

GOA UNIVERSITY  
Taleigao Plateau, Goa 403 206

**REVISED MINUTES**

of the 9<sup>th</sup> Special Meeting of the

**X ACADEMIC COUNCIL**

**Day & Date**

**Saturday, 30<sup>th</sup> July, 2022**

**Time**

**10.00 a.m.**

**Council Hall  
Goa University**

	<p>The Academic Council approved the minutes of the Board of Studies in Chemistry PG meeting held on 26.04.2022 with the following suggestions:</p> <ol style="list-style-type: none"> <li>1. The Course Codes for the PG Programme to be revised/changed.</li> <li>2. The Chairperson, Board of Studies was requested to clearly specify the number of hours in some courses.</li> <li>3. Repetition of content which is taught in lower levels such as HSSC and Graduation level may be categorised as bridge course and shall not be repeated in the Core/elective Courses at the PG level.</li> </ol> <p style="text-align: center;"><b>(Action: Assistant Registrar Academic – PG)</b></p>
<b>D 3.18</b>	<p><b>Minutes of the Board of Studies in Psychology meeting held on 20.04.2022.</b></p> <p>The Academic Council approved the minutes of the Board of Studies in Psychology meeting held on 20.04.2022 with the suggestion to revise/change the Course Codes for the Programme.</p> <p style="text-align: center;"><b>(Action: Assistant Registrar Academic – PG)</b></p>
<b>D 3.19</b>	<p><b>Minutes of the Board of Studies in Social Work meeting held on 28.04.2022.</b></p> <p>The Academic Council approved the minutes of the Board of Studies in Social Work meeting held on 28.04.2022 with the following suggestions:</p> <ol style="list-style-type: none"> <li>1. There should be a choice of at least two Discipline Specific Elective Courses in each of the Semesters I and II.</li> <li>2. The University Librarian was requested to review the reference list/readings/books recommended by the Chairperson, Board of Studies.</li> <li>3. The heading/titles mentioned in the Course to be corrected.</li> <li>4. The Course Codes for the PG Programme to be revised/changed.</li> <li>5. The Chairperson, Board of Studies was requested to resubmit the syllabus incorporating the suggestions.</li> </ol> <p>The Vice-Chancellor was authorized to approve the Syllabus on behalf of the Academic Council.</p> <p style="text-align: center;"><b>(Action: Assistant Registrar Academic – PG)</b></p>
<b>D 3.20</b>	<p><b>Minutes of the Board of Studies in Women’s Studies meeting held on 21.04.2022.</b></p> <p>The Academic Council approved the minutes of the Board of Studies in Women’s Studies meeting held on 21.04.2022 with the following suggestions:</p> <ol style="list-style-type: none"> <li>1. Minimum two optional courses to be offered in a semester.</li> <li>2. The Course Codes for the PG Programmes to be revised/changed.</li> <li>3. The Chairperson, Board of Studies was requested to resubmit the syllabus incorporating the suggestions. The Vice-Chancellor was authorized to approve the same on behalf of the Academic Council.</li> <li>4. The proposed syllabus/structure for Semester III and Semester IV was deferred by the House.</li> </ol> <p style="text-align: center;"><b>(Action: Assistant Registrar Academic – PG)</b></p>
<b>D 3.21</b>	<p><b>Minutes of the Board of Studies in French and Francophone Studies meeting held on 22.04.2022.</b></p> <p>The Academic Council approved the minutes of the Board of Studies in French and</p>

**GOA UNIVERSITY**  
**Taleigao Plateau, Goa 403 206**

**FINAL UPDATED AGENDA**

**For the 9<sup>th</sup> Special Meeting of the**

**X ACADEMIC COUNCIL**

**Day & Date**

**30<sup>th</sup> July, 2022**

**Time**

**10.00 a.m.**

**Venue**  
**Conference Hall**  
**Administration Block**

	<p>ii. The minutes may be placed before the Academic Council with remarks if any.</p> <p>iii. May be recommended for approval of Academic Council.</p> <p>iv. Special remarks if any.</p> <p>Date: 30.04.2022 Place: Taleigao-Goa</p> <p style="text-align: right;">Sd/- <b>Signature of the Dean</b></p> <p style="text-align: right;"><a href="#">(Back to Index)</a></p>
<b>D 3.19</b>	<p><b>Minutes of the Board of Studies in Social Work meeting held on 28.04.2022.</b></p> <p><b>Part A.</b></p> <ol style="list-style-type: none"> <li>i. Recommendations regarding courses of study in the subject or group of subjects at the undergraduate level: NA</li> <li>ii. Recommendations regarding courses of study in the subject or group of subjects at the postgraduate level:             <ol style="list-style-type: none"> <li><b>1. The MSW Syllabus (80 credits) in line with the requirements of NEP 2020 was revised and approved by the BoS in Social Work by circulation.</b></li> <li><b>2. Inclusion of 3 new specializations to be offered in Semester III, namely:</b> <ol style="list-style-type: none"> <li><b>a) Gender and Development</b></li> <li><b>b) Tribal Development</b></li> <li><b>c) Working with People with Disabilities</b></li> </ol> </li> </ol> </li> </ol> <p><b>Part B</b></p> <ol style="list-style-type: none"> <li>i. Scheme of Examinations at undergraduate level: NA</li> <li>ii. Panel of examiners for different examinations at the undergraduate level: NA</li> <li>iii. Scheme of Examinations at postgraduate level: NA</li> <li>iv. Panel of examiners for different examinations at post-graduate level: NA</li> </ol> <p><b>Part C.</b></p> <ol style="list-style-type: none"> <li>i. Recommendations regarding preparation and publication of selection of reading material in the subject or group of subjects and the names of the persons recommended for appointment to make the selection: NA</li> </ol> <p><b>Part D</b></p> <ol style="list-style-type: none"> <li>i. Recommendations regarding general academic requirements in the Departments of University or affiliated colleges: NA</li> <li>ii. Recommendations of the Academic Audit Committee and status thereof: NA</li> </ol> <p><b>Part E.</b></p> <ol style="list-style-type: none"> <li>i. Recommendations of the text books for the course of study at undergraduate level: NA</li> <li>ii. Recommendations of the text books for the course of study at post graduate level: <b>Suggestions incorporated into the MSW 80 credit Syllabus (<a href="#">Annexure I</a> refer page no. 591)</b></li> </ol> <p><b>Part F.</b></p> <p><u>Important points for consideration/approval of Academic Council</u></p> <ol style="list-style-type: none"> <li>i. The important recommendations of the BoS in Social Work that require approval of Academic Council (points to be highlighted) are as mentioned below             <ol style="list-style-type: none"> <li><b>a) Approval of the revised MSW Syllabus (80 Credits) in line with NEP 2020</b></li> </ol> </li> </ol>

	<p align="center"><b>b) Approval of 3 new specializations in MSW to be offered in Semester III</b></p> <p>ii. The BoS in Social Work approval of the above was by circulation through email on 18 April 2022</p> <p>Date: 28.04.2022 Place: Goa University</p> <p align="right">Sd/- Signature of the Chairperson</p> <p><b>Part G. The Remarks of the Dean of the Faculty</b></p> <p>i) The minutes are in order. ii) The minutes may be placed before the Academic Council with remarks if any. iii) May be recommended for approval of Academic Council. iv) Special remarks if any.</p> <p>Date: 28.04.2022 Place: Goa University</p> <p align="right">Sd/- Signature of the Dean</p> <p align="right"><a href="#">(Back to Index)</a></p>
<b>D 3.20</b>	<p><b>Minutes of the Board of Studies in Women's Studies meeting held on 21.04.2022.</b></p> <p><b>Part A.</b></p> <p>i. Recommendations regarding courses of study in the subject or group of subjects at the undergraduate level: NA</p> <p>ii. Recommendations regarding courses of study in the subject or group of subjects at the postgraduate level:</p> <p>1. The MA Women's Studies Syllabus (80 credits) in line with the requirements of NEP 2020 was revised and approved by the BoS in Women's Studies by circulation. (<a href="#">Annexure I</a> refer page no. 674)</p> <p><b>Part B</b></p> <p>i. Scheme of Examinations at undergraduate level: NA</p> <p>ii. Panel of examiners for different examinations at the undergraduate level: NA</p> <p>iii. Scheme of Examinations at postgraduate level: NA</p> <p>iv. Panel of examiners for different examinations at post-graduate level: NA</p> <p><b>Part C.</b></p> <p>i. Recommendations regarding preparation and publication of selection of reading material in the subject or group of subjects and the names of the persons recommended for appointment to make the selection: NA</p> <p><b>Part D</b></p> <p>i. Recommendations regarding general academic requirements in the Departments of University or affiliated colleges: NA</p> <p>ii. Recommendations of the Academic Audit Committee and status thereof: NA</p> <p><b>Part E.</b></p> <p>i. Recommendations of the text books for the course of study at undergraduate level: NA</p>

**D 3.19 Minutes of the Board of Studies in Social Work meeting held on 28.04.2022.****Annexure I****GOA UNIVERSITY****Sub P. O. Goa University, Taleigao Plateau, Goa – 403206, India****Manohar Parrikar School of Law, Governance and Public Policy****Syllabus of Masters of Social Work (MSW) Programme****following the Choice-based Credit System****Approved by Board of Studies in Social Work on XXXXXX****Implemented from June 2022****IN LINE WITH NEP 2020****Total credits 80 credits****Purpose:**

The Master of Social Work (MSW) programme aims to impart an advanced-level training in social work practice with diverse individuals, families, and communities. The curriculum focuses on training practitioners who are able to develop an in-depth understanding of diverse views; empower diverse people to expand their capacities, resources and opportunities; and advocate for policies and services that address social conditions that limit the quality of life for all people. The MSW programme aims to produce post-graduates who have a lifelong commitment to upholding human rights, respecting human diversity and working towards social justice in their professional and personal lives. The Programme envisions creating professionalism in social work and development sector leading to a socially just and inclusive society in Goa. The MSW programme is governed by OA-18A of the Goa University.

**Course Structure:**

The MSW programme consists of 80 credits taught over two years in 4 Semesters. The programme includes mandatory Field Work Practicum, a Rural Camp (Semester 2), Block Placement (after selection of specialization at the end of the first academic year), a Study Tour (Semester 3). At the end of Semester 3, students shall submit their Research Proposals and complete the Research Project/Dissertation (in Semester 4).

The Course and Credit Distribution is as follows:

Courses	Codes	SEM 1	Sem 2	SEM 3	SEM 4	Total Credits
Discipline Specific Core Course	DSCC	16	16			32
Discipline Specific Optional Course	DSOC	4	4			08
Research Specific Optional Course	RSOC			8	4	12
Optional Generic Course	OGC			12		12
Discipline Specific Dissertation	DSD				16	16
Total Credits		20	20	20	20	80

One Credit is 15 contact hours

The MSW Programme courses and structure:

<b>Master of Social Work Programme</b>		
<b>Semester I</b>		
<b>Title of the Course</b>	<b>Course Code</b>	<b>Credits</b>
Introduction to Social Work: History and Ideology	SWDSCC1	4
Case Work and Counselling	SWDSCC2	4
Group Work	SWDSCC3	4
Concurrent Field Work Practicum	SWDSCC4	4
Understanding Society and Social Problems	SWDSOC1	4
<b>Total Credits in Semester 1</b>		<b>20</b>
<b>Semester 2</b>		
<b>Title of the Course</b>	<b>Course Code</b>	<b>Credits</b>
Law, Public Policy and Social Work	SWDSCC5	4
Human Growth and Behaviour	SWDSCC6	2
Social Welfare Administration	SWDSCC7	2
Community Organization	SWDSCC8	4
Concurrent Field Work Practicum and Rural Camp	SWDSCC9	4
Social Action, Social Movements, Networking and Advocacy	SWDSOC2	2
Gender and Equity	SWDSOC3	2
<b>Total Credits in Semester 2</b>		<b>20</b>
<b>BLOCK PLACEMENT IN THE SUMMER BREAK AFTER SELECTION OF SPECIALIZATION</b>		
<b>Semester 3</b>		
<b>Title of the Course</b>	<b>Course Code</b>	<b>Credits</b>
Social Work Research with Mandatory Research Proposal	SWRSOC1	4
Block Placement & Specialisation Related Field-Work Practicum	SWRSOC2	4
<b>Specialization-wise Courses Optional</b>		
<b>1. Health and Development</b>		
Health Care Social Work Practice – I	SWOGC1A	4
Health Care Social Work Practice – II	SWOGC1B	4
Rehabilitation and After Care Services	SWOGC1C	2
Health Care Administration and Programming	SWOGC1D	2
<b>2. Community Organization and Community Development Practice</b>		
Perspectives On Urban Community Development	SWOGC2A	4
Perspectives On Rural Community Development	SWOGC2B	4
Community Development Practice with Disempowered Communities	SWOGC2C	2
Perspectives on Tribes and Tribal Development	SWOGC2D	2
<b>3. Social Work Practice with Children, Family and Youth</b>		
Family Centred Social Work Practice	SWOGC3A	4
Social Work Practice with Children	SWOGC3B	4
Social Work in the Field of Education	SWOGC3C	2
Social Work Practice with Youth	SWOGC3D	2

<b>4. Gender and Development</b>		
Women's Movement and Gender Issues in India	SWOGC4A	4
Gender Interventions for Social Work Practice	SWOGC4B	4
Intersectional Perspectives on Gender	SWOGC4C	2
Gender Concerns in Goa	SWOGC4D	2
<b>5. Tribal Development</b>		
Understanding Marginality, Tribal livelihood and Rights	SWOGC5A	4
Development and Tribal Rights	SWOGC5B	4
Tribal Issues in India and Goa	SWOGC5C	2
Interventions for Empowering Tribal Communities	SWOGC5D	2
<b>6. Working with People with Disabilities</b>		
Social Work Practice with families of persons with disability	SWOGC6A	4
Case Work with people with disabilities	SWOGC6B	4
Disability Rights and Laws	SWOGC6C	2
Mapping Interventions for Persons with Disability	SWOGC6D	2
<b>A study tour will be part of SWOGC all D</b>		
Total Credits in Semester 3		20
<b>Semester 4</b>		
<b>Title of the Course</b>	<b>Course Code</b>	<b>Credits</b>
Specialization Specific Field Work Practicum	SWRSOC3	4
Dissertation	SWDSD	16
Total Credits in Semester 4		20
<b>Total Credits in all 4 Semesters of MSW Programme</b>		<b>80</b>

[\(Back to Index\)](#) [\(Back to Agenda\)](#)



## DETAILED MSW SYLLABUS WITH COURSE OUTLINES

## SEMESTER I

Programme: MSW

Course Title: INTRODUCTION TO SOCIAL WORK: HISTORY AND IDEOLOGY

Course Code: SWDSCC1

Number of Credits: 4

Effective from Academic Year: 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. To introduce students to the history of the social work profession in India and the west and contemporary ideologies of social work and social change.</li> <li>2. Developing skills in ethical decision-making at macro and micro levels.</li> <li>3. Developing social work values and consciously applying them in practice.</li> <li>4. Understanding contemporary reality in its historical context.</li> </ol>	
<b><u>Content:</u></b>	<p><b>Module I: Introduction to Social Work, History &amp; Perspectives</b>  Meaning, definition, objectives and scope of Social Work. Levels of Social Work Practice and Social Work Methods. Western History of Social Work Profession: Organised and Scientific Charity (Elizabethan Poor Laws, Charity Organization Society and Settlement House Movement, Beveridge Report), Beginning of Social Work Education,</p> <p>Indian Ideologies for Social Change: Ancient Period (Vedic Ideologies, Jainism and Buddhism), Medieval Period (Zoroastrianism, Islam, Mysticism of Bhakti and Sufi Movements, Sikhism), Modern Period (Ideas of Ambedkar and Annihilation of Caste, Gandhian Ideology and Sarvodaya Movement, Nationalism and Indian Constitution, Subaltern perspectives,</p> <p>Western Ideologies for Social Change: Medieval Period (Judeo-Christian Ideologies, Secular Humanism, Protestantism) Modern Period (Rationalism, Welfarism, Liberalism and Democracy, Utilitarianism, Socialism, Human Rights) Indian History of Social Work Profession</p>	20 hours
	<p><b>Module II: Contemporary Context of Social Work Practice</b>  Neo-liberalism and Globalisation, Post Modernism, Concept of Social Justice, Human Rights and Social Justice, New Social Movements, Local Self -Governance, Feminism, Sustainable Development. Dalit movements, Tribal Movements, Peasant Movements, Working Class Movements, Naxalite Movements, Women's movements, Environment and Ecological</p>	20 hours

	<p>movements, Movements of project affected persons.</p> <p><b>Module III: Social Work as a Profession</b></p> <p>Social Work Profession: Concept of Profession, Concept of Social Work Profession in India, Social Work Values, Skills for Social Work, Social Work Education, Professional Organisations: Indian Association of Schools of Social Work, National Association of Professional Social Workers, Debates about Professionalization of Social Work</p> <p>Code of Ethics: Code of ethics for social workers (NASW, IASSW, BATSW), Significance &amp; functions in Social Worker practices, Best Ethical Practices &amp; responsibilities towards Self, Society, Co-workers &amp; Profession, Standard operative practices (SOP)</p>	20 hours
<b><u>Pedagogy:</u></b>	lectures/power point presentation/assignments/ games/ films and discussion/ group readings and discussions/ presentations	
<b><u>Recommended Readings:</u></b>	<p>Bodhi, S. R. (2011). <i>Professional Social Work Education in India: A Critical View from the Periphery</i>, The Indian Journal of Social Work, Vol. 72(2), 289-300.</p> <p>Chowdhury, Paul. (2000). <i>Introduction to Social Work</i>, Delhi: Atma Ram and Sons.</p> <p>Colby, I., Dziegielewska, S. F. (2015). <i>Introduction to Social Work, Fourth Edition: The People's Profession</i>. United States: Oxford University Press.</p> <p>Desai, Murali. (2002.) <i>Ideologies and Social Work: Historical and Contemporary Analysis</i>, Jaipur: Rawat Publication.</p> <p>Dominelli, Lena (2004) <i>Social work: theory and practice for a changing profession</i>, Cambridge, UK. Polity Press</p> <p>Diwakar, V. D., (1991), <i>Social Reform Movement in India</i>, Mumbai: Popular Prakashan.</p> <p>Dunk- West, P., (2013) <i>How to be a Social Worker: A Critical Guide for Students</i>, Palgrave Macmillan, London</p> <p>Duschinsky, R., Lampitt, S and Bell, S. (2016) <i>Sustaining Social Work: Between Power and Powerlessness</i>, Palgrave Macmillan, London</p> <p>Finn, J. L. (2016). <i>Just Practice: A Social Justice Approach to Social Work</i>. United States: Oxford University Press.</p> <p>Gore, M. S. (2011). <i>Social Work and Social Work Education</i>. India: Rawat Publications</p>	

- Hodgson, D., & Watts, L. (2019). *Social Justice Theory and Practice for Social Work*. Springer.
- Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, 10th ed. Boston, MA: Cengage Learning
- International Federation of Social Workers & International Association of Schools of Social Work (IASSW). (2018). Global social work statement of ethical principles. Retrieved from <https://www.iassw-aiets.org/wp-content/uploads/2018/04/Global-Social-Work-Statement-ofEthical-Principles-IASSW-27-April-2018-1.pdf>
- Lyons, K. (2017). *Reflecting on Social Work - Discipline and Profession*. United Kingdom: Taylor & Francis.
- Nair, T. Krishnan, (1981), *Social Work Education and Social Work Practice in India*, Madras: Association of School of Social Work in India.
- Nash, Mary. & O'Donoghue, Kieran. & Munford, Robyn. (2005). *Social work theories in action*. Philadelphia: Jessica Kingsley Publishers
- National Association of Social Workers (NASW). (2017). Code of ethics of the National Association of Social Workers. Washington, DC: National Association of Social Workers. Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- Parrott, L. (2014). *Values and Ethics in Social Work Practice* Philippines: SAGE Publications.
- Parrott, L., Maguinness, N. (2017). *Social Work in Context: Theory and Concepts*. United Kingdom: SAGE Publications
- Payne, M. (2014). *Modern Social Work Theory*. Palgrave Macmillan.
- Rameshwari Devi and Prakash Ravi. (2000). *Social Work Practice*, Jaipur: Mangal Deep Publications
- Sociology for Social Work: An Introduction*. (2010). United Kingdom: SAGE Publications.
- Sowers, K. M., Dulmus, C. N. (2012). *The Profession of Social Work: Guided by History, Led by Evidence*. Germany: Wiley.
- The Routledge Handbook of Social Work Theory*. (2019). United Kingdom: Taylor & Francis.

	<p>Tice, C. J., Cox, L. E., Long, D. D. (2017). <i>Introduction to Social Work: An Advocacy-Based Profession</i>. United States: SAGE Publications.</p> <p>Teater, B. (2014). <i>Contemporary Social Work Practice: A Handbook for Students</i>. United Kingdom: McGraw-Hill Education.</p> <p>Wadia, A. R. (1961), <i>History and Philosophy of Social Work in India</i>, Mumbai: Allied Publisher Private Ltd.</p> <p>Wilkins, D and Boahen, G. (2013) <i>Critical Analysis Skills for Social Workers</i>, Open University Press: Maidenhead.</p>
<b><u>Additional Readings:</u></b>	<p>Tata Institute of Social Sciences, Social Work Educators Forum (TISSWEF)(1997): Declaration of Ethics for Professional Social Workers, The Indian Journal of Social Work, 58(2), 335-341</p> <p>Gracy (2006) <i>An Enquiry into Ethical Dilemmas in Social Work</i>; College of Social Work, Nirmala Niketan, Mumbai – 400 020.</p>
<b><u>Learning Outcomes</u></b>	<p>Students will be introduced to professional Social Work, the history and development of professional social work and social movements that have contributed to social work practice.</p>

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme:** MSW

**Course Title:** CASE WORK AND COUNSELLING

**Course Code:** SWDSCC2

**Number of Credits:** 4

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. To understand case work as a method of social work; and understand the values and principles of working with individuals and families.</li> <li>2. To develop the ability to critically analyze problems of individuals and families and factors affecting them.</li> <li>3. To enhance understanding of the basic concepts, tools and techniques in working with individuals and families, in problem-solving and in developmental work.</li> <li>4. To develop counselling skills and attitudes to work with individuals and their families and the interaction with their various environments.</li> </ol>	
<b><u>Content:</u></b>	<p><b>Module I- Introduction, Principles and Models of Social Case Work</b> Introduction to Social Casework as a Method of Social Work, Concept and Definitions, Components of casework: Person-client; significant others and collaterals; Problem-Need, Impaired Social Functioning; Place-Agency, objectives, functions, policies and resources; Process: casework intervention.</p> <p><b>Principles:</b> Begin where the client is; Individualization; Purposeful expression of feelings; Controlled emotional involvement; Acceptance; Non-judgmental attitude; Client self-determination; Confidentiality.</p> <p><b>Models:</b> a) Social Diagnostic (Richmond); b) Supportive and Modificatory (Hamilton); c) Problem Solving (Perlman); d) Crisis intervention (Rapport) e) Classified treatment method; f) Competence Based approach</p>	15 hours
	<p><b>Module II-Tools of Working with Individuals and Families</b> Intake-record/sheet and the intake interview (client engagement); Casework interview; Home visit- collateral contacts, Recording and its types–narrative, process, problem oriented record keeping (PORK), Subjective and objective assessment plan (SOAP), Use of casework records as a tool of intervention, Caseworker–client relationship, Knowledge of resources (networking), Case presentation as tool of professional development.</p>	15 hours
	<p><b>Module III - The Process of Intervention with Client System and Target System</b> a. Study; b. Continuous Assessment and Analysis; c. Psycho-</p>	10 hours

	social diagnosis; d. Intervention; e. Follow-up; f. Termination; g. Case Presentation based on Fieldwork Practice	
	<b>Module IV- Counselling in Casework in Practice</b> Counselling skills, process and techniques. Counselling in different settings. Ethical issues in Counselling. Social casework and Counselling – similarities and differences; Limitations of the methods. Role of the caseworker/counsellor	20 hours
<b><u>Pedagogy:</u></b>	Classroom learning through power point presentation, case studies and mock counselling sessions through role play.	
<b><u>Recommended Readings:</u></b>	<p>American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i>, (5th Ed.) Washington, DC: American Psychiatric Association.</p> <p><i>Case Studies in Social Work Practice</i>. (2014). Germany: Wiley.</p> <p>Datar, Sudha et al. (2010), <i>Skill Training for Social Workers</i>, New Delhi: Sage Publications</p> <p>Devi, Rameshwari and Prakash, Ravi. (2004.) <i>Social Work Methods, Practice and Perspectives: Ch.3 Models of Casework Practice</i>, Vol. II, Jaipur: Mangal Deep Publication.</p> <p><i>Ethical Issues in Social Work Practice</i>. (2017). United States: IGI Global.</p> <p>Garrett, Annett. (1972.) <i>Interviewing–Its Principles and Methods</i>, New York: Family Service Association of America.</p> <p>Higham, P. (2019). <i>Communication and Interviewing Skills for Practice in Social Work, Counselling, and the Health Professions</i>. United Kingdom: Taylor &amp; Francis.</p> <p>Holosko, M. J. (2017). <i>Social Work Case Management: Case Studies from the Frontlines</i>. United States: SAGE Publications.</p> <p>Kadushin, Alfred. (1990.) <i>The Social Work Interview</i>, New York: Columbia University Press.</p> <p>Kottler Jeffery A., David S. Shepard. (2008.) <i>Counselling Theory and Practice</i> (1<sup>st</sup> Edition).</p> <p>Loughran, H. (2018). <i>Counselling Skills for Social Workers</i>. United Kingdom: Taylor &amp; Francis.</p> <p>Mathew, Grace. (1992.) <i>An Introduction to Social Case Work</i>, Bombay: Tata Institute of Social Sciences.</p> <p>Miller, P. (2007). <i>Ethical Decision Making in Social Work and Counselling: A Problem/inquiry-based Approach</i>. Canada: Thomson Nelson.</p>	

	<p>Perlman, Helen Harris. (1964.) <i>Social Case Work – A Problem Solving Process</i>, London: University of Chicago Press</p> <p>Seden, J. (2005). <i>Counselling Skills in Social Work Practice</i>. United Kingdom: Open University Press.</p>
<b><u>Learning Outcomes</u></b>	Students will develop skills and sensitivity for casework. They will understand casework as a method, its application in practice and develop competencies in the use of the method in practice while working with individual clients and families as part of the Social Work Practicum.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme:** MSW

**Course Title:** GROUP WORK

**Course Code:** SWDSCC3

**Number of Credits:** 4

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. To understand the specific characteristics of Group Work and its contributions as a method of social work intervention.</li> <li>2. To gain knowledge about group formation and the use of a variety of group approaches.</li> <li>3. To develop an understanding of concepts, dynamics and small group theory in relation to all types of groups, e.g. family, staff, committee, long-term client groups.</li> <li>4. To identify the various situations and settings where the method could be used, in the Context of social realities of the country.</li> </ol>	
<b><u>Content:</u></b>	<b>Module I: Social Group Work Method and Group Work Process</b> i. Concept of group and its importance of groups in human life cycle; ii. Definition of social group work; iii. Characteristics of social group work; iv. History and development of social group work. v. Theories applicable to group work practice; vi. Values and distinctive principles of Group Work; vii. Social group work in different fields; viii. Types of groups in social group work practice- open and closed groups, social treatment groups, task oriented groups (forum, committees and work team), developmental groups (self-help groups and support groups); ix. Steps in group formation; x. Stages in group development: pre-group stage, orientation stage, problem solving stage, termination stage; xi. Role of social worker in different stages of group development.	15 hours
	<b>Module II: Use of Programme in Social Group Work and Skills of Group Worker</b> i. Concept of programme; ii. Principles of programme planning; iii. Importance of programme in group work practice; iv. Programme planning and implementation; v. For group	15 hours

	<p>development; vi. For programme planning; vii. For programme implementation.</p> <p><b>Module III: Group Process and Dynamics and Use of Techniques and Tools in Group Work</b>  i. Steps in understanding group process; ii. Analysis of group interaction; iii. Leadership and its development in group process; iv. Communication in group; v. Group dynamics: - group bond, sub-groups, group conflict, confrontation, apathy and group control; vi. Use of relationship; vii. Conflict resolution; viii. Verbal and non-verbal communication; ix. Purposeful creation of environment; x. Fishbowl technique.</p> <p><b>Module IV: Recording in Group Work and Evaluation of Group Work</b>  Use of communication-self and interpersonal communication, Recordings  i. Importance of recording in group work; ii. Principles of recording; iii. Types of recording- narrative, process and summary; iv. Techniques of recording –observation, sociogram, interaction diagrams; v. Importance of continuous evaluation in group work; vi. Types of evaluation; vii. Methods of evaluation.</p>	<p>15 hours</p> <p>15 hours</p>
<b>Pedagogy:</b>	Classroom lectures through power point, classroom discussions and role play	
<b><u>Recommended Readings:</u></b>	<p>Alissi, A. S. (2008). Perspectives on Social Group Work Practice. United Kingdom: Free Press.</p> <p>Barhard. (1975). <i>The Use of Groups in Social Work Practice</i>, USA: Rutledge and Kegan Paul.</p> <p>Doel, Mark and Sawda, Catherine. (2003). <i>The Essentials of Group Worker</i>, London: Jessica Kingsley Pub.</p> <p>Douglas, Tom. (1976). <i>Group Process in Social Work - a Theoretical Synthesis</i>, New York: John Wiley and Sons.</p> <p>Encyclopedia of Social Work with Groups. (2009). (n.p.): Taylor &amp; Francis.</p> <p>Handbook of Social Work with Groups, Second Edition. (2017). United Kingdom: Guilford Publications.</p> <p>Heap, K. (2014). <i>Group Theory for Social Workers</i>. Netherlands: Elsevier Science.</p> <p>Konopka Gisela. (1983). <i>Social Group Work a Helping Process</i>, 3rd Ed New Jersey: Prentice Hall.</p> <p>Kurland, R., Northern, H. (2001). <i>Social Work with Groups</i>. United States: Columbia University Press.</p>	



	<p>Lang, N. C. (2010). <i>Group Work Practice to Advance Social Competence: A Specialized Methodology for Social Work</i>. United States: Columbia University Press.</p> <p>McDermott, F. (2020). <i>Inside Group Work: A Guide to Reflective Practice</i>. United Kingdom: Taylor &amp; Francis.</p> <p>Northern, Helen. (1969.) <i>Social Work with Groups</i>, New York: Columbia University Press.</p> <p>Northern, Helen, et al. (1976). <i>Theory of Social Work with Groups</i>, New York: Columbia University Press.</p> <p>Phillips, Helen. (1962). <i>Essentials of Social Group Work Skills</i>, New York: Associate Press.</p> <p><i>Principles and Practice of Group Work in Addictions</i>. (2011). United Kingdom: Taylor &amp; Francis.</p> <p>Reid E. Kenneth. (1996). <i>Social Work Practice with Groups - A Clinical Perspective</i>, USA: Brook/Cole Publishing Company.</p> <p>Siddiqui, H.Y. (2008) <i>Group Work: Theories and Practices</i>, Rawat Publications, New Delhi.</p> <p>Strength and Diversity in Social Work with Groups: Think Group. (2008). United States: Taylor &amp; Francis.</p> <p>Trecker, Herleigh. (1970). <i>Social Group Work-Principles and Practices</i>, New York: Associate Press.</p> <p>Toseland, R. W., Rivas, R. F. (2016). <i>An Introduction to Group Work Practice</i>. Canada: Pearson Education.</p>
<b><u>Learning Outcomes</u></b>	Students will develop skills and knowledge of methods for group work. Students will develop an understanding of the place of group work in social work intervention and the tools used in group work in different settings.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme:** MSW

**Course Title:** CONCURRENT FIELD WORK PRACTICUM

**Course Code:** SWDSCC4

**Number of Credits:** 4

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges
------------------------------------	--

<b><u>Objectives:</u></b>	This course is intended to give students the field experience of what is taught in the classroom	
<b><u>Content:</u></b>	<p><b>Module I: Orientation:</b></p> <p>The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially marginalized and weaker sections. They are made aware of the existing resource base available for their development and ways of mobilizing them and motivating them to initiate work in the field. The knowledge and skill base of the students is supplemented by supportive field instructions given by academicians and field practitioners throughout the year.</p> <p>The contents of the Orientation Programme are:</p> <ol style="list-style-type: none"> <li>1) Introduction to Social Work Profession</li> <li>2) Fieldwork in Social Work Education (a. Rules and Regulation b. Supervision c. Recording, d. Evaluation)</li> <li>3) Methods of working with people (a. Social Case Work b. Social Group Work c. Community Organisation d. Social Action e. Research in Social Work f. Social Work Administration.)</li> <li>4) Areas/Settings of Social Work Practice</li> <li>5) Understanding of the Department's Projects</li> <li>6) Interactive Sessions for the purpose of             <ol style="list-style-type: none"> <li>a. Introduction to the faculty</li> <li>b. Getting to know each other</li> <li>c. Interaction with seniors and alumni (Sharing of field experiences)</li> <li>d. Adapting to the new environment</li> </ol> </li> </ol> <p><b>Module II: Practice Skills Laboratory</b></p> <p>The Skill Laboratory Workshop provides the opportunity of "learning by doing" in a safe environment of the classroom. This environment, that is the skill laboratory, wherein learners and facilitators meet jointly to experience certain intervention skills etc., needs to be amongst the most non-threatening methods of learning, especially for beginners. This learning opportunity is conducted through simulated exercises, including role plays. Structured experiences are directed to helping the learners enhance their awareness about self and others to aid conscious use of intervention tools.</p> <ol style="list-style-type: none"> <li>1) Communication skills and Interpersonal Relations</li> <li>2) Analysis of Indian Society and Social Problems</li> <li>3) Leadership and Personality Development</li> <li>4) Values and Ethics in Social Work</li> <li>5) Reality walk – meeting Social Work Professionals</li> </ol> <p>Minimum 3 Skill Laboratory Workshop sessions must be organized, each of 2 hours duration, during the first semester. A total of 10 marks shall be earmarked for this activity. Students are required to</p>	<p>6 hours (1 day workshop)</p> <p>6 hours</p>

	<p>record the skill laboratory sessions that they attend in their field work journal. Those who remain absent from the skill laboratory workshops shall forfeit the marks allotted. No other assignment shall be given to an absentee student in lieu of skill laboratory workshops.</p> <p><b>Module III: Observation Visits:</b> The aim of Observational Visits is to provide an exposure to and understanding of the type of services provided by different social work agencies and development projects in response to the needs of their client system.</p> <p><b>Observational Visits:</b> 1) <b>Community Services:-</b> Skill development programme centers, environment improvement centers, family service centers, community development projects in urban and rural settings, Social Movement based Organisations. 2) <b>Health Setting</b> - Hospitals, Community health extension projects, Primary health centers, Psychiatric Departments, Clinics, HIV Guidance Centres etc. 3) <b>Educational Setting</b> - Formal schools, Non-Formal/adult Education Centers, income generating skill development centers, vocational training facilities, etc. 4) <b>Institutional and Non-Institutional Services for Special groups</b> : the Differently abled, Mentally challenged, Destitute, Migrants, Women, Street children, Elderly, Dalits and Tribals; Adoption agencies, Child rights protection facilities, Labour Welfare Centres etc. 5) <b>Civic Administration Centers</b> – Municipal Corporation, Ward offices, Zilla Parishad, Panchayat Samiti, Block Development Office, etc.</p> <p>Those students who remain absent from the observational visits shall forfeit the marks allotted. No other assignment shall be given to an absentee student in lieu of observational visits. The Observation Visits aim to make the students get oriented to the objectives, administrative structure and process and the client system of various organisations in the field of social work, such as non-governmental organisations involved in welfare and development activities, government bodies involved in development work, hospitals and health care organisations, organisations in the care of aged, women and children and Corporate Social Responsibility initiatives of corporate organizations.</p> <p><b>Module IV: Concurrent Field Work on days prescribed in the time table</b> The broad aim of concurrent field work is to provide opportunities for students to apply the knowledge learnt in the classroom</p>	5 visits
--	--	----------

	<p>situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision. It would aim to develop the right values and attitudes required for a professional social worker.</p> <p>The student is expected to develop a sense of responsibility and proper work habits, the student is expected to have 100% attendance in field work. The student should observe regularity, punctuality in attendance.</p> <p>In general, the student should follow the work schedule of the agency where he/she is placed, with reference to working days and working hours. Any special schedule of work for the student may be decided upon by mutual discussions between the faculty supervisor and the agency supervisor or if it is a direct community placement by mutual discussion between the faculty supervisor and student.</p> <p>The student shall abide by the rules and regulations of the agency that normally apply to the other agency staff.</p> <p>Participation in Workshops or Seminars will be considered as a part of field work. Such workshops on field work days should not exceed a total of 4 days in a semester.</p> <p>The participation in such workshops is subject to the approval from concerned authorities.</p> <p>The student is not eligible to take leave on field work days. If a student has to be absent on a field work day for serious reasons and unavoidable circumstances, it shall be with knowledge and permission of the faculty supervisor. In such a situation, the student should be responsible for informing the agency of his / her leave. The number of days of leave granted by the faculty supervisor must be compensated by the student through extra days of field work, in consultation with the faculty and agency supervisor. Any leave taken by the student without the permission of the faculty supervisor shall be considered as absence from field work.</p> <p>The student is required to have regular weekly supervisory conferences with the faculty supervisor according to a pre-planned schedule. Conferences shall be considered a part of field work. Both individual and group conferences shall be held once every consecutive week. Regularity and punctuality of attendance at conferences both individual and group is compulsory. Failure to attend conferences will be viewed seriously</p>	2 fieldwork days in every week
<b><u>Pedagogy:</u></b>	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations	
<b><u>Recommended Readings:</u></b>	Challenges, Opportunities and Innovations in Social Work Field Education. (2020). United Kingdom: Taylor & Francis.	

	<p>Fieldwork Training in Social Work. (2019). United States: Taylor &amp; Francis.</p> <p>Field Instruction in Social Work Education: The Indian Experience. (2019). United States: Taylor &amp; Francis.</p> <p>Subhedar, I. S. (2001). Fieldwork Training in Social Work. India: Rawat Publications.</p>
<b><u>Learning Outcomes</u></b>	Students will develop skills for fieldwork practice and be able to link classroom learning with field realities.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme:** MSW

**Course Title:** UNDERSTANDING SOCIETY AND SOCIAL PROBLEMS

**Course Code:** SWDSOC1

**Number of Credits:** 4

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. To understand society and gain sociological insights for effective social work practice.</li> <li>2. To enable the students to understand the status, issues and problems associated with vulnerable, marginalized and underprivileged sections of the society.</li> <li>3. To get deeper knowledge of issues in Goa both past and contemporary and enable students to understand how it has impacted modern Goan society.</li> </ol>	
<b><u>Content:</u></b>	<p><b>Module I: Sociology for Social Work</b>            Concept of Society-Definition, Major Elements of Society, Individuals, Groups, Association, and Institutions; Social Position, Social Role, Social Institutions, Social Control, Socialisation, Culture, Social Disorganization, Structural Analysis of Society. Intersection between sociology and social work</p> <p><b>Module II: Social Change in India</b>            Concept, theories, the factors and process of social change, Urbanization, Industrialization, Westernization, Globalisation, Secularization, Resistance to Change.</p> <p><b>Module III: Social Problems in India</b>            Major Social problems: Concept, Causes, Consequences and Measures : Poverty, Population growth, Illiteracy, Unemployment, Begging, Child Labour, Differently-Abled, Caste, Caste-based Discrimination and Violence Social Deviance, Crime, Juvenile in Conflict with Law, Crimes against women, Casteism, Communalism, Corruption Delinquency, Suicide, Alcoholism, Drug Abuse, Sex Work, HIV AIDS, Youth Unrest, Development</p>	<p>15hours</p> <p>15hours</p> <p>15 hours</p>

	and Displacement, Human Trafficking, Insurgency, Militancy, Social Problems in Goa, etc.	
	<b>Module IV:</b> Social Work and Issues in Goa Role of Missionaries and Faith-based Institution, Inquisition, Goa's Freedom Struggle, Social Reforms After Liberation, Opinion Poll, New Social Movements	15 hours
<b><u>Pedagogy:</u></b>	Classroom learning with power point presentations, guest lectures, group discussions and debate, research-based assignments.	
<b><u>Recommended Readings:</u></b>	<p>Agarwal, Bablia. (2009.) <i>Social Problems in the Age of Globalisation</i>, Jaipur: ABD Publishers.</p> <p>Ahuja, R. (2014). <i>Social Problems in India</i>. India: Rawat Publications.</p> <p>Alvares, Claude. (2002). <i>Fish Curry and Rice, Goa</i>: The Goa Foundation.</p> <p>Bhushan, Vidya and Sachdeva, D. R. (1989). <i>An Introduction of Sociology</i>, Allahabad: Kitab Mahal.</p> <p>Binay, B. (1994). <i>Towards Communal Harmony</i>, Calcutta: Germinal Publication Private Ltd.</p> <p>Bruce, S. (2018). <i>Sociology: A Very Short Introduction</i>. United Kingdom: OUP Oxford.</p> <p>Delaney, T. (2015). <i>Connecting Sociology to Our Lives: An Introduction to Sociology</i>. United Kingdom: Taylor &amp; Francis.</p> <p>Giddens, Anthony. (2001). <i>Sociology</i>, Cambridge Press.</p> <p>Gisbert, P. (1973). <i>Fundamentals of Sociology</i>. 3rd Ed. Bombay: Orient Longman Ltd.</p> <p>Gosh B.N, (1993) <i>Poverty and Development: The Basic Issues</i>, New Delhi: Deep and Deep Publications</p> <p>Llewellyn, A., Agu, L., Mercer, D. (2008). <i>Sociology for Social Workers</i>. United Kingdom: Wiley.</p> <p>Madan, G.R. (1997), <i>Indian Social Problems</i> (Vol. I and II), New Delhi: Allied Publications.</p> <p>Parasuraman, S. (1999). <i>Development Dilemma: Displacement in India</i>. London: Mac Millan Press Limited</p> <p><i>Sociology for Social Work: An Introduction</i>. (2010). United Kingdom: SAGE Publications</p>	

	<p>Shah, A. (2019). <i>The Structure of Indian Society: Then and Now</i>. India: Taylor &amp; Francis.</p> <p>Sharma, K.L., (2007). <i>Indian Social Structure and Change</i>, Jaipur: Rawat Publications.</p> <p>Srinivas, M.N., (1980). <i>Social Structure</i>, New Delhi: Hindusthan Publishers Corporation.</p> <p>Vijayakumar, Lakshmi(ed.). (2003). <i>Suicide Prevention: Meeting the Challenge Together</i>, Chennai: Orient Longman.</p>
<b><u>Learning Outcomes</u></b>	Students will develop a critical understanding of social problems, basic sociological concepts and the need, importance, and functions of primary social institutions.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

## SEMESTER II

**Programme:** MSW

**Course Title:** LAW, PUBLIC POLICY, AND SOCIAL WORK

**Course Code:** SWDSCC5

**Number of Credits:** 4

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>To gain knowledge about the constitution of India</li> <li>To acquire competency to apply knowledge of human rights and social legislation in social work practice.</li> <li>To understand the different social legislations.</li> <li>To gain knowledge about public policy and planning in India</li> </ol>	
<b><u>Content:</u></b>	<p><b>Module I: Introduction to Law</b> Understanding concepts of law, social justice and social legislation,  <ol style="list-style-type: none"> <li>1. The Constitution of India: Overview, Preamble and fundamental rights; Directive Principles of State Policy, Fundamental Duties, 73rd and 74th Amendment, Writ Jurisdiction and PIL.</li> <li>2. Human Rights and Social Justice: Meaning and definition</li> <li>3. Classification of law: Civil and criminal law. Structure of India's Legal System Relevance of law and legal systems to social work practice, partnership and interface between social workers and legal system</li> </ol> </p> <p><b>Module II: Social Legislations in India</b> Social Legislations relating to Women, Children, Juvenile Justice Act, Social legislations: Prohibition of Child Labour Act,</p>	<p>20 hours</p> <p>20 hours</p>

	<p>Domestic Violence Act, Sexual Harassment at Workplace, Dowry Prohibition Act, SC/ST Atrocities Act, Labour Laws- Industrial Disputes Act, Laws relating to Trade Unions, Contract Labour, Marriage and Maintenance Laws.</p> <p><b>Module III: Public Policy and Development</b>  Governance and Public Policy: Concept and Meaning, Policy Planning Linkages; Public Policy- Goals and Strategies; Development Concept, Meaning and Approaches: Sustainable development, Post Development, Alternative Development, Planning in India, Five Year Plans in the Post Independent India, Industrialisation, Agriculture, Education, Health, Poverty. Debates on Post 1991 Reforms: Liberalisation, Privatisation and Globalisation.</p>	20 hours
<b><u>Pedagogy:</u></b>	Lectures, use of power point presentations, case studies, debates, role play, group discussion and field visits	
<b><u>Recommended Readings:</u></b>	<p>Flavia Agnes. 1997. <i>Give us this Day, Our Daily Bread, Procedures and Case Law on Maintenance</i></p> <p>Atul K. Kohli. 2001. <i>The Success of India's Democracy</i>, Cambridge: Cambridge University Press,</p> <p>-- 1990, <i>Democracy and Discontent: India's Growing Crisis of Governability</i>, Cambridge: Cambridge University Press.</p> <p>Bava, N. (Ed.) (2000). <i>Human Rights and Criminal Justice Administration in India</i>. New Delhi: Uppal Publishing House</p> <p>De, R. (2018). <i>A People's Constitution: The Everyday Life of Law in the Indian Republic</i>. United States: Princeton University Press.</p> <p>Gangrade, K. D. <i>Social Legislation in India</i> (Vol-1 and Vol.2), Delhi: Concept Publishing Company.</p> <p>F., Agnes, F., Basu, M., Chandra, S. (2004). <i>Women and Law in India</i>. India: Oxford University Press.</p> <p>Hyden, Goran, Jullius Court, and Kenneth Mease (2005), <i>Making Sense of Governance</i> New Delhi: Viva Books Private Ltd.</p> <p>India's Development and Public Policy. (2018). United Kingdom: Taylor &amp; Francis.</p> <p>Jayal Niraja Gopal. (1999). <i>Democracy and State: Welfare, Secularism and Developments in Contemporary India</i>, Delhi: Oxford University Press.</p> <p>Jean Dreze and Amartya Sen, (2002). <i>India: Development and Participation</i>, 2nd edition, New Delhi: Oxford University Press</p>	



	<p>Kant, Anjani. (1997). <i>Women and the Law</i>, New Delhi: APH Publication Corporation.</p> <p>Mendelsohn, O. (2014). <i>Law and Social Transformation in India</i>. India: Oxford University Press.</p> <p>Reichert, E. (2011). <i>Social Work and Human Rights: A Foundation for Policy and Practice</i>. Ukraine: Columbia University Press.</p> <p>SAHRDC. (2006). <i>Introducing Human Rights</i>. New Delhi: South Asia Human Rights Documentation Centre.</p> <p>Shah, Ghanshyam. (1998). <i>Social Justice- A Dialogue</i>, Jaipur: Rawat Publication.</p> <p>Shalendra D. Sharma. (2003). <i>Development and Democracy in India</i>. New Delhi: Rawat Publications.</p> <p><i>Social Legislation in India</i>. (2011.). (n.p.): Concept Publishing Company</p> <p>Stewart, F., Ranis, G., Samman, E. (2018). <i>Advancing Human Development: Theory and Practice</i>. United Kingdom: Oxford University Press.</p> <p>Thomas A. Birkland, (2005). <i>An Introduction to the Policy Process, Theories, concepts, and models of Public Policy Making</i>, New York: M.E. Sharpe.</p> <p><i>Transforming Society: Strategies for Social Development from Singapore, Asia and Around the World</i>. (2017). United Kingdom: Taylor &amp; Francis.</p>
<b><u>Additional Readings</u></b>	<p>Pulapre Balakrishnan. 2007. "The Recovery of India: Economic Growth in the Nehru Era, Economic and Political Weekly, November, 2007</p> <p>South Asia Human Rights Documentation Centre, 2006, Hand Book of Human Rights and Criminal Justice in India, New Delhi: Oxford University Press</p>
<b><u>Learning Outcomes</u></b>	Students will be versed with important provisions of the law in India in the context of the Social Work profession.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme:** MSW

**Course Title:** HUMAN GROWTH AND BEHAVIOUR

**Course Code:** SWDSCC6

**Number of Credits:** 2

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite :</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges
-------------------------------------	--

<b><u>Objectives:</u></b>	<p>1. To develop an overall understanding of the principles of growth, their relevance and application to behaviour at various phases in the life span.</p> <p>2. To apply the information of growth, development and health in social work practice in general and to individuals, groups and communities in particular.</p> <p>3. To understand the implications of family norms for status of individuals and developmental opportunities in the family by age and gender.</p>	
<b><u>Content:</u></b>	<p><b>Module I: Introduction to Growth and Behaviour</b> Meaning of growth and development and maturity, Approaches to the study of human development—observation, experimentation, case studies, self-report techniques and longitudinal studies, Principles of human development, Biological and Social aspects of human development, Life- Span Perspective and the System approach to the understanding of human growth and behavior, Methods of studying human behavior, Role of Heredity and Environment- Social Customs, traditions, values in child rearing practices, deprivation and development.</p> <p><b>Module II: Critical Understanding of Theories of Human Development</b> Psychodynamic Theories—Freud’s psychosexual theory and Erikson’s psychosocial theory; Behavioural Theories, Social Learning Theory, Piaget’s Theory of Cognitive Development, Behaviour Management.</p> <p><b>Module III: Developmental Stages</b> Physical, cognitive and moral development of the following developmental stages: prenatal period, infancy, babyhood, early childhood, late childhood, adolescence, early adulthood, middle age and old age.</p>	<p>10 hours</p> <p>10 hours</p> <p>10 hours</p>
<b><u>Pedagogy:</u></b>	Use of Power point presentations, use of charts, videos and group discussions	
<b><u>Recommended Readings:</u></b>	<p>American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i>, (5th Ed.) Washington, DC: American Psychiatric Association.</p> <p>An Introduction to Psychology. (2009). India: Sterling Publishers Private Limited.</p> <p>Berk, L. E. (2006). <i>Child Development (Seventh Edition)</i>, Boston: Pearson Education.</p> <p>Caplan, G. (1961). <i>An Approach to Community Mental Health</i>. London: Tavistock Publications</p> <p>Clifford, M., King, Weinz and Schopler (1998). <i>Introduction to Psychology</i>. 6th ed. New Delhi: Tata Mc Graw Hill Publishing Company Limited.</p> <p>Haight, W. L., Taylor, E. H., Soffer-Elnekave, R. (2020) <i>Human Behavior for Social Work Practice: A Developmental-Ecological Framework</i>. United Kingdom: Oxford University Press.</p>	

	<p>Handbook of Child Psychology, Social, Emotional, and Personality Development. (2006). Germany: Wiley.</p> <p><i>Human Behaviour Theory and Social Work Practice.</i> (2017). United Kingdom: Taylor &amp; Francis.</p> <p>Hurlock, Elizabeth. (2001.) <i>Developmental Psychology</i>, New York: Tata Mc Graw Hill.</p> <p>Ingleby, E. (2010). <i>Applied Psychology for Social Work</i>. United Kingdom: SAGE Publications.</p> <p>Morgan, C.T., King, R.A., Weisz, J.R., and Schopler, J. 2001. <i>Introduction to Psychology</i>, New Delhi: McGraw-Hill.</p> <p>Salkind, N. J. (2001). <i>Child Development</i>. Macmillan Library references.</p> <p>Sharf R. S. (2000). <i>Theories of Psychotherapy and Counselling</i>, Australia: Brooks/Cole, 2<sup>nd</sup> Edition.</p> <p>Steinberg, Laurence. (1993). <i>Adolescence</i>, New York, McGraw Hill Inc.</p> <p>Sudbery, J. (2009). <i>Human Growth and Development: An Introduction for Social Workers</i>. Taylor &amp; Francis.</p> <p>Thomas, R. M. (2001). <i>Recent theories of human development</i>. United Kingdom: SAGE Publications.</p> <p>The Cambridge Encyclopaedia of Child Development. (2017). India: Cambridge University Press.</p>
<b><u>Learning Outcomes</u></b>	Students will develop an understanding of human growth and the different stages of development; the changes associated with each stage and develop a sensitivity to human problems.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme:** MSW

**Course Title:** SOCIAL WELFARE ADMINISTRATION

**Course Code:** SWDSCC7

**Number of Credits:** 2

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. The course will introduce the administrative structures, processes and procedures in an organization</li> <li>2. Provide knowledge and skills in the use of different management techniques in human service organizations.</li> </ol>

	3. Provide understanding of policies and procedures involved in establishing and maintaining NGO and the management skills, 4. Discuss schemes and programmes of the State and Central government.	
<b><u>Content:</u></b>	<p><b>Module I: Social Welfare Administration</b> Definition, Principles and scope, democratic nature of social welfare administration. Delegation, decentralization, and participation. Management by objectives as applied to social welfare administration.</p> <p><b>Module II: Administration of Voluntary Organizations</b> Legal procedures for establishment of NGOs – Trust and Society and their differences. Formation of Trust and Society. Registration procedure for NGO– Societies Registration Act, Indian Trust Act, Foreign Contribution Regulation Act, Tax Reliefs under various Acts (12A, 80G, 35AC), Office Procedure and Documentation – Documents of trust and society. Contents of Memorandum of Association (MOA), Importance of by-laws, Registration under Company's Act. Difference between public and private trust; Function and responsibilities of governing board, committees and office bearers, Project Management – Basic Concepts of Project Management, Project identification, Project life cycles and success factors. Corporate Social Responsibility implementation</p> <p><b>Module III: Developmental Administration</b> Public Welfare Programs. Responsibility of state for welfare program. Structural arrangement of public welfare system in India – Central, State, District and Local. Process of Community Participation in social welfare programs – National Literacy Mission 2009, JNNURM Pradhanmantri Gramina Sadak Yojana, Sampurna Gramina Rojgar Yojana. National Rural Employment Guarantee Scheme, Swarna Jayanti Gramswa Rojagar Yojana, Planning and Development. NITI Aayog and National Development Council, State and District planning.</p> <p><b>Module IV: Social Work Administration in Goa</b> Welfare Programmes in Goa – Social Welfare Department, Tribal Welfare, Rural Development Agency, Women and Child Department, Educational Schemes, Welfare Programmes in Panchayat, etc.</p>	<p>6 hours</p> <p>14 hours</p> <p>5 hours</p> <p>5 hours</p>
<b><u>Pedagogy:</u></b>	Classroom learning with help of powerpoint, task and classroom assignments, group discussions and presentations, field visits and workshops	
<b><u>Recommended Readings:</u></b>	<p>BalsaraJal F. 1984. <i>Perspectives on Social Welfare in India</i>. Chand Co. Ltd., New Delhi.</p> <p>Bhattachary, S. (2009). <i>Social Work Administration and Development</i>. New Delhi: Rawat Publications</p> <p>Chowdhury Paul D. 1979. <i>Social Welfare Administration</i>. Atma Ram Sons. Delhi.</p>	

	<p>Coulshed, V. (1990). <i>Management in Social Work</i>. London: Palgrave.</p> <p>Goel S.L. 1988. <i>Social Welfare Administration VOL 1 and .2: Theory and Practice</i>. Deep and Deep Publications.</p> <p>Garain, S. 1998. <i>Organizational Effectiveness of NGOs</i>. Jaipur: University Book House.</p> <p>Kohli A.S., and Sharma S.R. 1996. <i>Encyclopaedia of Social Welfare and Administration Vol. 1-7</i>. Anmol Pub. Pvt. Ltd., New Delhi.</p> <p>Lauffer, A. 1977. <i>Getting the Resources, You Need</i>. New Delhi: Sage Publications.</p> <p>Lauffer, A. 1977, <i>Understanding Your Social Agency</i>. London: Sage Publications.</p> <p>Lawler, J., Bilson, A. (2010). <i>Social Work Management and Leadership: Managing Complexity with Creativity</i>. United Kingdom: Routledge.</p> <p>Lewis, D. (2007). <i>The Management of Non-governmental Development Organizations</i>. United Kingdom: Routledge.</p> <p>Luthans, Fred. (1990). <i>Organizational Behaviour</i>. Boston, Irwin McGraw Hill.</p> <p>OECD. (2003). <i>Local Economic and Employment Development the Non-profit Sector in a Changing Economy</i>. France: OECD Publishing</p> <p>Skidmore, R. (1983). <i>Social Welfare Administration: Dynamic Management and Human Relations</i>. London: Prentice Hall</p>
<b><u>Additional Readings</u></b>	<p>Citizen's Charters, Government of Goa of Social Welfare Department, Tribal Welfare Department, Rural Development Agency, Women and Child Department, Educational Department, Directorate of Panchayat</p> <p>Garain, S., <i>Towards a Measure of Perceived Organizational Effectiveness in Non-Government Organization</i>. Mumbai: Indian Journal of Social Work, 54 (2)</p> <p>Tandon, R. (2002). <i>Identity and Its Challenges for the Voluntary Sector in India</i>. New Delhi: PRIA</p>
<b><u>Learning Outcomes</u></b>	<p>Students will understand the important elements in administration of social welfare organisations and acquire skills to participate in management and administrative processes for service delivery</p>

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

Programme: MSW

Course Title: COMMUNITY ORGANISATION

Course Code: SWDSCC8

Number of Credits: 4

Effective from Academic Year: 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. To develop competence to undertake critical and holistic analysis of social issues &amp; community dynamics.</li> <li>2. To understand the strategies in community organization practice and the role of community organization practitioner.</li> <li>3. To enhance understanding of the models and strategies of Community Work Practice.</li> <li>4. To develop attitudes and skills required to facilitate the process of people's participation in changing their situation.</li> </ol>	
<b><u>Content:</u></b>	<b>Module I - Understanding Community</b> Concept of community:- Sociological, cultural and social work perspective of community – geographical and functional community; ii. Functions of community; community and identity; iv. The process of community integration and disintegration. Different perspectives on Organizing communities for change <ul style="list-style-type: none"> <li>• Paulo Freire – Conscientization</li> <li>• Saul Alinsky -Organized mass action and community leadership</li> <li>• Eleanor Ostrom – theory of commons:</li> <li>• Ivan Illich : Deschooling Society</li> </ul>	15 hours
	<b>Module II - Community Organization as Practice Method</b> Phases in the community organization/social work practice with communities - Need assessment, Community Engagement Phase, exiting community and Ensuring Sustainability of Intervention Models, Feedback and evaluation of the work done  Community mapping techniques Community organization models given by Rothman <ul style="list-style-type: none"> <li>• Locality Development</li> <li>• Social Planning</li> <li>• Social Action</li> <li>• People centred approach in community organization</li> </ul>	15 hours
	<b>Module III - Strategies in Community Organization Practice and Role of Community Organization Practitioner:</b> i. Role of community organization practitioner in community centers (the guide, enabler, expert and social therapist) and in Rothman's models; ii. Strategies and techniques in community organization: PRA and related techniques, formation and capacity building of CBOs, capacity building of community level institutions, strategies for capacity building of the marginalized groups, committee formations, leadership and cadre building and networking; iii. Skills required in community organization practice:	15 hours

	<p>interaction skills, information gathering and assimilation skills, observation skills, analytical skills, skills in listening and responding skills; organizing skills, resource mobilization (external and internal) skills, conflict resolution skills; iv. Planning, monitoring an evaluation in community work; v. Recording: - community profiling, recording (administrative and process records; PORK, SOAP, data banks, monitoring report, evaluation reports) and documentation of the community organization processes (documentation of the best practices, case studies).</p> <p><b>Module IV - Community Organization Practice in the Context of Various Settings</b></p> <p>Health, Education, Livelihood and work, Natural resource management, Sustainable development, working with tribal population, working with rural and urban vulnerable communities, displaced population and rehabilitation.</p>	15 hours
<b><u>Pedagogy:</u></b>	Classroom learning with use of powerpoint, group discussion, workshop on PRA and related techniques, task and classroom assignments	
<b><u>Recommended Readings:</u></b>	<p>Community Organizing and Community Building for Health. (2005). United Kingdom: Rutgers University Press.</p> <p>Gangrade, K.D. 1971. <i>Community Organization in India</i>, Mumbai: Popular Prakashan.</p> <p>Hardina, D. (2012). <i>Interpersonal Social Work Skills for Community Practice</i>. United States: Springer Publishing Company.</p> <p>Hardina, D. (2002). <i>Analytical Skills for Community Organization Practice</i>. United States: Columbia University Press.</p> <p>Joseph, S. (2016). <i>Community Organization in Social Work</i>. India: DISCOVERY PUBLISHING HOUSE PVT Limited.</p> <p>Jodhka Surinder (ed.), 2002, <i>Communities &amp; Identities</i>; Sage Publication</p> <p>McDonald, A. (2006). <i>Understanding Community Care: A Guide for Social Workers</i>. United Kingdom: Macmillan Education UK.</p> <p><i>Methods in Community-Based Participatory Research for Health</i>. (2005). Germany: Wiley.</p> <p>PATIL, A. R. (2012). <i>COMMUNITY ORGANIZATION AND DEVELOPMENT: An Indian Perspective</i>. India: PHI Learning.</p> <p>PRIA. 1995. <i>Participatory Evaluation: Issues and Concerns</i>, New Delhi: PRIA</p>	

	<p>Ross, Murray and Lappin, Ben. 1967. <i>Community Organization; Theory, Principles, and Practice</i>, New York: Harper and Row.</p> <p>Rummery, K. (2018). <i>Disability, Citizenship and Community Care: A Case for Welfare Rights?</i> United Kingdom: Taylor &amp; Francis.</p> <p>Somerville, P. (2016). <i>Understanding Community: Politics, Policy and Practice</i>. United Kingdom: Policy Press.</p> <p>The Handbook of Community Practice. (2013). United Kingdom: SAGE Publications.</p> <p>Towards Understanding Community: People and Places. (2007). United Kingdom: Palgrave Macmillan UK.</p> <p>Understanding Care, Welfare and Community: A Reader. (2005). United Kingdom: Taylor &amp; Francis.</p>
<b><u>Additional Readings</u></b>	<p>Beher A and Samuel J. 2006. <i>Social Watch in India: Citizens Report on Governance and Development</i>, Pune: NCAS</p> <p>NCAS. 2000. <i>Fearless Minds: Rights Based Approach to Organizing and Advocacy</i>, Pune: National Centre for Advocacy</p>
<b><u>Learning Outcomes</u></b>	<p>Students will be introduced to community organization as a method of social work and the critical elements of the practice. Students will understand the role of agencies and community organizers, models and strategies for community organizations and also develop a perspective and the skills for participatory processes in the community and civil society.</p>

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: MSW**

**Course Title: CONCURRENT FIELD WORK PRACTICUM AND RURAL CAMP**

**Course Code: SWDSCC9**

**Number of Credits: 4**

**Effective from Academic Year: 2022-2023**

<b><u>Course prerequisite</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1) To understand the agency as a system –governance, philosophy, objectives, structures and management of services/ programmes.</li> <li>2) To develop the ability to involve the client system in the problem solving process, utilizing skills of social work interventions, including research.</li> <li>3) To enable to acquire knowledge and practice skills related to social work methods at the individual, group and community level in different fields</li> <li>4) To develop documentation skills</li> <li>5) To develop skills in identifying and utilizing community resources, both at Government and private levels.</li> <li>6) To develop the ability to work as a team.</li> </ol>



	<p>7) To reinforce the belief in the inherent strength of the people to meet their needs and resolve their problems.</p> <p>8) To enable conscious application of professional values, ethics and principles.</p> <p>9) To develop an understanding and skills in working with the professionals (Medicine, Law, accountancy etc.)</p>	
<b><u>Content:</u></b>	<p><b>Module I: Concurrent Field Work</b></p> <p>During the concurrent field work, students are expected to fulfil certain requirements namely:</p> <ol style="list-style-type: none"> <li>1) Develop beginning perceptions about agency functioning and identify congruence or gaps between organizational stances or programs and client's service needs (e.g. restrictive intake policies, inadequate office hours, poor referral system for resources)</li> <li>2) Initiate learning about how outside regulations, organizations and funding effect delivery of services.</li> <li>3) Show beginning ability to identify problems/issues in organizational terms.</li> <li>4) Demonstrate beginning initiative and involvement in efforts to influence agency processes on behalf of client's needs</li> <li>5) Develop beginning confidence to participate and contribute to team effort.</li> <li>6) Working with Individuals: Each student should get exposed to the practice of Social Case Work with the guidance of the supervisors and submit the record of each session.</li> <li>7) Working with Groups: Each student should get exposed to the practice of Social Group Work with guidance of the supervisors and submit the case records.</li> <li>8) Community Organisation: Each student should organise a community organisation in his/her field work agency.</li> </ol> <p><b>Module II: Rural Camp</b></p> <p>The Rural Camp will provide students the opportunity to experience rural life, make first hand observations about rural realities, analyze rural dynamics, and observe the functioning of local self - government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills to carry out, evaluate, and report the experience. It also gives the students prospects for engaging themselves in rural reconstruction.</p> <p>A Rural Camp will be organized during the second semester. It shall be a residential camp in a rural or tribal setting. It shall be mandatory for each student to attend the rural camp. Those who remain absent from the practicum shall forfeit the marks allotted. No other assignment shall be given to an absentee student in lieu of rural camp. A class room seminar should be organized after returning from the rural camp, for the learners to present papers covering all aspects of the work done and experiences gained.</p>	<p><b>(2 field work days in a week on days prescribed in the time table)</b></p> <p><b>(Residential for 10 days)</b></p>

	<p>Objectives:</p> <p>1) To develop an understanding of the rural social structures and cultural processes with special reference to specific groups experiencing poverty and deprivation.</p> <p>2) To develop an understanding of the level of government intervention in relation to below the poverty line groups in the area and the related structure of decision-making and intervention.</p> <p>3) To develop the capacity to make a critique of the intervention of both the voluntary organisations and the Government Agencies in relation to the specific below the poverty line group.</p> <p>4) Through experience in group living, students will appreciate its value in terms of self-development, interpersonal relationships, sense of organisation, management and mutual responsibility.</p> <p>5) To acquire skills in planning, organizing, implementing, and evaluating the camp</p>	
<b><u>Pedagogy:</u></b>	Practical skill development	
<b><u>Recommended Readings</u></b>	<p>Challenges, Opportunities and Innovations in Social Work Field Education. (2020). United Kingdom: Taylor &amp; Francis.</p> <p>Fieldwork Training in Social Work. (2019). United States: Taylor &amp; Francis.</p> <p>Field Instruction in Social Work Education: The Indian Experience. (2019). United States: Taylor &amp; Francis.</p> <p>Subhedar, I. S. (2001). Fieldwork Training in Social Work. India: Rawat Publications.</p>	
<b><u>Learning Outcomes:</u></b>	Students will develop the skill and sensitivity for field work practice	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

Programme: MSW

Course Title: SOCIAL ACTION, SOCIAL MOVEMENTS, NETWORKING AND ADVOCACY

Course Code: SWDSOC2

Number of Credits: 2

Effective from Academic Year: 2022-2023

<b><u>Course prerequisite</u></b>	Registration in the Masters Programme at Goa University or its affiliated colleges
-----------------------------------	--

<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. To understand the concepts and context of Social Movements and Social Action.</li> <li>2. To develop an understanding and analyzing issues in a broader context in order to respond to critical Social realities.</li> <li>3. To develop a strong perspective and skill to engage themselves in struggles, protests and movements.</li> <li>4. To acquire knowledge on the concepts, processes and techniques of Social Advocacy.</li> </ol>	
<b><u>Content:</u></b>	<p><b>Module I: Social Action</b> Social action – history in India, concept, objectives, purpose and principles; process of social action and scope in India; Rights based approach, Radical social work - contributions by Saul Slinky, Paulo Freire, Mahatma Gandhi and Siddique.</p> <p><b>Module II: Tools of Social Action</b> Strategies for social action from various social movements; Concept of advocacy as a tool; Strategies for Advocacy, Campaigning, and Lobbying; Use of media and public opinion building in advocacy; and Coalition and Network building; Linking up protest movements with development work.</p> <p><b>Module III: Social Movements</b> Understanding the politics of protest: Typology of social movements, their characteristic features and contribution to social change; Overview of significant social movements in India and the world. New Social Movements and their contribution to social change : Meaning and perspectives, Issue-based, autonomous and sectarian movements, their contribution and Limitation, Overview of environmental and lifestyle movements, their scope and Limitation, Strategies employed by social movements ranging from non-violence to violence.</p>	<p>10 hours</p> <p>10 hours</p> <p>10 hours</p>
<b><u>Pedagogy:</u></b>	Power point presentations, case studies, group discussion, debate and use of videos and charts.	
<b><u>Recommended Readings:</u></b>	<p>Advocacy Organizations and Collective Action. (2010). (n.p.): Cambridge University Press.</p> <p>Alinsky, S. (2010). Rules for Radicals: A Pragmatic Primer for Realistic Radicals. United States: Knopf Doubleday Publishing Group.</p> <p>Bastiaan Wielenga. (1984). Introduction to Marxism, Bangalore: Centre for Social Action.</p> <p>Chambers, Robert. (2005). Ideas for Development, Earth Scan, London.</p> <p>Cohen, S. (2017). Transforming Social Action into Social Change: Improving Policy and Practice. United Kingdom: Taylor &amp; Francis.</p>	

	<p>Diani, M., della Porta, D. (2009). Social Movements: An Introduction. Germany: Wiley.</p> <p>Ghandy, Anuradha (2012). Scripting the Change, Daanish Books.</p> <p>Jain, P.C. (1991). Social Movements among Tribals, New Delhi: Rawat Publications.</p> <p>Joshi, P. Beher A and Samuel J. (2006). Social Watch in India: Citizens Report on Governance and Development, Pune: NCAS</p> <p>Purohit, B. R. and Joshi, Sandeep. (2003). Social Justice in India, Jaipur: Rawat Publication.</p> <p>Siddiqui, H. Y. (1984) – Social Work and Social Action: A Development Perspective, New Delhi: Herman Publications</p> <p>The Oxford Handbook of Social Movements. (2015). United Kingdom: Oxford University Press.</p> <p>Twelvetrees, A. (2017). Community Development, Social Action and Social Planning. United Kingdom: Macmillan Education UK.</p> <p>Transformative Social Work Practice. (2015). United States: SAGE Publications.</p>
<b><u>Learning Outcomes</u></b>	<p>The subject introduces students to rights-based approach, radical social work through an understanding of different methods and models of social action. Students will learn different strategies of social action and social change through an analysis of social movements.</p>

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme:** MSW

**Course Title:** GENDER AND EQUITY

**Course Code:** SWDSOC3

**Number of Credits:** 4

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite</u></b>	Registration in the Masters Programme at Goa University or its affiliated colleges
<b><u>Objective:</u></b>	<ol style="list-style-type: none"> <li>1. To sensitize students and develop in them an understanding of gender and equity.</li> <li>2. To understand the concept of gender and its implications in the context of India</li> <li>3. to understand Equality and Equity</li> <li>4. to learn about women, empowerment and the role of the state</li> </ol>

<b><u>Content:</u></b>	<p><b>Module I: The Concept of Gender</b> Difference in gender and sex, social constructions of gender and sex and its implications in the context of India. Patriarchy-meaning of patriarchy, role of social, religious and economic institutions in reinforcing patriarchy. R-Discriminatory practices within religious rituals and social practices. Introduction to Feminist theory: (Radical feminism, liberal feminism, socialist feminism, eco feminism, Dalit Feminism)</p> <p><b>Module II: Equity vs Equality</b> What is equity? Its relevance for India. Difference between equity and equality. Reservation Policy. Issues of women from the Dalit, tribal, Muslim and other minority communities.</p> <p><b>Module III: Women, Empowerment and the State</b> Feminization of labour and poverty. What is empowerment? Role of the state in empowerment of women: Legislations Relating to Women, Gender and Health, 73<sup>rd</sup> and 74<sup>th</sup> Amendment, Ministry of Social Justice and Empowerment, Ministry of Women and Child Development, Mahila Shakti Kendra and a brief overview of government schemes for women.</p>	<p>10 hours</p> <p>10 hours</p> <p>10 hours</p>
<b><u>Pedagogy:</u></b>	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations	
<b><u>Recommended Readings:</u></b>	<p>Center For Women's Development Studies. (1984). <i>International Women's Decade: A balance Sheet</i>, New Delhi</p> <p>Davar Bhargavi. (2001). <i>Mental Health from a Gender Perspective</i>, Sage Publications</p> <p>Desai N. and Krishnaraj M. (1987). <i>Women and Society in India</i>, New Delhi: Ajanta publications.</p> <p>Irae Guijt and Meera Shah. (1998). <i>The Myth of Community: Gender Issues in Participatory Development</i>, ITDG Publishing.</p> <p>Kabeer Naila. (1994). <i>Reversed Realities: Gender Hierarchies in Development Thought</i>. Kali for Women</p> <p>Khan, Bhasin. (1999). <i>Some Questions on Feminism and its Relevance in South Asia</i>, New Delhi: Kali for Women.</p> <p>Khullar M. (2005). <i>Writing the Women's Movement: A Reader</i>, Kali For Women.</p> <p>Kishwar M. (2002). <i>Off the Beaten Track: Rethinking Gender Justice for Indian Women</i>, Oxford University Press.</p> <p>Kudchedkar S. (1998). <i>Women Against Violence: Violence Against women</i>, Pencraft</p>	

	<p>International.</p> <p>Moser, C. (2012). Gender Planning and Development: Theory, Practice and Training. United Kingdom: Taylor &amp; Francis.</p> <p>No Outlaws in the Gender Galaxy. (2015). India: Zubaan.</p> <p>Rao A. 2003. <i>Gender and Caste Issues in Contemporary Indian Feminism</i>, New Delhi : Kali for women,</p> <p>Renavikar M. R. (2003). Women and Religion: a Sociological Analysis, Jaipur: Rawat Publication.</p> <p>Social Justice and Gender Equality: Rethinking Development Strategies and Macroeconomic Policies. (2012). United Kingdom: Taylor &amp; Francis.</p> <p>Towards Gender Equity in Development. (2018). United Kingdom: Oxford University Press.</p> <p>The Palgrave Handbook of Gender and Development: Critical Engagements in Feminist Theory and Practice. (2016). United Kingdom: Palgrave Macmillan UK.</p> <p>Violence Against Women in India. (2019). (n.p.): Taylor &amp; Francis.</p> <p>Violence Against Women: Current Theory and Practice in Domestic Abuse, Sexual Violence and Exploitation. (2013). United Kingdom: Jessica Kingsley Publishers.</p> <p>Women of Asia: Globalization, Development, and Gender Equity. (2018). United Kingdom: Taylor &amp; Francis.</p>
<b><u>Learning Outcomes</u></b>	Students will develop an understanding of Gender and the need for gender equity

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

### SEMESTER III

Programme: MSW

Course Title: SOCIAL WORK RESEARCH

Course Code: SWRSOC1

Number of Credits: 4

Effective from Academic Year: 2022-2023

<b><u>Course prerequisite</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. To comprehend the importance of research as a social work method</li> <li>2. To be familiar with various research designs, methods, statistical tools and techniques relevant to social work research.</li> <li>3. To cultivate research abilities through appropriate application</li> <li>4. To develop a research proposal on a topic of interest that will be connected to the chosen field of specialization</li> </ol>

<b><u>Content:</u></b>	<p><b>Module I – Introduction</b> Linkages between research and Social Work practice; role of research in policy formulation, and programme planning, implementation, and evaluation. Types of social work research – need assessment studies, situational analysis, monitoring and evaluation, impact assessment, policy research.</p> <p><b>Module II: The Process of Quantitative Research</b> Conceptualizing Quantitative Studies: problem identification and formulation; objectives, concepts, variables, hypotheses and assumptions; Designing Qualitative Studies: Types of Research Designs, and their Scope, identification of sources of data (primary data and secondary data); Methods and Tools of Data Collections; Selection of Sample; Data Processing Techniques; Analysis of Data: Levels of Measurement, Descriptive Statistics, Measures of Dispersion, hypothesis testing and interpretation of findings; Reporting Results of Quantitative Research. SPSS.</p> <p><b>Module III: The Process of Qualitative Research</b> Conceptualizing qualitative studies: identifying the focus of the study, the areas of the study and lines of inquiry ; Designing qualitative studies : developing a research starter , theoretical sampling, specifying the role of researched and researcher, and insider/ outsider perspectives; Methods of data collection; participants observation, life histories, in-depth / unstructured interview, group interview and focus group discussion and community based participatory methods and techniques; Data processing and analysis; preparing narrative data text, developing coding categories, use of matrices, and integrating findings to develop field based conceptualizations; Writing up qualitative studies</p> <p><b>Module IV: Research Reporting:</b> Preparation of a research proposal. The contents of a report, Manual of style and the need for dissemination</p>	<p>10 hours</p> <p>15 hours</p> <p>20 hours</p> <p>15 hours</p>
<b><u>Pedagogy:</u></b>	Classroom lectures, classroom assignments	
<b><u>Recommended Readings:</u></b>	<p>Ahuja, Ram. (2001) <i>Research Methods</i>, Jaipur: Rawat Publications.</p> <p>Anastas, J. W. (2000). <i>Research Design for Social Work and the Human Services</i>. United States: Columbia University Press.</p> <p>Alston, M. Bocoles, W. (2003). <i>Research for Social Workers - An Introduction to Methods</i>, Jaipur: Rawat Publications.</p>	

	<p>Carden, F. (2009). Knowledge to Policy: Making the Most of Development Research. India: SAGE Publications.</p> <p>Chattopadhyay, A. K., Mukherjee, S. P., Sinha, B. K. (2018). Statistical Methods in Social Science Research. Germany: Springer Singapore.</p> <p>Drake, B., Jonson-Reid, M. (2008). Social Work Research Methods: From Conceptualization to Dissemination. United Kingdom: Pearson/Allyn and Bacon.</p> <p>Kothari, C. R. (2004). <i>Research Methodology: Methods and Techniques</i>, 2nd edition reprint, New Delhi: New Age International.</p> <p>Lal Das, D.K. (2000), Practice of Social Research: A Social Work Perspective, Rawat, Jaipur.</p> <p>Rubin, Allen and Babbie Earl, (2001). <i>Research Methods for Social Work</i>, 4th Ed. Wadsworth, West, Brooks/Cole and Schirmer,</p> <p>The Routledge Handbook of Social Work Practice Research. (2020). United Kingdom: Taylor &amp; Francis.</p> <p>The SAGE Handbook of Action Research: Participative Inquiry and Practice. (2007). United Kingdom: SAGE Publications.</p> <p>Young, Pauline, (1960). <i>Scientific Social Surveys and Research</i>, Asian student's edition, Japan: Asia Publishing House.</p> <p>Webber, M. (2014). Applying Research Evidence in Social Work Practice. United Kingdom: Palgrave Macmillan.</p> <p>Worsley, A., Hardwick, L. (2010). Doing Social Work Research. United Kingdom: SAGE Publications.</p> <p>York, R. O. (2019). Social Work Research Methods: Learning by Doing. United States: SAGE Publications.</p>
<b><u>Learning Outcomes</u></b>	<p>Students will develop an understanding of the research process and acquire attitudes and skills essential for social work research. Students will also develop skills in interpretation, documentation and presentation of results of the research. At the end of the course students will submit the mandatory research proposal which is to be executed in the following semester.</p>

[\(Back to Index\)](#) [\(Back to Agenda\)](#)



**Programme:** MSW

**Course Title:** BLOCK PLACEMENT AND SPECIALIZATION RELATED FIELD WORK PRACTICUM

**Course Code:** SWRSOC2

**Number of Credits:** 4

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objective:</u></b>	1) To develop enhanced specialization specific skills 2) To be able to integrate classroom learning with field realities. 3) To offer pre-employment work experiences that will enable the student to assume professional responsibilities and understand the role of a professional Social Worker the chosen field of specialization 4) To enhance critical thinking in the development of a research proposal connected to the area of specialization. 5) To acquire skills of networking, advocacy and programme coordination.	
<b><u>Content:</u></b>	<p><b><u>Module 1: Block Placement</u></b>            Every student will complete in the summer break, a Block Placement of 30 days of field work (full- time work in an approved agency or project preferably outside Goa).            Agencies /projects for Block Placement shall have to be approved by the Programme Director keeping in mind the learning opportunities the setting affords for the students.            A student is not eligible for the degree unless s/he has completed Block Placement to the satisfaction of the Programme. At the conclusion of Block Placement, the Agency Supervisor will send a Report about the performance of the student to the Programme. The student will also submit a comprehensive report of the Block Placement.</p> <p><b><u>Module 2: Specialization Specific field Work Practicum</u></b>            The student has the option of selecting their Specialization, based on which they would be placed in an agency based on their specific specialization.</p> <ul style="list-style-type: none"> <li>• The student will analyse complex situations and evaluate the agencies functions in relation to needs/problems of the client system, and situate this in the larger state, national and international context.</li> <li>• The student will evaluate the functions of the agency based on their specific specialization in relation to the needs and problems of the client system.</li> <li>• Enhance skills of working with inter-disciplinary teams to support peoples' quest to meet needs and goals.</li> <li>• Take initiative and leadership roles while working with teams.</li> <li>• Independently prepare and utilizes records like summary records, case studies, agency reports- annual and six monthly, minutes of meetings, press releases.</li> </ul> <p><b>Study Tour</b></p>	30 days

	<p>The Study tour will be organised at the end of the semester. The Study Tour is a compulsory component.</p> <p>The students need to gain an understanding of the functioning of government, private and people-based organisations and developmental services in the context of emerging social realities in their respective specialization.</p> <p>Understand the various programmes/strategies, administration / management of the organisations/programmes/services and participation of the stakeholders in problem solving and management.</p> <p>Understand the role of Professional Social Workers and other disciplines in relation to the organisation/development programmes/services in the respective specialization.</p> <p>Appreciate and analyse critically the organisation, its services/programmes and strategies in terms of their relevance, effectiveness to meet the organisational goals and achieve overall development of the people.</p> <p>Through the experience of group living appreciate its value in terms of self-development, interpersonal relationships, and mutual responsibility.</p> <p>Acquire skills in planning, organizing and evaluation of the study tour, learn conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinions, decision making, appreciation, sharing of resources and tasks, coping skills in problem situations with cooperation and coordination.</p>	5-8 days
<b><u>Pedagogy:</u></b>	Practical experiential learning	
<b><u>Recommended Reading</u></b>	<p>Challenges, Opportunities and Innovations in Social Work Field Education. (2020). United Kingdom: Taylor &amp; Francis.</p> <p>Fieldwork Training in Social Work. (2019). United States: Taylor &amp; Francis.</p> <p>Field Instruction in Social Work Education: The Indian Experience. (2019). United States: Taylor &amp; Francis.</p> <p>Subhedar, I. S. (2001). Fieldwork Training in Social Work. India: Rawat Publications.</p>	
<b><u>Learning Outcomes:</u></b>	Students will sharpen their skills and sensitivity for field work practice in their chosen specialised areas with the Block Placement and Field Practicum. They will also identify and outline in the form of a proposal their research proposal	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

### SPECIALIZATION-WISE OPTIONAL COURSES

**SPECIALIZATION 1: HEALTH AND DEVELOPMENT (HAND)****Programme:** MSW**Course Title:** HEALTH CARE SOCIAL WORK PRACTICE I**Course Code:** SWOGC1A**Number of Credits:** 4**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objective:</u></b>	<ol style="list-style-type: none"> <li>1. To understand the concept of health, wellbeing and disease</li> <li>2. To understand the causes and prevention of the major communicable and chronic disease in India</li> <li>3. To learn about the structure of healthcare services in India and related policies</li> <li>4. To understand the role of NGO and private sector in health care</li> </ol>	
<b><u>Content:</u></b>	<b>Module I: Concept of Health, Well-Being, and Disease</b> Health concept by WHO, determinants of health; Indicators of health status of people in a community; Disease: Causation and prevention; Health scenario of India: Major communicable and non-communicable diseases; Health as an aspect of social development, Environmental Health, Nutritional Health, Occupational Health, Mental Health.	15 hours
	<b>Module II: Healthcare Services and Programmes</b> Structure of healthcare services in India: Primary, secondary, and tertiary level healthcare structure and their functions; Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services, Health planning and Policy: National Health Policy, 2002 and National Rural Health Mission	15 hours
	<b>Module III: Social Work in Various Settings</b> Functions of social workers: General Hospitals, Government, Corporate and private, specific disease hospitals, Specialized Clinics, community health centers, blood banks, eye banks, health camps.	15 hours
	<b>Module IV: Emerging Concerns in Healthcare</b> Public-private participation and collaboration in health care: Role of NGO and private sector in health care; Sexual and Reproductive Health Rights.	15 Hours
<b><u>Pedagogy:</u></b>	Classroom teaching, use of charts, power point presentations, videos, field visits, group discussions	
<b><u>Recommended Readings:</u></b>	Browne, T., Gehlert, S. (2006). Handbook of Health Social Work. United States: Wiley.  Dasgupta, M. and Lincoln, C. C. (1996). <i>Health, Poverty and Development in India</i> . New Delhi: Oxford University Press.	

	<p>Dhillon, H.S. and Philip, L. (1994). <i>Health Promotion and Community Action for Health in Developing Countries</i>. Geneva: WHO.</p> <p>Golightley, M., Goemans, R. (2020). <i>Social Work and Mental Health</i>. United Kingdom: SAGE Publications, Limited.</p> <p>Handbook of Health Social Work. (2011). Germany: Wiley.</p> <p>Park, K. (2005). <i>Textbook of Prevention and Social Medicine (18th edition)</i>. Jabalpur: Banarsidas Bhanot.</p> <p>Phillips, D.R. and Verhasselt, Y. (1994). <i>Health and Development</i>. London: Routledge.</p> <p>Schwaber Kerson, T., McCoyd, J. L. (2016). <i>Social Work in Health Settings: Practice in Context</i>. United Kingdom: Taylor &amp; Francis.</p> <p>Spitzer, W. J., Allen, K. M. (2015). <i>Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends</i>. United States: SAGE Publications.</p> <p>The Critical Practitioner in Social Work and Health Care. (2007). United Kingdom: SAGE Publications.</p> <p>Yuen, F. K. O. (2014). <i>Social Work Practice with Children and Families: A Family Health Approach</i>. United Kingdom: Taylor &amp; Francis.</p>
<b><u>Learning Outcomes</u></b>	Students will understand the changing concept of health and develop a critical perspective of healthcare services and programmes in the country. They will also understand the relevant domains and nature of social work intervention in different health settings.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

Programme: MSW

Course Title: HEALTH CARE SOCIAL WORK PRACTICE II

Course Code: SWOGC1B

Number of Credits: 4

Effective from Academic Year: 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	1. To learn about social work in various health setting 2. To understand the Medico-legal information related to offences affecting the human body mind and property 3. To learn about the Procedural aspects of medico-legal practices	
Rr	<b>Module I: Social Work in Various Health Settings:</b> Mental health Institutions, psychiatric departments in general hospitals, private psychiatric clinics, halfway homes, day care centres, sheltered workshops, child guidance clinics	15 hours
	<b>Module II: Medico-legal information related to offences affecting the human body mind and property.</b> i) 'Identity' of Individuals, determination of age, sex, religion etc. Medico-legal significance of age. ii) Injuries and wounds: Legal definition of injury, hurt, bruises Aberrations, laceration, stab, penetration, puncture, gunshot. Injury: simple, grievous, self-inflicted burns and scalds, electrical injury. iii) Causes of death, natural, unnatural, iv) Virginity, paternity, legitimacy, sexual offences, rape, indecent assault: incest. MTP, abortion, miscarriage-therapeutic, accidental, threatened Criminal. Infanticide: Act of commission and omissions, Dead born and stillborn. v) Doctor-patient relationship - Medical Ethics, Consent for examination and: for specific treatment of specific illnesses and procedures, Informed consent. Civil malpraxis, reasonable care, skills vicarious liabilities negligence. Rights and Responsibilities of patients, Contributory negligence.	25 hours
	<b>Module III: Procedural aspects of medico-legal practices:</b> Courts of inquiry: Police, Magistrate, Commissioner, Judge Witnesses: Simple, expert, hostile Evidence: Oral - Examination – in –chief, cross examination, re-examination, Volunteering statement, questions from the bench, “leading questions” Documentary – Certificates – Medical certificate of fitness, Medical Certificate of illness/injuries percentage of loss. Dying declaration, Death Certificate, Reports of Chemical Examinations expert, fingerprints.	20 hours
<b><u>Pedagogy:</u></b>	Classroom teaching, use of videos and charts, field visits, guest lectures and group discussions	
<b><u>Recommended Readings:</u></b>	Balagopal, G., Kapanee, A. R. M. (2019). Mental Health Care Services in Community Settings: Discussions on NGO Approaches in India. Germany: Springer Singapore.	

	<p>Colin Pritchard. (2006). <i>Mental Health Social Work</i>, USA: Routledge.</p> <p>Davidson, K. (2014). <i>Social Work in Health Care: A Handbook for Practice</i>. United States: Taylor &amp; Francis.</p> <p>Drake, G., Drayton, J., Bland, R. (2021). <i>Social Work Practice in Mental Health: An Introduction</i>. United Kingdom: Routledge.</p> <p>Dixit, P. C. (2004). <i>Medical Jurisprudence and Toxicology</i> – Lexis Nexis.Dora,</p> <p>Health and Social Work: Practice, Policy, and Research. (2018). United States: Springer Publishing Company.</p> <p>Parikh, C. K. (1970). <i>Parikh's Simplified textbook of Medical Jurisprudence and Toxicology</i>, Medical Publication</p> <p>Park, K. (2017). <i>Park's Textbook of Preventive and Social Medicine</i>. India: Bhanot Publishers.</p> <p>Patel Vikram. (2002). <i>Where there is no Psychiatrist</i>, Delhi: VHA (Voluntary of Health Association of India).</p> <p>Rukadhikar A., Rukadhikar P. (2007). <i>Mental disorders and You</i>, Miraj: Psychiatric Centre.</p> <p>Social Work Practice for Promoting Health and Wellbeing: Critical Issues. (2013). United Kingdom: Taylor &amp; Francis.</p>
<b><u>Learning Outcomes:</u></b>	Students will be oriented to the sector of health and development and will understand the role and function of social workers in various health settings.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

Programme: MSW

Course Title: REHABILITATION AND AFTER CARE SERVICES

Course Code: SWOGC1C

Number of Credits: 2

Effective from Academic Year: 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	1. To understand the causes of various Impairment, Disabilities and Handicaps. 2. To learn about the History, philosophy and principles of psycho-social rehabilitation and Intervention in rehabilitation 3. To learn about the Rehabilitation Settings	
<b><u>Content:</u></b>	<b>Module I – Rehabilitation</b> Definition and scope for social work interventions; definition of Impairment, Disability, Handicap; causes of Handicap - heredity, acquired, Major illnesses - physical, neurological and psychiatric Stress, vulnerability, coping and competence to deal with handicaps; Need for comprehensive rehabilitation – psycho-social rehabilitation	10 hours
	<b>Module II - History, philosophy and principles of psycho-social rehabilitation</b> Specific problem areas – physical handicap - vision, hearing, orthopaedic, speech and language difficulties, mental retardation and others; neurological, psychiatric problems, disasters, alcohol and drug usage, terminal illnesses and any other. Intervention in rehabilitation: Assessment, planning, intervention, evaluation, tools for assessment, follow-up services.	5 hours
	<b>Module III - Rehabilitation Settings</b> Hospital based, day-care, night-care, quarter-way home, half- way-home, group home, hostels, long-stay homes, vocational guidance centre, sheltered workshop, occupational therapy centre, community based rehabilitation centre, home care, inclusive education and others Approaches: Therapeutic community, behavior modifications, transactional analysis and eclectic approach	5 hours
	<b>Module IV - Practice of Social work methods in the process of rehabilitation</b> Case work, group work, community organisation, research, administration and social action. legal provisions for differently abled people – The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, Rehabilitation Council of India: Formation, scope and functions, governmental policies and programmes, initiatives from the non- governmental sectors. International trends and national initiatives in the rehabilitation scenario.	10 hours
<b><u>Pedagogy:</u></b>	Classroom power point presentations, use of charts, videos and field exposure.	

<b><u>Recommended Readings:</u></b>	<p>Bajpai, A. (2018). From Exploitation to Empowerment: A Socio-Legal Model of Rehabilitation and Reintegration of Intellectually Disabled Children. Germany: Springer Singapore.</p> <p>Corey, Gerald. (6th ed.) (2004). <i>Theory and Practice of Group Counseling</i>. Thomas Brooks/ Cole Belmont</p> <p>Danda, Amita. (2000). <i>Legal order and Mental Disorder</i>, Sage Publications.</p> <p>Gibson, B. (2016). Rehabilitation: A Post-critical Approach. United Kingdom: CRC Press.</p> <p>Jamison, D. T. (2017). Disease Control Priorities, Third Edition (Volume 9): Improving Health and Reducing Poverty. United States: World Bank Publications.</p> <p>Kalyanasundaram S. and Innovations in Psychiatric Rehabilitation Verghese, Mathew, (Eds). 2000 Richmond Fellowship Society, Bangalore, India.</p> <p>King, R., Lloyd, C., Meehan, T. (2013). Handbook of Psychosocial Rehabilitation. Germany: Wiley</p> <p>Lakshman Prasad. 1994. Rehabilitation of the Physically handicapped. Konark Publishers Pvt. Ltd.</p> <p>Lieberman, Robert. P. Psychiatric Rehabilitation of Chronic Mental (ed). 1988. Patients. Washington D.C., American Psychiatric Association.</p> <p>Organization, W. H. (2010). Community-based Rehabilitation: CBR Guidelines. Philippines: World Health Organization.</p>
<b><u>Learning Outcomes</u></b>	Students will develop an understanding of the concepts of handicap, rehabilitation and the scope for practice, identification of specific client categories requiring the rehabilitation services, rehabilitation service interventions and different therapeutic approaches to the rehabilitation process.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)



**Programme:** MSW

**Course Title:** HEALTH CARE ADMINISTRATION AND PROGRAMMING

**Course Code:** SWOGC1D

**Number of Credits:** 2

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges.	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. To understand the Concept of Community Health and various community health programmes</li> <li>2. To understand the systems of health care</li> <li>3. To get acquainted to Health Communication and Training in community health care</li> <li>4. To learn about the Legislative measures in the field of Health</li> </ol>	
<b><u>Content:</u></b>	<p><b>Module I: Concept of Community Health</b> Community Health Programmes, RCH, Mental Health, ICDS, Geriatrics, Immunization, Drinking Water, Low cost sanitation, SRH</p> <p><b>Module II: Concept of Care</b> Systems in Health Care, Family Physician, OPDs and Dispensaries, Hospitals, Day Care and Special Schools, Institutional Care, Self help and support, De-addiction Centers, Health Insurance Schemes, Organizations in health care – Voluntary Health Association of India/Goa, Indian Red Cross Society, Family Planning Association of India, WHO, UNICEF, UNAIDS, UNODC, International Planned Parenthood Federation, etc</p> <p><b>Module III: Health Communication and Training</b> Introduction to health education and training in community health, History of health education and training in India. Approaches and models of health education and training. Training technologies appropriate for community health. Participatory planning, Monitoring and evaluation. Innovations in health education and community health training. Role of social worker as health educators and trainer in community health</p> <p><b>Module IV: Critique of Legislative measures in the field of Health</b> Example: MTP Act of 1971, Mental Health Act, 1887, Persons with Disability Act, 1995, Organ Transplantation Act, 1994, Consumer Protection Act, 1986, Juvenile Justice Act 2000, Provision for Violence against women, Immoral Traffic Prevention Act, Prenatal Diagnostic Test PNDT Act 1994, Rehabilitation Council Act 1999, National Trust Act 2000 and Goa Public Health Act, etc.</p> <p><b>Module V: Health and Development</b> Right to Health, Research in the field of Health, Health Indicator as Development Indicators, Relation between Nutrition, Health and Development.</p>	<p>5 hours</p> <p>5 hours</p> <p>5 hours</p> <p>10hours</p> <p>5 hours</p>

<b>The Study Tour is a mandatory component for this subject.</b>	
<b><u>Pedagogy:</u></b>	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations
<b><u>Recommended Readings:</u></b>	<p>Dill, A. (2017). Managing to Care. (n.p.): Taylor &amp; Francis.</p> <p>Goya, R.S. 1990. <i>Community Participation in Primary Health Care</i>, Chandigarh: Arun Publishing House Pvt. Ltd.</p> <p>Health and Social Work: Practice, Policy, and Research. (2018). United States: Springer Publishing Company.</p> <p>Lankester, Ted. (2000). <i>Setting up Community Health Programmes</i>, New Delhi : VHA</p> <p>McKenzie, J. F., Pinger, R. R. (2013). An Introduction to Community Health. United States: Jones &amp; Bartlett Learning.</p> <p>Social Work and Community Practice. (2016). United States: Apple Academic Press.</p> <p>Social Work Practice in Health: An Introduction to Contexts, Theories and Skills. (2020). United Kingdom: Taylor &amp; Francis.</p> <p>Social Work in Mental Health: Contexts and Theories for Practice. (2014). India: SAGE Publications.</p>
<b><u>Learning Outcomes:</u></b>	Students will understand policy implications and the impact of policies on health care delivery.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

## SPECIALIZATION 2: COMMUNITY ORGANISATION AND COMMUNITY DEVELOPMENT PRACTICE (COCD)

**Programme:** MSW

**Course Title:** PERSPECTIVES ON URBAN COMMUNITY DEVELOPMENT

**Course Code:** SWOGC2A

**Number of Credits:** 4

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. To learn about the Political Economy of Urbanisation</li> <li>2. To understand Human Development, Urban Development and Civic Administration</li> <li>3. To learn about the types and functions of Urban Governance</li> <li>4. To understand the Role of Urban LSG Bodies in Urban Development</li> </ol>

<b><u>Content:</u></b>	<p><b>Module I: Political Economy of Urbanisation</b> Urban economy in the context of: a) land; b) labour, c) capital, d) technology, and e) organization. Politico-economic history of urbanization. Migration, urban poverty and livelihood issues, slums and housing, natural resource management in urban areas, sustainable development, right of the poor to the city.</p> <p><b>Module II: Human Development, Urban Development and Civic Administration</b> Measurement of human development. Economic Development and social opportunities: Economic inequality and poverty. Diversity and Social exclusion. Urban Development and Civic Administration: Growth of slums; Role of civic administration; Voluntary Organizations (NGOs) and urban dwellers; Role of law and town planning in urban development.</p> <p><b>Module III: Urban Governance: Urban Local Self Government in India</b> a) Types of Urban Local Self Government in India: Municipal Corporations, Municipal Council/ Nagar Palika, Sources of Revenue, Structure, Powers and Functions at Each Level, Committees and their Functions, System of Elections to Urban Local Self Government, Relation of Urban Local Self Government with bodies of Governance at the state level issues. b) 74<sup>th</sup> Constitutional Amendment Review of the Content and Implementation</p> <p><b>Module IV: Role of Urban LSG Bodies in Urban Development</b> a) Contemporary Issues and Potentials through Local Self Government: Women's participation; participation of marginalized groups (SC, ST and Minorities); political parties; autonomy and control; factionalism in governance; b) Challenges in developing partnerships between elected bodies, bureaucracy and civil society.</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>
<b><u>Pedagogy:</u></b>	Classroom lectures, field visits, group discussions	
<b><u>Recommended Readings:</u></b>	<p>Bhowmik, Debesh. 2007. <i>Economics of Poverty</i>, New Delhi: Deep and Deep Publications.</p> <p>Joshi, Deepali Pant. 2006. <i>Poverty and sustainable Development</i>, New Delhi: Gyan Books.</p> <p>Petras, James and Veltmeyer, Henry. 2001. <i>Globalization Unmasked- Imperialism in the 21st Century</i>, New Delhi: Madhyam Books.</p> <p>Nagaraja Rao, C. (2016). <i>Urban Governance in India</i>. India: Kalpaz.</p>	

	<p>New Forms of Urban Governance in India: Shifts, Models, Networks and Contestations. (2009). India: SAGE Publications.</p> <p>Smith, D. (2019). Third World Cities in Global Perspective: The Political Economy of Uneven Urbanization. United Kingdom: Taylor &amp; Francis Group.</p> <p>Social Work and the City: Urban Themes in 21st-Century Social Work. (2016). United Kingdom: Palgrave Macmillan UK.</p> <p>Subaltern Urbanisation in India: An Introduction to the Dynamics of Ordinary Towns. (n.d.). India: Springer India.</p> <p>United Nations Human Settlements Programme. (2012). The Challenge of Slums: Global Report on Human Settlements 2003. (n.p.): Taylor &amp; Francis.</p> <p>Urbanisation in India: Challenges, Opportunities and the Way Forward. (2014). India: SAGE Publications.</p> <p>Urban Poverty and Climate Change: Life in the Slums of Asia, Africa and Latin America. (2016). United Kingdom: Taylor &amp; Francis.</p>
<b><u>Learning Outcomes:</u></b>	<p>The course will provide an understanding of the theories of social development and the economics of urban areas from a human development perspective. The course will also cover urban economic problems in the context of globalization and help in understanding the relevance and problems of cooperatives in the current context.</p>

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme:** MSW

**Course Title:** PERSPECTIVES ON RURAL COMMUNITY DEVELOPMENT

**Course Code:** SWOGC2B

**Number of Credits:** 4

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. To learn about the nature and concept of rural development</li> <li>2. To understand the problems faced by the rural population</li> <li>3. To learn about the various Rural Development Programmes</li> <li>4. To understand Rural Development Administration and Governance</li> <li>5. To learn about the Functions of Panchayati Raj Institutions</li> </ol>	
<b><u>Content:</u></b>	<b>Module I - Rural Development</b> Concept, nature, philosophy and historical context; Meaning and Determinants; Approaches to rural community development; Different Models of Rural Development.	10hours

	<p><b>Module II - Problems in Rural Development</b> Structural inequality and rural poverty; Rural employment : problems and prospects; Illiteracy; Land ownership / entitlements and alienation, indebtedness; Issues of livelihood and food security; Issues of accessibility, availability and affordability of basic services; Housing; Health; and Sanitation.</p> <p><b>Module III: Rural Development Programmes</b> An overview of rural community development programme of 1952; A review of Govt. programs of poverty alleviation; Creation of employment and increasing agricultural productivity; Role of the Block Development Officer, DRDA (District Rural Development Agency) and DPDC (District Planning and Development Committee).</p> <p><b>Module IV - Rural Development Administration</b> Structure and Function of Rural Development Administration; Role of Cooperatives in Rural Development; Participation of government organizations and voluntary organizations in Rural Development.</p> <p><b>Module V: Rural Governance</b> Democratic Decentralization: Meaning, Objectives and Importance, Governance: Meaning and Structures, Concept and Evolution of Panchayat Raj, The Constitutional Amendment of 73rd and 74th Amendment, Review of 73rd Constitutional Amendment.</p> <p><b>Module VI: The Functions of Panchayati Raj Institutions</b> Structure, Functions and Powers at each level, revenue sources, Committees in Village Level, Panchayati Raj Bodies, Gram Sabha including Mahila Gram Sabha, Its role and importance, Community Participation in Governance, PESA: Context of its emergence and its significance, issues and challenges in its implementation.</p>	<p>10hours</p> <p>10hours</p> <p>10hours</p> <p>10hours</p> <p>10hours</p>
<b><u>Pedagogy:</u></b>	Classroom learning with power point presentations, group discussions and debate, field visits and live projects	
<b><u>Recommended Readings:</u></b>	<p>Community Development: Rural, Urban and A Tribal Perspective. (2018). (n.p.): FSP Media Publications.</p> <p>Habibullah, W. and Ahuja, M.(2005) <i>Land Reforms in India: Computerisation of Land Records Vol. X</i>. New Delhi: Sage Publications.</p> <p>Hariss-white, B. and Janakrajan S. (2004) <i>Rural India. Facing the 21st Century</i>. London: Anthem Press.</p> <p>Kumar, S. (2002) <i>Methods for Community Participation: A Complete Guide for Practitioners</i>. New Delhi: Vistaar Publications.</p> <p>Mehta, B.C. (1993) <i>Rural Poverty in India</i>. New Delhi: Concept Publishing Company.</p>	

	<p>Radhakrishna, R., Sharma, A.N. (Ed) (1998) <i>Empowering Rural Labour in India Market, State and Mobilisation</i>. New Delhi: Institute for Human Development.</p> <p>Narayanasamy, N. (2009). <i>Participatory Rural Appraisal: Principles, Methods and Application</i>. India: SAGE Publications.</p> <p>Pugh, R., Cheers, B. (2010). <i>Rural Social Work: International Perspectives</i>. United Kingdom: Policy Press.</p> <p>Rao, H.Ch. (2005) <i>Agriculture, Farm Size Rural Poverty Alleviation of India</i>. New Delhi: Academic foundation.</p> <p>Reddy, G.R., and Subrahmanyam, P. (2003) <i>Dynamics of Sustainable Rural Development</i>. New Delhi: Serials Publication.</p> <p>Schouten, T. And Moriaty, P. 2003 <i>Community Water, Community Management</i>. London: ITDG Publishing.</p> <p>Rural Development in India: Retrospect and Prospects. (2010). India: Concept Publishing Company.</p> <p>Shiva, V., and Bedi, G. (Eds) (2002) <i>Sustainable Agriculture and Food Security: the Impact of globalisation</i>. New Delhi: sage Publications</p> <p>Streeter, C. L., Cooper, H. S. (2013). <i>Rural Social Work: Building and Sustaining Community Capacity</i>. Germany: Wiley.</p>
<b><u>Learning Outcomes</u></b>	Students will develop an understanding of social structures, social relations and institutions in rural communities and also develop sensitivity, commitment and skills to influence critical issues in rural communities.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

Programme: MSW

Course Title: **COMMUNITY DEVELOPMENT PRACTICE WITH THE DISEMPOWERED COMMUNITIES**

Course Code: SWOGC2C

Number of Credits: 2

Effective from Academic Year: 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. To develop and understanding of Power, Privilege and Oppression</li> <li>2. Political economy of the Dalit Development</li> <li>3. To understand Specific Identity Constructs and Populations at Risk</li> <li>4. To develop understanding Towards an emancipator community development practice</li> </ol>	
<b><u>Content:</u></b>	<p><b>Module I: Power, Privilege and Oppression</b> Conceptual Frameworks and Theoretical Perspectives; Critical Theories; Understanding oppression, privilege and oppression.</p> <p><b>Module II: Political economy of the Dalit Development</b> Social stratification; Caste; Casteism; Colonialism and State; Gandhi and Ambedkar Debate, Ambedkar and the Annihilation of Caste. Dalits in Communal Politics, Land Distribution, Social Sector Expenditure and Development of Dalits. Right to Development, Status and Comparison with Non-Dalits, Dalit Feminism, Globalisation and Dalits, State and Civil Society in Dalit Empowerment, Alternatives to Development. Atrocities in Modern Age, Labour Market Discrimination</p> <p><b>Module III: Specific Identity Constructs and Populations at Risk</b> Gender and Sexism- Gender, Culture, and Society; Race, Sexuality, and Culture (Intersections); Gendered Relations; Health, Sex, and Gender.</p> <p><b>Module IV: Towards an emancipatory community development practice</b> Critical Social Work; Anti-oppressive Approach; Structural Social Work, Advanced practice skills with Individuals, Groups, Communities, Institutions, Systems, Policy, Research and Training, Social analyses; Policy analysis and drafting, Advocacy; Social activism; Networking , Skills of individual and community conscientisation processes;</p>	<p>6 hours</p> <p>10 hours</p> <p>4 hours</p> <p>10 hours</p>
<b><u>Pedagogy:</u></b>	Classroom teaching with power point presentations, use of video, charts and live projects.	
<b><u>Recommended Readings:</u></b>	Displaced by Development: Confronting Marginalisation and Gender Injustice. (2009). India: SAGE Publications.	

	<p>Freire, A. M. A., and Macedo, D. (Eds.) (1995). <i>The Paulo Freire reader</i>. New York: Continuum.</p> <p>Freire, P. 1969/1998. <i>Education for critical consciousness</i>. New York: Continuum</p> <p>Freire, P. 1990. <i>Pedagogy of the oppressed</i>. (M. B. Ramos, Trans.) New York: Continuum.</p> <p>Freire, P. .1998.. <i>Pedagogy of freedom: Ethics, democracy, and civic courage</i>. (P. Clarke, Trans.) Lanham, MD: Rowman and Littlefield Publishers, Inc.</p> <p>Freire, P., and Macedo, D. P. (1995). <i>A dialogue: Culture, language, and race</i>. Harvard Educational Review, 65(3).</p> <p>Fultner, B. (ed.) (2012). <i>Jurgen Habermas: Key Concepts</i>. Rawat Publications. Jaipur</p> <p>Hollway, W. (1984). 'Gender difference and the production of subjectivity', in Helen Crowley and Susan Himmelweit (eds.) <i>Knowing Women</i>, p240 - 275, Oxford: Polity</p> <p>Kimmel M. (2000). <i>The Gendered Society</i>. Introduction and Chapters 1, 2 and 4</p> <p>Moore, H.L. (1988). <i>Feminism and Anthropology</i>, Ch.2, Cambridge: Polity Press, pp. 12-41.</p> <p>Ortner, S. (1974). —<i>Is Female to Male as Nature is to Culture?</i> in M.Rosaldo and L. Lamphere (eds.), <i>Women, Culture and Society</i>, Stanford University Press, pp. 67-88.</p> <p>Omvedt, G. (1994). <i>Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India</i>. India: SAGE Publications.</p> <p>Societies, Social Inequalities and Marginalization: Marginal Regions in the 21st Century. (2017). Germany: Springer International Publishing.</p> <p>Taylor, D. (ed.) (2011). <i>Michael Foucault: Key Concepts</i>. Rawat Publications. Jaipur</p>
<b><u>Learning Outcomes</u></b>	Students will understand histories, meanings and issues of marginalization, oppression and disempowerment of vulnerable communities such as the Dalits, tribes and women. They will have built a capacity for critical reflection and analysis of community development issues pertaining to the disempowered.

**Programme:** MSW

**Course Title:** PERSPECTIVES ON TRIBES AND TRIBAL DEVELOPMENT

**Course Code:** SWOGC2D

**Number of Credits:** 2

**Effective from Academic Year:** 2022-2023



<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objective:</u></b>	1. To develop an understanding of the issues of the tribal communities. 2. To Acquire knowledge about the contribution of Governmental and Non-Governmental Organisations to tribal development in India and Goa. 3. To Gain knowledge about the application of social work in tribal development programmes.	
<b><u>Content:</u></b>	<b>Module I: Tribal Issue: Background and Perspective</b> Understanding the Concept of Tribes, Adivasis, Indigenous people and Aborigines, and situating tribes therein, Overview of tribal history and tribal uprisings in India from pre to post Independence period	10 hours
	<b>Module-II Tribal Development: Philosophy and Implementation</b> Scheduled areas: issues and governance, Administration and Local Governance; PESA and its Implementation, Highlight of significant Acts that affect tribal people, Politics of Tribal Welfare and Development, Status of tribals in the current political system. Contemporary Challenges to Tribal Development, Impact of Globalising Market Economy, Campaigns and Advocacy. Tribal Struggles in Goa and Tribal Policy in Goa.	10 hours
	<b>Module III: Tribal Development and Five -Year Plans</b> Constitutional provisions for Scheduled Tribes; Tribal people and the issue of reservation regarding education, employment and politics; Achievement and failures of tribal development schemes and its reasons; Role of bureaucracy in the implementation of tribal welfare schemes;	10 hours
<b>The Study Tour is a mandatory component for this subject.</b>		
<b><u>Pedagogy:</u></b>	Classroom presentations, use of charts, field visits and group discussions.	
<b><u>Recommended Readings:</u></b>	Bogaert, M. V. D. et al. 1975. Training Tribal Entrepreneurs: An experiment in social change, <i>Social change</i> , June, Vol.5 (1-2). Gover, K. (2010). <i>Tribal Constitutionalism: States, Tribes and the Governance of Membership</i> . Oxford University press.  Ghurye, G. S. (1959). <i>The Scheduled Tribes</i>  Mahana, R. (2019). <i>Negotiating Marginality Conflicts over Tribal Development in India</i> . Routledge.  Pandey, G. 1979. <i>Government's Approach to Tribal's Development: Some Rethinking</i> , Prashasanika, 8 (1), 56-68, 1979  Shah, D.V., 1979. <i>Education and social change among Tribal in India</i>  Shah, V. P. and Patel, T. 1985. <i>Social Contexts of Tribal Education</i> . New Delhi: Concept Publishing.	

	<p>Sharma, B. D. 1977. Administration for tribal Development, <i>Indian Journal of Public Administration</i>, 23 (3),</p> <p>Singh K.S. (ed.). <i>Tribal Movements in India</i>, Vol. I and II</p> <p>Singh, Ajit 1984. <i>Tribal Development in India</i>, Delhi: Amar Parkashan;</p> <p>Tribal Development in India: The Contemporary Debate. (2006). India: SAGE Publications.</p> <p>Tribal Development Administration in India. (1994). India: Mittal Publications.</p> <p>Tribal Development in India: Challenges and Prospects in Tribal Education. (2020). India: SAGE Publications.</p> <p>Vidyarthi, L. P. (ed.) 1981. <i>Tribal Development and its Administration</i>, New Delhi: Concept.</p> <p>Xaxa V. 1999. <i>Tribes as Indigenous People of India</i>, Economic and Political Weekly, December</p>
<b><u>Learning Outcomes</u></b>	<p>The course aims at gaining a critical understanding of the tribal situation in the country and appreciating the need for social work intervention to address issues of tribal population and also critically assess the role of various agencies involved in tribal development.</p>

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**SPECIALIZATION 3: SOCIAL WORK PRACTICE WITH CHILDREN, FAMILY AND YOUTH (SICFY)****Programme:** MSW**Course Title:** FAMILY CENTRED SOCIAL WORK PRACTICE**Course Code:** SWOGC3A**Number of Credits:** 4**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. To understand the concept of Family as a social institution</li> <li>2. To understand Displacement and disaster generated changes in the family</li> <li>3. To understand Family in the context of Social Change</li> <li>4. To learn about Family centred social work the interventions, techniques and skills required</li> </ol>	
<b><u>Content:</u></b>	<b>Module I: Family as a Social Institution</b> Concept of family, Types of family, Functions of family, Family dynamics – power, myths, role and patriarchy in family, Concept of Marriage	10 hours
	<b>Module II: Family- Displacement and Violence</b> Displacement and disaster generated changes in the family (war, conflict, riots and natural calamities) and its implications. Vulnerability of families, marginalised families due to poverty, caste, cultural inequalities. The global crisis of violence. Violence against women and children	10 hours
	<b>Module III: The Family in the context of Social Change</b> Alternative Family and Marriage Patterns and Structures. Dual earner/career and impacts on families. Single parent families. Female headed households. Childless families. Reconstituted/ step families. Consensual unions. Same sex couples, Review of changing situations in marriages and marital relationship	20 hours
	<b>Module IV: Work with families: interventions, techniques and skills:</b> Family centred social work – problem solving approach. Life enrichment programmes – developmental approach. Programmes for family empowerment and protection of human rights. Efforts of government in strengthening families – Policy, Legislation and programmes. (Brief review), ICDS, Micro-credit, component plan, Schemes for families, Public Distribution System, Health – Family Welfare Programme, Health Insurance.	20 hours
<b><u>Pedagogy:</u></b>	Classroom learning with power point presentations, charts and group discussions, role play and group discussions	

<p><b><u>Recommended Readings:</u></b></p>	<p>Burgess, Ernest W., Locke Harvey J., Thomes Mary Margaret. <i>The Family from Traditional to companionship. (4th edition)</i>, New York: Van Nostrand Reinhold Co.</p> <p>Desai, Murli. 1986. <i>Family and Intervention – Some Case Studies</i>, Mumbai: TISS.</p> <p>Gore, M S. 1968. <i>Urbanization and Family Change</i>, Mumbai: Poplar Prakashan.</p> <p>Hanna, S. M. (2018). <i>The Practice of Family Therapy: Key Elements Across Models</i>. United Kingdom: Taylor &amp; Francis.</p> <p>Harris, C. C. 1969. <i>The Family an Introduction</i>, London: George Allen and Unwin Ltd.</p> <p>Jayapalan N. 2001. <i>Indian Society and Social Institutions – Vol. I</i>, New Delhi: Atlantic Publishers and Distributors.</p> <p>Jouer, Linda J. 1994. <i>The Social Context of Health and Health Work</i>, UK: Macmillan Press Ltd.</p> <p>Kumar, S., Chacko, K. M. 1985. <i>Indian Society and Social Institutions</i>, New Delhi: New Heights Publishers and Distributors.</p> <p>Lee, D. (2015). <i>Social Work with Families: Content and Process</i>. United States: Oxford University Press.</p> <p>O'Loughlin, S., O'Loughlin, M. (2016). <i>Social Work with Children and Families</i>. United Kingdom: SAGE Publications.</p> <p>Philips Belanard S. 1969. <i>Sociology Social Structure and Change</i>, London: Macmillan Co.</p> <p>Singh, Yogendra. 1997. <i>Social Stratification and Change in India</i>, New Delhi: Manohar Publication.</p> <p>Williamson, Robert C. 1967. <i>Marriage and Family Relations</i>, New York, London, Sydney: John Wiley and Sons, Inc.</p>
<p><b><u>Learning Outcomes</u></b></p>	<p>Students will understand family as a social institution, government efforts to strengthen families and the impact of globalization on families and the social system. Students will also imbibe skills, techniques and interventions required for working with families.</p>

**Programme:** MSW

**Course Title:** SOCIAL WORK PRACTICE WITH CHILDREN

**Course Code:**

**Number of Credits:** 4

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objective:</u></b>	<ol style="list-style-type: none"> <li>1. To understand the concept and process of socialisation in children</li> <li>2. To understand vulnerability and Situational Analysis of Vulnerable Children in India</li> <li>3. To learn about the Rights of the Child, International and National Initiatives</li> <li>4. To learn about Children in Need of Care and Protection</li> </ol>	
<b><u>Content:</u></b>	<b>Module I: Socialization of Child</b> Concept and process of socialisation, Goals of socialisation, Theories of socialisation, Child rearing practices, Agents of socialisation – family, school, peer group, neighbourhood, mass media, religion, Socialization of children with special needs	10 hours
	<b>Module II: Vulnerability and Situational Analysis of Vulnerable Children.</b> Concept of vulnerability, Situations contributing to the vulnerability of children- familial, societal, economical ,Vulnerability induced due to developmental and global factors, disasters, war and conflicts, trafficking of children.	10 hours
	<b>Module III: Rights of the Child, International and National Initiatives.</b> United Nations Convention on Rights of Children- salient features, International initiatives in child protection and child rights, National Commission for protection of child rights, State Commission for protection of child rights, their role and functions, The Juvenile Justice (Care and Protection of Children) Act, 2000, Goa Children's Act 2003.	10 hours
	<b>Module IV: Children in Need of Care and Protection.</b> Magnitude, profile and problems, Destitute and orphan children, working and street children, the girl child, Children of sex workers, children of alcoholics and substance abusers, children affected by HIV/AIDS, Child Abuse, Paedophilia , Children with special needs/ Differently abled children	10 hours
	<b>Module V: Children in Conflict with Law.</b> Definition, magnitude, types of offences, profile and problems Theories of juvenile delinquency- Social Learning theory, Strain theory, Labelling theory, Control theory	10 hours
	<b>Module VI: Skills for Working with children.</b>	

	Communication – individual and group, Use of creative activities. Skills in Behaviour modification techniques. Skills in Advocacy and campaigning for children	10 hours
<b><u>Pedagogy:</u></b>	Classroom learning through power point presentations, use of charts and videos, group discussions and guest lecture.	
<b><u>Recommended Readings:</u></b>	<p>Adenwalla Maharukh, 2008. <i>CHILD Protection and Juvenile Justice System for children in conflict with law</i>, Childline India Foundation, Mumbai.</p> <p>Ahuja Ram, 1997. <i>Social Problems in India – Juvenile Delinquency, Ch.4</i>. Jaipur: Rawat Publication.</p> <p>Agarwal, K. G. and Panchal, T. K., 1993. <i>Inner World of Handicapped: A Study of Problems of the Disabled</i>, Khanna Publisher, New Delhi.</p> <p>Anderson, D, 1993. <i>Social Work and the Mentally Handicapped</i>, Macmillan and Company, London.</p> <p>Bajpai Asha, 2003. <i>Child Rights in India: Law policy and practice</i>, Oxford University Press, New Delhi.</p> <p>Chandra, K. and Devg, P. G. 1994. <i>Handbook of Psychology for the Disabled and Handicapped</i>, Anmol Prakashan, New Delhi.</p> <p>Government of Goa, <i>Goa Children's Act 2003</i></p> <p>Child-Centred Social Work in India: Journeys and the Way Forward. (2022). India: Taylor &amp; Francis.</p> <p>Government of India, <i>Child Labour (Prevention and Regulation) Act</i>, 1986.</p> <p>Gupta M. C., 2001. <i>Child Victims of Crime: Problems and Perspectives</i>, Gyan Publishing House.</p> <p>Hegade, Karandikar Madhavi, 2001. <i>Adoption</i>, Bal AshaTrust, Mumbai.</p> <p>Madan, G.R. 1997: <i>Indian Social Problems (Vols. I and II)</i>, Allied Publications, New Delhi.</p> <p>Mehta Nilima, 2008. <i>Child Protection and Juvenile Justice System for children in need of care and protection</i>, Childline India Foundation, Mumbai.</p> <p>Mehta Nilima, 1992. <i>Ours by Choice: preventing through adoption</i>, UNICEF, Delhi.</p> <p>Mukhopadhyay Suresh and Mani MNG. 2002. <i>Education of Children with special needs in India, Education Report, Pp 98-108</i>.</p> <p>NIPCCD: Documents and literature on Children</p> <p>Rane A. 1994. <i>Street Children: a challenge to the social work profession</i>, TISS, Bombay.</p> <p>Sarkar C. 1987. <i>Juvenile Delinquency of India: an etiological analysis</i>, Daya Publishing House, Delhi.</p> <p>Tata Institute of Social Sciences. 2002. <i>Forced separation: children of imprisoned mothers, an exploration in Two Indian cities</i>, PRAYAS, Mumbai.</p>	
<b><u>Learning Outcomes:</u></b>	<p>Students will understand the situation of children in India, national and international efforts for child welfare, children related laws, the programmes and services for child welfare and also acquire the skills for working with children.</p> <p><a href="#">(Back to Index)</a> <a href="#">(Back to Agenda)</a></p>	

Programme: MSW

**Course Title: SOCIAL WORK IN THE FIELD OF EDUCATION**

**Course Code: SWOGC3C**

**Number of Credits: 2**

**Effective from Academic Year: 2022-2023**

<b><u>Course prerequisite</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"> <li>1. To introduce to the students the Levels and Types of Education system in India and some major contributors in the field of education.</li> <li>2. To understand the problems and issues relating to education in India</li> <li>3. To understand the efforts of other agencies that have contributed to improve the system of education in India</li> <li>4. To understand the Role of social worker in educational settings.</li> </ol>	
<b><u>Content:</u></b>	<b>Module I: Education System in India &amp; Perspectives on Education</b> Levels and Types of Education: Primary, Secondary and Higher Education, Distance Education, On-line Education and Administration of Education in India, Government, aided and private-funded education. Historical overview of education in pre-independence India, Contributions of Vidyasagar, Savitribai Phule, Mahatma Jyotiba Phule, Dr. Babasaheb Ambedkar, Gandhi., Abdul Kalam Azad, Dr. Amartya Sen, Perspectives of Paulo Freire on education of the oppressed and Ivan Illich on deschooling society	10 hours
	<b>Module II: Issues related Education in India</b> Problems of availability, access and affordability; impact on enrolment and retention, Exclusion of migrant, tribal and other poverty groups, Gender and caste discrimination in education, Difficulties faced by children with disability. Issues related to Universalisation of education in India: School related factors—infrastructure, curriculum, teacher, employability. System related factors—commitment of state towards education as reflected in the financing of education, withdrawal of the state from education and growth of self-financing courses, private institutions and universities, commercialization of education.	10 hours
	<b>Module III: Efforts to Improve the Educational System</b> UN statement on child's right to education. UNICEF, UNESCO, UNDP programmes, Millennium Development Goals. Government efforts – education policy from Kothari Commission to Right to Education Government efforts for the excluded and vulnerable groups- Adult Literacy programmes, Navodaya Vidyalaya, Ashram Schools, Sarva Shiksha Abhiyan, etc, Overview of Nongovernment efforts in education: Right to education. Role of social worker in educational settings.	10 hours
<b><u>Pedagogy:</u></b>	Classroom teaching using Power point, charts and videos. Guest lecture, live projects and group discussions.	
<b><u>Recommended Readings:</u></b>	<div>ANKUR, Field action report of the College of Social Work N.N. Mumbai.</div>	

	<p>Edutracks Series. 2004 Thinkers on Education, Hyderabad: Neelkamal Publications.</p> <p>Gail Omvedt, 1976. Cultural Revolt in Colonial Society: The Non-Brahman movement in Western India, 1873-1930, Bombay: Scientific Socialist Education.</p> <p>Ghosh SC, 2007. History of education in Ancient India, Jaipur: Rawat Publication,</p> <p>India Ministry of HRD, Status report of literacy and post literacy campaign, Ashish Publishing House, New Delhi, 1993.</p> <p>Karnath Pratibha and Rozario Joe, 2003. Learning Disabilities In India: Willing the Mind to Learn, Sage Publication, New Delhi.</p> <p>Naik, J.P and Nurullah, 1974. A Student's History of Education India, (1800-1973), New Delhi: Macmillan and Co. of India Ltd.</p> <p>NIEPA. 2000. India Education Report</p> <p>Sharma S. P., 2005. Education and Human Development, New Delhi: Kanishka Publishing House.</p>	
<b><u>Learning Outcomes</u></b>	Students will understand the educational system in India and the perspectives of Indian and western thinkers on education.	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme:** MSW

**Course Title:** SOCIAL WORK PRACTICE WITH YOUTH

**Course Code:** SWOGC3D

**Number of Credits:** 2

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objective:</u></b>	1. To understand the concept of youth in India and its emerging patterns 2. To understand youth and development at national and global levels 3. To understand the essence of life skill education while working with youth	
<b><u>Content:</u></b>	<b>Module I: Situational Analysis of Youth</b> Concept, definition and characteristics of youth; Youth in India – location – urban, rural, tribal; Role – student, non-student, gender, class, religion, caste – analysis of situation of youth; Influence of socio- economic and political situation of youth. Emerging patterns of youth culture in contemporary Indian society: Concept of youth culture in a multicultural society.	5 hours
	<b>Module II: Youth and Development</b> Construction of youthhood at the national and global levels: key ideas and debates on youth from several perspectives such as, social sciences, development studies, psychology, feminist ideology, human rights; youth in international political economy; Influence of societal systems on youth; Critical issues affecting youth in relation to their developmental roles and task: education, work, family, marriage and relationships; Youth culture: young people's participation, understanding and meanings of	15 hours



	<p>subcultures, life-styles, and identity; Youth and sexuality: sexual development and experiences; Sexual preferences, variations, roles, power, exploration, sex education, High risk behavior. Substance abuse, HIV/AIDS, Crime and violence, delinquency; Youth policy in Goa and National Youth Policy 2014</p> <p><b>Module III: Skills of Working with Youth</b></p> <p>Issues related to their stage of development – Life Skills Education: AIDS Counselling, Substance Abuse, Peer Helping and Counselling; Understanding the concept of youth Identity and Culture; Schemes for youth [govt. and civil society initiatives]; Skills for working with youth at the individual, family, group levels. Mobilising Youth for Social Change Mobilisation and Collective Action: social action, capacity building and training programmes; youth and social movements; advocacy initiatives</p>	10 hours
<b>The Study Tour is a mandatory component for this subject.</b>		
<b><u>Pedagogy:</u></b>	Classroom lectures, group discussions, live projects, debates.	
<b><u>Recommended Readings:</u></b>	<p>Ahuja, Ram 1996. Youth and Crime, Jaipur and New Delhi: Rawat Publications.</p> <p>Altbach, Philip G. 1970. The Student Revolution – A Global Analysis, Bombay: Lalvani Publishing House.</p> <p>Anthony, A. D'souza. 1979. Sex Education and Personality development, New Delhi : Usha Publication.</p> <p>Baja, Premed Kumar. 1992. Youth Education and Unemployment, New Delhi : Hashish Publishing</p> <p>Bajpai, P. 1992. Youth, Education and Unemployment. New Delhi: Ashish Publishing.</p> <p>Engene Morris, C (1956) Counselling with Young People, New York : Association Press.</p> <p>Erik H. Erikson (1965) The Challenge of Youth, New York : Doubleday and Com. Inc.</p> <p>Gore, M. S. (1977): Indian Youth. New Delhi: Vishwa Yuvak Kendra.</p> <p>Hassan, M. K. 1981. Prejudice in Indian Youth. New Delhi: Classical Publishing</p> <p>Jayaswal (1992) Modernization and Youth in India, Jaipur and New Delhi : Rawat Publications.</p> <p>Jayaswal, R. 1992. Modernization and Youth in India. Jaipur: Rawat Publications.</p> <p>Naidu, U. and Parasuraman, S. 1982. : Health Situation of Youth in India. Bombay: Tata Institute of Social Sciences.</p> <p>Nair, P. S., et al. 1989: Indian Youth: A Profile. New Delhi: Mittal Publications.</p>	
<b><u>Learning Outcomes</u></b>	Students will develop skills to work with youth on different issues and knowledge about the situation of youth in India, the factors responsible for their socio-economic and political situation and governmental/civil society initiatives for youth development.	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

#### SPECIALIZATION 4: GENDER AND DEVELOPMENT (GEND)

**Programme: Masters of Social Work (MSW)**

**Course Title: Women's Movement and Gender Issues in India**

Course Code: SWOGC4A

Number of Credits: 4

Effective from Academic Year: 2022 – 2023

<b><u>Course Prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objective:</u></b>	Beginning with the women's question in colonial India, to issues raised during the Independence movement, women's involvement in the Nationalist struggle for independence to the IWM post-Independence, this course takes students through the trajectory of the women's movement in the west and focuses on mapping the different phases and issues concerning the Indian Women's Movement (IWM). The birth of the Autonomous Women's Movement with the Towards Equality Report from individual achievements of women to contemporary women's issues and movements will be discussed.	
<b><u>Content:</u></b>	<p><b>Module 1:</b> Women as beneficiaries and in need of protection. Women's issues in colonial India: sati, bride price, child marriage and the concerns brought about with teenaged mothers, education, plight of widows, religious dedication and prostitution, etc. Social reform movement (Abbaka Rani, Rani of Jhansi, Anandi bai Joshi, Rasundari Devi, Rukmabai, Pandita Ramabai, Durgabai Deshmukh, Savitribai Phule, etc.).</p> <p><b>Module 2:</b> Gandhi and Women. Participation in Nationalist movement. Women leaders. Post-Independence.</p> <p><b>Module 3:</b> History of the women's movement in the west (First Wave, Second Wave and Third Wave). Towards Equality Report and the birth of the Autonomous Women's Movement. Women's issues, movements and growth of NGOisation. The journey from Welfare to Empowerment</p> <p><b>Module 4:</b> Contemporary Movements and Issues, use of media, social media and women's movement</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>
<b><u>Pedagogy:</u></b>	lectures/assignments /poster making/presentations/and discussions	
<b><u>Recommended Readings:</u></b>	<p>Anagol Padma.2016. The Emergence of Feminism in India 1850 -1920. NY: Ashgate.</p> <p>Chaudhuri Maitrayee. 2005. Feminism in India: Issues in contemporary Indian Feminism</p> <p><u>Gandhi Nandita and Nandita Shah. 1992. <i>The Issues at Stake : Theory and Practice in the Contemporary Women s Movement in India</i>. New Delhi: Kali for Women.</u></p> <p>Gangoli Geetanjali.2007. <i>Law, Patriarchies and Violence in India</i>. USA: Ashgate.</p> <p>Jayawardena Kumari. 2016. <i>Feminism and Nationalism in the Third World</i>. Verso Books.</p>	

	<p>Kumar, Radha. 1993. The History of Doing 1800 – 1990. New Delhi: Kali for Women.</p> <p>Murthy Laxmi &amp; Rajashri Dasgupta. 2013. Our Pictures, Our Words: A Visual Journey through the Women's Movement. New Delhi: Zubaan</p> <p>Sarkar. S &amp; Tanika Sarkar (eds.).2008. Women and Social Reform in Modern India: A Reader, Indiana University Press</p>
<b><u>Learning Outcomes:</u></b>	<p>Students will understand the transitions within the Women's Movement and have a deeper understanding of present realities.</p> <p>Through the course, students will be enabled to develop a critical understanding gender concerns in India.</p>

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: Master of Social Work (MSW)****Course Title:** Gender Interventions for Social Work Practice**Course Code:****Number of Credits:** 4**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges.	
<b><u>Objectives:</u></b>	This course will introduce students to participatory methods and tools (including participatory reflection and action: PRA) to bring about change and the objective of this course is to encourage students to create campaigns, group dynamic games and other gender sensitization and gender analytical tools, as well as programmes for gender equality that can be used with various groups of stakeholders. Students will work on group projects as well as individual assignments. The students will be encouraged to use various media, address different target groups. This course is completely project based. Students will be expected to use the tools created for the target audience during their projects. The student in the final month of the course will self-assess the impact of the intervention created with guidelines followed for the assessment.	
<b><u>Content:</u></b>	<p><b>Module 1:</b> Feminist Social Work practice, social work interventions with individuals, families and community from gender perspective. Participatory Workshops to learn the use of different participatory tools: Social Mapping, Simulation games, group dynamic sessions, skits and songs, flexi flans, 3 pile sorting cards, story with a gap. Modelling tools to match target group. What is CSR? Project creation for CSR activities.</p> <p><b>Module 2:</b> Intervention for Change and Tool Creation</p>	<p>15 hours</p> <p>15 hours</p>
<b><u>Pedagogy:</u></b>	Participatory Tools and Workshop Planning/ designing games for participatory learning/ Project implementation in the field /assignments/self-study/ group discussions/ presentations	
<b><u>Recommended Readings:</u></b>	<p>Gender Analysis Framework:  <a href="http://socialtransitions.kdid.org/sites/socialtransitions/files/resource/files/bk-gender-analysis-frameworks-010199-en.pdf">http://socialtransitions.kdid.org/sites/socialtransitions/files/resource/files/bk-gender-analysis-frameworks-010199-en.pdf</a>            Grambs Jean. 1976. <u>Teaching About Women in the Social Studies : Concepts, Methods and Materials.</u> Virginia: National Council for the Social Studies.  <a href="http://hcfp.gov.in/downloads/manuals/Training Manual on Gender Sensitization.pdf">http://hcfp.gov.in/downloads/manuals/Training Manual on Gender Sensitization.pdf</a>  <a href="http://ncw.nic.in/pdfreports/gender%20sensitization%20of%20police%20officers.pdf">http://ncw.nic.in/pdfreports/gender%20sensitization%20of%20police%20officers.pdf</a>  <a href="http://timesfoundation.indiatimes.com/articleshow/1254836.cms">http://timesfoundation.indiatimes.com/articleshow/1254836.cms</a></p> <p>Murthy Ranjani K. 2001. <u>Building Women`s Capacities.</u> New Delhi: Sage Publications.</p>	

	<p>Participatory Planning for change:  <a href="http://www.dfggmoi.gov.kh/documents/Learning-Theme-01/1-Handout/Module4-SA-Tools/Module4-8-SA-Tool-En/M4-1-Participatory-Planning-6-Handout-En.pdf">http://www.dfggmoi.gov.kh/documents/Learning-Theme-01/1-Handout/Module4-SA-Tools/Module4-8-SA-Tool-En/M4-1-Participatory-Planning-6-Handout-En.pdf</a></p> <p>Srinivasan Lyra. 1990. Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques. UNDP PROWESS.</p> <p>Srinivasan Lyra. 1992. A Monograph for Decision Makers on Alternative Participatory Strategies</p>	
<b><u>Learning Outcomes:</u></b>	<ol style="list-style-type: none"> <li>1. The students will develop confidence to implement gender sensitive projects of their own creations in a variety of settings to bring about change.</li> <li>2. Students will be able to develop their own projects that they can propose for CSR activities.</li> <li>3. Students will develop creative and innovative games to translate facilitate participatory learning.</li> </ol>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme:** Master of Social Work

**Course Title:** INTERSECTIONAL PERSPECTIVES ON GENDER

**Course Code:** SWOGC4C

**Number of Credits:** 2

**Effective from Academic Year:** 2022 – 2023

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges
<b><u>Objective:</u></b>	The course will introduce students to the concerns of people on the margins of society and the intersectional impact of caste, class/ poverty, culture, disability, age and gender on the politics of exclusion, experiences of violence and exploitation. State affirmative action/initiatives for inclusion, theories of power politics, legal interventions and collective action will be discussed. The work of Ambedkar, Phule as well as the lesser heard voices of contemporary Dalit women.

<b><u>Content:</u></b>	<p><b>Module 1: Gender and Caste:</b> caste based work, caste discrimination and exclusion. Case studies of gender and religious conflicts in India, Women as targets, Women as custodians of community identity and honor. Politics of food.</p> <p><b>Module 2:</b> Gender and class/poverty</p> <p><b>Module 3:</b> Sex: Transgender Rights, Hijjara Community in India, NALSA Act. Recent debates and trends.</p> <p><b>Module 4:</b> Disability and Senior Citizens: Contemporary debates on rights, inclusion. Disability and gender, State response to disabled persons issues, legal interventions for persons with disability and for senior citizens</p>	<p>10 hours</p> <p>5 hours</p> <p>5 hours</p> <p>10 hours</p>
<b><u>Pedagogy:</u></b>	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations	
<b><u>Recommended Readings:</u></b>	<p>Ambedkar BR, Annihilation of Caste, New Delhi: Critical Quest.</p> <p>Ambedkar BR, What the Congress and Gandhi have done to the Untouchables New Delhi: Critical Quest.</p> <p>Ambedkar, BR, Castes in India, New Delhi: Critical Quest.</p> <p>Baghel Indu. 2009. Dalit Women in Panchayati Raj. New Delhi: Jnanada Prakashan.</p> <p>Chakravarti Uma. 2003. Gendering Caste: Through a Feminist lens. Kolkata: Stree</p> <p>D Das and S B Agnihotri. 1998. Physical Disability: Is there a gender dimension. EPW Vol - XXXIII No. 52, September 26.</p> <p>Fraser Nancy, 1997. Recognition from Redistribution to Recognition? : Dilemmas of Justice in a "Post-socialist" Age. Chapter I in Justice Interruptus. New York: Routledge. <a href="http://ethicalpolitics.org/blackwood/fraser.htm">http://ethicalpolitics.org/blackwood/fraser.htm</a></p> <p>Ghai Anita. 2015. Rethinking Disability in India. New Delhi: Routledge.</p> <p>Ghai, Anita. 2003 (Dis)embodied Form: Issues of Disabled Women. New Delhi: Har- Anand Publications.</p> <p>Gore, M.S. 1993. The Social Context of Ideology: Ambedkar's Social and Political Thought. New Delhi: Sage Publication</p>	

	<p>Gupta Charu.2016.Gender of Caste: Representing Dalits in Print. University of Washington Press.</p> <p>Guru Gopal. 2004. Dalit Cultural Movement and Dalit Politics in Maharashtra. Mumbai: Vikas Adhyayan Kendra,</p> <p>Hans Asha. 2015. Disability. Gender and the Trajectories of Power. India: SAGE Publications.</p> <p>International Classification of Functioning, Disability and Health. 2001. Geneva: WHO</p> <p>Kelkar Govind. 1991. Gender and Tribe: Women, Land and Forests in Jharkhand. New Delhi: Kali for Women.</p> <p>Majeed, Akhtar. 2002. Nation And Minorities India's Plural Society and Its Constituents, New Delhi: Kanishka Publishers.</p> <p>Mani Kumar Kalanand &amp; Fredrick Noronha.2008. Picture-Post Card Poverty, Unheard Voices Forgotten Issues from Rural Goa. Goa 1556.</p> <p>Manju, Subhash. 1988. Rights of Religious Minorities in India, New Delhi: National Book Organisation.</p> <p>Massey, I.P. 2002. Minority Right Discourse, Shimla: Indian Institute of Advanced Study.</p> <p>Mehrotra Nilika. 2004. Women, Disability and Social Support in Rural Haryana. EPW. Vol - XXXIX No. 52, December 25.</p> <p>Meyerowitz Joanne. 1980. How Sex Changed: A History of Transsexuality in the United States. New Delhi: Kanishka Publishers.</p> <p>Nongbri Tiplut. 2003. Development, Ethnicity and Gender: Select essays on Tribes in India. Jaipur: Rawat Publications.</p> <p>Rajan, Nalini. 2002. Democracy and the Limits of Minority Rights, New Delhi: SAGE Publications.</p> <p>Raju Saraswati.2011.Gendered Geographies: Space and Place in South Asia. Oxford University Press</p> <p>Rao Anupama. Gender and Caste, New Delhi: Kali for Women and Book Review Literary Trust.</p> <p>Rege Sharmila.2013. writing caste/writing gender: narrating dalit women testimonies. New Delhi: Zubaan.</p>
--	---

	<p>S Mitra and Usha Sambamoorthi. 2006. Employment of persons with Disabilities. EPW Vol- XLI No. 03 Jan 21.</p> <p>Sathyamurthy, T. 1996. Region, Religion, Caste, Gender and Culture in Contemporary India. Oxford: Oxford University Press.</p> <p>Shah Ghanshyam, 2001. Dalit Identity and Politics. New Delhi: Sage Publication.</p> <p>Teich Nicholas.2012. Transgender 101: A Simple Guide to the Complex Issue. Columbia University Press</p> <p>Thakur, R.N. 1999. Plight of the Minorities Problems and Grievances in their Education. New Delhi: Gyan Publishing House.</p> <p>Vempeny, Sebastian. 2003. Minorities in Contemporary India.India: Kanishka Publishing House</p>
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. The students will be introduced to theories on gender, intersectionality and difference with a focus on marginalized sections based on class, religion, caste, tribe, sex, age, and disability in particular.</li> <li>2. The student will be taken on an overnight field trip to experience hardships faced by marginalized people.</li> </ol>

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: Masters of Social Work (MSW)**

**Course Title: GENDER CONCERNS IN GOA**

**Course Code: SWOGC4D**

**Number of Credits: 2**

**Effective from Academic Year: 2022 – 2023**

<b><u>Prerequisites for the course:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objective:</u></b>	This course will introduce the students to a critical understanding of gender issues in Goa post Liberation. Goa has experienced several changes which have had both negative as well as positive consequences for the society in general and women in particular. This course will look at the trajectory of issues that have emerged as well as the response of the state and women's organisations to these issues. The course will also aim to develop in the students the capacity to identify linkages between social issues, social needs, policies and programmes.	



<b><u>Content:</u></b>	<p><b>Module 1:</b> History of Women's Movement in Goa: Issues and Concerns. Women leaders in Goa's history. Understanding Goa from existing demographic data</p> <p><b>Module 2:</b> Understanding Goa through issues raised by the Women's Movement in Goa. Women's movement response to tourism, mining, casinos, crimes against women and children, alcohol, etc.</p> <p><b>Module 3:</b> Women in Goa: Law, custom, tradition and practices.</p> <p><b>Module 4:</b> Contemporary women's movements. Social media: movements and challenges.</p>	<p>5 hours</p> <p>10 hours</p> <p>5 hours</p> <p>10 hours</p>
<b>The Study Tour is a mandatory component for this subject.</b>		
<b><u>Pedagogy:</u></b>	lectures/assignments/case-study/Role Play/poster making/presentations/group readings and discussions	
<b><u>Recommended Readings:</u></b>	<p><u>Alvares Claude</u>. 2002. <i>Fish_curry_and_rice: A sourcebook on Goa, its ecology and life-style</i>. Goa: The Goa Foundation.</p> <p>Bailancho Saad. Issues of the <i>SAAD Newsletters</i></p> <p>Desouza Shaila. 2005. <i>A Situational Analysis of Women and Girls in Goa</i>, (Monograph) New Delhi: National Commission for Women.</p> <p><i>Goa State Development Report</i>, 2011, Planning Commission of India.</p> <p><i>State of Goa's Health: A Report</i>, 2001. New Delhi and Sangath, Goa Voluntary Health Association of India.</p>	
<b><u>Learning Outcomes</u></b>	<p>1.The course will help students to understand the current scenario in India and to trace transitions within the Women's Movement.</p> <p>2.Through the course, students will be enabled to develop a critical understanding of present society from a gendered lens and understand the growth of the women's movement in India and Goa in particular.</p>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

### Specialisation 5 : Tribal Development

**Programme: Masters of Social Work (MSW)**

**Course Title: Understanding Marginality and Tribal livelihood**

**Course Code: SWOGC5A**

**Number of Credits: 4**

**Effective from Academic Year: 2022-2023**

<b><u>Course prerequisite</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges
<b><u>Objective:</u></b>	<ol style="list-style-type: none"> <li>1. To understand marginalisation of tribal communities</li> <li>2. To evaluate critically issues faced by tribal communities</li> <li>3. To develop understanding of structural problems and conflicts of marginality</li> </ol>

<b><u>Content:</u></b>	<p><b>Module I - Tribes and marginality,</b> Tribe, Adivasi, Indigenous People, History of Tribal India Pre Independence and Post Independence, Indigenous People International Convention, Politics of Inclusion and Exclusion, Fifth and Sixth Schedule Areas, NT DNT, Classification of tribal communities,</p> <p><b>Module II</b> - Constitutional provisions, laws related to tribal communities, An Overview from Panchsheel to Tribal Sub-plan and Special Component Plan Minor Forest Produce (MFP); Special Commission for Tribes and their Roles, Evolution of Tribal Policy;</p> <p><b>Module III</b> Tribal movements,, Human rights conflicts and tribal communities, social and political conflicts affecting tribal communities. Intersectional discrimination of tribes,</p> <p><b>Module IV</b> Analysis of Indian tribes with respect to land, food security, employment/livelihood, migration, displacement, Analysis of current tribal situation with respect to Human Development Indices. Environment, and tribal livelihood: issues and challenges, field visit to a tribal community, Community organization, social action, rural sustainable development, and tribal community</p>	<p>16hours</p> <p>14 hours</p> <p>14hours</p> <p>16 hours</p>
<b><u>Pedagogy:</u></b>	Classroom learning with the use of PowerPoint, group discussion, workshops, tasks, and classroom assignments	
<b><u>References/Readings</u></b>	<p>Arya, S. (1998). <i>Tribal Activism: Voice of Protest</i>. Primus Books.</p> <p>Gover, K. (2010). <i>Tribal Constitutionalism: States, Tribes and the Governance of Membership</i>. Oxford University press.</p> <p>Ghurye, G. S. (1959). <i>The Scheduled Tribes</i>.</p> <p>Mahana, R. (2019). <i>Negotiating Marginality Conflicts over Tribal Development in India</i>. Routledge.</p> <p>Shashi, Bairathi. <i>Tribal Culture, Economy and Health</i>. New Delhi: Rawat Publications</p> <p>Srivatsan, R. (2019). <i>Seva, Saviour and the State: Caste Politics, Tribal Welfare and Capitalist</i> . Routledge.</p> <p>Thakur, R.N. 1999. <i>Plight of the Minorities Problems and Grievances in their Education</i> , New Delhi: Gyan Publishing House.</p> <p>Vempeny, Sebastian 2003, <i>Minorities in Contemporary India</i>,</p>	

	New Delhi: Kanishka Publishers.
<b><u>Learning Outcomes</u></b>	Students will be able to understand concepts related to marginality of tribal communities. Students will be equipped to understand dynamics of tribal livelihood in India

**Programme: Masters of Social Work (MSW)**

**Course Title: Development and Tribal Rights**

**Course Code:**

**Number of Credits: 4**

**Effective from Academic Year: 2022-2023**

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objective:</u></b>	1. To acquire skills to analyse development initiatives critically 2. To understand the intersection of development programs with the rights of tribal communities	
<b><u>Content:</u></b>	<p><b>Module I</b> Major Problems &amp; Issues affecting tribal Groups- Land alienation, inequality, discrimination, Forest policy, Human rights violation, Tribal dislocation, Ecological degradation, Exploitation, Tribal economy and modern economy,</p> <p><b>Module II</b> Health, education, family, culture; modern strategies vis a vis traditional indigenous knowledge, conflicts in perspectives. Tribal people and the issue of reservation regarding education, employment and politics Education as a means of empowerment, current education system and tribals – study of education initiatives for tribal communities.</p> <p><b>Module III</b>; Policies and state interventions affecting tribal livelihood. Tribal Sub plan: provisions and critique, Forest rights, tribal welfare, human rights, Issues of Governance facing tribals, Globalisation, implementation of policies, and experiences of tribal communities</p> <p><b>Module IV</b> Politics of Tribal Welfare and Development, Globalisation and Tribals, Labour relations and Exploitation, Displacement caused by development projects, Tribal communities’ resistance to such development projects</p>	<p>16 hours</p> <p>16hours</p> <p>14hours</p> <p>14 hours</p>
<b><u>Pedagogy:</u></b>	Classroom learning with the use of PowerPoint, group discussion, film and documentary discussion, and classroom assignments	

<b><u>References/Readings</u></b>	<p>Baviskar, A. (2009). <i>In the Belly of the River: Tribal Conflicts Over Development in the Narnada Vally</i>. Oxford University Press.</p> <p>Freire, P. 1969/1998. <i>Education for critical consciousness</i>. New York: Continuum</p> <p>Freire, P. 1990. <i>Pedagogy of the oppressed</i>. (M. B. Ramos, Trans.) New York: Continuum.</p> <p>Freire, P. .1998.. <i>Pedagogy of freedom: Ethics, democracy, and civic courage</i>. (P. Clarke, Trans.) Lanham, MD: Rowman and Littlefield Publishers, Inc.</p> <p>Jain, P. C. (2001). <i>Globalisation And Tribal Economy</i>. Jaipur Rawat Publication.</p> <p>Kelkar Govind. 1991. <i>Gender and Tribe: Women, Land and Forests in Jharkhand</i>. New Delhi: Kali for Women.</p> <p>Patkar, Medha. 1998. 'The people's policy on development, displacement and resettlement: Need to link displacement and development.' <i>Economic and Political Weekly</i>, 33(38): 2432–33.</p> <p>Prakash, A.. 2001. <i>The Politics of Development and Identity</i>. New Delhi: Orient Longman.</p> <p>Pandey, G. 1979. <i>Government's Approach to Tribal Development: Some Rethinking</i>, <i>Prashasanika</i>, 8 (1), 56-68, 1979</p> <p>Rath, G. C. (2006). <i>Tribal Development In India</i>. Delhi: Sage</p> <p>Shah, V. P. (1985). <i>Social Contexts of Tribal Education</i>. Concept Publications.</p> <p>Singh, Ajit 1984. <i>Tribal Development in India</i>, Delhi: Amar Parkashan;</p> <p>Singh K.S. (ed.). <i>Tribal Movements in India</i>, Vol. I and II</p> <p>Shah, D.V.,1979. <i>Education and social change among Tribal in India</i></p> <p>Shah, V. P. and Patel, T. 1985. <i>Social Contexts of Tribal Education</i>. New Delhi: Concept Publishing.</p> <p>Thakur R.N. 1999. <i>Plight of the Minorities Problems and Grievances in their Education</i>. New Delhi: Gyan Publishing House.</p> <p>Tribal Research and Training Institute. (2002). <i>Malnutrition Related Deaths Of Tribal Children In Nadurbar Dist. Of Maharashtra</i>. Tribal Research and Training Institute.</p>
<b><u>Learning Outcomes</u></b>	<p>Students will be able to understand impacts of social, political and economic development on tribal communities. Students will critically look at developmental programs and evaluate the need for sustainable approaches to development.</p>

**Effective from Academic Year: 2022-2023**

[662]

<b><u>References/ Readings</u></b>	<p>Akhup, A. (2015). <i>Identities and their Struggles in the North East</i>. Adivaani .</p> <p>Dhume, Anant, (1985), the cultural history of Goa from 1000 BC-1352 AD, published by panaji Ramesh Anant S. Dhume.</p> <p>Toppo, S. (1979). <i>Dynamics of Educational Development in Tribal India</i>. Classical Publication.</p> <p>Hooja, M. (2000). <i>Policies And Strategies For Tribal Development</i>. Jaipur Rawat Publication.</p> <p>Pereira, C. (2017). Religious dances and tourism: perceptions of the “tribal” as the repository of the traditional in Goa, India. <i>Etnográfica</i>, 125-152</p> <p>Somasekhar, K. (2008). <i>Developmental Programmes and Social Change among the Tribals</i>. New Delhi: Serial Publications.</p>
<b><u>Learning Outcomes</u></b>	Students will identify issues and concerns of tribal communities in India and Goa. Discussion on case studies of tribal issues will enable students to acquire knowledge on lives of tribal communities in Goa and India.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: Masters of Social Work**

**Course Title: Interventions for Empowering Tribal Communities**

**Course Code:**

**Number of Credits: 2**

**Effective from Academic Year: 2022-2023**

<b><u>Course prerequisite</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objective:</u></b>	<ol style="list-style-type: none"> <li>1. To understand the process of empowerment keeping in focus tribal livelihood</li> <li>2. To understand issues in process of empowering tribal communities</li> <li>3. To acquire skills for creating interventions for tribal development</li> <li>4. To implement professional social work practice for empowering tribal communities</li> </ol>	
<b><u>Content:</u></b>	<b>Module I</b> Critical Social Work practice with Individuals, Groups and Communities, Anti oppressive social work practice. Approaches to Tribal Development: Right Based, Welfare Development & Empowerment	8 hours

	<p><b>Module II</b> Professional social work with tribal communities, community organizations empowering indigenous practices and culture, Social action, consciousness-raising, and tribal communities, understanding of contemporary tribal movements in India. Rural sustainable development</p> <p><b>Module III</b> Advocacy; Social activism; Networking, Skills of individual and community conscientization processes; Understanding intersectional issues of gender, caste, class faced by tribal communities and the need for unique interventions for each community. Role of Non-Governmental Organisation (NGO) in tribal development, the role of local governance in tribal development</p>	<p>10 hours</p> <p>12 hours</p>
<b><u>Pedagogy:</u></b>	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations	
<b><u>Recommended Readings:</u></b>	<p>Bodhi, S. (2016). <i>Social Work in India Tribal an Adivasi Studies: perspectives from Within</i>. Adivaani.</p> <p>Capous-Desyllas, M., &amp; Morgaine, K. (2015). <i>Anti-Oppressive Social Work Practice Putting Theory into Action</i>. SAGE.</p> <p>Dominelli, L. (2002). <i>Anti-Oppressive Social Work Theory and Practice</i>. Palgrave Macmillan.</p> <p>Kulkarni, M. (1974). <i>Problems of Tribal Development : A Case Study</i>. Parimal</p> <p>Narwani, G. S. (2004). <i>Tribal Law in India</i>. Jaipur Rawat Publication</p> <p>Vidyarthi, L. P. (ed.) 1981. <i>Tribal Development and its Administration</i>, New Delhi: Concept.</p>	
<b><u>Learning Outcomes</u></b>	Students will acquire perspectives and skills to develop interventions for empowering tribal communities. Implementation of social work practice with focus on tribal communities.	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Specialisation 6 : Working with people with disability**

**Programme: MSW**

**Course Title: Social Work Practice with families of persons with disability**

**Course Code: SWOGC6A**

**Number of Credits: 4**

**Effective from Academic Year: 2022-2023**

<u>Course prerequisite</u>	Registration in the MSW Programme at Goa University or its affiliated colleges
<b><u>Objective:</u></b>	a) To develop understanding towards issues faced by family members of disabled persons b) To develop skills to work with families of disabled persons c) to develop sensitivity towards gender-specific concerns of disabled women



<b><u>Content:</u></b>	<p><b>Module 1:</b> working with families: Encouraging family-centred practices, parent self-efficacy belief and family involvement in child's learning and parenting, Encouraging family acceptance, Supporting family in fostering and developing communication and language, Involving family in fostering and developing play, recreation and values, Encouraging family involvement in educational programme and participation in community based rehabilitation programme</p>	<b>20 hours</b>
	<p><b>Module 2:</b> Fostering family's acceptance of child's impairment and creating a positive environment: Identifying Family Needs for information, decision making, skill transfer and referral, Building parents' confidence for making informed choices and Advocacy, Supporting family in raising children, Facilitating availing of concessions, facilities and scholarship &amp; other benefits, Encouraging family participation in self-help groups and family support networking.</p>	<b>20 hours</b>
	<p><b>Module 3:</b> Needs and role of Family and Community: Parents- needs and responsibilities, Siblings- challenges and expectations, Peers and Extended family- role and responsibilities, Guidance and Counselling, Community participation and rehabilitation</p>	<b>15 hours</b>
	<p><b>Module 4:</b> Gender and Disability: Gendered Experience of Disability - Public Domain: School and Outside School - Private and Familial Domain - Normalization and Social Role, Factors Contributing to Disability - Gender-Based Violence in School and Within Family - Traditional Practices, Sexual and Reproductive Health</p>	<b>05 hours</b>

<b><u>Pedagogy:</u></b>	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations
<b><u>References/Readings</u></b>	<p>Disability Studies in India: Global Discourses, Local Realities. (2020). India: Taylor &amp; Francis.</p> <p>Livock, R. (1995). Social Work in Community Care: Working with disabled people. Unit 12. United Kingdom: Open Learning Foundation Enterprises.</p> <p>French, S., Swain, J. (2011). Working with Disabled People in Policy and Practice: A Social Model. United Kingdom: Bloomsbury Publishing.</p> <p>Oliver, M., Sapey, B., Thomas, P. (2012). Social Work with Disabled People. United Kingdom: Bloomsbury Publishing.</p> <p>Disability Studies in India: Interdisciplinary Perspectives. (2020). Germany: Springer Singapore.</p> <p>Addlakha, R. (2011). Contemporary Perspectives on Disability in Indi. Germany: Lap Lambert Academic Publishing GmbH KG.</p> <p>Rummery, K. (2018). Disability, Citizenship and Community Care: A Case for Welfare Rights?. United Kingdom: Taylor &amp; Francis.</p>
<b><u>Learning Outcomes</u></b>	<p>a) develop understanding on issues concerning family members of disabled persons</p> <p>b) to use the skills and knowledge of case work and counselling while working with disabled persons.</p> <p>c) Develop gender sensitivity towards disabled women.</p>

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: MSW**

**Course Title: Case Work with people with disabilities**

**Course Code: SWOGC6B**

**Number of Credits: 4**

**Effective from Academic Year: 2022-2023**

<b><u>Course prerequisite</u></b>	<b>Registration in the MSW Programme at Goa University or its affiliated colleges</b>
<b><u>Objective:</u></b>	<p>a) To acquire knowledge about disability and its different categories</p> <p>b) To develop case work and counselling skills to work with persons with disability</p>

<b><u>Content:</u></b>	<p><b>Module 1:</b> What is disability? Meaning and Definition. Different categories of disability: Blindness and Low Vision, Hearing Impairment, Mental Retardation, Leprosy Cured, Neurological and Locomotor Disabilities, Learning Disabilities, Autism Spectrum Disorders, Multiple Disabilities and Various Combinations: Definition and Identification Incidence and Prevalence , Characteristics, Causes and Prevention, Intervention and Educational Programmes</p> <p><b>Module 2:</b> Basic Developmental Psychology: Development stages - Physical, social, cognitive, language, emotional and moral. Developmental delays and their implications in the life cycle. Adaptive deficits - self-help areas, emotional, social cognitive and language areas.</p> <p><b>Module 3:</b> Scope, field and role of social worker for working with disabled persons. Principles, Methods, skill and techniques to work with different categories of disabled persons: Working with disabled children, working with disabled youth, working with disabled adults and working with disabled senior citizens</p> <p>counselling and case work principles, skills and techniques to work with persons with disability</p>	<p><b>20 hours</b></p> <p><b>20 hours</b></p> <p><b>20 Hours</b></p>
<b><u>Pedagogy:</u></b>	<b>lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations</b>	
<b><u>References/Readings</u></b>	<p>Kottler Jeffery A., David S. Shepard. 2008. Counselling Theory and Practice (1st Edition). Mathew, Grace. 1992. <i>An Introduction to Social Case Work</i>, Bombay: Tata Institute of Social Sciences.</p> <p>Disability Studies in India: Interdisciplinary Perspectives. (2020). Germany: Springer Singapore.</p> <p>Flynn, R., Marks, D. (2003). Working with Children and Families: Topic 12 : Living and Working with Disabled Children. United Kingdom: Open University.</p> <p>Wilson, S. (2017). Disability, Counselling and Psychotherapy: Challenges and Opportunities. United Kingdom: Bloomsbury Publishing.</p> <p>The SAGE Handbook of Counselling and Psychotherapy. (2017). United Kingdom: SAGE Publications.</p> <p>Simcock, P., Castle, R. (2016). Social Work and Disability. United Kingdom: Wiley.</p>	

<p><b><u>Learning Outcomes</u></b></p>	<p>a) to use the case work and counselling skills while working with persons with disability and significant others.</p> <p><b>b)</b> to incorporate knowledge on disability and development psychology in practice</p>
--	---

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: MSW**

**Course Title: Disability Rights and Laws**

**Course Code: SWOGC6C**

**Number of Credits: 2**

**Effective from Academic Year: 2022-2023**

[illegible]

<b><u>Pedagogy:</u></b>	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations
<b><u>References/Readings</u></b>	<p>Working Futures? Disabled People, Policy and Social Inclusion. (2005). United Kingdom: Policy Press.</p> <p>Ahmed, R. (2015). Rights of Persons with Disability in India. India: White Falcon Publishing Solutions LLP.</p> <p>Kothari, J. (2012). The Future of Disability Law in India: A Critical Analysis of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995. India: OUP India.</p> <p>Status of Disability in India-2000. (2000). India: Rehabilitation Council of India.</p>
<b><u>Learning Outcomes</u></b>	<p>a) to use the legal knowledge for advocacy and while working with persons with disability</p> <p>b) to develop sensitivity towards need to reservations while working with persons with disability</p>

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: MSW**

**Course Title: Mapping Interventions for Persons with Disability**

**Course Code: SWOGC6D**

**Number of Credits: 2**

**Effective from Academic Year: 2022-2023**

<b><u>Course prerequisite</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges
<b><u>Objective:</u></b>	<p>a) to understand existing interventions for persons with disability</p> <p>b) to develop new modules and tools while working with disabled.</p>

<b><u>Content:</u></b>	<p><b>Module 1:</b> Inclusive Education: Marginalisation vs. Inclusion: Meaning &amp; Definitions: Changing Practices in Education of Children with Disabilities: Segregation, Integration &amp; Inclusion, Diversity in Classrooms: Learning Styles, Linguistic &amp; Socio-Cultural Multiplicity , Principles of Inclusive Education: Access, Equity, Relevance, Participation &amp; Empowerment Barriers to Inclusive Education: Attitudinal, Physical &amp; Instructional</p> <p>Rehabilitation of disabled persons: Vocational training and higher education , Employment: Open, supported, sheltered, Mental health in transition, Self-disclosure and Advocacy, Preparedness for Adulthood</p> <p><b>Module 2:</b> Community based interventions: Educating and creating awareness, Creating sensitization, Advocacy, Focussed group discussion and Corporate social responsibility. Existing best practices: Global, National and local</p> <p>Developing tools, IEC material, games, awareness session modules for working with disabled persons (Practice Based Learning)</p>	<p><b>15 hours</b></p>        <p><b>15 hours</b></p>
<b>The Study Tour is a mandatory component for this subject.</b>		
<b><u>Pedagogy:</u></b>	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations	
<b><u>References/Readings</u></b>	<p><b>Disability Studies in India: Global Discourses, Local Realities. (2020). India: Taylor &amp; Francis.</b></p> <p><b>Interrogating Disability in India: Theory and Practice. (n.d.). India: Springer India.</b></p>	
<b><u>Learning Outcomes</u></b>	<p>a) learn and adopt from existing best practices for disabled group</p> <p>b) develop new tools for interventions</p>	

**[\(Back to Index\)](#) [\(Back to Agenda\)](#)**

**SEMESTER IV****Programme: MSW****Course Title: SPECIALIZATION SPECIFIC FIELD WORK PRACTICUM****Course Code: SWRSOC3****Number of Credits: 4****Effective from Academic Year: 2022 - 2023**

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<p>a) To develop skills to effectively use the integrated approach to problem solving and enhance skills of intervention, at the micro and the macro levels of the systems, in relation to the needs and problems of the client system.</p> <p>b) To develop skills to organize people to meet their needs and solve their problems use roles appropriate to work e.g. advocacy for child's right, human rights and women's rights etc.</p> <p>c) To develop the ability to carry out tasks in relation to service delivery and programme management. Routine administration, staff supervision, and training; prepare project proposals and enhance skills in documenting.</p> <p>d) To develop the ability to make innovative contributions to the organization's/ communities functioning.</p> <p>e) To develop recording skills (both process and summary) as a tool for learning and growth as a Social Work Practitioner.</p>	
<b><u>Content:</u></b>	<p>The student should function confidently as a representative of the organization with respect to tasks undertaken. Guide junior colleagues/volunteers to develop skills. Provide leadership in specific tasks in the team of social workers as well as in the inter-disciplinary teams.</p> <p>Task:</p> <ul style="list-style-type: none"> <li>● Encourage learner involvement in programmes for social issues/concerns, and projects.</li> <li>● Prepare proposals for new programmes at the agency.</li> <li>● Develop skills for evaluation of programmes, prepare reviews, and document.</li> <li>● Develop skills to guide and train various groups connected with your field work setting – Volunteers, members of</li> </ul>	
<b><u>Pedagogy:</u></b>	Practical skill development	
<b><u>Learning Outcomes</u></b>	Students will develop the skill and sensitivity for field work practice	

**Programme:** MSW

**Course Title:** RESEARCH PROJECT DISSERTATION

**Course Code:** SWDSD

**Number of Credits:** 16

**Effective from Academic Year:** 2022-2023

<b><u>Course prerequisite</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges
<b><u>Content:</u></b>	Research Project Work is mandatory for all students of the Programme. As part of the Course Structure of the Masters of Social Work, writing a research project would be based on field data under the guidance of a Faculty Member in the Institution. The Research Project Proposal is submitted in Semester 3. The DC will review research proposals and decide allocation of Research Guides. The final research project dissertation will be submitted in Semester IV on a date that is decided by the DC. The relevant GU Ordinance will govern Dissertation.

[\(Back to Index\)](#) [\(Back to Agenda\)](#)