

BHARATHIDASAN UNIVERSITY TIRUCHIRAPPALLI

Department of Social Work			
Course Title	Criminal Justice Social Work		
Semester No.	Fourth Semester of MSW	Course Code	CC-15d
Course No.	19	Course Credit	4
<p>Course Objectives</p> <ul style="list-style-type: none"> • To introduce students to issues and challenges in the field of criminology, custodial justice, human rights, corrections, rehabilitation, and community integration • To familiarise students with theoretical understanding of field realities • To guide students to engage in practice-based discourses in the field of CJSW • To guide development of specialised skills and tools for CJSW 			
<p>Suggested Teaching / Learning Methodology</p> <p style="text-align: center;">Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits Invited guest speakers / practitioner - discussion and interaction</p>			
<u>COURSE CONTENTS</u>			
<p>Unit I Correctional policies and laws in India, Correctional ideologies, Correctional Administration in Tamil Nadu, General principles to be observed in case of arrest.</p>			
<p>Unit II Reform initiatives- prison reforms, police reforms, judicial reforms; juvenile justice reforms Historical origins and a critical review of probation, parole and furlough system in India and Tamil Nadu.</p>			
<p>Unit III Critical review of social legislations and mechanisms for implementation-Mental Health Act, DV Act, POCSO, ITPA, RTI, SC/ST Atrocities Act and Forest Rights Act</p>			
<p>Unit IV Criminal Justice Social Work (CJSW): Construction, locale, framework and relevance Contemporary theoretical discourse and models addressing desistance and rehabilitation</p>			
<p>Unit V The Social Conflict Perspective, Welfare and Rights Approach, Developmental Approach Advocacy and Networking - Meaning, Context, Principles, Steps in Advocacy, Working with Criminal Justice and allied systems, Perspectives, frameworks and models of social inclusion</p>			

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Unit - VI - Current Contours (Not for Examination)

Students are expected to evaluate the following act

Anti - Terrorism Legislation, The Preventive Detention (PD) Acts, Maintenance of Internal Security Act (MISA), 1971, COFEPOSA Act 1974, The National Security Act, (NASA) 1980, Terrorist & Disruptive Activities, Prevention Act, (TADA) 1987, Prevention of Terrorism Act (POTA), 2002,

References

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Sengupta, A. (2010). Human Rights and Extreme Poverty. *EPW*, XLV (17), p. 85-93.

Shoom, S. (1972). Authority – One aspect of the correctional worker-client relationship

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Course Outcomes

Upon successful completion of this course, the student should be able to

- Understand the correctional policies and laws in India
- Aware of principles to be observed in case of arrest
- Aware of prison reforms initiatives in India and Tamil Nadu
- Evaluate the social legislations related to correctional settings
- Describe the policies related to correctional administration
- Apply the social work methods and technics in correctional settings
- Skillful in working with criminal justice and allied systems
- Aware of current trends in criminal justice systems

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Department of Social Work			
Course Title	Criminology and Criminal Law		
Semester No.	Third Semester of MSW	Course Code	CC-11d
Course No.	13	Course Credit	4

Course Objectives

- To develop conceptual clarity amongst students about crime in society, its etymology and the debates on the reasons for causation of crime.
- To develop critical awareness about the changing crime patterns in a 'globalised' world and develop their ability to relate them to a 'localised' environment.
- To help students understand the current debates on criminalisation of marginalized groups towards intervention within the socio-legal framework and work towards change.
- To develop a conceptual clarity and understand the legal framework within which the criminal justice system operates and processes citizens, whether as accused or as victims of crimes.
- To gain understanding and knowledge about the salient features of criminal law and practice from a practitioner's viewpoint.
- To understand the legal procedures related to arrest, remand, right to bail, fair trial, legal aid, speedy justice and right to appeal and rights of victims / complainants vis a vis the police, prison and judicial authorities.
- To understand the provisions of special legislations enacted to address organised crime and terrorism from the point of view of protection of rights as citizens.

Suggested Teaching / Learning Methodology

Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field / Observation Visits
Invited guest speakers / practitioner - discussion and interaction

COURSE CONTENTS

Unit I

Criminology, Crime & Deviance: Concepts - Historical perspectives – Nature, origin and scope. Criminal Typology: Adult and Juvenile - Habitual offenders, Professional offenders, and violent offenders. Crime Typology: Crimes against person and property - Conventional Crimes, White Collar Crimes - Organised Crime and Victimless Crime - Cyber Crime, Terrorism

Unit - II

Theories of crime: Theories of causation, Classical and Neo-classical theories , Biological School; Psychological and Psychiatric Foundations; Sociological Theories – Radical and Critical Criminology, Neo-Marxists and Left Realism, Feminist Criminology and Postmodern Criminology

Unit - III

Criminal Justice: Structure of Criminal Justice System in India - Roles of Legislature, Police, Judiciary and prison system in Criminal Justice, Co-operation and co-ordination among the various such systems of Criminal Justice System. Tamil Nadu Prison Rules.

Unit - IV

Introduction to Criminal Laws, Definitions - vices, sin, tort and crime - History of criminal law - Constitution, Indian Penal Code and Indian Evidence Act - Nature and Scope - Doctrine of Actus Reus and Mens Rea, Substantive and Procedural Laws.

Unit - V

Objectives of criminal law, Constitutional basis of criminal law, Rights of accused with special reference to vulnerable sections Salient features of Indian Penal Code, Criminal Procedure Code and basic principles of law of evidence,

Unit - VI - Current Contours (Not for Examination)

Special laws to address organised crime and terrorism, with special focus on rights of citizens, reform of criminal law and systems through case laws and special laws in India and Tamil Nadu

References

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<http://www.jstor.org/stable/4417011>.

Schmid, E. (2009). The Right to a Fair Trial in Times of Terrorism: A Method to Identify the Non-derogable Aspects of Article 14 of the International Covenant on Civil and Political Rights. *Gottingen Journal of International Law*, pp 29-44.

<http://heinonline.org>.

Course Outcomes

Upon successful completion of this course, the student should be able to

- Understand the concept and historical perspectives of crime studies
- Apply the various theories in the criminology
- Understand the structural functioning of the Criminal Justice
- Aware of laws prejudices and its proceedings

BHARATHIDASAN UNIVERSITY TIRUCHIRAPPALLI

Department of Social Work			
Course Title	Human Rights		
Semester No.	Second Semester of MSW	Course Code	EC-1c
Course No.	10	Course Credit	2
Course Objectives <ul style="list-style-type: none">• To sensitize students about the basic concepts of human rights.• To know about the functional aspects of human rights.• To sensitize about the issues of human rights.• To give knowledge about the application of human rights in the field of social work.			
Suggested Teaching / Learning Methodology <p style="text-align: center;">Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Filed / Observation Visits Invited guest speakers / practitioner - discussion and interaction</p>			
<u>COURSE CONTENTS</u>			
Unit – I Human Rights - Meaning, Concept, Classification of rights: Moral rights, Legal rights, Civil rights, political rights and Human rights issues			
Unit - II Human rights concern- The UN Declaration of Human rights, Fundamental rights and duties under the Indian Constitution, Directive Principles of State Policy.			
Unit – III Rights of Vulnerable group: Children rights, Women, aged, victims of caste and communal conflicts, human rights for indigenous people, Rights of people living with disabilities, rights of HIV/AIDS infected persons. Housing rights and rights of prisoners.			
Unit - IV Human rights commission in India: Administrative structure, functions, power, inquiry procedure and steps, investigations. State commissions and human rights courts.			

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Unit - V

Illustrate cases on violation of Human rights. Public interest Litigation (PIL), Legal aid, Protection of Human rights Act 1993

Unit - VI - Current Contours (Not for Examination)

Students are expected to document and critically analyses the day to day human rights issues appeared in daily newspapers and present it in class room seminars

References

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SivagamiParamasivam(1998) Human rights – A Study, Salem, SriramCompputer Prints and Offset

Varma(1980) Reservation, India Law and The Constitution, Allahabad: Chugh

Course Outcomes

Upon successful completion of this course, the student should be able to

- able to know the fundamental rights and UN Declaration of Human rights
- able to know the vulnerable groups
- able to know public interest Litigation (PIL), Legal aid and Protection of Human rights Act

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Department of Social Work			
Course Title	Social Work With Persons with Disabilities		
Semester No.	Second Semester of MSW	Course Code	EC-1a
Course No.	10	Course Credit	2
<p>Course Objectives</p> <ul style="list-style-type: none"> • To orient and sensitize students to various aspects of disability issues in diverse contexts (social, medical, psychological, environmental, legal, economic, gender and political) in their historical and current perspectives. • To develop sensitivity and understanding about the strengths and potentials of persons with disability. • To gain knowledge about various disabilities in terms of causes, types and magnitude, and their impact on the persons with disability and his/her family. • To understand the needs and problems of persons with disabilities and their families across their life span. • To understand the role of the social worker in different settings across the life span of persons with disability. • To orient the students on the schemes implemented by the govt. of India and Tamil Nadu 			
<p>Suggested Teaching / Learning Methodology</p> <p>Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Filed / Observation Visits Invited guest speakers / practitioner - discussion and interaction</p>			
<p><u>COURSE CONTENTS</u></p>			
<p>Unit – I</p> <p>Disability: Definitions, causes, types and magnitude of various disabilities and their impact on persons with disability and their families, Prevention of disabilities at primary, secondary and tertiary levels, Misconceptions and societal attitudes towards persons with disability.</p>			
<p>Unit - II</p> <p>Governmental Measures for the Disabled: Policies, legislations and programmes for the disabled at International, National and Tamil Nadu and the role of facilitating authorities, Role of District Disabled Rehabilitation Office (DDRO).</p>			

Unit – III

Multidisciplinary rehabilitation team and their roles: Process of rehabilitation – early identification, treatment, fitment of aids and appliances, education, vocational rehabilitation and social integration within the family and community. Role of National and International organization in rehabilitation of disable, Role of social worker in different settings such as hospital and treatment centers, home, educational institutions, vocational rehabilitation centers, the community, self- help groups and associations of persons with disability and parents’ associations.

Unit - IV

Impact of disability on persons with disability and their families: reactions of parents, family members and ways of coping. Needs and problems of persons with disability and their families across the life span and social work intervention at each stage.

Unit - V

Intervention strategies at individual, family, group, and community levels: individual level – problem focused, self-help, support groups, assertiveness training, life skills enrichment; family level - family crisis intervention, family centered intervention, parent guidance, parent training, support, self-help groups of parents, siblings; community level – community awareness, education and Community Based Rehabilitation (CBR). DALYS, DALE, QALYS, ICF functionality International classification of functionality and measurement of the functionality

Unit - VI - Current Contours (Not for Examination)

Students are expected to have knowledge on current policies, legislations and programmes implemented by the both central and state governments for the welfare of the persons with disabilities. The functions of National Institutions for PWDs, Commissioner PWDs, Rehabilitation Council of India. Knowledge on National awards by the Govt. of India and Tamil Nadu in the field of Disabilities, National Scholarships for persons with disabilities, etc.

References

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Hegarty Seamus & Mithu Alur, (2002) Education and Children with special needs, sage, London,

Karant, Pratibha & Joe Rozario, (2003) Learning disability in India, Sage, London

Moore, (2005) Researching disability issues, Open University Press, London

Course Outcomes

Upon successful completion of this course, the student should be able to

- Understand the cases types and magnitude of disabilities and their impact on persons with disability and their families
- Aware of preventive measures at primary, secondary and tertiary levels
- Analysis the policies, legislations and programmes for the disabled
- Work with multidisciplinary rehabilitation team for the disabled
- Capable of working with different settings such as hospitals, treatment centers, home, educational institutions, vocational rehabilitation centers, community, etc.
- Understand impact of disability on persons with disability and their families
- Assess the needs and problems of persons with disability and their families
- Skillful in providing intervention at individual, family, group, and community levels

BHARATHIDASAN UNIVERSITY TIRUCHIRAPPALLI

Department of Social Work			
Course Title	Child Right and Juvenile Justice		
Semester No.	Third Semester of MSW	Course Code	CC-12d
Course No.	14	Course Credit	4
Course Objectives <ul style="list-style-type: none">• To orient students to the historical underpinnings and evolution of child rights and to introduce current issues that affect the processing of children's issues (cases) within the juvenile and adult criminal justice systems.• To explore issues of inter-agency coordination between law enforcement agencies, custodial staff and the judiciary towards the protection of child rights.• To understand issues relating to prevention, care and rehabilitation of children in difficult circumstances			
Suggested Teaching / Learning Methodology Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Assignment, Seminar, Group/Mini Project, Field Visits Invited guest speakers / practitioner - discussion and interaction			
<u>COURSE CONTENTS</u>			
Unit I Introduction to child rights, International and national standards and guidelines, Constitutional provisions, Children living on the street – problems, services, special programs for street children. Child Trafficking – Magnitude, Precipitating factors – Prevention, Role of Government, Police, NGOs			
Unit II Demographic characteristics and disadvantaged children: Global and National perspective. Child Labour in India – Genesis, rural and urban working children employed in organized and unorganized sectors, health hazards, working conditions and environment, hours of work, wage, services for working children.			
Unit III Situational analysis of children in India: statistical profile of children in India and Tamil Nadu, child mortality, child malnutrition, disparities and inequalities in education, child protection, children living in urban slums, female infanticide. Children affected by HIV /			

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AIDS – Refugee and displaced children – Child beggars –Abandoned children – Child marriages. Special care of physically and mentally challenged children. – Children with learning disabilities. Status of the girl child in India: amniocentricide, feticide and Female infanticide. Children in conflict with Law – Children in Institutions, children in prisons and children of prisoners.

Unit IV

Policies related to children: From welfare to a rights perspective, Legislations related to children - The Salient features and Critical review of: Bonded Labour System (Abolition) Act, 1976 and Child related offences The Right of Children to Free and Compulsory Education Act, 2009, The Protection of Children from Sexual Offences Act 2012, The Child Labour (Prohibition and Regulation) Amendment Act, 2016

Unit V

Salient features and Critical review of Legislations related to children - Guardians and Wards Act, 1890, Factories Act, 1948 and Child related offenses, Scheduled Castes and Scheduled Tribes Act, 1989 and Child related offenses, Pre-natal Diagnostic Techniques Act, 1994, Prohibition of Child Marriage Act, 2006

Unit - VI - Current Contours (Not for Examination)

Juvenile Delinquency – meaning, nature and causes, Juvenile justice law and system/ organisation – Juvenile Justice (Care and Protection of Children) Act, 2015, After care and community-based rehabilitation, Child line and its effects in India and Tamil Nadu, After care and community-based rehabilitation, Working with adolescents and youth at risk Ethical issues and dilemmas

References

Bazemore, G. & Terry, W.C. (1997). Developing Delinquent Youths: A Reintegrative Model for Rehabilitation and a New Role for the Juvenile Justice System. *Child Welfare*, Vol. 76, No. 5, pp 665-713.

Dabdi, K. (2009). *Small Children Big Dreams*, Delhi: Kalpaz Publications.

Dabir, N. (2008). Children in Conflict with the Law: Need and Scope for Social Work Interventions, *Indian Journal of Social Work*, Vol. 69, No. 1, pp. 95-104.

Daiute, C. (2008). The Rights of Children, the Rights of Nations: Developmental Theory and the Politics of Children's Right, *Journal of Social Issues*, 64(4), pp.701-724.

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HAQ: Centre for Child Rights (2009). Blind Alley, Juvenile Justice in India, New Delhi: HAQ.

Jamdar, S. (1995). Bringing Justice to Juveniles. Economic and Political Weekly, Vol. 30, No. 29, pp. 1833-1835.

Leiber, M. J. and Fox, K. C. (2005). Race and the Impact of Detention on Juvenile Justice Decision Making, Crime and Delinquency, Vol. 51, No. 4, pp. 470-497.

Pandey, S.P. and Singh, Awdhesh Kr. (2006). Women Prisoners and their Dependent Children, New Delhi: Serials Publications.

Satyarthi, K. and Zutshi, Bupinder (eds.) (2006). Globalisation, Development and Child Rights, Delhi: Shipra Publications.

Sen, A. (2007). Children and Human Rights. Indian Journal of Human Development, Vol. 1, No. 2, pp. 235-246.

Singh, K. P. & Nagpal, V. (2006). Juvenile Justice in India. Indian Police Journal, Vol. 52, No. 4, pp. 36-51.

Course Outcomes

Upon successful completion of this course, the student should be able to

- Aware of child rights and guidelines of national and international
- Skillful in applying the policies and legislations related to child welfare
- Analyse the child issues / problems and fact and figure relevance to children
- Know the programmes related to the protection of children

Department of Women Studies
GENDER AND SOCIAL EXCLUSION

Course Code: CC-XI

Credits: 5

Objectives

- To introduce the concept of social exclusion and the political economy of exclusion
- To present the cost and damage associated with social exclusion to the society
- To provide input to the understand social inclusion in gender perspective
- To make the students understand the nature and types of social exclusion and the role of social institutions
- To analyze the nexus of caste, class, gender and social exclusion
- To examine the social inclusive policies needs and various affirmative initiatives taken to ensure for equality and equity

UNIT-I

Meaning of Definition of Social Exclusion, DFID, European Union, World Bank, WHO – Theories of Social Exclusion – Development Vs Social Exclusion

UNIT-II

Conceptualizing social exclusion: Caste, Class, Religion, Race, Language, Gender, State. Market, Media, Region, Health, Sexualities, sexual orientation, LGBTQ Livelihood – Forms of Exclusion, Social Economic, Political and Cultural.

UNIT-III

Social Inclusion in gender Perspective -Land, Property, Social Policy, Programmes, Education, Employment, Representation – Reservation (Women, Children, Differently Abled, SC/ST, Adivasis, Religious minorities, Sexual minorities, and other socially marginalised

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UNIT-IV

Approaches of Social Exclusion: Constitutional – Affirmative Action: International, Nation, State – regional -case studies in regional context

UNIT-V

Field work visits – Slum, Organized sectors – Unorganized sectors court – Grievance Day meeting of Collector, PDJ, SP, RDO, DRO– Council meetings of panchayats, municipalities and GramaSabha Corporations – NGO’s Settlements of socially excluded community- Challenges

UNIT-VI- Current Contour

Women’s Reservation Bill- Acceptance in Loksabha- need for Joint action Committee- Co-operation of the political parties- Women’s questions to be treated as a priority among other inequalities- Survey on the willingness of women to participate in elections, and obstacles.

Course Outcome:

- Students will understand the nature and types of social exclusion across the society and politics of the dominant vs marginalized
- Will gain historical knowledge of social exclusion in gender perspective
- Got exposed to the constitutional provisions and the violations in practice to keep certain amount of inequalities in the society and the political and power relations.
- Able to understand the effects and impact on social exclusion and the social injustice
- To get exposed to the unconstitutional practices in sustaining the inequalities and exclusion and commit to address them as informed citizens.
- Will understand the issues of the workers in unorganized sector and the lobby for providing equal wages and decent working conditions.
- Will get to know the issues related to women’s reservation bill and debate upon
- Gain knowledge about reservation policy and the impact on women, disabled minorities and Dalits
- Gain knowledge about various affirmative initiatives taken to ensure for equality and

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References

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- Vani K. Borooah, (2015) *Caste, Discrimination, and Exclusion in Modern India*, India, Sage
- Thorat Sukhadeo (2014) *Bridging the Social Gap: Perspectives on Dalits Empowerment*, India, Sage
- Baviskar, B S (2009), *Inclusion and Exclusion in Local Governance: Field Studies from Rural India*, New Delhi, Sage
- Chalam K S, (2011) *Economic Reforms and Social Exclusion Impact of Liberalization on Marginalized Groups in India*, **India, Sage**,
- Sukhadeo Thorat and Paul Attewell, *The Legacy of Social Exclusion: A Correspondence Study of Job Discrimination in India*, *Economic and Political Weekly*, Vol. 42, No. 41 (Oct. 13 - 19, 2007), pp. 4141-4145
- Ann Neville, Amartya K. Sen and *Social Exclusion*, *Development in Practice*, Vol. 17, No. 2 (Apr., 2007), pp. 249-255
- Fenella Porter, *Social Exclusion: What's in a Name?* *Development in Practice*, Vol. 10, No. 1 (Feb., 2000), pp. 76-81

BHARATHIDASAN UNIVERSITY TIRUCHIRAPPALLI

Department of Women Studies GENDER AND LEGAL RIGHTS

Course Code: CC-XII

Credits: 5

Objectives

- To provide the understanding of constitutions and legal rights of women / gender in India
- To illustrate the historical context in which the respective laws were enacted and the provisions of both the civil remand and criminal justice
- To provide skills to analyse the laws in a gender perspective.
- To establish the affirmative action given constitutionally to ensure the equality and non-discrimination
- To expose the women only laws and the nature of functioning of such laws.
- To present the recent developments in the legal context and debate upon

UNIT-I

Background and understanding of Constitutional System – Legislative –Executives – Judiciary

UNIT-II

Constitutional Provisions to ensure equality of women, children, SC/St, Religious Minorities, Social Minorities - Differently Abled

UNIT-III

Legal Rights under CRPC- IPC – Personal Laws- Labour Laws

UNIT-IV

National International Women's Rights, Conventions of International laws to prevent all forms of discrimination – Safeguarding institutions mechanisms.

UNIT-V

Field Work: Observation Visits to Courts – Family, Civil, Criminal, Mahila, Legal Aid centre -NGOs, working for marginalized rights -Gender Analysis of landmark, Judgments with gender concern

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UNIT-VI- Current Contours Recent Development

Course Outcome

- Students will get to know the constitutional provisions and the legal measures
- Will analyse the gap between the constitutional provisions and social realities of using the legal system.
- Will question the non-functioning of the laws meant for women and try to create awareness among women to use the laws available to them.
- Will form a collective or work in team to take forward the legal provisions to the women, the marginalized
- Will get to informed the State initiatives to mainstream gender needs into the legal provisions.
- Understand the logic and assumptions of a variety of perspectives on the question of law's relationship to sex, class, gender, sexuality, and race
- Gain knowledge about constitutional provisions to ensure equality to women children and minorities
- Will Know about personal laws and labour laws and Knowledge about national and International conventions to prevent all forms of discrimination

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