GOA UNIVERSITY
Taleigao Plateau, Goa 403 206

R E V I S E D   M I N U T E S

of the 5th Meeting of the Standing Committee of

X ACADEMIC COUNCIL

Day & Date

Tuesday, 14th February, 2023 & Thursday, 23rd February, 2023

Time

10.00 a.m.

Venue
Council Hall,
Administrative Block
Goa University

D 3.3	**Minutes of the Board of Studies in Physics meeting held on 04.11.2022.** The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Physics meeting held on 04.11.2022 with a suggestion to Replace Terminology 'Learning Outcomes' with 'Course Outcomes' **(Action: Assistant Registrar Academic-PG)**
D 3.4	**Minutes of the Board of Studies in Social Work meeting held by circulation.** The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Social Work meeting held by circulation with the following suggestions: 1. Heading for the Courses listed under the structure to be mentioned. (Research Specific Elective Courses and General Elective Courses) 2. Terminology 'Optional Courses' to be replaced with 'Elective Courses'. 3. Terminology 'Recommended readings' to be replaced with 'References/Readings'. 4. Uniform format for the References/Readings to be followed. **(Action: Assistant Registrar Academic-PG)**
D 3.5	**Minutes of the Board of Studies in Public Administration meeting held on 01.07.2022.** The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Public Administration meeting held on 01.07.2022 with the following suggestions: 1. Data Analysis under the content of the syllabus to be added for Course code PATR-501 Qualitative and Quantitative Research Methodology. 2. Heading for the Courses listed under the structure to be mentioned. (Research Specific Elective Courses and General Elective Courses) 3. Course, objectives of PATR-501 - Qualitative and Quantitative Research Methodology to be checked. **(Action: Assistant Registrar Academic-PG)**
D 3.6	**Minutes of the Board of Studies in Mathematics meeting held on 03.11.2022.** The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Mathematics meeting held on 03.11.2022 with the suggestion to verify the title of the Course Code MTTE- 407 as the same Course is offered at UG level. **(Action: Assistant Registrar Academic-PG)**
D 3.7	**Minutes of the Board of Studies in English meeting held on 17.10.2022.** The Standing Committee of the Academic Council approved the minutes of the Board of Studies in English meeting held on 17.10.2022 with the following suggestions: 1. Terminology 'Optional Courses' to be replaced with 'Elective Courses'. 2. Terminology 'Recommended readings' to be replaced with 'References/Readings'.

GOA UNIVERSITY
Taleigao Plateau, Goa 403 206

F I N A L   A G E N D A

For the 5th Meeting of the Standing Committee of

X ACADEMIC COUNCIL

Day & Date

Tuesday, 14th February, 2023

Time

10.00 a.m.

Venue
Conference Hall
Administrative Block
Goa University

(i) Recommendations of text books for the course for study at the Undergraduate level : NIL

(ii) Recommendations of text books for the courses of study at the post Graduate level : NIL

Part F
Important points for consideration/approval of Academic Council:
- Syllabus for Semester III and IV for the M. Sc. Physics programme with specializations and syllabus of additional discipline-specific elective course in Semester II.
- Syllabus of Research Methodology course for PhD students in Physics
- List of Examiners for the undergraduate exams.

The declaration by the Chairman, that the minutes were read out by the Chairman at the meeting itself.

Sd/-
Signature of Chairman

Date: 04.11.2022
Place: Goa University

Part G: The remarks of the Dean of the School.
(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: Nil

Date: 04-11-2022
Place: Goa University

Sd/-
Signature of the Dean
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D 3.4	**Minutes of the Board of Studies in Social Work meeting held by circulation.** **Part A**.
	
	 i. Recommendations regarding courses of study in the subject or group of subjects at the undergraduate level: NA
	 ii. Recommendations regarding courses of study in the subject or group of subjects at the postgraduate level:
	     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. (Annexure I Refer page No. 183)**
	     2. **Inclusion of 1 additional specialization to be offered in Semester III, namely:**
	       a) Gender and Development
	       b) Tribal Development
	       c) Working with People with Disabilities
	       d) Medical and Psychiatric Social Work (New) (Annexure II Refer page No. 189)
	
	 Part B
	   i. Scheme of Examinations at undergraduate level: NA
	   ii. Panel of examiners for different examinations at the undergraduate level: NA
	   iii. Scheme of Examinations at postgraduate level: NA

iv. Panel of examiners for different examinations at post-graduate level: NA

Part C.
   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

Part D
   i.   Recommendations regarding general academic requirements in the Departments of University or affiliated colleges: NA
   ii. Recommendations of the Academic Audit Committee and status thereof: NA

Part E.
   i.   Recommendations of the text books for the course of study at undergraduate level: NA
   ii. Recommendations of the text books for the course of study at post graduate level: **Suggestions incorporated into the MSW 80 credit Syllabus**

Part F.

   Important points for consideration/approval of Academic Council
   (i)   The important recommendations of the BoS in Social Work that require approval of Academic Council (points to be highlighted) are as mentioned below
         a) **Approval of the revised MSW Syllabus (80 Credits) in line with NEP 2020**
         b) **Approval of new specialization in MSW to be offered in Semester III**

   (ii) The BoS in Social Work approval of the above was by circulation through email on 27 October 2022.

Date: 08.11.2022   Sd/-
Place: Goa University   Signature of the Chairperson

Part G. The Remarks of the Dean of the Faculty
   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.

Date: 08.11.2022   Sd/-
Place: Goa University   Signature of the Dean

D 3.5	**Minutes of the Board of Studies in Public Administration meeting held on 01.07.2022.**
	Part A
	  i. Recommendations regarding courses of study in the subject or group of subjects at the undergraduate level: NA
	  ii. Recommendations regarding courses of study in the subject or group of subjects at the postgraduate level: **MA Public Administration (80 credits) to be taught at Goa University from 2022-23**

D 3.4 Minutes of the Board of Studies in Social Work meeting held by circulation.

Annexure I

Syllabus of Master of Social Work (MSW) Programme Semesters 3 and 4

The MSW Programme Courses and Structure for Semesters 3 and 4:

Master of Social Work Programme		
BLOCK PLACEMENT IN THE SUMMER BREAK AFTER SEMESTER 2 AFTER SELECTION OF SPECIALIZATION **There should be a minimum of 5 students to offer a Specialization**		
Semester 3		
Title of the Course	**Course Code**	**Credits**
Social Work Research with Mandatory Research Proposal	SWTR-501	4
Block Placement & Specialisation Related Field-Work Practicum	SWPR-502	4
Specialization-wise Courses Optional		
1.Health and Development		
Health Care Social Work Practice – I	SW1E-501	4
Health Care Social Work Practice – II	SW1E-502	4
Rehabilitation and After Care Services	SW1E-503	2
Health Care Administration and Programming	SW1E-504	2
2. Community Organization and Community Development Practice		
Perspectives On Urban Community Development	SW2E-501	4
Perspectives On Rural Community Development	SW2E-502	4
Community Development Practice with Disempowered Communities	SW2E-503	2
Perspectives on Tribes and Tribal Development	SW2E-504	2
3.Social Work Practice with Children, Family and Youth		
Family Centred Social Work Practice	SW3E-501	4
Social Work Practice with Children	SW3E-502	4
Social Work in the Field of Education	SW3E-503	2
Social Work Practice with Youth	SW3E-504	2
4. Gender and Development		
Women's Movement and Gender Issues in India	SW4E-501	4
Gender Interventions for Social Work Practice	SW4E-502	4
Intersectional Perspectives on Gender	SW4E-503	2
Gender Concerns in Goa	SW4E-504	2
5.Tribal Development		
Understanding Marginality, Tribal livelihood and Rights	SW5E-501	4
Development and Tribal Rights	SW5E-502	4
Tribal Issues in India and Goa	SW5E-503	2

Interventions for Empowering Tribal Communities	SW5E-504	2
6.Working with People with Disabilities		
Social Work Practice with families of persons with disability	SW6E-501	4
Case Work with people with disabilities	SW6E-502	4
Disability Rights and Laws	SW6E-503	2
Mapping Interventions for Persons with Disability	SW6E-504	2
7.Medical and Psychiatric Social Work		
Introduction to Mental Health and Psychiatric Disorders	SW7E-501	4
Therapeutic Interventions	SW7E-502	4
Psychiatric Social Work Practice	SW7E-503	2
Psychiatric Social Work with Vulnerable Groups	SW7E-504	2
A study tour will be part of Specializations at SW1/2/3/4/5/6/7E-504		
Total Credits in Semester 3		20
Semester 4		
Title of the Course	**Course Code**	**Credits**
Specialization Specific Field Work Practicum	SWPR-503	4
Dissertation	SWDD-501	16
Total Credits in Semester 4		20

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DETAILED MASTER OF SOCIAL WORK OUTLINE OF COURSES FOR SEMESTER 3 AND 4
SEMESTER III

Programme: Master of Social Work
Course Title: Social Work Research
Course Code: SWTR-501
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objectives:	1. To comprehend the importance of research as a social work method 2. To be familiar with various research designs, methods, statistical tools and techniques relevant to social work research. 3. To cultivate research abilities through appropriate application 4. To develop a research proposal on a topic of interest that will be connected to the chosen field of specialization	
Content:	**Module I – Introduction** Linkages between research and Social Work practice; role of research in policy formulation, and programme planning, implementation, and evaluation. Types of social work research	10 hours

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	– need assessment studies, situational analysis, monitoring and evaluation, impact assessment, policy research.	
	Module II: The Process of Quantitative Research 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.	15 hours
	Module III: The Process of Qualitative Research 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	20 hours
	Module IV: Research Reporting: Preparation of a research proposal. The contents of a report, Manual of style and the need for dissemination	15 hours
Pedagogy:	Classroom lectures, classroom assignments	
Recommended Readings:	Ahuja, Ram. (2001) Research Methods, Jaipur: Rawat Publications. Anastas, J. W. (2000). Research Design for Social Work and the Human Services. United States: Columbia University Press. Alston, M. Bocoles, W. (2003). Research for Social Workers - An Introduction to Methods, Jaipur: Rawat Publications. Carden, F. (2009). Knowledge to Policy: Making the Most of Development Research. India: Sage Publications. Chattopadhyay, A. K., Mukherjee, S. P., Sinha, B. K. (2018). Statistical Methods in Social Science Research. Germany: Springer Singapore.	

Drake, B., Jonson-Reid, M. (2008). Social Work Research Methods: From Conceptualization to Dissemination. United Kingdom: Pearson/Allyn and Bacon.

Kothari, C. R. (2004). Research Methodology: Methods and Techniques, 2nd edition reprint, New Delhi: New Age International.

Lal Das, D.K. (2000), Practice of Social Research: A
Social Work Perspective, Rawat, Jaipur.

Rubin, Allen and Babbie Earl, (2001). *Research Methods for Social Work*, 4th Ed. Wadsworth, West, Brooks/Cole and Schirmer,

The Routledge Handbook of Social Work Practice Research. (2020). United Kingdom: Taylor & Francis.

The Sage Handbook of Action Research: Participative Inquiry and Practice. (2007). United Kingdom: SAGE Publications.

Young, Pauline, (1960). Scientific Social Surveys and Research, Asian student's edition, Japan: Asia Publishing House.

Webber, M. (2014). Applying Research Evidence in Social Work Practice. United Kingdom: Palgrave Macmillan.

Worsley, A., Hardwick, L. (2010). Doing Social Work Research. United Kingdom: SAGE Publications.

York, R. O. (2019). Social Work Research Methods: Learning by Doing. United States: Sage Publications.

Learning Outcomes	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.

Programme: Master of Social Work
Course Title: Block Placement and Specialization Related Field Work Practicum
Course Code: SWPR-502
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite	Registration in the MSW Programme at Goa University or its affiliated colleges

Objective:	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.	
Content:	**Module 1: Block Placement** 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.	30 days
	Module 2: Specialization Specific field Work Practicum The student has the option of selecting their Specialization, based on which they would be placed in an agency based on their specific specialization. ● 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. ● 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. ● Enhance skills of working with inter-disciplinary teams to support peoples' quest to meet needs and goals. ● Take initiative and leadership roles while working with teams. ● Independently prepare and utilizes records like summary records, case studies, agency reports- annual and six monthly, minutes of meetings, press releases. **Study Tour** The Study tour will be organised at the end of the semester. The Study Tour is a compulsory component. Students will gain an understanding of the functioning of government, private and people-based organisations and	1 week

	developmental services in the context of emerging social realities in their respective specialization. Understand the various programmes/strategies, administration / management of the organisations/programmes/services and participation of the stakeholders in problem solving and management. Understand the role of Professional Social Workers and other disciplines in relation to the organisation/development programmes/services in the respective specialization. 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. Through the experience of group living appreciate its value in terms of self-development, interpersonal relationships, and mutual responsibility. 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.	
Pedagogy:	Practical experiential learning
Recommended Reading	Egan Ronnie, Nicole Hill, Wendy Rollins (Eds) (2020). Challenges, Opportunities and Innovations in Social Work Field Education Edition 1. United Kingdom: Taylor & Francis. Dash Bishnu Mohan. (2019). Fieldwork Training in Social Work. United States: Taylor & Francis. Nair Roshini, Srilatha Juvva, Vimla V. Nadkarni (Eds) Edition 1 (2019). Field Instruction in Social Work Education: The Indian Experience. United States: Taylor & Francis. Subhedar, I. S. (2001). Fieldwork Training in Social Work. India: Rawat Publications.
Learning Outcomes:	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

Annexure II

SPECIALIZATION-WISE OPTIONAL COURSES
SPECIALIZATION 1: HEALTH AND DEVELOPMENT (HAND)

Programme: Master of Social Work
Course Title: Health Care Social Work Practice I
Course Code: SW1E-501
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objective:	1. To understand the concept of health, wellbeing and disease 2. To understand the causes and prevention of the major communicable and chronic disease in India 3. To learn about the structure of healthcare services in India and related policies 4. To understand the role of NGO and private sector in health care	
Content:	**Module I: Concept of Health, Well-Being, and Disease** 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
	Module II: Healthcare Services and Programmes 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
	Module III: Social Work in Various Settings 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
	Module IV: Emerging Concerns in Healthcare Public-private participation and collaboration in health care: Role of NGO and private sector in health care; Sexual and Reproductive Health Rights.	15 hours
Pedagogy:	Classroom teaching, use of charts, power point presentations, videos, field visits, group discussions	

Recommended Readings:	Browne, T., Gehlert, S. (2006). Handbook of Health Social Work. United States: Wiley.
	Dasgupta, M. and Lincoln, C. C. (1996). Health, Poverty and Development in India. New Delhi: Oxford University Press.
	Dhillon, H.S. and Philip, L. (1994). Health Promotion and Community Action for Health in Developing Countries. Geneva: WHO.
	Golightley, M., Goemans, R. (2020). Social Work and Mental Health. United Kingdom: SAGE Publications, Limited.
	Handbook of Health Social Work. (2011). Germany: Wiley.
	Park, K. (2005). Textbook of Prevention and Social Medicine (18th edition). Jabalpur: Banarsidas Bhanot.
	Phillips, D.R.and Verhasselt, Y. (1994). Health and Development. London: Routledge.
	Schwaber Kerson, T., McCoyd, J. L. (2016). Social Work in Health Settings: Practice in Context. United Kingdom: Taylor & Francis.
	Spitzer, W. J., Allen, K. M. (2015). Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends. United States: SAGE Publications.
	The Critical Practitioner in Social Work and Health Care. (2007). United Kingdom: SAGE Publications.
	Yuen, F. K. O. (2014). Social Work Practice with Children and Families: A Family Health Approach. United Kingdom: Taylor & Francis.
Learning Outcomes	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.

Programme: Master of Social Work
Course Title: Health Care Social Work Practice Ii
Course Code: SW1E-502
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges
Objectives:	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
Content:	**Module I: Social Work in Various Health Settings:** Mental health Institutions, psychiatric departments in general hospitals, private psychiatric clinics, halfway homes, day care centres, sheltered workshops, child guidance clinics	15 hours

	Module II: Medico-legal information related to offences affecting the human body mind and property. 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
	Module III: Procedural aspects of medico-legal practices: 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
Pedagogy:	Classroom teaching, use of videos and charts, field visits, guest lectures and group discussions	
Recommended Readings:	Balagopal, G., Kapanee, A. R. M. (2019). Mental Health Care Services in Community Settings: Discussions on NGO Approaches in India. Germany: Springer Singapore. Colin Pritchard. (2006). *Mental Health Social Work*, USA: Routledge. Davidson, K. (2014). Social Work in Health Care: A Handbook for Practice. United States: Taylor & Francis. Drake, G., Drayton, J., Bland, R. (2021). Social Work Practice in Mental Health: An Introduction. United Kingdom: Routledge. Dixit, P. C. (2004). *Medical Jurisprudence and Toxicology* – Lexis Nexis.Dora, Health and Social Work: Practice, Policy, and Research. (2018). United States: Springer Publishing Company. Parikh, C. K. (1970). *Parikh's Simplified textbook of Medical Jurisprudence and Toxicology*, Medical Publication	

	Park, K. (2017). Park's Textbook of Preventive and Social Medicine. India: Bhanot Publishers. Patel Vikram. (2002). *Where there is no Psychiatrist*, Delhi: VHAI (Voluntary of Health Association of India). Rukadhikar A., Rukadhikar P. (2007). *Mental disorders and You*, Miraj: Psychiatric Centre. Social Work Practice for Promoting Health and Wellbeing: Critical Issues. (2013). United Kingdom: Taylor & Francis.
Learning Outcomes:	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.

Programme: Master of Social Work
Course Title: Rehabilitation and After Care Services
Course Code: SW1E-503
Number of Credits: 2
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objectives:	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	
Content:	**Module I – Rehabilitation** 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
	Module II - History, philosophy and principles of psycho-social rehabilitation 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

	Module III - Rehabilitation Settings 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
	Module IV - Practice of Social work methods in the process of rehabilitation 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
Pedagogy:	Classroom power point presentations, use of charts, videos and field exposure.	
Recommended Readings:	Bajpai, A. (2018). From Exploitation to Empowerment: A Socio-Legal Model of Rehabilitation and Reintegration of Intellectually Disabled Children. Germany: Springer Singapore. Corey, Gerald. (6th ed.) (2004). Theory and Practice of Group Counseling. Thomas Brooks/ Cole Belmont Danda, Amita. (2000). Legal order and Mental Disorder, Sage Publications. Gibson, B. (2016). Rehabilitation: A Post-critical Approach. United Kingdom: CRC Press. Jamison, D. T. (2017). Disease Control Priorities, Third Edition (Volume 9): Improving Health and Reducing Poverty. United States: World Bank Publications. Kalyanasundaram S. and Innovations in Psychiatric Rehabilitation Verghese,Mathew,(Eds).2000 Richmond Fellowship Society, Bangalore, India. King, R., Lloyd, C., Meehan, T. (2013). Handbook of Psychosocial Rehabilitation. Germany: Wiley Lakshman Prasad. 1994. Rehabilitation of the Physically handicapped. Konark Publishers Pvt. Ltd. Liberman, Robert. P. Psychiatric Rehabilitation of Chronic Mental (ed). 1988. Patients. Washington D.C., American Psychiatric Association.	

	Organization, W. H. (2010). Community-based Rehabilitation: CBR Guidelines. Philippines: World Health Organization.
Learning Outcomes	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.

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Programme: Master of Social Work
Course Title: Health Care Administration and Programming
Course Code: SW1E-504
Number of Credits: 2
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges.	
Objectives:	1. To understand the Concept of Community Health and various community health programmes 2. To understand the systems of health care 3. To get acquainted to Health Communication and Training in community health care 4. To learn about the Legislative measures in the field of Health	
Content:	**Module I: Concept of Community Health** Community Health Programmes, RCH, Mental Health, ICDS, Geriatrics, Immunization, Drinking Water, Low cost sanitation, SRH	5 hours
	Module II: Concept of Care 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	5 hours
	Module III: Health Communication and Training 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	5 hours
	Module IV: Critique of Legislative measures in the field of Health	

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	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.	10 hours
	Module V: Health and Development Right to Health, Research in the field of Health, Health Indicator as Development Indicators, Relation between Nutrition, Health and Development.	5 hours
The Study Tour is a mandatory component for this subject.		
<u>Pedagogy:</u>	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations	
<u>Recommended Readings:</u>	Dill, A. (2017). Managing to Care. Taylor & Francis. Goya, R.S. 1990. Community Participation in Primary Health Care, Chandigarh: Arun Publishing House Pvt. Ltd. Health and Social Work: Practice, Policy, and Research. (2018). United States: Springer Publishing Company. Lankester, Ted. (2000). Setting up Community Health Programmes, New Delhi: VHAI McKenzie, J. F., Pinger, R. R. (2013). An Introduction to Community Health. United States: Jones & Bartlett Learning. Social Work and Community Practice. (2016). United States: Apple Academic Press. Social Work Practice in Health: An Introduction to Contexts, Theories and Skills. (2020). United Kingdom: Taylor & Francis. Social Work in Mental Health: Contexts and Theories for Practice. (2014). India: SAGE Publications.	
<u>Learning Outcomes:</u>	Students will understand policy implications and the impact of policies on health care delivery.	

SPECIALIZATION 2: COMMUNITY ORGANISATION AND COMMUNITY DEVELOPMENT PRACTICE (COCD)
Programme: Master of Social Work
Course Title: Perspectives on Urban Community Development
Course Code: SW2E-501
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objectives:	1. To learn about the Political Economy of Urbanisation 2. To understand Human Development, Urban Development and Civic Administration 3. To learn about the types and functions of Urban Governance 4. To understand the Role of Urban LSG Bodies in Urban Development	
Content:	**Module I: Political Economy of Urbanisation** 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.	15 hours
	Module II: Human Development, Urban Development and Civic Administration 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.	15 hours
	Module III: Urban Governance: Urban Local Self Government in India 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) 74th Constitutional Amendment Review of the Content and Implementation	15 hours
	Module IV: Role of Urban LSG Bodies in Urban Development 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.	15 hours
Pedagogy:	Classroom lectures, field visits, group discussions	
Recommended Readings:	Bhowmik, Debesh. (2007). Economics of Poverty, New Delhi: Deep and Deep Publications.	

Joshi, Deepali Pant. (2006). Poverty and sustainable Development, New Delhi: Gyan Books.

Petras, James and Veltmeyer, Henry. (2001). Globalization Unmasked-Imperialism in the 21st Century, New Delhi: Madhyam Books.

Nagaraja Rao, C. (2016). Urban Governance in India. India: Kalpaz.

New Forms of Urban Governance in India: Shifts, Models, Networks and Contestations. (2009). India: SAGE Publications.

Smith, D. (2019). Third World Cities in Global Perspective: The Political Economy of Uneven Urbanization. United Kingdom: Taylor & Francis Group.

Social Work and the City: Urban Themes in 21st-Century Social Work. (2016). United Kingdom: Palgrave Macmillan UK.

Subaltern Urbanisation in India: An Introduction to the Dynamics of Ordinary Towns. (n.d.). India: Springer India.

United Nations Human Settlements Programme. (2012). The Challenge of Slums: Global Report on Human Settlements 2003. (n.p.): Taylor & Francis.

Urbanisation in India: Challenges, Opportunities and the Way Forward. (2014). India: SAGE Publications.

Urban Poverty and Climate Change: Life in the Slums of Asia, Africa and Latin America. (2016). United Kingdom: Taylor & Francis.

Learning Outcomes:	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.

Programme: Master of Social Work

Course Title: Perspectives on Rural Community Development
Course Code: SW2E-502
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges
Objectives:	1. To learn about the nature and concept of rural development

	2. To understand the problems faced by the rural population 3. To learn about the various Rural Development Programmes 4. To understand Rural Development Administration and Governance 5. To learn about the Functions of Panchayati Raj Institutions	
Content:	**Module I - Rural Development** Concept, nature, philosophy and historical context; Meaning and Determinants; Approaches to rural community development; Different Models of Rural Development.	10 hours
	Module II - Problems in Rural Development 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.	10 hours
	Module III: Rural Development Programmes 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).	10 hours
	Module IV - Rural Development Administration Structure and Function of Rural Development Administration; Role of Cooperatives in Rural Development; Participation of government organizations and voluntary organizations in Rural Development.	10 hours
	Module V: Rural Governance 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.	10 hours
	Module VI: The Functions of Panchayati Raj Institutions 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.	10 hours
Pedagogy:	Classroom learning with power point presentations, group discussions and debate, field visits and live projects	
Recommended Readings:	Community Development: Rural, Urban and A Tribal Perspective. (2018). (n.p.): FSP Media Publications.	

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	Habibullah, W. and Ahuja, M.(2005) Land Reforms in India: Computerisation of Land Records Vol. X. New Delhi: Sage Publications. Hariss-white, B. and Janakrajan S. (2004) Rural India. Facing the 21st Century. London: Anthem Press. Kumar, S. (2002) Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Vistaar Publications. Mehta, B.C. (1993) Rural Poverty in India. New Delhi: Concept Publishing Company. Radhakrishna, R., Sharma, A.N. (Ed) (1998) Empowering Rural Labour in India Market, State and Mobilisation. New Delhi: Institute for Human Development. Narayanasamy, N. (2009). Participatory Rural Appraisal: Principles, Methods and Application. India: SAGE Publications. Pugh, R., Cheers, B. (2010). Rural Social Work: International Perspectives. United Kingdom: Policy Press. Rao, H.Ch. (2005) Agriculture, Farm Size Rural Poverty Alleviation of India. New Delhi: Academic foundation. Reddy, G.R., and Subrahmanyam, P. (2003) Dynamics of Sustainable Rural Development. New Delhi: Serials Publication. Schouten, T. And Moriaty, P. 2003 Community Water, Community Management. London: ITDG Publishing. Rural Development in India: Retrospect and Prospects. (2010). India: Concept Publishing Company. Shiva, V., and Bedi, G. (Eds) (2002) Sustainable Agriculture and Food Security: the Impact of globalisation. New Delhi: sage Publications Streeter, C. L., Cooper, H. S. (2013). Rural Social Work: Building and Sustaining Community Capacity. Germany: Wiley.
Learning Outcomes	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.

Programme: Master of Social Work
Course Title: Community Development Practice with Disempowered Communities
Course Code: SW2E-503

Number of Credits: 2
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges
Objectives:	1. To develop and understanding of Power, Privilege and Oppression 2. Political economy of the Dalit Development 3. To understand Specific Identity Constructs and Populations at Risk 4. To develop understanding Towards an emancipator community development practice

Content:		
	Module I: Power, Privilege and Oppression Conceptual Frameworks and Theoretical Perspectives; Critical Theories; Understanding oppression, privilege and oppression.	6 hours
	Module II: Political economy of the Dalit Development 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	10 hours
	Module III: Specific Identity Constructs and Populations at Risk Gender and Sexism- Gender, Culture, and Society; Race, Sexuality, and Culture (Intersections); Gendered Relations; Health, Sex, and Gender.	4 hours
	Module IV: Towards an emancipatory community development practice 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;	10 hours
Pedagogy:	Classroom teaching with power point presentations, use of video, charts and live projects.	
Recommended Readings:	Displaced by Development: Confronting Marginalisation and Gender Injustice. (2009). India: SAGE Publications. Freire, A. M. A., and Macedo, D. (Eds.) (1995). *The Paulo Freire reader*. New York: Continuum. Freire, P. 1969/1998. *Education for critical consciousness*. New York: Continuum Freire, P. 1990. *Pedagogy of the oppressed*. (M. B. Ramos, Trans.) New York: Continuum. Freire, P. 1998. *Pedagogy of freedom: Ethics, democracy, and civic courage.* (P.	

Clarke, Trans.) Lanham, MD: Rowman and Littlefield Publishers, Inc.

Freire, P., and Macedo, D. P. (1995). *A dialogue: Culture, language, and race*. Harvard Educational Review, 65(3).

Fultner, B. (ed.) (2012). *Jurgen Habermas: Key Concepts*. Rawat Publications. Jaipur

Hollway, W. (1984). *'Gender difference and the production of subjectivity'*, in Helen Crowley and Susan Himmelweit (eds*.) Knowing Women*, p240 - 275, Oxford: Polity

Kimmel M. (2000). *The Gendered Society*. Introduction and Chapters 1, 2 and 4

Moore, H.L. (1988). *Feminism and Anthropology*, Ch.2, Cambridge: Polity Press, pp. 12-41.

Ortner, S. (1974). —*Is Female to Male as Nature is to Culture?* in M.Rosaldo and L. Lamphere (eds.), *Women, Culture and Society*, Stanford University Press, pp. 67-88.

Omvedt, G. (1994). Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India. India: SAGE Publications.

Societies, Social Inequalities and Marginalization: Marginal Regions in the 21st Century. (2017). Germany: Springer International Publishing.

Taylor, D. (ed.) (2011). *Michael Foucault: Key Concepts*. Rawat Publications. Jaipur

Learning Outcomes	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: Master of Social Work
Course Title: Perspectives on Tribes and Tribal Development
Course Code: SW2E-504
Number of Credits: 2
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objective:	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.	
Content:	**Module I: Tribal Issue: Background and Perspective** Understanding the Concept of Tribes, Adivasis, Indigenous people and Aboriginals, and situating tribes therein, Overview of tribal history and tribal uprisings in India from pre to post Independence period	10 hours
	Module-II Tribal Development: Philosophy and Implementation Scheduled areas: issues and governance, Administration and Local Governance; PESA and its Implementation, Highlight of significant	10 hours

	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. **Module III: Tribal Development and Five -Year Plans** 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
The Study Tour is a mandatory component for this subject.		
Pedagogy:	Classroom presentations, use of charts, field visits and group discussions.	
Recommended Readings:	Bogaert, M. V. D. et al. 1975. Training Tribal Entrepreneures: An experiment in social change, Social change, June, Vol.5 (1-2). Gover, K. (2010). Tribal Constitutionalism: States, Tribes and the Governance of Membership. Oxford University press. Ghurye, G. S. (1959). The Scheduled Tribes Mahana, R. (2019). Negotiating Marginality Conflicts over Tribal Development in India. Routledge. Pandey, G. 1979. Government's Approach to Tribal's Development: Some Rethinking, Prashasanika, 8 (1), 56-68, 1979 Shah, D.V.,1979. Education and social change among Tribal in India Shah, V. P. and Patel, T. 1985. Social Contexts of Tribal Education. New Delhi: Concept Publishing. Sharma, B. D. 1977. Administration for tribal Development, Indian Journal of Public Administration, 23 (3), Singh K.S. (ed.). Tribal Movements in India, Vol. I and II Singh, Ajit 1984. Tribal Development in India, Delhi: Amar Parkashan; Tribal Development in India: The Contemporary Debate. (2006). India: SAGE Publications. Tribal Development Administration in India. (1994). India: Mittal Publications. Tribal Development in India: Challenges and Prospects in Tribal Education. (2020). India: SAGE Publications.	

	Vidyarthi, L. P. (ed.) 1981.Tribal Development and its Administration, New Delhi: Concept. Xaxa V. 1999. Tribes as Indigenous People of India, Economic and Political Weekly, December
Learning Outcomes	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.

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SPECIALIZATION 3: SOCIAL WORK PRACTICE WITH CHILDREN, FAMILY AND YOUTH (SICFY)

Programme: Master of Social Work
Course Title: Family Centred Social Work Practice
Course Code: SW3E-501
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objectives:	1.　　To understand the concept of Family as a social institution 2.　　To understand Displacement and disaster generated changes in the family 3.　　To understand Family in the context of Social Change 4.　　To learn about Family centred social work the interventions, techniques and skills required	
Content:	**Module I: Family as a Social Institution** Concept of family, Types of family, Functions of family, Family dynamics – power, myths, role and patriarchy in family, Concept of Marriage	10 hours
	Module II: Family- Displacement and Violence 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
	Module III: The Family in the context of Social Change 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

	Module IV: Work with families: interventions, techniques and skills: 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
Pedagogy:	Classroom learning with power point presentations, charts and group discussions, role play and group discussions	
Recommended Readings:	Burgess, Ernest W., Locke Harvey J., Thomes Mary Margaret. The Family from Traditional to companionship. (4th edition), New York: Van Nostrand Reinhold Co. Desai, Murli. 1986. Family and Intervention – Some Case Studies, Mumbai: TISS. Gore, M S. 1968. Urbanization and Family Change, Mumbai: Poplar Prakashan. Hanna, S. M. (2018). The Practice of Family Therapy: Key Elements Across Models. United Kingdom: Taylor & Francis. Harris, C. C. 1969. *The Family an Introduction*, London: George Allen and Unwin Ltd. Jayapalan N. 2001. *Indian Society and Social Institutions – Vol. I*, New Delhi: Atlantic Publishers and Distributors. Jouer, Linda J. 1994. *The Social Context of Health and Health Work*, UK: Macmillan Press Ltd. Kumar, S., Chacko, K. M. 1985. *Indian Society and Social Institutions*, New Delhi: New Heights Publishers and Distributors. Lee, D. (2015). Social Work with Families: Content and Process. United States: Oxford University Press. O'Loughlin, S., O'Loughlin, M. (2016). Social Work with Children and Families. United Kingdom: SAGE Publications. Philips Belanard S. 1969. *Sociology Social Structure and Change*, London: Macmillan Co. Singh, Yogendra. 1997. *Social Stratification and Change in India*, New Delhi: Manohar Publication.	

	Williamson, Robert C. 1967. *Marriage and Family Relations*, New York, London, Sydney: John Wiley and Sons, Inc.
Learning Outcomes	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.

Programme: Master of Social Work
Course Title: Social Work Practice With Children
Course Code: SW3E-502
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objective:	1. To understand the concept and process of socialisation in children 2. To understand vulnerability and Situational Analysis of Vulnerable Children in India 3. To learn about the Rights of the Child, International and National Initiatives 4. To learn about Children in Need of Care and Protection	
Content:	**Module I: Socialization of Child** 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
	Module II: Vulnerability and Situational Analysis of Vulnerable Children. 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
	Module III: Rights of the Child, International and National Initiatives. 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
	Module IV: Children in Need of Care and Protection.	

	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
	Module V: Children in Conflict with Law. Definition, magnitude, types of offences, profile and problems Theories of juvenile delinquency- Social Learning theory, Strain theory, Labelling theory, Control theory	10 hours
	Module VI: Skills for Working with children. Communication – individual and group, Use of creative activities. Skills in Behaviour modification techniques. Skills in Advocacy and campaigning for children	10 hours
Pedagogy:	Classroom learning through power point presentations, use of charts and videos, group discussions and guest lecture.	
Recommended Readings:	Adenwalla Maharukh, 2008. CHILD Protection and Juvenile Justice System for children in conflict with law, Childline India Foundation, Mumbai. Ahuja Ram, 1997. Social Problems in India – Juvenile Delinquency, Ch.4. Jaipur: Rawat Publication. Agarwal, K. G. and Panchal, T. K., 1993. Inner World of Handicapped: A Study of Problems of the Disabled, Khanna Publisher, New Delhi. Anderson, D, 1993. Social Work and the Mentally Handicapped, Macmillan and Company, London. Bajpai Asha, 2003. Child Rights in India: Law policy and practice, Oxford University Press, New Delhi. Chandra, K. and Devg, P. G. 1994. Handbook of Psychology for the Disabled and Handicapped, Anmol Prakashan, New Delhi. Government of Goa, Goa Children's Act 2003 Child-Centred Social Work in India: Journeys and the Way Forward. (2022). India: Taylor & Francis. Government of India, Child Labour (Prevention and Regulation) Act, 1986. Gupta M. C., 2001. Child Victims of Crime: Problems and Perspectives, Gyan Publishing House. Hegade, Karandikar Madhavi, 2001. Adoption, Bal AshaTrust, Mumbai. Madan, G.R. 1997: Indian Social Problems (Vols. I and II), Allied Publications, New Delhi. Mehta Nilima, 2008. Child Protection and Juvenile Justice System for children in need of care and protection, Childline India Foundation, Mumbai. Mehta Nilima, 1992. Ours by Choice: preventing through adoption, UNICEF, Delhi. Mukhopadhyay Suresh and Mani MNG. 2002. Education of Children with special needs in India, Education Report, Pp 98-108. NIPCCD: Documents and literature on Children Rane A. 1994. Street Children: a challenge to the social work profession, TISS, Bombay.	

	Sarkar C. 1987. Juvenile Delinquency of India: an etiological analysis, Daya Publishing House, Delhi. Tata Institute of Social Sciences. 2002. Forced separation: children of imprisoned mothers, an exploration in Two Indian cities, PRAYAS, Mumbai.
Learning Outcomes:	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.

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Programme: MASTER OF SOCIAL WORK
Course Title: SOCIAL WORK IN THE FIELD OF EDUCATION
Course Code: SW3E-503
Number of Credits: 2
Effective from Academic Year: 2022-2023

Course prerequisite	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objectives:	1. To introduce to the students the Levels and Types of Education system in India and some major contributors in the field of education. 2. To understand the problems and issues relating to education in India 3. To understand the efforts of other agencies that have contributed to improve the sytem of education in India 4. To understand the Role of social worker in educational settings.	
Content:	**Module I: Education System in India & Perspectives on Education** 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, Mhatma 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
	Module II: Issues related Education in India 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	10 hours

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	from education and growth of self-financing courses, private institutions and universities, commercialization of education. **Module III: Efforts to Improve the Educational System** 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: **R**ight to education. Role of social worker in educational settings.	10 hours
Pedagogy:	Classroom teaching using Power point, charts and videos. Guest lecture, live projects and group discussions.	
Recommended Readings:	ANKUR, Field action report of the College of Social Work N.N. Mumbai. Edutracks Series. 2004 Thinkers on Education, Hyderabad: Neelkamal Publications. Gail Omvedt, 1976. Cultural Revolt in Colonial Society: The Non-Brahman movement in Western India, 1873-1930, Bombay: Scientific Socialist Education. Ghosh SC, 2007. History of education in Ancient India, Jaipur: Rawat Publication, India Ministry of HRD, Status report of literacy and post literacy campaign, Ashish Publishing House, New Delhi, 1993. Karnath Pratibha and Rozario Joe, 2003. Learning Disabilities In India: Willing the Mind to Learn, Sage Publication, New Delhi. Naik, J.P and Nurullah, 1974. A Student's History of Education India, (1800-1973), New Delhi: Macmillan and Co. of India Ltd. NIEPA. 2000.India Education Report Sharma S. P., 2005. Education and Human Development, New Delhi: Kanishka Publishing House.	
Learning Outcomes	Students will understand the educational system in India and the perspectives of Indian and western thinkers on education.	

Programme: Master of Social Work
Course Title: Social Work Practice With Youth
Course Code: SW3E-504
Number of Credits: 2
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objective:	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	
Content:	**Module I: Situational Analysis of Youth** 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
	Module II: Youth and Development 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 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	15hours
	Module III: Skills of Working with Youth 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	10hours
The **Study Tour** is a mandatory component for this subject.		
Pedagogy:	Classroom lectures, group discussions, live projects, debates.	

Recommended Readings:	Ahuja, Ram 1996. Youth and Crime, Jaipur and New Delhi: Rawat Publications.
	  Altbach, Philip G. 1970. The Student Revolution – A Global Analysis, Bombay: Lalvani Publishing House.
	  Anthony, A. D'souza. 1979. Sex Education and Personality development, New Delhi : Usha Publication.
	  Baja, Premed Kumar. 1992. Youth Education and Unemployment, New Delhi : Hashish Publishing	

	Bajpai, P. 1992. Youth, Education and Unemployment. New Delhi: Ashish Publishing.
	Engene Morris, C (1956) Counselling with Young People, New York : Association Press.
	Erik H. Erikson (1965) The Challenge of Youth, New York : Doubleday and Com. Inc.
	Gore, M. S. (1977): Indian Youth. New Delhi: Vishwa Yuvak Kendra.
	Hassan, M. K. 1981. Prejudice in Indian Youth. New Delhi: Classical Publishing
	Jayaswal (1992) Modernization and Youth in India, Jaipur and New Delhi : Rawat Publications.
	Jayaswal, R. 1992. Modernization and Youth in India. Jaipur: Rawat Publications.
	Naidu, U. and Parasuraman, S. 1982. : Health Situation of Youth in India. Bombay: Tata Institute of Social Sciences.
	Nair, P. S., et al. 1989: Indian Youth: A Profile. New Delhi: Mittal Publications.
Learning Outcomes	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.

SPECIALIZATION 4: GENDER AND DEVELOPMENT (GEND)

Programme: Masters of Social Work
Course Title: Women's Movement and Gender Issues in India
Course Code: SW4E-501
Number of Credits: 4
Effective from Academic Year: 2022 – 2023

Course Prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objective:	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.	

Content:	Module 1: 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.).	15 hours
	Module 2: Gandhi and Women. Participation in Nationalist movement. Women leaders. Post-Independence.	15 hours
	Module 3: 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	15 hours
	Module 4: Contemporary Movements and Issues, use of media, social media and women's movement	15 hours
Pedagogy:	lectures/assignments /poster making/presentations/and discussions	
Recommended Readings:	Anagol Padma.2016. The Emergence of Feminism in India 1850 -1920. NY: Ashgate. Chaudhuri Maitrayee. 2005. Feminism in India: Issues in contemporary Indian Feminism Gandhi Nandita and Nandita Shah. 1992. *The Issues at Stake : Theory and Practice in the Contemporary Women s Movement in India*. New Delhi: Kali for Women. Gangoli Geetanjali.2007. *Law, Patriarchies and Violence in India*. USA: Ashgate. Jayawardena Kumari. *2016. Feminism and Nationalism in the Third World. Verso Books.* Kumar, Radha. 1993. The History of Doing 1800 – 1990. New Delhi: Kali for Women. Murthy Laxmi & Rajashri Dasgupta. 2013. Our Pictures, Our Words: A Visual Journey through the Women's Movement. New Delhi: Zubaan Sarkar. S & Tanika Sarkar (eds.).2008. Women and Social Reform in Modern India: A Reader, Indiana University Press	
Learning Outcomes:	Students will understand the transitions within the Women's Movement and have a deeper understanding of present realities. Through the course, students will be enabled to develop a critical understanding gender concerns in India.	

Programme: Master of Social Work
Course Title: Gender Interventions for Social Work Practice
Course Code: SW4E-502
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges.	
Objectives:	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.	
Content:	**Module 1:** 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.	15 hours
	Module 2: Intervention for Change and Tool Creation	15 hours
Pedagogy:	Participatory Tools and Workshop Planning/ designing games for participatory learning/ Project implementation in the field /assignments/self-study/ group discussions/ presentations	
Recommended Readings:	Gender Analysis Framework: http://socialtransitions.kdid.org/sites/socialtransitions/files/resource/files/bk-gender-analysis-frameworks-010199-en.pdf Grambs Jean. 1976. Teaching About Women in the Social Studies : Concepts, Methods and Materials. Virginia: National Council for the Social Studies. http://hcfp.gov.in/downloads/manuals/Training_Manual_on_Gender_Sensitization.pdf http://ncw.nic.in/pdfreports/gender%20sensitization%20of%20police%20officers.pdf http://timesfoundation.indiatimes.com/articleshow/1254836.cms Murthy Ranjani K. 2001. Building Women`s Capacities. New Delhi: Sage Publications. Participatory Planning for change: 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 Srinivasan Lyra. 1990. Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques. UNDP PROWESS. Srinivasan Lyra. 1992. A Monograph for Decision Makers on Alternative Participatory Strategies	
Learning Outcomes:	1. The students will develop confidence to implement gender sensitive projects of their own creations in a variety of settings to bring about change. 2. Students will be able to develop their own projects that they can propose for CSR activities. 3. Students will develop creative and innovative games to translate facilitate participatory learning.	

Programme: Master of Social Work
Course Title: Intersectional Perspectives on Gender
Course Code: SW4E-503
Number of Credits: 2
Effective from Academic Year: 2022 – 2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges
Objective:	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.

Content:	**Module 1: Gender and Caste:** 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.	10 hours
	Module 2: Gender and class/poverty	5 hours
	Module 3: Sex: Transgender Rights, Hijjara Community in India, NALSA Act. Recent debates and trends.	5 hours
	Module 4: 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	10 hours
Pedagogy:	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations	

Recommended Readings:	Ambedkar BR, Annihilation of Caste, New Delhi: Critical Quest.
	Ambedkar BR, What the Congress and Gandhi have done to the Untouchables New Delhi: Critical Quest.
	Ambedkar, BR, Castes in India, New Delhi: Critical Quest.
	Baghel Indu. 2009. Dalit Women in Panchayati Raj. New Delhi: Jnanada Prakashan.
	Chakravarti Uma. 2003. Gendering Caste: Through a Feminist lens. Kolkata: Stree
	D Das and S B Agnihotri. 1998. Physical Disability: Is there a gender dimension. EPW Vol - XXXIII No. 52, September 26.
	Fraser Nancy, 1997. Recognition from Redistribution to Recognition? : Dilemmas of Justice in a "Post-socialist" Age. Chapter I in Justice Interruptus. New York: Routledge. http://ethicalpolitics.org/blackwood/fraser.htm
	Ghai Anita. 2015. Rethinking Disability in India. New Delhi: Routledge.
	Ghai, Anita. 2003 (Dis)embodied Form: Issues of Disabled Women. New Delhi: Har-Anand Publications.
	Gore, M.S. 1993. The Social Context of Ideology: Ambedkar's Social and Political Thought. New Delhi: Sage Publication
	Gupta Charu.2016.Gender of Caste: Representing Dalits in Print. University of Washington Press.
	Guru Gopal. 2004. Dalit Cultural Movement and Dalit Politics in Maharashtra. Mumbai: Vikas Adhyayan Kendra,
	Hans Asha. 2015. Disability. Gender and the Trajectories of Power. India: SAGE Publications.
	International Classification of Functioning, Disability and Health. 2001. Geneva: WHO
	Kelkar Govind. 1991. Gender and Tribe: Women, Land and Forests in Jharkhand. New Delhi: Kali for Women.
	Majeed, Akhtar. 2002. Nation And Minorities India's Plural Society and Its Constituents, New Delhi: Kanishka Publishers.
	Mani Kumar Kalanand & Fredrick Noronha.2008. Picture-Post Card Poverty, Unheard Voices Forgotten Issues from Rural Goa. Goa 1556.

Manju, Subhash. 1988. Rights of Religious Minorities in India, New Delhi: National Book Organisation.

Massey, I.P. 2002. Minority Right Discourse, Shimla: Indian Institute of Advanced Study.

Mehrotra Nilika. 2004. Women, Disabiltiy and Social Support in Rural Harayana. EPW. Vol - XXXIX No. 52, December 25.

Meyerowitz Joanne. 1980. How Sex Changed: A History of Transsexuality in the United States. New Delhi: Kanishka Publishers.

Nongbri Tiplut. 2003. Development, Ethnicity and Gender: Select essays on Tribes in India. Jaipur: Rawat Publications.

Rajan, Nalini. 2002. Democracy and the Limits of Minority Rights, New Delhi: SAGE Publications.

Raju Saraswati.2011.Gendered Geographies: Space and Place in South Asia. Oxford University Press

Rao Anupama. Gender and Caste, New Delhi: Kali for Women and Book Review Literary Trust.
Rege Sharmila.2013. writing caste/writing gender: narrating dalit women testimonies. New Delhi: Zubaan.

S Mitra and Usha Sambamoorthi. 2006. Employment of persons with Disabilities. EPW Vol- XLI No. 03 Jan 21.

Sathyamurthy, T. 1996. Region, Religion, Caste, Gender and Culture in Contemporary India. Oxford: Oxford University Press.

Shah Ghanshyam, 2001. Dalit Identity and Politics. New Delhi: Sage Publication.

Teich Nicholas.2012. Transgender 101: A Simple Guide to the Complex Issue. Columbia University Press

Thakur, R.N. 1999. Plight of the Minorites Problems and Grievances in their Education. New Delhi: Gyan Publishing House.

Vempeny, Sebastian. 2003. Minorites in Contemporary India.India: Kanishka Publishing House

Learning Outcomes	1. The students will be introduced to theories on gender, inter-sectionality and difference with a focus on marginalized sections based on class, religion, caste, tribe, sex, age, and disability in particular.

| | 2.   The student will be taken on an overnight field trip to experience hardships faced by marginalized people. |

Programme: Masters of Social Work
Course Title: Gender Concerns In Goa
Course Code: SW4E-504
Number of Credits: 2
Effective from Academic Year: 2022 – 2023

Prerequisites for the course:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objective:	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.	
Content:	**Module 1:** History of Women's Movement in Goa: Issues and Concerns. Women leaders in Goa's history. Understanding Goa from existing demographic data	5 hours
	Module 2: 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.	10 hours
	Module 3: Women in Goa: Law, custom, tradition and practices.	5 hours
	Module 4: Contemporary women's movements. Social media: movements and challenges.	10 hours
The **Study Tour** is a mandatory component for this subject.		
Pedagogy:	lectures/assignments/case-study/Role Play/poster making/presentations/ group readings and discussions	
Recommended Readings:	Alvares Claude. 2002. *Fish curry and rice: A sourcebook on Goa, its ecology and life-style*. Goa: The Goa Foundation. Bailancho Saad. Issues of the *SAAD Newsletters* Desouza Shaila. 2005. *A Situational Analysis of Women and Girls in Goa*, (Monograph) New Delhi: National Commission for Women. *Goa State Development Report*, 2011, Planning Commission of India. *State of Goa's Health: A Report*, 2001. New Delhi and Sangath, Goa Voluntary Health Association of India.	
Learning Outcomes	1.The course will help students to understand the current scenario in India and to trace transitions within the Women's Movement.	

	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.

Specialisation 5: Tribal Development

Programme: Masters of Social Work
Course Title: Understanding Marginality and Tribal livelihood
Course Code: SW5E-501
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objective:	1. To understand marginalisation of tribal communities 2. To evaluate critically issued faced by tribal communities 3. To develop understanding of structural problems and conflicts of marginality	
Content:	**Module I - Tribes and marginality,** 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, **Module II -** 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; **Module III** Tribal movements,, Human rights conflicts and tribal communities, social and political conflicts affecting tribal communities. Intersectional discrimination of tribes, **Module IV** 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	16 hours 14 hours 14hours 16 hours
Pedagogy:	Classroom learning with the use of PowerPoint, group discussion, workshops, tasks, and classroom assignments	
Recommended Readings	Arya, S. (1998). *Tribal Activism: Voice of Protest.* Primus Books. Gover, K. (2010). *Tribal Constitutionalism: States, Tribes and the Governance of Membership.* Oxford University press. Ghurye, G. S. (1959). *The Scheduled Tribes.*	

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	Mahana, R. (2019). *Negotiating Marginality Conflicts over Tribal Development in India.* Routledge. Shashi, Bairathi. *Tribal Culture, Economy and Health*. New Delhi: Rawat Publications Srivatsan, R. (2019). *Seva, Saviour and the State: Caste Politics, Tribal Welfare and Capitalist .* Routledge. Thakur, R.N. 1999. *Plight of the Minorities Problems and Grievances in their Education* , New Delhi: Gyan Publishing House. Vempeny, Sebastian 2003, *Minorities in Contemporary India*, New Delhi: Kanishka Publishers.
Learning Outcomes	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
Course Title: Development and Tribal Rights
Course Code: SW5E-502
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the Master of Social Work Programme at Goa University or its affiliated colleges
Objective:	1. To acquire skills to analyse development initiatives critically 2. To understand the intersection of development programs with the rights of tribal communities

Content:	**Module I** Major Problems & Issues affecting tribal Groups- Land alienation, inequality, discrimination, Forest policy, Human rights violation, Tribal dislocation, Ecological degradation, Exploitation, Tribal economy and modern economy,	16 hours
	Module II 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.	16hours
	Module III; 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	14hours
	Module IV 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	14 hours
Pedagogy:	Classroom learning with the use of PowerPoint, group discussion, film and documentary discussion, and classroom assignments	
References/ Readings	Baviskar, A. (2009). *In the Belly of the River: Tribal Conflicts Over Development in the Narnada Vally.* Oxford University Press. Freire, P. 1969/1998. Education for critical consciousness. New York: Continuum Freire, P. 1990. *Pedagogy of the oppressed*. (M. B. Ramos, Trans.) New York: Continuum. Freire, P. .1998.. *Pedagogy of freedom: Ethics, democracy, and civic courage.* (P. Clarke, Trans.) Lanham, MD: Rowman and Littlefield Publishers, Inc. Jain, P. C. (2001). *Globalisation And Tribal Economy.* Jaipur Rawat Publication. Kelkar Govind. 1991. *Gender and Tribe*: Women, Land and Forests in Jharkhand. New Delhi: Kali for Women. Patkar, Medha. 1998. 'The people's policy on development, displacement and resettlement: Need to link displacement and development.'Economic and Political Weekly, 33(38): 2432–33. Prakash, A.. 2001. The Politics of Development and Identity. New Delhi: Orient Longman.	

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Pandey, G. 1979. *Government's Approach to Tribal Development: Some Rethinking*, Prashasanika, 8 (1), 56-68, 1979

Rath, G. C. (2006). *Tribal Development In India.* Delhi: Sage

Shah, V. P. (1985). *Social Contexts of Tribal Education.* Concept Publications.

Singh, Ajit 1984. Tribal Development in India, Delhi: Amar Parkashan;

Singh K.S. (ed.). Tribal Movements in India, Vol. I and II

Shah, D.V.,1979. Education and social change among Tribal in India

Shah, V. P. and Patel, T. 1985. Social Contexts of Tribal Education. New Delhi: Concept Publishing.

Thakur R.N. 1999. Plight of the Minorities Problems and Grievances in their Education. New Delhi: Gyan Publishing House.

Tribal Research and Training Institute. (2002). Malnutrition Related Deaths Of Tribal Children In Nadurbar Dist. Of Maharashtra. Tribal Research and Training Institute.

Learning Outcomes	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.

Programme: Masters of Social Work
Course Title: Tribal Issues in India and Goa
Course Code: SW5E-503
Number of Credits: 2
Effective from Academic Year: 2022-2023

Course prerequisite	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objective:	1. To understand issues faced by tribal communities in India 2. To identify issues faced by tribal communities in Goa	
Content:	**Module I** Adivasis in Chotanagpur: development displacement and resettlement, North Eastern India: State Identity, Autonomy, and Insurgency, Tribals in Andaman and Nicobar Islands, Livelihood, economic and social dimensions, Chattisgarh tribal communities and issues faced,	14 hours
	Module II: case studies of economic development projects that have affected tribal communities, for eg: mining in Odisha, Chattisgarh,	8 hours

	Displacement caused by the building of dams, roads, and wildlife sanctuaries. Tribal movements in Goa :Movement against Nylon66, Goa Bachao Abhiyaan, Anti SEZ movement, Goa's Tribal Agitation: UTAA. etc. **Module III:** Conflicts and problems faced by tribal communities in India, marginalization, and othering of tribal communities, Contemporary issues of tribal communities in Goa, politics of classification of tribal communities, Wanarmare, Dhangar community; analysis of news reports.	8hours
Pedagogy:	Classroom learning with the use of PowerPoint, group discussion, film and documentary discussion, and classroom assignments	
References/ Readings	Akhup, A. (2015). *Identities and their Struggles in the North East.* Adivaani . Dhume, Anant, (1985), the cultural history of Goa from 1000 BC-1352 AD, published by panaji Ramesh Anant S. Dhume. Toppo, S. (1979). *Dynamics of Educational Development in Tribal India.* Classical Publication. Hooja, M. (2000). *Policies And Strategies For Tribal Development.* Jaipur Rawat Publication. Pereira, C. (2017). Religious dances and tourism: perceptions of the "tribal" as the repository of the traditional in Goa, India. Etnográfica, 125-152 Somasekhar, K. (2008). *Developmental Programmes and Social Change among the Tribals.* New Delhi: Serial Publications.	
Learning Outcomes	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.	

Programme: Masters of Social Work
Course Title: Interventions for Empowering Tribal Communities
Course Code: SW5E-504
Number of Credits: 2
Effective from Academic Year: 2022-2023

Course prerequisite	Registration in the Master of Social Work Programme at Goa University or its affiliated colleges

Objective:	1.　　To understand the process of empowerment keeping in focus tribal livelihood 2.　　To understand issues in process of empowering tribal communities 3.　　To acquire skills for creating interventions for tribal development 4.　　To implement professional social work practice for empowering tribal communities	
Content:	**Module I** 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
	Module II 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	10 hours
	Module III 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	12 hours
Pedagogy:	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations	
Recommended Readings:	Bodhi, S. (2016). *Social Work in India Tribal an Adivasi Studies: perspectives from Within.* Adivaani. Capous-Desyllas, M., & Morgaine, K. (2015). *Anti-Oppressive Social Work Practice Putting Theory into Action.* SAGE. Dominelli, L. (2002). *Anti-Oppressive Social Work Theory and Practice.* Palgrave Macmilan. Kulkarni, M. (1974). *Problems of Tribal Development : A Case Study.* Parimal Narwani, G. S. (2004). *Tribal Law in India.* Jaipur Rawat Publication Vidyarthi, L. P. (ed.) 1981.*Tribal Development and its Administration*, New Delhi: Concept.	

Learning Outcomes	Students will acquire perspectives and skills to develop interventions for empowering tribal communities. Implementation of social work practice with focus on tribal communities.

Specialisation 6: Working with people with disability

Programme: Master of Social Work
Course Title: Social Work Practice with families of persons with disability
Course Code: SW6E-501
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite	Registration in the MSW Programme at Goa University or its affiliated colleges
Objective:	1. To develop understanding towards issues faced by family members of disabled persons 2. To develop skills to work with families of disabled persons 3. To develop sensitivity towards gender-specific concerns of disabled women
Content:	**Module 1:** 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 **– 20 hours** **Module 2:** 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 & other benefits, Encouraging family participation in self-help groups and family support networking. **– 20 hours** Module 3: 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 – 10 hours Module 4: 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 **– 10 hours**
Pedagogy:	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations

Recommended Readings	Disability Studies in India: Global Discourses, Local Realities. (2020). India: Taylor & Francis. Livock, R. (1995). Social Work in Community Care: Working with disabled people. Unit 12. United Kingdom: Open Learning Foundation Enterprises. French, S., Swain, J. (2011). Working with Disabled People in Policy and Practice: A Social Model. United Kingdom: Bloomsbury Publishing. Oliver, M., Sapey, B., Thomas, P. (2012). Social Work with Disabled People. United Kingdom: Bloomsbury Publishing. Disability Studies in India: Interdisciplinary Perspectives. (2020). Germany: Springer Singapore. Addlakha, R. (2011). Contemporary Perspectives on Disability in Indi. Germany: Lap Lambert Academic Publishing GmbH KG. Rummery, K. (2018). Disability, Citizenship and Community Care: A Case for Welfare Rights?. United Kingdom: Taylor & Francis.
Learning Outcomes	1. develop understanding on issues concerning family members of disabled persons 2. to use the skills and knowledge of case work and counselling while working with disabled persons. 3. Develop gender sensitivity towards disabled women.

Programme: Master of Social Work
Course Title: Case Work with people with disabilities
Course Code: SW6E-502
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objective:	a) To acquire knowledge about disability and its different categories b) To develop case work and counselling skills to work with persons with disability	
Content:	Module 1: 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	**20 hours**

	and Identification Incidence and Prevalence , Characteristics, Causes and Prevention, Intervention and Educational Programmes	**20 hours**
	Module 2: 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.	**20 hours**
	Module 3: 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 counselling and case work principles, skills and techniques to work with persons with disability	
Pedagogy:	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations	
Recommended Readings	Kottler Jeffery A., David S. Shepard. 2008. Counselling Theory and Practice (Ist Edition).Mathew, Grace. 1992. *An Introduction to Social Case Work*, Bombay: Tata Institute of Social Sciences. Disability Studies in India: Interdisciplinary Perspectives. (2020). Germany: Springer Singapore. Flynn, R., Marks, D. (2003). Working with Children and Families: Topic 12 : Living and Working with Disabled Children. United Kingdom: Open University. Wilson, S. (2017). Disability, Counselling and Psychotherapy: Challenges and Opportunities. United Kingdom: Bloomsbury Publishing. The SAGE Handbook of Counselling and Psychotherapy. (2017). United Kingdom: SAGE Publications. Simcock, P., Castle, R. (2016). Social Work and Disability. United Kingdom: Wiley.	
Learning Outcomes	a) to use the case work and counselling skills while working with persons with disability and significant others. b) to incorporate knowledge on disability and development psychology in practice	

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Programme: Master of Social Work
Course Title: Disability Rights and Laws
Course Code: SW6E-503
Number of Credits: 2
Effective from Academic Year: 2022-2023

Course prerequisite	Registration in the Master of Social Work Programme at Goa University or its affiliated colleges
Objectives:	1. to develop sensitivity towards the needs for special provisions for persons with disability 2. to acquire legal knowledge, laws and acts relevant for disabled persons

Content:	**Module 1:** Need and types of reservations for disabled persons: Education, employment and promotions, Understanding Public infrastructure designs to suit different categories of disabled persons, Understanding Referral agencies, linkages, networking and follow-up, Need for interdepartmental linkages at State and national levels in the services for disabled persons	**15 hours**
	Human Right-based Approach and Disability: Principles of Human Rights - Equality and Non-Discrimination - Universality & Inalienability - Participation and Inclusion - Accountability and Rule of Law, Elements of Human Rights System - Legal Framework - Institutions - Development Policies & Programs - Public Awareness - Civil Society	
	Module 2: Rights and Laws: Constitutional rights of Persons with disability, The Rehabilitation Council of India Act, 1992, The Person with Disability Act, 1995. The National Trust of Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999, National Policy for Persons with Disability Act, 2006, Declaration on the Rights of Mentally Retarded Persons, Provisions for Persons with Disability in Sarva Shiksha Abhiyaan, 2000, Right to Education Act, 2006	**15 hours**
Pedagogy:	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations	
Recommended Readings	Working Futures? Disabled People, Policy and Social Inclusion. (2005). United Kingdom: Policy Press. Ahmed, R. (2015). Rights of Persons with Disability in India. India: White Falcon Publishing Solutions LLP. 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. Status of Disability in India-2000. (2000). India: Rehabilitation Council of India.	
Learning Outcomes	to use the legal knowledge for advocacy and while working with persons with disability to develop sensitivity towards need to reservations while working with persons with disability	

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Programme: Master of Social Work
Course Title: Mapping Interventions for Persons with Disability
Course Code: SW6E-504
Number of Credits: 2
Effective from Academic Year: 2022-2023

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

Specialization 7: Medical and Psychiatric Social Work

Programme: Master of Social Work
Course Title: Introduction to Mental Health and Psychiatric Disorders
Course Code: SW7E-501
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges
Objectives:	1. Acquire understanding on concept of mental health and psychopathology 2. Demonstrate knowledge and skills of assessment in mental health settings. 3. Demonstrate knowledge of clinical psychopathology. 4. Develop an understanding of the nature, causes, types and treatment of mental health disorders in children, adolescents and adults. 5. Acquire knowledge of Socio-Cultural Factors influencing mental health.
Content:	**Module 1 Mental Health diagnosis and classification:** Concept of mental health: Characteristics of mentally healthy person, positive mental health. Normality and abnormality. Classification of psychological disorders– History, Need, and types, psychosis and neurosis. Introduction to ICD 10 and DSM VI TR, ICF – Overview of diagnostic guidelines	10 hours
	Module 2 Psychiatry and Psychiatric Assessment: Psychiatry - History and Growth, , Historical development of Psychiatric Social Work in India and Abroad, Functions, Role and Scope of Psychiatric Social Work. Assessment in psychiatry: Psychiatric interviewing, Mental status examination, diagnostic formulation.	10 hours
	Module 3 Neurotic and Behavioural Syndrome: Prevalence, aetiology, clinical manifestation, course and outcome and different treatment modalities of: Neurotic, stress-related and somatoform disorders – Phobia, Obsessive Compulsive Disorder, Panic Disorder, Generalized Anxiety Disorder, Dissociative Disorder, Somatoform Disorder, Behavioural syndrome associated with physiological disturbances and factors- Eating Disorders, Sleep Disorders, Sexual Dysfunction.	15 hours
	Module 4 Psychological Disorders: Childhood Disorders: Mental Retardation, Pervasive Developmental Disorder, ADHD, Conduct Disorders, Habit Disorders, Behavioural and Emotional disorder in children. Prevalence, aetiology, clinical manifestation, course and outcome and different treatment modalities of: Organic Disorders – Dementia, Delirium Epilepsy, degenerative disorders Alcohol and Substance Abuse Personality Disorders: Paranoid, Histrionic, Anxious-avoidant, Types and manifestations of Anti-social personality	15 hours
	Module 5 Schizophrenia and Mood Disorders: Prevalence, aetiology, clinical manifestation, course and outcome and different treatment	10 hours

	modalities of: Schizophrenia, schizotypal and delusional disorders, Mood [affective] disorders – Mania and Depression
Pedagogy:	Classroom teaching, use of videos and charts, field visits, guest lectures and group discussions
Recommended Readings:	American Psychiatric Association (2022), Diagnostic and Statistical manual of mental disorders text revision (5ed) washington, d.c: American Psychiatric Association. Hamilton, M.(1994). Fish's Clinical Psychopathology. Bombay: Varghese Publishing House. Namboothiri, V.M.D. (2009). Concise Textbook of Psychiatry. Gurgaon: Elsevier Health Sciences. Niraj Ahuja (2011) A Short Textbook of Psychiatry, 7th Edition, Jaypee Brothers Medical Publishers (P) Ltd., New Delhi. Richard. Cowen, Philip. (2001) Shorter Oxford Textbook of Psychiatry. New Delhi: Oxford University Press Sadock, B., Kaplan, H. & Sadock, V. (2000). Comprehensive Textbook of Psychiatry. Hagerstwon: Lippincott Williams & Wilkins. Vyas J.N. & Ahuja Niraj (1999) :Textbook of Postgraduate Psychiatry (2nd Ed.) Vol.1, Jaypee Brothers Medical Publishers (P) Ltd., New Delhi. Vyas J.N. & Ahuja Niraj (1999) :Textbook of Postgraduate Psychiatry (2nd Ed.) Vol.2, Jaypee Brothers Medical Publishers (P) Ltd., New Delhi. World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders : clinical descriptions and diagnostic guidelines. World Health Organization https://apps.who.int/iris/handle/10665/37958
Learning Outcomes:	Students will understand mental health diagnosis and its classification, they will be able to conduct MSE and psychiatric case history taking and its assessment.

Programme: Master of Social Work
Course Title: Therapeutic Interventions
Course Code: SW7E- 502
Number of Credits: 4
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objectives:	1. To develop an understanding of the key concepts involved in the therapeutic intervention process 2. To understand different theories and models in therapeutic interventions 3. To develop skills and attitudes that are required to practice therapy and counselling in various settings	
Content:	**Module 1 Therapeutic interventions in social work settings** Treatment in Psychiatric Settings- Theory and models Psycho analytical, Psycho Social, Transactional analysis, Family therapy, Crisis Intervention, Behaviour therapy, Group Therapy & Strength approach	15 hours

	Key concepts, Goals, process and skills for each therapy	
	Module 2 Cognitive Behavior Therapy (CBT) and Cognitive Analytic Therapy (CAT)	
	Scope and focus of CBT and CAT. Different settings of practice. integration of CBT, Process of CBT and CAT. Major concepts such as Traps, Dilemmas and Snags, personality structure, repertory Grid, Psychotherapeutic formulation, Sequential Diagrammatic Reformulation in CAT, Reformulation - diagrammatic reformulation, Therapy relationship- transference and counter transference, Termination	20 hours
	Models for various disorders:- Nature, cognitive models, process and techniques for treatment of persons with Anxiety, Phobic disorders, obsessional disorders, Depression, Marital Problems, Sexual Dysfunctions	
	Module 3 : **Therapy for social work practice** Gestalt therapy, Grief and Trauma Counselling, Client Centred Therapy/ Person-Centred Counselling, Feminist therapy, Rational Emotive Therapy,	15 hours
	Key concepts, Goal, process and skills	
	Module 4 Therapeutic Approach: Group Therapy- Concept, process, therapeutic factors Model of Group Therapy: Coping skills, relaxation, cognitive restructuring, use of various tools.	10 hours
Pedagogy:	Classroom teaching, use of videos and charts, field visits, guest lectures and group discussions	
Recommended Readings:	Beck Judith S. (2011),Cognitive Behavior Therapy, Basics and Beyond the Guilford Press New York Bhugra. D, Gopinath.K, Vikram Patel (2005), Hand Book of Psychiatry- A South Asian Perspective. Byword Viva Publishers Pvt Ltd., Mumbai Bieling, P., McCabe, R. & Antony, M. (2006). Cognitive-behavioral Therapy in Groups. New York: Guilford Press Clarkson, P., Cavicchia, S. (2013). Gestalt Counselling in Action. United Kingdom: SAGE Publications. Kincade, E. A., Seem, S. R., Evans, K. M. (2010). Introduction to Feminist Therapy: Strategies for Social and Individual Change. United Kingdom: SAGE Publications. Lister-Ford Christine: (2002) Skills in transactional analysis counselling and psychotherapy. New Delhi. Sage Publications India Pvt Ltd Quick, E. (2012). Core Competencies in the Solution-focused and Strategic Therapies: Becoming a Highly Competent Solution-focused and Strategic Therapist. New York: Brunner-Routledge. Richard. Cowen, Philip. (2001).Shorter Oxford Textbook of Psychiatry. New Delhi: Oxford University Press Rosengren, D. (2009). Building Motivational Interviewing Skills: a Practitioner Workbook. New York: Guilford Press. Ryle Anthony and Kerr Ian B. (2002). Introducing Cognitive Analytic Therapy: Principles and Practice. John Wily & sons Ltd, Baffins Lane, chichester, England Sadock, B., Kaplan, H. & Sadock, V. (2000). Comprehensive Textbook of Psychiatry. Hagerstwon: Lippincott Williams & Wilkins	

	Sank, L. & Shaffer, C. (1984). A Therapist's Manual for Cognitive Behavior Therapy in Groups. Boston, MA: Springer US. WHO, (1991) Innovative Approaches in Mental Health Care, Psychosocial Interventions and Care Management, Geneva Worden, William J. (2001) Grief Counselling & Grief Therapy: A Handbook for the Mental Health Practitioner. Third Ed. Routledge. London Wills Frank: (2008) Skills in cognitive behaviour counselling & psychotherapy. New Delhi. Sage Publications India Pvt Ltd
Learning Outcomes:	Students will develop an understanding of the different theories and models in therapeutic interventions. Students will develop skills to practice therapeutic interventions in various settings such as schools, High schools, Colleges and Universities, hospitals, Correctional facilities etc.

Programme: Master of Social Work
Course Title: Psychiatric Social Work Practice
Course Code: SW7E - 503
Number of Credits: 2
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objectives:	1. To acquire knowledge of various treatment approaches and to develop the skill to apply the same to Mental Health needs of the people 2. To understand the need for preventive and promotive approaches and to develop the ability to apply Social work methods in the promotion of mental health.	
Content:	**Module 1: Psychiatric Social Work Practice in India:** Definition, History and Scope of Psychiatric Social work in India, Changing perspectives of psychiatric Social work, Psychiatric Hospital as a Social system - Concept of Milieu therapy and Therapeutic Community, Working with Multi-Disciplinary Team and Psycho Social aspects of Hospitalization	10 hours
	Module 3: Rehabilitation in Psychiatry: Concepts, Principles, Process and programmes, Role of a Psychiatric Social worker, concept of Community Psychiatry and Community based Rehabilitation and the Role of a Psychiatric Social worker in the community.	10 hours
	Module 3: Programmes and Legislations related to Mental Health: Mental Health Act 1987, 2017, International Conventions relevant to mental health - Convention on Rights of Persons with Disabilities (CRPD) Narcotics & Psychotropic; Substances Act 1987, Rights of the mentally ill & Advocacy. National Mental Health; Program (NMHP) 1982, Revised Version 2002, District Mental Health Programs (DMHP) and their implementation.	10 hours
Pedagogy:	Classroom power point presentations, use of charts, videos and field exposure.	
Recommended Readings:	Bhattacharya, Sanjay. Social Work Interventions and Management. New Delhi: Deep & Deep, 2008. Colin Pritchard (2006): Mental Health Social Work, London: Routledge Publication	

	Francis, Abraham P. (Ed.) Social Work in Mental Health – Areas of Practice, Challenges & Way Forward. New Delhi: Sage, 2014.
	Francis, Abraham P. (Ed.) Social Work in Mental Health – Contexts & Theories for Practice. New Delhi: Sage, 2014.
	Herman, Helen. Saxena, Shekhar. Moodie, Rob. (Eds.) Promoting Mental Health – Concepts, Emerging Evidence & Practice. Geneva: WHO, 2005.
	Mane P. & Gandevia K. (Eds.) (1993): Mental Health in India: Issues and Concerns; Mumbai: Tata Institute of Social; Sciences.
	Sekar,K. Parthasarathy,R. Muralidhar,D. Chandrasekhar Rao.Handbook of Psychiatric Social Work. Bangalore: NIMHANS, 2007.
	Srinivasa Murthy & Burns B. (Eds). Community Mental Health – Proceedings of the Indo-US Symposium. Bangalore: NIMHANS, 1992.
	Verma, Ratna. Psychiatric Social Work in India. New Delhi: Sage, 1991
Learning Outcomes	The students will understand the role of a psychiatric social worker in various settings and rehabilitation, will get acquainted to the practice of medical psychiatric social work in India and understand the programmes and legislations related to mental health.

Programme: Master of Social Work
Course Title: Psychiatric Social Work with Vulnerable Groups
Course Code: SW7E- 504
Number of Credits: 2
Effective from Academic Year: 2022-2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Objectives:	1. To develop an understanding of Psychiatric Social Work and its practice with vulnerable groups 2. To develop a holistic and integrated approach to Medical Social Work practice. 3. To equip students with skills necessary for practice of psychiatric social work, counselling and therapy for mental well being	
Content:	**Module 1: Mental Health problems among vulnerable groups:** Children, Adolescents, Women, Elderly, Disadvantaged Groups, Victims of Disaster, Individuals with Terminal and Chronic Illness, Victims of Violence, Care Givers, Women with Mental Illness, Sexual Minorities, Mental Illness and Homelessness	15 hours
	Module 2: Psychiatric Social work practice in special settings: Child Mental Health, Deaddiction Clinics, Crisis Intervention Clinics, Palliative Care, Geriatric clinics, Schools, , colleges, universities, Family counselling centers, Industrial setting etc.	15 hours
Pedagogy:	Classroom teaching, use of videos and charts, field visits, guest lectures and group discussions	
Recommended Readings:	Anderson R. & Bury M. (1988) Living with Chronic Illness- The experience of patients and their families; Unwin Hyman, London	

	Curtin Aisling, Skinta Matthew D. (2016) Mindfulness and Acceptance for Gender and Sexual Minorities: A Clinician's Guide to Fostering Compassion, Connection, and Equality Using Contextual Strategies. United Kingdom: New Harbinger Publications. Davar, Bhargavi V. (2001): Mental Health from a Gender Perspective. New Delhi: Sage Publications India Pvt. Ltd. Kapur, Malavika, (1997). Mental Health in Indian Schools. New Delhi : Sage Publications Malhotra, Savita (2002): Child Psychiatry in India – An Approach to Assessment and Management of Childhood Psychiatric Disorders. New Delhi: Macmillan India Ltd. Mallon Brenda:(2008) Dying, death and grief: working with adult bereavement. New Delhi. Sage Publications India Pvt Ltd, T.T. Ranganathan Clinical Research Foundation (1989): Alcoholism & Drug Dependancy,: TTK Hospital,Chennai Vijayakumar, Lakshmi (2003): Suicide Prevention – Meeting the challenges together, Chennai: Orient Longman Pvt. Ltd. Weisman, Avery D. (1972): On Dying and Denying – a psychiatric study of terminality. New York: Behavioral Publications, Inc.
Learning Outcomes:	Students will develop a holistic and integrated approach to work with vulnerable communities. Students will acquire skills to practice therapeutic intervention and counselling with clients from various settings.

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SEMESTER IV

Programme: MASTER OF SOCIAL WORK
Course Title: SPECIALIZATION SPECIFIC FIELD WORK PRACTICUM
Course Code: SWPR-503
Number of Credits: 4
Effective from Academic Year: 2022 - 2023

Course prerequisite:	Registration in the MSW Programme at Goa University or its affiliated colleges
Objectives:	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. 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. 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. d) To develop the ability to make innovative contributions to the organization's/ communities functioning. e) To develop recording skills (both process and summary) as a tool for learning and growth as a Social Work Practitioner.

Content:	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.
	Task:
	1. Encourage learner involvement in programmes for social issues/concerns, and projects.
	2. Prepare proposals for new programmes at the agency.
	3. Develop skills for evaluation of programmes, prepare reviews, and document.
	4. Develop skills to guide and train various groups connected with your field work setting
Pedagogy:	Practical skill development
Learning Outcomes	Students will develop the skill and sensitivity for field work practice

Programme: Master of Social Work
Course Title: DISSERTATION
Course Code: SWDD-501
Number of Credits: 16
Effective from Academic Year: 2022-2023

Course prerequisite	Registration in the MSW Programme at Goa University or its affiliated colleges
Content:	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.