life</li><li>▪ Activism and Capacity Building</li></ul>

## Question paper



जम्मू केंद्रीय विश्वविद्यालय  
**Central University of Jammu**  
 रहया-सुचानी (बगला), जिला सांबा - 181143, (जम्मू और कश्मीर)  
 Rahya-Suchani (Bagla), District: Samba - 181143, Jammu (J&K)

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Roll No.

**End Semester Examination**

Programme	MA Social Work	Semester	First
Course Name	Social Work Profession	Course Code	MSOW1C009T
Duration	<b>3 Hours</b>	Credits	<b>04</b>
Maximum Marks	100	Minimum Marks	

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

<b>CO 01</b>	To recapture nature and historical evolution of professional social work
<b>CO 02</b>	To familiarize and internalize philosophy and core values of professional social work
<b>CO 03</b>	To introduce the approaches and areas of professional practice
<b>CO 04</b>	To critically evaluate assumptions, philosophy and ideals

Part A		Total Marks 4X5=20	
Very Short Answer Type Logical Questions of 04 marks related to different Cos			
S. No.	Statement	Levels	CO
1	What is the significance of professional association in social work?	L1	CO1
2	How you will define social work?	L2	CO1
3	What are the functions of social work?	L2	CO1
4	What is IFSW and why its significant to social work?	L1	CO2
5	What role does Ethics play in social work practice?	L4	CO4

Part B		Total Marks 8X5=40	
Short Answer Type Analytical Questions of 8 marks related to different Cos			
6	What are the Attributes of a Profession?	L4	CO3
7	How social work evolved in India?	L5	CO3
8	What is evidence-based practice?	L3	CO3
9	What is the significance of Gandhian philosophy in Social Work?	L4	CO1
10	What is the difference between Primary and Secondary Methods?	L4	CO2

Part C		Total Marks 20X2=40	
Long Answer Type Descriptive Questions of 20 marks related to different Cos (Attempt Any Two)			
11	Is Social Work a Profession?	L5	CO1
12	What is Anti Oppressive Social Work	L5	CO3
13	How to see evolution of social work practice from charity to empowerment?	L5	CO3

## Lesson plan

Lesson No.	Topic Covered	Status
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1	Introduction to Social Work: Meaning, Nature, and Scope	Achieved
2	Historical Development of Social Work in the West	Achieved
3	Development of Social Work in India	Achieved
4	Concept of Social Service, Social Welfare, and Social Reform	Achieved
5	Social Work as a Profession: Characteristics and Debate	Achieved
6	Philosophy of Social Work	Achieved
7	Values and Principles of Social Work	Achieved
8	Code of Ethics in Social Work Practice	Achieved
9	Role and Functions of Social Workers	Achieved
10	Fields of Social Work Practice (Health, Education, Industry)	Achieved
11	Methods of Social Work: Introduction	Achieved
12	Case Work: Concept and Process	Achieved
13	Principles of Case Work	Achieved
14	Group Work: Concept and Objectives	Achieved
15	Group Work Process and Techniques	Achieved
16	Community Organization: Concept and Principles	Achieved
17	Process of Community Organization	Achieved
18	Social Action: Concept and Strategies	Achieved
19	Social Welfare Administration: Meaning and Functions	Achieved
20	Social Work Research: Basics and Importance	Achieved
21	Integrated Approach of Social Work Methods	Achieved
22	Skills in Social Work Practice (Communication, Interviewing)	Achieved
23	Counselling Skills in Social Work	Achieved
24	Professional Self and Use of Self in Social Work	Achieved
25	Relationship Building in Social Work Practice	Achieved
26	Recording and Documentation in Social Work	Achieved
27	Social Work Practice in Different Settings	Achieved
28	NGOs and Their Role in Social Work	Achieved
29	Government and Voluntary Sector Interface	Achieved
30	Social Work and Human Rights	Achieved
31	Social Justice and Empowerment	Achieved
32	Gender Perspectives in Social Work	Achieved
33	Working with Marginalized Groups	Achieved
34	Ethics in Working with Vulnerable Populations	Achieved
35	Contemporary Issues in Social Work	Achieved
36	Globalization and Social Work	Achieved
37	Sustainable Development and Social Work	Achieved
38	Role of International Organizations in Social Work	Achieved
39	Introduction to Field Work Practice	Achieved
40	Field Work Orientation and Guidelines	Achieved
41	Supervision in Social Work	Achieved
42	Challenges in Professional Social Work	Achieved
43	Career Opportunities in Social Work	Achieved
44	Revision and Case Study Discussion	Achieved
45	Final Assessment and Feedback	Achieved

## Learning Material

In the opinion of W.A. Friedlander (1963:4): “Social work” is a professional service based upon scientific knowledge and skill in human relations which assists individuals, alone or in groups, to obtain social and personal satisfaction and independence.”

Boehm (1959:54) in the Curriculum Study sponsored by the Council on Social Work Education expresses the view: “Social work seeks to enhance the social functioning of individuals, singly and in groups, by activities focused upon their social relationship which constitute the interaction between man and his environment. These activities can be grouped into three functions, restoration of impaired capacity, provision of individual and social resources and prevention of social dysfunction.”

Important characteristics of social work as it exists today, particularly in India which has had great social service tradition, are as following:

- 1) Social work is a specialized kind of work.
- 2) This work is performed by persons who are specifically trained to do this work.
- 3) Education/training for social work equips social workers with some specialized kind of scientific knowledge and technical skills and develops among them a democratic and humanitarian outlook and orientation.
- 4) Social Work adopts the required strategy according to the nature of problem it deals with and its root causes which may lie in the personality structure of the person who is facing problem or in the unequalitarian and unjust social system of which he/she is a part.
- 5) Strategy used in social work may introduce changes in the personality structure of person faced with problem and /or bring about transformation in social structure as well as system.
- 6) Social work promotes human and social development, ensures fulfilment of human rights and guarantees performance of social duties – obligations towards family members, people in the community and members of society at large.
- 7) Social worker may accept (and generally he/she does accept) compensation for the work done by him/her either from those who engage him/her or take work from him/her or from those who benefit from his/her work. At times, moved by altruistic considerations a trained social worker may be seen providing services absolutely in an honorary manner. Influence of The Elizabethan Poor Law Though there were similar reform plans advocated in Europe; it is the Poor Law of 1601, sometimes known as 43 Elizabeth, which was most influential in the development of public welfare and social work. There are several important principles in the English Poor Law, which continue to have a dominating influence on welfare legislation four centuries later.
  - 1) The principle of the state’s responsibility for relief is universally adopted and has never been seriously questioned. It is in tune with democratic philosophy as well as with the principle of the separation of church and state.

2) The principle of local responsibility for welfare enunciated in the Poor Law goes back to 1388 and is designed to discourage vagrancy. It stipulates that “sturdy beggars” to return to their birthplaces and there seek relief.

3) A third principle stipulated differential treatment of individuals according to categories: the deserving as against the undeserving poor, children, the aged, and the sick. This principle is based on the theory that certain types of unfortunate people have a greater claim on the community than other types.

4) The Poor Law also delineated family responsibility for aiding dependants. Children, grandchildren, parents, and grandparents were designated as “legally liable” relatives.

The Elizabethan Poor Law was noteworthy and progressive when it was enacted. It has served as the basis for both English and American public welfare.

## **Result**

Table 1

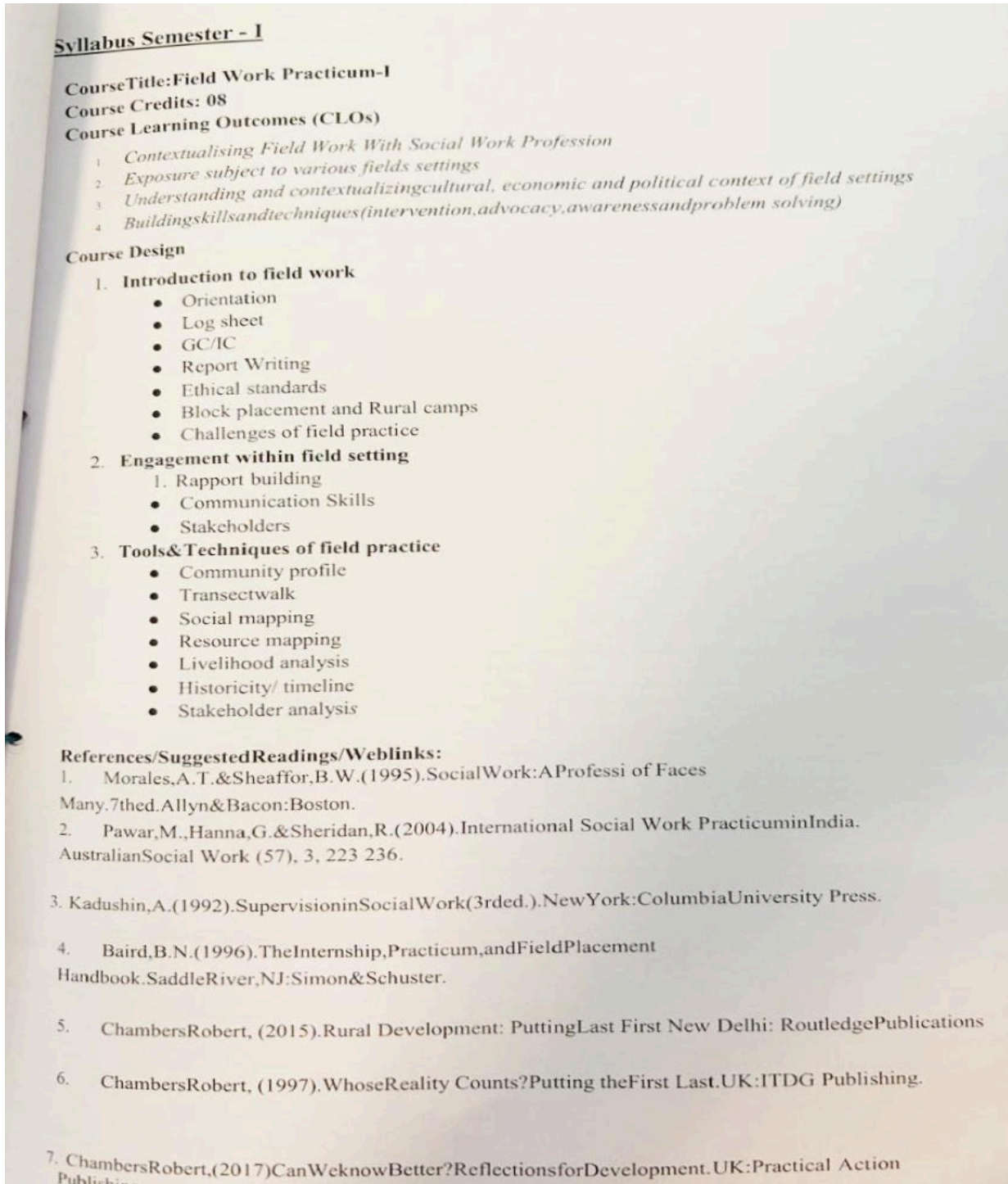
Course : Social Work Profession		Semester I	M.A. Social Work	2023-2025		
NAME	ROLL NO	CIA (weight 15 marks)	Mid Sem 15 Marks	End Sem (45 marks)	Total (75 Marks)	
AMULYA VARMA	22MSOW02	10.8	8.5	22.5	41.8	
GRESHMA SEBASTIAN	22MSOW04	11.2	11	33.75	55.95	
AARON SINGH	22MSOW05	11.2	9.5	29.25	49.95	
SACHIN PARIHAR	22MSOW10	9.4	8.25	22.72	40.37	
SHANIL RAJ K P	22MSOW11	10.4	10	28.35	48.75	
RAJNI SHARMA	22MSOW12	10.8	7.5	24.3	42.6	
DEEPIKA DUBEY	22MSOW13	8.8	9	22.5	40.3	
SANAKSHI DEVI	22MSOW16	9.4	11.25	27.22	47.87	
SHARUN M O	22MSOW19	8	7.5	18.67	34.17	
MAYA M M	22MSOW23	8.8	9.25	22.5	40.55	
MOHD ASHRAF SHEIKH	22MSOW24	11.6	10.5	27	49.1	
CHIRAG PARASHAR	22MSOW25	11.2	3	13.05	27.25	
VIDHI KUMARI	22MSOW26	8.8	13	25.42	47.22	
LATA SHARMA	22MSOW27	8.56	6.5	22.5	37.56	
JATIN SHARMA	22MSOW29	9.2	8.5	27.45	45.15	
ACHAL SHARMA	22MSOW30	8.4	4.5	-	▲	
NEKHA SPOLIA	22MSOW32	11.2	6	30.6	47.8	
KULSUM	22MSOW33	8.4	7.5	9	24.9	
NIHARIKA HANS	22MSOW34	7.8	12.25	28.35	48.4	
MAKHNU DEVI	22MSOW36	6.6	6.75	-	▲	

**Name of Course- Field work practicum**

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

**Academic year- 2022-23**

**Syllabus**



**Name of Course- theory and skills of working with groups**

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

**Academic year- 2022-23**

## Syllabus

<b>THEORY AND SKILLS OF WORKING WITH GROUPS</b>	
<b>Course Credits: 04</b>	
<b>Maximum Marks: 100</b>	
<b>Objectives</b>	
<ul style="list-style-type: none"> <li>▪ To introduce social group work as a method of social work</li> <li>▪ To map the process of group experience and personality development</li> <li>▪ To develop competencies and skills for working with different groups in various practice settings</li> <li>▪ To enable the students to work with group dynamics</li> </ul>	
<b>Unit I</b>	<b>Concept and Formation</b>
	<ul style="list-style-type: none"> <li>▪ Social Groups: Concepts, Definition and Characteristics</li> <li>▪ Social Group Work: Definition, Objectives, Scope, Attributes</li> <li>▪ Types of Groups in Group Work Practice</li> <li>▪ Historical Evolution of Social Group Work</li> </ul>
<b>Unit II</b>	<b>Principle Skills and Techniques</b>
	<ul style="list-style-type: none"> <li>▪ Principles, Skills and Values of Social Group Work</li> <li>▪ Techniques of Group Work: Acceptance, Recognition, Loving, Sharing, Playing, Helping and Limiting</li> <li>▪ Theories of Social Group Work: Psychoanalytical Theory, Learning Theory, System Theory, Conflict Theory And Field Theory</li> </ul>
<b>Unit III</b>	<b>Group Dynamics and Development</b>
	<ul style="list-style-type: none"> <li>▪ Group Dynamics: Group Bonding, Group Conflicts, Confrontation, Apathy and Group Control</li> <li>▪ Dimensions of Group Dynamics: Communication and Interaction, Cohesion, Social Integration and Group Culture</li> <li>▪ Group Development: Meaning and Indicators</li> <li>▪ Stages of Group Development: Tuckman</li> <li>▪ Roles of Social Workers in Different Stages of Group Development</li> </ul>
<b>Unit IV</b>	<b>Group Process</b>
	<ul style="list-style-type: none"> <li>▪ Process of Group Formation</li> <li>▪ Socio-Psychological Factors in Group Formation</li> <li>▪ Leadership and its Development in Group Process</li> <li>▪ Models of Social Group Work Practice: Remedial, Reciprocal, Social Goal Model</li> </ul>
<b>Unit V</b>	<b>Group Work in Diverse Settings</b>
	<ul style="list-style-type: none"> <li>▪ Recording: Importance, Principles Types and Techniques</li> <li>▪ Evaluation and Termination in Social Group Work</li> <li>▪ Group Worker Roles: Enabler, Supporter, Guide, Educator, Resource Person</li> </ul>

## Question Paper

Section A contains 10 MCQs and all are compulsory.  $10 \times 1.5 = 15$   
Section B- 5 questions should be attempted, one from each unit.  $5 \times 8 = 40$   
Section C - Any 3 should be attempted.  $3 \times 15 = 45$

**SECTION A**

- Q1. Which one of the following is a 'secondary group'?
- a) Family  
b) Association  
c) Peer Group  
d) Sports Club
- Q2. The purpose of keeping the group size small is to
- a) know each other  
b) monitor progress  
c) be time bound  
d) accomplish objectives
- Q3. Who among the following helped group work rooted in the social work profession?
- a) Kanopka  
b) Trecker  
c) Cooley  
d) John Mead
- Q4. Rational component of mind which controls the thinking power
- a) Id  
b) Ego  
c) Super ego  
d) Defence Mechanism
- Q5. Arrange in the proper order- 1- Attention, 2- Motivation, 3- Retention, 4- Reproduction
- a) 2,1,3,4  
b) 4,3,2,1  
c) 2,4,1,3  
d) 1,3,4,2
- Q6. Who has authored the book 'Group work: A helping process'
- a) H.B. Trecker  
b) Kanopka  
c) Thrasher  
d) Jane Addams
- Q7. Responsibility for the choice of programme in group work rest with \_\_\_\_\_?
- (a) Group members  
(b) Group Worker  
(c) Members of the group with the help of group worker  
(d) The Agency
- Q8. Select the odd one out- Members cohesion depends on
- (a) prestige  
(b) companionship  
(c) attainment of personal goals  
(d) interpersonal interaction
- Q9. Communication skill includes
- (a) Listening  
(b) Observation  
(c) Remaining objective  
(d) All of the above
- Q10. The relationship in a secondary group is \_\_\_\_\_?
- (a) Personal  
(b) Intimate  
(c) Formal  
(d) Informal

**Lesson plan**

Lesson No.	Topic Covered	Status
1	Introduction to Social Group Work: Concept, Nature, and Scope	Achieved
2	Historical Development of Group Work in Social Work Practice	Achieved

3	Objectives and Importance of Group Work	Achieved
4	Types of Groups: Formal and Informal Groups	Achieved
5	Classification of Groups: Primary, Secondary, Therapeutic, Task Groups	Achieved
6	Principles of Social Group Work	Achieved
7	Values and Ethics in Group Work Practice	Achieved
8	Theoretical Foundations: Overview of Group Work Theories	Achieved
9	Systems Theory in Group Work	Achieved
10	Social Learning Theory in Group Work	Achieved
11	Psychoanalytic Theory and its Relevance to Groups	Achieved
12	Field Theory in Group Dynamics	Achieved
13	Cognitive Behavioural Theory in Group Settings	Achieved
14	Group Dynamics: Concept and Components	Achieved
15	Stages of Group Development (Forming, Storming, Norming, Performing, Adjourning)	Achieved
16	Group Process and Interaction Patterns	Achieved
17	Communication in Groups: Verbal and Non-verbal	Achieved
18	Leadership in Groups: Styles and Functions	Achieved
19	Roles and Status in Groups	Achieved
20	Power and Conflict in Groups	Achieved
21	Decision-Making in Groups	Achieved
22	Group Cohesion and Morale	Achieved
23	Planning and Formation of Groups	Achieved
24	Assessment of Group Needs	Achieved
25	Programme Planning in Group Work	Achieved
26	Skills in Group Work: Facilitation Skills	Achieved
27	Skills in Group Work: Communication Skills	Achieved
28	Skills in Group Work: Observation Skills	Achieved
29	Skills in Group Work: Listening Skills	Achieved
30	Skills in Group Work: Recording and Documentation	Achieved
31	Intervention Techniques in Group Work	Achieved
32	Use of Activities and Programme Media in Groups	Achieved
33	Working with Special Groups: Children	Achieved
34	Working with Youth Groups	Achieved
35	Working with Women Groups	Achieved
36	Working with Elderly Groups	Achieved
37	Working with Marginalized and Vulnerable Groups	Achieved
38	Therapeutic Groups and Support Groups	Achieved
39	Self-Help Groups (SHGs) and Community-Based Groups	Achieved
40	Role of Social Worker in Group Work Practice	Achieved
41	Monitoring and Evaluation in Group Work	Achieved
42	Ethical Issues in Group Work Practice	Achieved
43	Case Studies in Social Group Work	Achieved
44	Field Work Integration and Practical Application	Achieved
45	Revision, Group Discussion, and Assessment	Achieved

## Lesson Plan

### 5 Stages of Group Development

**Stage 1: Forming** In the Forming stage, personal relations are characterized by dependence. Group members rely on safe, patterned behaviour and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and a need to know that the group is safe. They set about gathering impressions and data about the similarities and differences among them and forming preferences for future subgrouping. Rules of behaviour seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided. The major task functions also concern orientation. Members attempt to become oriented to the tasks as well as to one another. Discussion centres around defining the scope of the task, how to approach it, and similar concerns. To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict.

**Stage 2: Storming** The next stage, which Tuckman calls Storming, is characterized by competition and conflict in the personal relations dimension and organization in the task-functions dimension. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals must bend and mold their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are. These reflect conflicts over leadership, structure, power, and authority. There may be wide swings in members' behaviour based on emerging issues of competition and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate. To progress to the next stage, group members must move from a "testing and proving" mentality to a problem-solving mentality.

**Stage 3: Norming** In Tuckman's Norming stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all members' contributions, community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions based on facts presented by other members, and they actively ask questions of one another. Leadership is shared, and cliques dissolve. When members begin to know-and identify with-one another, the level of trust in their personal relations contributes to the development of group cohesion. It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief because of resolving interpersonal conflicts. The major task function of stage three is the data flow between group members: They share feelings and ideas, solicit and give feedback to one another, and explore actions related to the task. Creativity is high. If this stage of data flow and cohesion is attained by the group members, their interactions are characterized by openness and sharing of information on both a personal and task level. They feel good about being part of an effective group.

**Stage 4: Performing** The Performing stage is not reached by all groups. If group members can evolve to stage four, their capacity, range, and depth of personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions. By now, the group should be most productive. Individual members have become self-assuring, and the need for group approval is past. Members are both highly task oriented and highly people oriented. There is unity: group identity is complete, group morale is high, and group loyalty is intense. The task function becomes genuine problem solving, leading toward optimal solutions and optimum group development. There is support for experimentation in solving problems and an emphasis on achievement. The overall goal is productivity through problem solving and work.

**Stage 5: Adjourning** Tuckman's final stage, Adjourning, involves the termination of task behaviours and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension - in effect, a minor crisis. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

**Result**

Student Name	Roll No	CIA(10 marks)	Mid Semester (15 marks)	Major (25 marks)	Total (50 Marks)
A.K Ahmed Safwan	23msow01	7	7.5	7.25	21.75
Abin Sam	23msow02	6	2	5	13
Ajmal P V	23msow03	7	6.5	10.75	24.25
Amana Niswa K.	23msow04	7	6	7.25	20.25
Amna Ikhtlaq	23msow05	8	7.5	13.25	28.75
Azim Malik P	23msow06	8	4.5	5	17.5
Bhavya T	23msow07	8	6	10.25	24.25
Fareeda Zaman	23msow08	9	7.75	10.25	27
Fiza Banoo	23msow09	8	9.5	11	28.5
Kiran Jain	23msow10	9	11	19.75	39.75
Mohammed Sajil T	23msow11		5	15	20
Muhammed Shahin	23msow12	8	5.5	10.75	24.25
Nahna K A	23msow13	6	10	18.5	34.5
Praveen P V	23msow16	9	6	10	25
Rabia Koser	23msow17	4	7	9	20
Sahad S P	23msow18		0	0	0
Sana Fathim	23msow19	8	6.5	10.25	24.75
Shafaque Khan	23msow20	9	2.75	12	23.75
Stanzin Norboo	23msow21	9	11	17.75	37.75
Surumi P	23msow22	6	1.75	7.5	15.25
Thanu Sharma	23msow23	7	5.5	12.75	25.25
Thoufeer Ijjal	23msow24	5	8	10.5	23.5
Christina Rose George	23msow25	9	9	19.25	37.25
Murshida P	23msow26	6	12	17.5	35.5

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**Name of Course- Field work practicum**

## Semester- M. A. Social Work II

Academic year- 2022-23

### Syllabus

Course Title: Field work Practicum-II

Course Credits: 08

Course Learning Outcomes (CLOs)

1. *Identification and prioritizing of social issues in field settings*
2. *Need assessment*
3. *Designing intervention plan*
4. *Execution of plan*

#### Course Design

Identifying the needs problems in the community

- Prioritizing needs (network analysis tool)

**Name of Course- Health and well-being**

## Semester- M. A. Social Work III

Academic year- 2022-23

### Syllabus

<b>HEALTH AND WELL BEING</b>	
<b>Course Credits: 04</b>	
<b>Maximum Marks: 100</b>	
<b>Objectives</b>	
<ul style="list-style-type: none"><li>• To understand the concept of health from social and medical perspective</li><li>• To orient learners to the historical evolution of health sector</li><li>• To understand the change in health care and the contemporary issues</li></ul>	
<b>Unit I</b>	<b>Concept of Health and Well-Being</b> <ul style="list-style-type: none"><li>▪ Health: Concept and Dimensions</li><li>▪ Well-being: Conceptual understanding</li><li>▪ Changing Contours of Health: Community Health, Social Medicine and Public Health</li><li>▪ Understanding Health from the Human Rights perspective</li></ul>
	<b>Evolution in Health Care in India - I</b> <ul style="list-style-type: none"><li>▪ Structuring of Health Care Service System in India: Bhole Committee (1946), Mudliar Committee (1962), Junglwalla Committee (1967), Kartar Singh Comiitee (1973)</li><li>▪ Primary to Selective Health Care: WHO Alma- Ata Declaration and SAP</li><li>▪ Strategic Shift in National Health Policy in India: Critical Understanding</li></ul>
<b>Unit II</b>	<b>Evolution of Health Care in India - II</b> <ul style="list-style-type: none"><li>▪ Evolution of Health Care Service System in India: Public, Private and Charitable</li><li>▪ Integrated Approach to Health and Health Services</li><li>▪ Public vs Private Health Care</li><li>▪ Universal Health Coverage</li><li>▪ Insurance in Health Care – RSBY, PMJAY (Ayushman Bharat)</li></ul>
	<b>Contemporary Issues in Health</b> <ul style="list-style-type: none"><li>▪ Environment Issues and Health</li><li>▪ Media and Health</li><li>• Health Movements and Campaigns</li><li>• Surrogacy, IVF</li><li>• Medical Tourism</li></ul>
<b>Unit III</b>	<b>Social Worker in Health Settings</b> <ul style="list-style-type: none"><li>▪ Role and Specific Skills Required for Medical and Psychiatric Social Work Practice.</li><li>▪ Application of Various Social Work Methods in Hospital Setting</li><li>▪ Scope of Practice: Assessment, Counseling, Crisis, Case Management and Networking for Social Support Strategies</li></ul>

Question Paper

DEPARTMENT OF SOCIAL WORK  
CENTRAL UNIVERSITY OF JAMMU  
END SEMESTER EXAMINATION  
Semester III (Reappear 2023)

Course No.: PGSSW3E011T  
Course Title: Health and Well being

Maximum Marks: 100  
Time: 3 hrs

Section A contains 10 MCQs and all are compulsory.  $10 \times 1.5 = 15$   
Section B contains 10 short answer questions of 8 marks each with internal choice.  
Any 5 should be attempted.  $5 \times 8 = 40$   
Section C contains 5 long answer questions of 15 Marks each. Any 3 should be attempted.  $3 \times 15 = 45$

SECTION A

1. A field of study which is concerned about policy level interventions in the field of health  
(a) Public Health (b) Social Medicine (c) Community Medicine (d) All of the above
2. Identify the public health reformer  
(a) Edwin Chadwick (c) Dorothea Dix  
(b) John Griscom (d) Louis Pasteur
3. The second health policy was released after \_\_\_\_ years from the first one.  
(a) 30 (c) 38  
(b) 36 (d) 40
4. Which committee proposed prohibition on private practice of doctors in government services  
(a) Bhore Committee  
(b) Jungalwalla Committee  
(c) Kartar Singh Committee  
(d) Mudaliar Committee
5. NHP 2017 recommends increase in expenditure on health care. How much does it recommend and by when?  
(a) 1% of GDP by 2025 (c) 2% of GDP by 2030  
(b) 1.5% of GDP by 2025 (d) 2.5% of GDP by 2025
6. Which of the following programmes focuses on construction of toilet facility?  
(a) Rashtriya Swasthya Bima Yojna (c) Swachh Bharat Abhiyan  
(b) Kishori Swasthya Yojna (d) RMNCH+A
7. Select the odd one out- The disease is eradicated from India.  
(a) Leprosy (c) Covid-19  
(b) Plague (d) Polio
8. Which of the following conditions does not comply with laws on Surrogacy  
(a) Proven infertility (c) Couple should not have a surviving child  
(b) Altruistic (d) Commercial
9. Psychiatric Social workers act as bridge between patient and  
(a) doctor (b) paramedical staff (c) community (d) all of the above
10. Bereavement counselling is also referred as

<b>Lesson No.</b>	<b>Topic Covered</b>	<b>Status</b>
1	Introduction to Health and Well-being: Concepts and Dimensions	Achieved
2	Determinants of Health: Social, Economic, Environmental Factors	Achieved
3	Concepts of Physical, Mental, and Social Health	Achieved
4	Models of Health: Biomedical, Social, and Holistic Models	Achieved
5	Public Health: Meaning, Scope, and Importance	Achieved
6	Health Indicators: Mortality, Morbidity, Life Expectancy	Achieved
7	Health Care Delivery System in India	Achieved
8	Primary Health Care and Community Health Approach	Achieved
9	Role of World Health Organization in Global Health	Achieved
10	National Health Policy and Programs in India	Achieved
11	Reproductive and Child Health (RCH) Programs	Achieved
12	Maternal Health: Issues and Interventions	Achieved
13	Child Health and Nutrition	Achieved
14	Adolescent Health Issues and Programs	Achieved
15	Communicable Diseases: Types, Prevention, and Control	Achieved
16	Non-Communicable Diseases (NCDs): Lifestyle Disorders	Achieved
17	HIV/AIDS: Awareness and Prevention	Achieved
18	Tuberculosis: Control Programs in India	Achieved
19	Mental Health: Concepts and Importance	Achieved
20	Common Mental Disorders: Depression, Anxiety	Achieved
21	Stress, Coping Mechanisms, and Well-being	Achieved
22	Substance Abuse and Addiction	Achieved
23	Gender and Health Issues	Achieved
24	Health Issues among Marginalized Groups	Achieved
25	Disability and Rehabilitation	Achieved
26	Environmental Health and Sanitation	Achieved
27	Water, Hygiene, and Sanitation (WASH)	Achieved
28	Nutrition and Balanced Diet	Achieved
29	Lifestyle and Well-being: Yoga, Exercise, and Fitness	Achieved
30	Health Education and Communication Strategies	Achieved
31	Community Participation in Health Programs	Achieved
32	Role of Social Worker in Health Care Settings	Achieved
33	Hospital Social Work: Concepts and Practice	Achieved
34	Counselling in Health Settings	Achieved
35	Palliative Care and End-of-Life Issues	Achieved
36	Health Rights and Ethics in Health Care	Achieved
37	Monitoring and Evaluation of Health Programs	Achieved
38	Case Studies in Health and Well-being	Achieved
39	Field Work Integration and Practical Exposure	Achieved
40	Revision, Discussion, and Assessment	Achieved

### Learning material

“Health is a state of complete physical, mental and social wellbeing and not merely an absence of disease or infirmity and the ability to lead a socially and economically productive life”- WHO (1948)

**Meaning and concept of Health-** Health is universal in nature but all sects of society have their own concept of health according to their culture. The strength of a nation lies in the health of its people. The future of the people in respect to health relies, to a large extent on what is done by the nation to promote, improve and preserve health of its people. Happiness in life largely depends upon condition of our health. In the recent times it has been observed that health has emerged as a fundamental human right. Good health is required to satisfy our basic needs and to live a pleasurable life. It is a global goal to facilitate a healthy life to all people. Earlier it was believed that health is a situation of being ‘hale’. Hale means safe and sound.

In Ayurveda health (Swasthya) is defined as “a well-balanced metabolism, a happy state of being, the senses and mind”.

Swami Vivekanand said, “a weak person who has weak body or weak mind can never be a master of a strong soul”.

Aristotle has also stated that “a sound mind lives in a sound body”

## Result

End Semester Result- Health and Well Being

Semester III

2021-2023 Session

S.No	Name	Roll Number	CIA 25 Marks	Mid Sem 25 marks	End Sem 50 marks	Total 100 marks
1	Amita K	101121	15	14.25	31	60.25
2	Abhirami.G.S.Kurup	201121	11	20.75	37	68.75
3	Arathi Vijai N P	301121	13	15	25	53
4	Ajmal KP	501121	16.5	15	25	56.5
5	Al Asah P M	601121	12.5	12.5	28	53
6	Awab Ahmad	901121	12.5	12.5	25	50
7	Dhana Noushad	1001121	13	14.75	32.5	60.25
8	Fidhat	1101121	10.5	14.5	32.5	57.5
9	Komal Sharma	1401121	7.5	18.5	31	57
10	Komal Katal	1801121	10.5	14.75	27.5	52.75
11	Mohammed Salim	2301121	13	12.5	25	50.5
12	Noor Sabe Khatoon	2401121	7	18	34	59
13	Nandhini N	2501121	9	16.25	25	50.25
14	Pinki Devi	2901121	13.5	11.5	16	41
15	Rahnas.K.K	3301121	14.5	15.5	28	58
16	Rishab Ball	3401121	15.5	17	31	63.5
17	Rahina Mohanan K M	3501121	17.5	14.5	29	61
18	Rashika Rajput	3601121	15	10.25	26	51.25
19	Simran Devi	3701121	11.5	13.5	25	50
20	Shakshi Sharma	3801121	14.5	10.5	33	58
21	Shivani Bhagat	3901121	10	15	20	45
22	Sheetal	4001121	13	14	30.5	57.5
23	Vishal Bhushan	4201121	17	14.5	28	59.5

**Name of Course- Field work practicum**

**Semester- M. A. Social Work III**

**Academic year- 2022-23**

**Syllabus**

Syllabus Semester- III

**Course Title: Field Work Practicum-III**

**Course Credits: 08**

**Course learning outcomes**

The course learning outcomes are as follows:

1. *Develop an understanding of the Organization/Agency/ Institution.*
2. *To develop an understanding of the functioning of an organization in different context.*
3. *Develop an understanding for organization inter action at various levels.*
4. *Building interpersonal and intra-personal skills required for walking in an interdisciplinary team.*

**Course Design**

- Orientation of organizational structure
- Agency profile (Objectives, goals, Vision, Mission)
- Interpersonal and Intrapersonal Skills
- Term plan
- Understanding the functioning and structure of agency
- Understanding engagement in programmes and policies of the agency

**Name of Course- Child Protection Mechanism**

## Semester- M, A, Social Work IV

Academic year- 2022-23

### Syllabus

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

## Question paper

Department of Social Work  
Central University of Jammu  
Final Examination, December 2023

Course Title: Child Protection Mechanism  
Course Code: MSOW30 005T

Time: 3 Hours  
Marks: 100

Section A: Attempt all questions, each question carries 1.5 mark each (10\*1.5 =15)

1. What is the tenure of Juvenile Justice Board?  
a. 5 years    b. 6years    c. 1 year    d. 3 years
2. When did India ratify UNCRC?  
a. 1995    b. 1990    c. 1989    d. 1992
3. What is the minimum punishment for sexual harassment as per POCSO 2019.  
a. 3 years    b. 5 years    c. 7 years    d. 10 years.
4. Which form of JJ Act, talk about the Individual Care Planning of the child  
a. Form 21    b. form 44    c. form 7    d. form 5
5. As per, The Mission Vatshalya 2022, what is the sponsorship amount given to Children in Need of Care and Protection.  
a. 1000    b. 500    c. 4000    d. 2000
6. When did POCSO ACT came into being?  
a. 2000    b. 2012    c. 2015    d. 2019
7. As per Adoption Regulation 2022, maximum age of a couple to adopt a 16-year-old child should be?  
a. 55 years    b. 40 years    c. 50 years    d. 110 years
8. Rule 2c of Child Labour (Prohibition and Regulation) Rules 2017 permits the person aged 14yrs-18yrs to work as an artist for maximum how many hours?  
a. 2 hrs.    b. 8 hrs.    c. 4hrs.    d. 5hrs.
9. Child Marriage (Amendment) Bill, 2021 aims  
a. Increases the minimum age in case of females to 21 years  
b. Increase the minimum age in case of males to 23 years  
c. Equating age for marriage with the age to vote  
d. To provide better opportunities for women's education and improve their health.
10. Medical examination of the child should be done within what period after being found/rescued  
a. 7 days    b. 14 days    c. 12 hours    d 24 hours

## Lesson plan

Lesson No.	Topic Covered	Status
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1	Introduction to Child Protection: Meaning, Scope, and Importance	Achieved
2	Concept of Childhood and Child Development Perspectives	Achieved
3	Child Rights: Meaning, Principles, and Importance	Achieved
4	Constitutional Safeguards for Children in India	Achieved
5	UNICEF and its Role in Child Protection	Achieved
6	United Nations Convention on the Rights of the Child (UNCRC): Key Principles and Provisions	Achieved
7	National Policy for Children and Child Protection Framework	Achieved
8	Forms of Child Abuse: Physical, Emotional, and Sexual	Achieved
9	Child Neglect and Exploitation: Identification and Indicators	Achieved
10	Child Labour: Causes, Impact, and Issues	Achieved
11	Child Labour (Prohibition and Regulation) Act	Achieved
12	Child Trafficking: Causes, Process, and Prevention	Achieved
13	Street Children and Vulnerable Groups	Achieved
14	Children in Conflict with Law: Concepts and Issues	Achieved
15	Juvenile Justice (Care and Protection of Children) Act: Overview	Achieved
16	Child Marriage: Causes, Consequences, and Prevention	Achieved
17	Prohibition of Child Marriage Act	Achieved
18	Child Sexual Abuse: Nature and Impact	Achieved
19	Protection of Children from Sexual Offences Act	Achieved
20	Institutional Care: Observation Homes, Shelter Homes	Achieved
21	Non-Institutional Care: Adoption, Foster Care, Sponsorship	Achieved
22	Central Adoption Resource Authority (CARA) Guidelines	Achieved
23	Child Welfare Committees (CWC): Structure and Role	Achieved
24	Juvenile Justice Boards (JJB): Structure and Functions	Achieved
25	Integrated Child Protection Scheme (ICPS)	Achieved
26	Role of Police and Judiciary in Child Protection	Achieved
27	Role of NGOs and Civil Society	Achieved
28	Role of Social Worker in Child Protection	Achieved
29	Case Management in Child Protection Practice	Achieved
30	Counselling Skills for Children	Achieved
31	Trauma-Informed Care in Child Protection	Achieved
32	Community-Based Child Protection Mechanisms	Achieved
33	School-Based Child Protection Programs	Achieved
34	Child Protection in Disaster and Emergency Situations	Achieved
35	Cyber Safety and Online Protection of Children	Achieved
36	Monitoring and Evaluation of Child Protection Programs	Achieved
37	Ethical Issues in Child Protection Practice	Achieved
38	Gender Perspectives in Child Protection	Achieved
39	Children with Disabilities and Protection Concerns	Achieved
40	Case Studies and Field Work Integration	Achieved

### Learning material

## The National Policy for Children 2013

On April 18th, 2013, the Union Cabinet approved the National Policy for Children to help in the implementation of programmes and schemes for children all over the country. The policy acknowledges the child as an individual and the subject of his/her own development, displays a quiet assurance and sense of purpose. The Policy lays down the guiding principles that must be followed by National, State and Local governments in their actions and initiatives for affecting children.

The Constitution of India guarantees Fundamental Rights to all children in the country and empowers the State to make special provisions for children. The policy lays down the guiding principles that must be respected by national, state and local governments in their actions and initiatives affecting children.

The Policy reaffirms the Government's commitment to the realisation of the rights of all children in the country. It recognizes every person below the age of eighteen years as a child and that childhood is an integral part of life with a value of its own, and a long term, sustainable, multi-sectoral, integrated and inclusive approach is necessary for the harmonious development and protection of children.



**Name of Course- Field work practicum**

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

**Academic year- 2022-23**

**Syllabus**

Course Title: Field Work Practicum- IV

Course Credits: 08

Course Learning Outcomes

The course learning outcomes are as follows:

1. *Developing professional attributes emerge as professional social worker.*
2. *Proposing and developing intervention plan in consultation with Agency/ Organization/ Institutions.*
3. *Learning nuances of managing and execution of Projects.*

**Course Design**

- Project proposal
- Intervention Plan
- Monitoring and evaluation
- Managerial roles and responsibilities
- Liasoning and Networking