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State Public University since 1985  
Recognized by UGC u/s 12-B  
(Accredited by NAAC with A Grade)

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GU/Acad –PG/BoS -NEP/2022/339/14

Date: 17.08.2022

### CIRCULAR

The University has notified Ordinance OA-35 governing the **Master of Social Work Programme** offered at the Manohar Parrikar School of Law, Governance and Public Policy, Goa University Campus and the Affiliated Colleges for implementation from the Academic year 2022-2023 onwards.

The approved Semester I and II Syllabus of the **Master of Social Work Programme** is attached.

The Dean/ Vice-Deans of the Manohar Parrikar School of Law, Governance and Public Policy/ Principals of Affiliated Colleges offering the Master of Social Work Programme are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Donald A. E. Rodrigues)  
Joint Registrar – Academic

To,

1. The Dean, Manohar Parrikar School of Law, Governance and Public Policy, Goa University.
2. The Principals of Affiliated Colleges offering the Master in Social Work Programme.

Copy to:

1. The Chairperson, Board of Studies in Social Work.
2. The Programme Director, MSW, Goa University.
3. The Controller of Examinations, Goa University.
4. The Assistant Registrar, PG Examinations, Goa University.
5. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.



**GOA UNIVERSITY**

**Sub P. O. Goa University, Taleigao Plateau, Goa – 403206, India  
Manohar Parrikar School of Law, Governance and Public Policy**

**Syllabus of Masters of Social Work (MSW) Programme  
following the Choice-based Credit System  
Total credits 80 credits**

**Purpose:**

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

**Course Structure:**

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

The Course and Credit Distribution is as follows:

Courses	SEM1	SEM 2	SEM3	SEM4	Total Credits
Discipline Specific Core Course	16	16			32
Discipline Specific Elective Course	4	4			08
Research Specific Elective Course			8	4	12
Generic Elective Course			12		12
Discipline Specific Dissertation				16	16
Total Credits	20	20	20	20	80

One Credit is 15 contact hours

The MSW Programme courses and structure:

<b>Master of Social Work Programme</b>		
<b>Semester I</b>		
<b>Title of the Course</b>	<b>Course Code</b>	<b>Credits</b>
Introduction to Social Work: History and Ideology	SWTC-401	4
Case Work and Counselling	SWTC-402	4
Group Work	SWTC-403	4
Concurrent Field Work Practicum	SWPF-401	4
Discipline Specific Elective (any one from the list)		4
<b>Total Credits in Semester 1</b>		<b>20</b>
<b>Semester 2</b>		
<b>Title of the Course</b>	<b>Course Code</b>	<b>Credits</b>
Law, Public Policy and Social Work	SWTC-404	4
Human Growth and Behaviour	SWTC-405	2
Social Welfare Administration	SWTC-406	2
Community Organization	SWTC-407	4
Concurrent Field Work Practicum and Rural Camp	SWPF-402	4
Discipline Specific Elective (any one from the list)		4
<b>Total Credits in Semester 2</b>		<b>20</b>
<b>BLOCK PLACEMENT IN THE SUMMER BREAK AFTER SELECTION OF SPECIALIZATION</b>		
<b>Semester 3</b>		
<b>Title of the Course</b>	<b>Course Code</b>	<b>Credits</b>
Social Work Research with Mandatory Research Proposal	SWTR-501	4
Block Placement & Specialisation Related Field-Work Practicum	SWPR-502	4
<b>Specialization-wise Courses Optional</b>		
<b>1.Health and Development</b>		
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

<b>2. Community Organization and Community Development Practice</b>		
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
<b>3.Social Work Practice with Children, Family and Youth</b>		
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
<b>4. Gender and Development</b>		
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
<b>5.Tribal Development</b>		
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
<b>6.Working with People with Disabilities</b>		
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
<b>A study tour will be part of Specializations at SW1/2/3/4/5/6E-504</b>		
Total Credits in Semester 3		20
<b>Semester 4</b>		
<b>Title of the Course</b>	<b>Course Code</b>	<b>Credits</b>
Specialization Specific Field Work Practicum	SWPR-503	4
Dissertation	SWDD-501	16
Total Credits in Semester 4		20
<b>Total Credits in all 4 Semesters of MSW Programme</b>		<b>80</b>
<b>Discipline Specific Elective Courses for Social Work</b>		
<b>Title of the Course</b>	<b>Course Code</b>	<b>Credits</b>
Understanding Society and Social Problems	SWTE-501	4
Social Action, Social Movements, Networking and Advocacy	SWTE-502	4
Gender and Equity	SWTE-503	4
Demography, Labour, Work and Gender	WSTE-404	4

## DETAILED MSW SYLLABUS WITH COURSE OUTLINES

### SEMESTER I

**Programme: MSW**

**Course Title: INTRODUCTION TO SOCIAL WORK: HISTORY AND IDEOLOGY**

**Course Code: SWTC-401**

**Number of Credits: 4**

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

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

	<p>Work Profession in India, Social Work Values, Skills for Social Work, Social Work Education, Professional Organisations: Indian Association of Schools of Social Work, National Association of Professional Social Workers, Debates about Professionalization of Social Work</p> <p>Code of Ethics: Code of ethics for social workers (NASW, IASSW, BATSW), Significance &amp; functions in Social Worker practices, Best Ethical Practices &amp; responsibilities towards Self, Society, Co-workers &amp; Profession, Standard operative practices (SOP)</p>	20 hours
<b><u>Pedagogy:</u></b>	lectures/power point presentation/assignments/ games/ films and discussion/ group readings and discussions/ presentations	
<b><u>Recommended Readings:</u></b>	<p>Bodhi, S. R. (2011). Professional Social Work Education in India: A Critical View from the Periphery, The Indian Journal of Social Work, Vol. 72(2), 289-300.</p> <p>Chowdhury, Paul. (2000). Introduction to Social Work, Delhi: Atma Ram and Sons.</p> <p>Colby, I., Dziewielewski, S. F. (2015). Introduction to Social Work, Fourth Edition: The People's Profession. United States: Oxford University Press.</p> <p>Desai, Murali. (2002.) Ideologies and Social Work: Historical and Contemporary Analysis, Jaipur: Rawat Publication.</p> <p>Dominelli, Lena (2004) Social work: theory and practice for a changing profession, Cambridge, UK. Polity Press</p> <p>Diwakar, V. D., (1991), Social Reform Movement in India, Mumbai: Popular Prakashan.</p> <p>Dunk- West, P., (2013) How to be a Social Worker: A Critical Guide for Students, Palgrave Macmillan, London</p> <p>Duschinsky, R., Lampitt, S and Bell, S. (2016) Sustaining Social Work: Between Power and Powerlessness, Palgrave Macmillan, London</p> <p>Finn, J. L. (2016). Just Practice: A Social Justice Approach to Social Work. United States: Oxford University Press.</p> <p>Gore, M. S. (2011). Social Work and Social Work Education. India: Rawat Publications</p> <p>Hodgson, D., &amp; Watts, L. (2019). Social Justice Theory and Practice for Social Work. Springer.</p> <p>Hepworth, D., Rooney, R. H., Rooney, G. D., &amp; Strom-Gottfried, K. (2017). Direct social work practice: Theory and skills, 10th ed. Boston, MA: Cengage Learning</p> <p>International Federation of Social Workers &amp; International Association of Schools of Social Work (IASSW). (2018). Global social work statement of ethical principles. Retrieved from <a href="https://www.iassw-aiets.org/wp-content/uploads/2018/04/Global-Social-Work-Statement-of-Ethical-Principles-IASSW-27-April-2018-1.pdf">https://www.iassw-aiets.org/wp-content/uploads/2018/04/Global-Social-Work-Statement-of-Ethical-Principles-IASSW-27-April-2018-1.pdf</a></p> <p>Lyons, K. (2017). Reflecting on Social Work - Discipline and Profession. United Kingdom: Taylor &amp; Francis.</p>	

	<p>Nair, T. Krishnan, (1981), Social Work Education and Social Work Practice in India, Madras: Association of School of Social Work in India.</p> <p>Nash, Mary. &amp; O'Donoghue, Kieran. &amp; Munford, Robyn. (2005). Social work theories in action. Philadelphia: Jessica Kingsley Publishers</p> <p>National Association of Social Workers (NASW). (2017). Code of ethics of the National Association of Social Workers. Washington, DC: National Association of Social Workers. Retrieved from <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a></p> <p>Parrott, L. (2014). Values and Ethics in Social Work Practice Philippines: SAGE Publications.</p> <p>Parrott, L., Maguinness, N. (2017). Social Work in Context: Theory and Concepts. United Kingdom: SAGE Publications</p> <p>Payne, M. (2014). Modern Social Work Theory. Palgrave Macmillan.</p> <p>Rameshwari Devi and Prakash Ravi. (2000). Social Work Practice, Jaipur: Mangal Deep Publications</p> <p>Sociology for Social Work: An Introduction. (2010). United Kingdom: SAGE Publications.</p> <p>Sowers, K. M., Dulmus, C. N. (2012). The Profession of Social Work: Guided by History, Led by Evidence. Germany: Wiley.</p> <p>The Routledge Handbook of Social Work Theory. (2019). United Kingdom: Taylor &amp; Francis.</p> <p>Tice, C. J., Cox, L. E., Long, D. D. (2017). Introduction to Social Work: An Advocacy-Based Profession. United States: SAGE Publications.</p> <p>Teater, B. (2014). Contemporary Social Work Practice: A Handbook for Students. United Kingdom: McGraw-Hill Education.</p> <p>Wadia, A. R. (1961), History and Philosophy of Social Work in India, Mumbai: Allied Publisher Private Ltd.</p> <p>Wilkins, D and Boahen, G. (2013) Critical Analysis Skills for Social Workers, Open University Press: Maidenhead.</p>
<b><u>Additional Readings:</u></b>	<p>Gracy (2006) An Enquiry into Ethical Dilemmas in Social Work; College of Social Work, Nirmala Niketan, Mumbai – 400 020.</p> <p>Tata Institute of Social Sciences, Social Work Educators Forum (TISSEWF)(1997): Declaration of Ethics for Professional Social Workers, The Indian Journal of Social Work, 58(2), 335-341</p>
<b><u>Learning Outcomes</u></b>	<p>Students will be introduced to professional Social Work, the history and development of professional social work and social movements that have contributed to social work practice.</p>

**Programme: MSW**

**Course Title: CASE WORK AND COUNSELLING**

**Course Code: SWTC-402**

**Number of Credits: 4**

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

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



	<p>intervention, Caseworker–client relationship, Knowledge of resources (networking), Case presentation as tool of professional development.</p> <p><b>Module III - The Process of Intervention with Client System and Target System</b>  a. Study; b. Continuous Assessment and Analysis; c. Psycho-social diagnosis; d. Intervention; e. Follow-up; f. Termination; g. Case Presentation based on Fieldwork Practice</p> <p><b>Module IV- Counselling in Casework in Practice</b>  Counselling skills, process and techniques. Counselling in different settings. Ethical issues in Counselling. Social casework and Counselling – similarities and differences; Limitations of the methods. Role of the caseworker/counsellor</p>	<p>10 hours</p> <p>20 hours</p>
<b><u>Pedagogy:</u></b>	Classroom learning through power point presentation, case studies and mock counselling sessions through role play.	
<b><u>Recommended Readings:</u></b>	<p>American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i>, (5th Ed.) Washington, DC: American Psychiatric Association.</p> <p><i>Case Studies in Social Work Practice</i>. (2014). Germany: Wiley.</p> <p>Datar, Sudha et al. (2010), <i>Skill Training for Social Workers</i>, New Delhi: Sage Publications</p> <p>Devi, Rameshwari and Prakash, Ravi. (2004.) <i>Social Work Methods, Practice and Perspectives: Ch.3 Models of Casework Practice</i>, Vol. II, Jaipur: Mangal Deep Publication.</p> <p><i>Ethical Issues in Social Work Practice</i>. (2017). United States: IGI Global.</p> <p>Garrett, Annett. (1972.) <i>Interviewing–Its Principles and Methods</i>, New York: Family Service Association of America.</p> <p>Higham, P. (2019). <i>Communication and Interviewing Skills for Practice in Social Work, Counselling, and the Health Professions</i>. United Kingdom: Taylor &amp; Francis.</p> <p>Holosko, M. J. (2017). <i>Social Work Case Management: Case Studies from the Frontlines</i>. United States: SAGE Publications.</p> <p>Kadushin, Alfred. (1990.) <i>The Social Work Interview</i>, New York: Columbia University Press.</p> <p>Kottler Jeffery A., David S. Shepard. (2008.) <i>Counselling Theory and Practice</i> (1<sup>st</sup> Edition).</p> <p>Loughran, H. (2018). <i>Counselling Skills for Social Workers</i>. United Kingdom: Taylor &amp; Francis.</p> <p>Mathew, Grace. (1992.) <i>An Introduction to Social Case Work</i>, Bombay: Tata Institute of Social Sciences.</p>	

	<p>Miller, P. (2007). <i>Ethical Decision Making in Social Work and Counselling: A Problem/inquiry-based Approach</i>. Canada: Thomson Nelson.</p> <p>Perlman, Helen Harris. (1964.) <i>Social Case Work – A Problem Solving Process</i>, London: University of Chicago Press</p> <p>Seden, J. (2005). <i>Counselling Skills in Social Work Practice</i>. United Kingdom: Open University Press.</p>
<b><u>Learning Outcomes</u></b>	<p>Students will develop skills and sensitivity for casework. They will understand casework as a method, its application in practice and develop competencies in the use of the method in practice while working with individual clients and families as part of the Social Work Practicum.</p>

**Programme:** MSW  
**Course Title:** GROUP WORK  
**Course Code:** SWTC-403  
**Number of Credits:** 4  
**Effective from Academic Year:** 2022-2023

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

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

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

**Programme:** MSW

**Course Title:** CONCURRENT FIELD WORK PRACTICUM

**Course Code:** SWPF-401

**Number of Credits:** 4

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

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	This course is intended to give students the field experience of what is taught in the classroom	
<b><u>Content:</u></b>	<p><b>Module I: Orientation:</b> The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially marginalized and weaker sections. They are made aware of the existing resource base available for their development and ways of mobilizing them and motivating them to initiate work in the field. The knowledge and skill base of the students is supplemented by supportive field instructions given by academicians and field practitioners throughout the year.</p> <p>The contents of the Orientation Programme are: 1) Introduction to Social Work Profession 2) Fieldwork in Social Work Education (a. Rules and Regulation b. Supervision c. Recording, d. Evaluation) 3) Methods of working with people (a. Social Case Work b. Social Group Work c. Community Organisation d. Social Action e. Research in Social Work f. Social Work Administration.) 4) Areas/Settings of Social Work Practice 5) Understanding of the Department's Projects 6) Interactive Sessions for the purpose of a. Introduction to the faculty b. Getting to know each other c. Interaction with seniors and alumni (Sharing of field experiences) d. Adapting to the new environment</p> <p><b>Module II: Practice Skills Laboratory</b> The Skill Laboratory Workshop provides the opportunity of "learning by doing" in a safe environment of the classroom. This environment, that is the skill laboratory, wherein</p>	6 hours (1 day workshop)



	<p>generating skill development centers, vocational training facilities, etc.</p> <p><b>4) Institutional and Non-Institutional Services for Special groups :</b> the Differently abled, Mentally challenged, Destitute, Migrants, Women, Street children, Elderly, Dalits and Tribals; Adoption agencies, Child rights protection facilities, Labour Welfare Centres etc.</p> <p><b>5) Civic Administration Centers</b> – Municipal Corporation, Ward offices, Zilla Parishad, Panchayat Samiti, Block Development Office, etc.</p> <p>Those students who remain absent from the observational visits shall forfeit the marks allotted. No other assignment shall be given to an absentee student in lieu of observational visits. The Observation Visits aim to make the students get oriented to the objectives, administrative structure and process and the client system of various organisations in the field of social work, such as non-governmental organisations involved in welfare and development activities, government bodies involved in development work, hospitals and health care organisations, organisations in the care of aged, women and children and Corporate Social Responsibility initiatives of corporate organizations.</p> <p><b>Module IV: Concurrent Field Work on days prescribed in the time table</b></p> <p>The broad aim of concurrent field work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision. It would aim to develop the right values and attitudes required for a professional social worker.</p> <p>The student is expected to develop a sense of responsibility and proper work habits, the student is expected to have 100% attendance in field work. The student should observe regularity, punctuality in attendance.</p>	<p>2 fieldwork days in every week</p>
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	<p>In general, the student should follow the work schedule of the agency where he/she is placed, with reference to working days and working hours. Any special schedule of work for the student may be decided upon by mutual discussions between the faculty supervisor and the agency supervisor or if it is a direct community placement by mutual discussion between the faculty supervisor and student.</p> <p>The student shall abide by the rules and regulations of the agency that normally apply to the other agency staff.</p> <p>Participation in Workshops or Seminars will be considered as a part of field work. Such workshops on field work days should not exceed a total of 4 days in a semester.</p> <p>The participation in such workshops is subject to the approval from concerned authorities.</p> <p>The student is not eligible to take leave on field work days. If a student has to be absent on a field work day for serious reasons and unavoidable circumstances, it shall be with knowledge and permission of the faculty supervisor. In such a situation, the student should be responsible for informing the agency of his / her leave. The number of days of leave granted by the faculty supervisor must be compensated by the student through extra days of field work, in consultation with the faculty and agency supervisor. Any leave taken by the student without the permission of the faculty supervisor shall be considered as absence from field work.</p> <p>The student is required to have regular weekly supervisory conferences with the faculty supervisor according to a pre-planned schedule. Conferences shall be considered a part of field work. Both individual and group conferences shall be held once every consecutive week.</p>	
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	Regularity and punctuality of attendance at conferences both individual and group is compulsory. Failure to attend conferences will be viewed seriously	
<b><u>Pedagogy:</u></b>	lectures/assignments/ games/ films and discussion/ group readings and discussions/ presentations	
<b><u>Recommended Readings:</u></b>	<p>Challenges, Opportunities and Innovations in Social Work Field Education. (2020). United Kingdom: Taylor &amp; Francis.</p> <p>Fieldwork Training in Social Work. (2019). United States: Taylor &amp; Francis.</p> <p>Field Instruction in Social Work Education: The Indian Experience. (2019). United States: Taylor &amp; Francis.</p> <p>Subhedar, I. S. (2001). Fieldwork Training in Social Work. India: Rawat Publications.</p>	
<b><u>Learning Outcomes</u></b>	Students will develop skills for fieldwork practice and be able to link classroom learning with field realities.	

**Programme:** MSW

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

**Course Code:** SWTE-501

**Number of Credits:** 4

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

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

	Reforms After Liberation, Opinion Poll, New Social Movements	
<b><u>Pedagogy:</u></b>	Classroom learning with power point presentations, guest lectures, group discussions and debate, research-based assignments.	
<b><u>Recommended Readings:</u></b>	<p>Agarwal, Bablia. (2009.) <i>Social Problems in the Age of Globalisation</i>, Jaipur: ABD Publishers.</p> <p>Ahuja, R. (2014). <i>Social Problems in India</i>. India: Rawat Publications.</p> <p>Alvares, Claude. (2002). <i>Fish Curry and Rice, Goa</i>: The Goa Foundation.</p> <p>Bhushan, Vidya and Sachdeva, D. R. (1989). <i>An Introduction of Sociology</i>, Allahabad: Kitab Mahal.</p> <p>Binay, B. (1994). <i>Towards Communal Harmony</i>, Calcutta: Germinal Publication Private Ltd.</p> <p>Bruce, S. (2018). <i>Sociology: A Very Short Introduction</i>. United Kingdom: OUP Oxford.</p> <p>Delaney, T. (2015). <i>Connecting Sociology to Our Lives: An Introduction to Sociology</i>. United Kingdom: Taylor &amp; Francis.</p> <p>Giddens, Anthony. (2001). <i>Sociology</i>, Cambridge Press.</p> <p>Gisbert, P. (1973). <i>Fundamentals of Sociology</i>. 3rd Ed. Bombay: Orient Longman Ltd.</p> <p>Gosh B.N, (1993) <i>Poverty and Development: The Basic Issues</i>, New Delhi: Deep and Deep Publications</p> <p>Llewellyn, A., Agu, L., Mercer, D. (2008). <i>Sociology for Social Workers</i>. United Kingdom: Wiley.</p> <p>Madan, G.R. (1997), <i>Indian Social Problems</i> (Vol. I and II), New Delhi: Allied Publications.</p> <p>Parasuraman, S. (1999). <i>Development Dilemma: Displacement in India</i>. London: Mac Millan Press Limited</p> <p><i>Sociology for Social Work: An Introduction</i>. (2010). United Kingdom: SAGE Publications</p> <p>Shah, A. (2019). <i>The Structure of Indian Society: Then and Now</i>. India: Taylor &amp; Francis.</p>	

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

## SEMESTER II

**Programme: MSW**

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

**Course Code:** SWTC-404

**Number of Credits: 4**

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

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	in the Post Independent India, Industrialisation, Agriculture, Education, Health, Poverty. Debates on Post 1991 Reforms: Liberalisation, Privatisation and Globalisation.	
<b><u>Pedagogy:</u></b>	Lectures, use of power point presentations, case studies, debates, role play, group discussion and field visits	
<b><u>Recommended Readings:</u></b>	<p>Flavia Agnes. 1997. <i>Give us this Day, Our Daily Bread, Procedures and Case Law on Maintenance</i></p> <p>Atul K. Kohli. 2001. <i>The Success of India's Democracy</i>, Cambridge: Cambridge University Press,</p> <p>— 1990, <i>Democracy and Discontent: India's Growing Crisis of Governability</i>, Cambridge: Cambridge University Press.</p> <p>Bava, N. (Ed.) (2000). <i>Human Rights and Criminal Justice Administration in India</i>. New Delhi: Uppal Publishing House</p> <p>De, R. (2018). <i>A People's Constitution: The Everyday Life of Law in the Indian Republic</i>. United States: Princeton University Press.</p> <p>Gangrade, K. D. <i>Social Legislation in India</i> (Vol-1 and Vol.2), Delhi: Concept Publishing Company.</p> <p>F., Agnes, F., Basu, M., Chandra, S. (2004). <i>Women and Law in India</i>. India: Oxford University Press.</p> <p>Hyden, Goran, Jullius Court, and Kenneth Mease (2005), <i>Making Sense of Governance</i> New Delhi: Viva Books Private Ltd.</p> <p>India's Development and Public Policy. (2018). United Kingdom: Taylor &amp; Francis.</p> <p>Jayal Niraja Gopal. (1999). <i>Democracy and State: Welfare, Secularism and Developments in Contemporary India</i>, Delhi: Oxford University Press.</p> <p>Jean Dreze and Amartya Sen, (2002). <i>India: Development and Participation</i>, 2nd edition, New Delhi: Oxford University Press</p> <p>Kant, Anjani. (1997). <i>Women and the Law</i>, New Delhi: APH Publication Corporation.</p> <p>Mendelsohn, O. (2014). <i>Law and Social Transformation in India</i>. India: Oxford University Press.</p>	

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



**Programme:** MSW

**Course Title:** HUMAN GROWTH AND BEHAVIOUR

**Course Code:** SWTC-405

**Number of Credits:** 2

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

<b><u>Course prerequisite :</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"><li>1. To develop an overall understanding of the principles of growth, their relevance and application to behaviour at various phases in the life span.</li><li>2. To apply the information of growth, development and health in social work practice in general and to individuals, groups and communities in particular.</li><li>3. To understand the implications of family norms for status of individuals and developmental opportunities in the family by age and gender.</li></ol>	
<b><u>Content:</u></b>	<b>Module I: Introduction to Growth and Behaviour</b> Meaning of growth and development and maturity, Approaches to the study of human development— observation, experimentation, case studies, self-report techniques and longitudinal studies, Principles of human development, Biological and Social aspects of human development, Life- Span Perspective and the System approach to the understanding of human growth and behavior, Methods of studying human behavior, Role of Heredity and Environment- Social Customs, traditions, values in child rearing practices, deprivation and development.	10 hours
	<b>Module II: Critical Understanding of Theories of Human Development</b> Psychodynamic Theories—Freud’s psychosexual theory and Erikson’s psychosocial theory; Behavioural Theories, Social Learning Theory, Piaget’s Theory of Cognitive Development, Behaviour Management.	10 hours
	<b>Module III: Developmental Stages</b> Physical, cognitive and moral development of the following developmental stages: prenatal period, infancy, babyhood, early childhood, late childhood, adolescence, early adulthood, middle age and old age.	10 hours
<b><u>Pedagogy:</u></b>	Use of Power point presentations, use of charts, videos and group discussions	

<p><b><u>Recommended Readings:</u></b></p>	<p>American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i>, (5th Ed.) Washington, DC: American Psychiatric Association.</p> <p>An Introduction to Psychology. (2009). India: Sterling Publishers Private Limited.</p> <p>Berk, L. E. (2006). <i>Child Development (Seventh Edition)</i>, Boston: Pearson Education.</p> <p>Caplan, G. (1961). <i>An Approach to Community Mental Health</i>. London: Tavistock Publications</p> <p>Clifford, M., King, Weinz and Schopler (1998). <i>Introduction to Psychology</i>. 6th ed. New Delhi: Tata Mc Graw Hill Publishing Company Limited.</p> <p>Haight, W. L., Taylor, E. H., Soffer-Elnekave, R. (2020) <i>Human Behavior for Social Work Practice: A Developmental-Ecological Framework</i>. United Kingdom: Oxford University Press.</p> <p>Handbook of Child Psychology, Social, Emotional, and Personality Development. (2006). Germany: Wiley.</p> <p><i>Human Behaviour Theory and Social Work Practice</i>. (2017). United Kingdom: Taylor &amp; Francis.</p> <p>Hurlock, Elizabeth. (2001.) <i>Developmental Psychology</i>, New York: Tata Mc Graw Hill.</p> <p>Ingleby, E. (2010). <i>Applied Psychology for Social Work</i>. United Kingdom: SAGE Publications.</p> <p>Morgan, C.T., King, R.A., Weisz, J.R., and Schopler, J. 2001. <i>Introduction to Psychology</i>, New Delhi: McGraw-Hill.</p> <p>Salkind, N. J. (2001). <i>Child Development</i>. Macmillan Library references.</p> <p>Sharf R. S. (2000). <i>Theories of Psychotherapy and Counselling</i>, Australia: Brooks/Cole, 2<sup>nd</sup> Edition.</p> <p>Steinberg, Laurence. (1993). <i>Adolescence</i>, New York, McGraw Hill Inc.</p> <p>Sudbery, J. (2009). <i>Human Growth and Development: An Introduction for Social Workers</i>. Taylor &amp; Francis.</p>
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	<p>Thomas, R. M. (2001). <i>Recent theories of human development</i>. United Kingdom: SAGE Publications.</p> <p>The Cambridge Encyclopaedia of Child Development. (2017). India: Cambridge University Press.</p>
<b><u>Learning Outcomes</u></b>	Students will develop an understanding of human growth and the different stages of development; the changes associated with each stage and develop a sensitivity to human problems.

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	<p>Participation in social welfare programs – National Literacy Mission 2009, JNNURM Pradhanmantri Gramina Sadak Yojana, Sampurna Gramina Rojgar Yojana. National Rural Employment Guarantee Scheme, Swarna Jayanti Gramswa Rojagar Yojana, Planning and Development. NITI Aayog and National Development Council, State and District planning.</p> <p><b>Module IV: Social Work Administration in Goa</b> Welfare Programmes in Goa – Social Welfare Department, Tribal Welfare, Rural Development Agency, Women and Child Department, Educational Schemes, Welfare Programmes in Panchayat, etc.</p>	5 hours
<b><u>Pedagogy:</u></b>	Classroom learning with help of powerpoint, task and classroom assignments, group discussions and presentations, field visits and workshops	
<b><u>Recommended Readings:</u></b>	<p>BalsaraJal F. 1984. <i>Perspectives on Social Welfare in India</i>. Chand Co. Ltd., New Delhi.</p> <p>Bhattachary, S. (2009). <i>Social Work Administration and Development</i>. New Delhi: Rawat Publications</p> <p>Chowdhury Paul D. 1979. <i>Social Welfare Administration</i>. Atma Ram Sons. Delhi.</p> <p>Coulshed, V. (1990). <i>Management in Social Work</i>. London: Palgrave.</p> <p>Goel S.L. 1988. <i>Social Welfare Administration VOL 1 and .2: Theory and Practice</i>. Deep and Deep Publications.</p> <p>Garain, S. 1998. <i>Organizational Effectiveness of NGOs</i>. Jaipur: University Book House.</p> <p>Kohli A.S., and Sharma S.R. 1996. <i>Encyclopaedia of Social Welfare and Administration Vol. 1-7</i>. Anmol Pub. Pvt. Ltd., New Delhi.</p> <p>Lauffer, A. 1977. <i>Getting the Resources, You Need</i>. New Delhi: Sage Publications.</p> <p>Lauffer, A. 1977, <i>Understanding Your Social Agency</i>. London: Sage Publications.</p> <p>Lawler, J., Bilson, A. (2010). <i>Social Work Management and Leadership: Managing Complexity with Creativity</i>. United Kingdom: Routledge.</p>	

	<p>Lewis, D. (2007). <i>The Management of Non-governmental Development Organizations</i>. United Kingdom: Routledge.</p> <p>Luthans, Fred. (1990). <i>Organizational Behaviour</i>. Boston, Irwin McGraw Hill.</p> <p>OECD. (2003). <i>Local Economic and Employment Development the Non-profit Sector in a Changing Economy</i>. France: OECD Publishing</p> <p>Skidmore, R. (1983). <i>Social Welfare Administration: Dynamic Management and Human Relations</i>. London: Prentice Hall</p>
<b><u>Additional Readings</u></b>	<p>Citizen's Charters, Government of Goa of Social Welfare Department, Tribal Welfare Department, Rural Development Agency, Women and Child Department, Educational Department, Directorate of Panchayat</p> <p>Garain, S., <i>Towards a Measure of Perceived Organizational Effectiveness in Non-Government Organization</i>. Mumbai: Indian Journal of Social Work, 54 (2)</p> <p>Tandon, R. (2002). <i>Identity and Its Challenges for the Voluntary Sector in India</i>. New Delhi: PRIA</p>
<b><u>Learning Outcomes</u></b>	<p>Students will understand the important elements in administration of social welfare organisations and acquire skills to participate in management and administrative processes for service delivery</p>

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	<p>organization</p> <p><b>Module III - Strategies in Community Organization Practice and Role of Community Organization Practitioner:</b></p> <p>i. Role of community organization practitioner in community centers (the guide, enabler, expert and social therapist) and in Rothman's models; ii. Strategies and techniques in community organization: PRA and related techniques, formation and capacity building of CBOs, capacity building of community level institutions, strategies for capacity building of the marginalized groups, committee formations, leadership and cadre building and networking; iii. Skills required in community organization practice: interaction skills, information gathering and assimilation skills, observation skills, analytical skills, skills in listening and responding skills; organizing skills, resource mobilization (external and internal) skills, conflict resolution skills; iv. Planning, monitoring and evaluation in community work; v. Recording: - community profiling, recording (administrative and process records; PORK, SOAP, data banks, monitoring report, evaluation reports) and documentation of the community organization processes (documentation of the best practices, case studies).</p> <p><b>Module IV - Community Organization Practice in the Context of Various Settings</b></p> <p>Health, Education, Livelihood and work, Natural resource management, Sustainable development, working with tribal population, working with rural and urban vulnerable communities, displaced population and rehabilitation.</p>	15 hours
<b><u>Pedagogy:</u></b>	Classroom learning with use of powerpoint, group discussion, workshop on PRA and related techniques, task and classroom assignments	
<b><u>Recommended Readings:</u></b>	<p>Community Organizing and Community Building for Health. (2005). United Kingdom: Rutgers University Press.</p> <p>Gangrade, K.D. 1971. <i>Community Organization in India</i>, Mumbai: Popular Prakashan.</p> <p>Hardina, D. (2012). <i>Interpersonal Social Work Skills for Community Practice</i>. United States: Springer Publishing Company.</p>	



	<p>Hardina, D. (2002). Analytical Skills for Community Organization Practice. United States: Columbia University Press.</p> <p>Joseph, S. (2016). Community Organization in Social Work. India: DISCOVERY PUBLISHING HOUSE PVT Limited.</p> <p>Jodhka Surinder (ed.), 2002, Communities &amp; Identities; Sage Publication</p> <p>McDonald, A. (2006). Understanding Community Care: A Guide for Social Workers. United Kingdom: Macmillan Education UK.</p> <p>Methods in Community-Based Participatory Research for Health. (2005). Germany: Wiley.</p> <p>PATIL, A. R. (2012). COMMUNITY ORGANIZATION AND DEVELOPMENT: An Indian Perspective. India: PHI Learning.</p> <p>PRIA. 1995. <i>Participatory Evaluation: Issues and Concerns</i>, New Delhi: PRIA</p> <p>Ross, Murray and Lappin, Ben. 1967. <i>Community Organization; Theory, Principles, and Practice</i>, New York: Harper and Row.</p> <p>Rummery, K. (2018). Disability, Citizenship and Community Care: A Case for Welfare Rights? United Kingdom: Taylor &amp; Francis.</p> <p>Somerville, P. (2016). Understanding Community: Politics, Policy and Practice. United Kingdom: Policy Press.</p> <p>The Handbook of Community Practice. (2013). United Kingdom: SAGE Publications.</p> <p>Towards Understanding Community: People and Places. (2007). United Kingdom: Palgrave Macmillan UK.</p> <p>Understanding Care, Welfare and Community: A Reader. (2005). United Kingdom: Taylor &amp; Francis.</p>
<b><u>Additional Readings</u></b>	<p>Beher A and Samuel J. 2006. <i>Social Watch in India: Citizens Report on Governance and Development</i>, Pune: NCAS</p> <p>NCAS. 2000. <i>Fearless Minds: Rights Based Approach to Organizing and Advocacy</i>, Pune: National Centre for Advocacy</p>

<p><b><u>Learning Outcomes</u></b></p>	<p>Students will be introduced to community organization as a method of social work and the critical elements of the practice. Students will understand the role of agencies and community organizers, models and strategies for community organizations and also develop a perspective and the skills for participatory processes in the community and civil society.</p>
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**Programme: MSW**

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

**Course Code: SWPF-402**

**Number of Credits: 4**

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

<b><u>Course prerequisite:</u></b>	Registration in the MSW Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"><li>1) To understand the agency as a system –governance, philosophy, objectives, structures and management of services/ programmes.</li><li>2) To develop the ability to involve the client system in the problem solving process, utilizing skills of social work interventions, including research.</li><li>3) To enable to acquire knowledge and practice skills related to social work methods at the individual, group and community level in different fields</li><li>4) To develop documentation skills</li><li>5) To develop skills in identifying and utilizing community resources, both at Government and private levels.</li><li>6) To develop the ability to work as a team.</li><li>7) To reinforce the belief in the inherent strength of the people to meet their needs and resolve their problems.</li><li>8) To enable conscious application of professional values, ethics and principles.</li><li>9) To develop an understanding and skills in working with the professionals (Medicine, Law, accountancy etc.)</li></ol>	
<b><u>Content:</u></b>	<b>Module I: Concurrent Field Work</b> During the concurrent field work, students are expected to fulfil certain requirements namely: <ol style="list-style-type: none"><li>1) Develop beginning perceptions about agency functioning and identify congruence or gaps between organizational stances or programs and client's service needs (e.g. restrictive intake policies, inadequate office hours, poor referral system for resources)</li><li>2) Initiate learning about how outside regulations, organizations and funding effect delivery of services.</li><li>3) Show beginning ability to identify problems/issues in organizational terms.</li><li>4) Demonstrate beginning initiative and involvement in efforts to influence agency processes on behalf of client's needs</li><li>5) Develop beginning confidence to participate and contribute to team effort.</li><li>6) Working with Individuals: Each student should</li></ol>	<b>(2 field work days in a week on days prescribed in the time table)</b>

	<p>get exposed to the practice of Social Case Work with the guidance of the supervisors and submit the record of each session.</p> <p>7) Working with Groups: Each student should get exposed to the practice of Social Group Work with guidance of the supervisors and submit the case records.</p> <p>8) Community Organisation: Each student should organise a community organisation in his/her field work agency.</p> <p><b>Module II: Rural Camp</b></p> <p>The Rural Camp will provide students the opportunity to experience rural life, make first hand observations about rural realities, analyze rural dynamics, and observe the functioning of local self - government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills to carry out, evaluate, and report the experience. It also gives the students prospects for engaging themselves in rural reconstruction.</p> <p>A Rural Camp will be organized during the second semester. It shall be a residential camp in a rural or tribal setting. It shall be mandatory for each student to attend the rural camp. Those who remain absent from the practicum shall forfeit the marks allotted. No other assignment shall be given to an absentee student in lieu of rural camp. A class room seminar should be organized after returning from the rural camp, for the learners to present papers covering all aspects of the work done and experiences gained.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1) To develop an understanding of the rural social structures and cultural processes with special reference to specific groups experiencing poverty and deprivation.</li> <li>2) To develop an understanding of the level of government intervention in relation to below the poverty line groups in the area and the related structure of decision-making and intervention.</li> <li>3) To develop the capacity to make a critique of the intervention of both the voluntary organisations and the Government Agencies in relation to the specific below the poverty line group.</li> <li>4) Through experience in group living, students will</li> </ol>	<p><b>(Residential for 10 days)</b></p>
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	<p>appreciate its value in terms of self-development, interpersonal relationships, sense of organisation, management and mutual responsibility.</p> <p>5) To acquire skills in planning, organizing, implementing, and evaluating the camp</p>	
<b><u>Pedagogy:</u></b>	Practical skill development	
<b><u>Recommended Readings</u></b>	<p>Challenges, Opportunities and Innovations in Social Work Field Education. (2020). United Kingdom: Taylor &amp; Francis.</p> <p>Fieldwork Training in Social Work. (2019). United States: Taylor &amp; Francis.</p> <p>Field Instruction in Social Work Education: The Indian Experience. (2019). United States: Taylor &amp; Francis.</p> <p>Subhedar, I. S. (2001). Fieldwork Training in Social Work. India: Rawat Publications.</p>	
<b><u>Learning Outcomes:</u></b>	Students will develop the skill and sensitivity for field work practice	

**Programme: MSW**

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

**Course Code: SWTE-502**

**Number of Credits: 4**

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

<b><u>Course prerequisite</u></b>	Registration in the Masters Programme at Goa University or its affiliated colleges	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"><li>1. To understand the concepts and context of Social Movements and Social Action.</li><li>2. To develop an understanding and analyzing issues in a broader context in order to respond to critical Social realities.</li><li>3. To develop a strong perspective and skill to engage themselves in struggles, protests and movements.</li><li>4. To acquire knowledge on the concepts, processes and techniques of Social Advocacy.</li></ol>	
<b><u>Content:</u></b>	<b>Module I: Social Action</b> Social action – history in India, concept, objectives, purpose and principles; process of social action and scope in India; Rights based approach, Radical social work - contributions by Saul Slinky, Paulo Freire, Mahatma Gandhi and Siddique.	15 hours
	<b>Module II: Tools of Social Action</b> Strategies for social action from various social movements; Concept of advocacy as a tool; Strategies for Advocacy, Campaigning, and Lobbying; Use of media and public opinion building in advocacy; and Coalition and Network building; Linking up protest movements with development work.	15 hours
	<b>Module III: Social Movements</b> Understanding the politics of protest: Typology of social movements, their characteristic features and contribution to social change; Overview of significant social movements in India and the world in the past	15 hours
	<b>Module IV: Case Studies of Social Movements in India: New Social Movements and their contribution to social change : Meaning and perspectives, Issue-based, autonomous and sectarian movements, their contribution and Limitation, Overview of environmental and lifestyle movements, their scope and Limitation,</b>	15 hours

	Strategies employed by social movements ranging from non-violence to violence.	
<b><u>Pedagogy:</u></b>	Power point presentations, case studies, group discussion, debate and use of videos and charts.	
<b><u>Recommended Readings:</u></b>	<p>Advocacy Organizations and Collective Action. (2010). (n.p.): Cambridge University Press.</p> <p>Alinsky, S. (2010). Rules for Radicals: A Pragmatic Primer for Realistic Radicals. United States: Knopf Doubleday Publishing Group.</p> <p>Bastiaan Wielenga. (1984). Introduction to Marxism, Bangalore: Centre for Social Action.</p> <p>Chambers, Robert. (2005). Ideas for Development, Earth Scan, London.</p> <p>Cohen, S. (2017). Transforming Social Action into Social Change: Improving Policy and Practice. United Kingdom: Taylor &amp; Francis.</p> <p>Diani, M., della Porta, D. (2009). Social Movements: An Introduction. Germany: Wiley.</p> <p>Ghandy, Anuradha (2012). Scripting the Change, Daanish Books.</p> <p>Jain, P.C. (1991). Social Movements among Tribals, New Delhi: Rawat Publications.</p> <p>Joshi, P.Beher A and Samuel J. (2006). Social Watch in India: Citizens Report on Governance and Development, Pune: NCAS</p> <p>Purohit, B. R. and Joshi, Sandeep. (2003). Social Justice in India, Jaipur: Rawat Publication.</p> <p>Siddiqui, H. Y. (1984) – Social Work and Social Action: A Development Perspective, New Delhi: Herman Publications</p> <p>The Oxford Handbook of Social Movements. (2015). United Kingdom: Oxford University Press.</p> <p>Twelvetrees, A. (2017). Community Development, Social Action and Social Planning. United Kingdom: Macmillan Education UK.</p> <p>Transformative Social Work Practice. (2015). United</p>	

	States: SAGE Publications.
<b><u>Learning Outcomes</u></b>	The subject introduces students to rights-based approach, radical social work through an understanding of different methods and models of social action. Students will learn different strategies of social action and social change through an analysis of social movements.



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<p><b><u>Recommended Readings:</u></b></p>	<p>Center For Women's Development Studies. (1984). <i>International Women's Decade: A balance Sheet</i>, New Delhi</p> <p>Davar Bhargavi. (2001). <i>Mental Health from a Gender Perspective</i>, Sage Publications</p> <p>Desai N. and Krishnaraj M. (1987). <i>Women and Society in India</i>, New Delhi: Ajanta publications.</p> <p>Irae Guijt and Meera Shah. (1998). <i>The Myth of Community: Gender Issues in Participatory Development</i>, ITDG Publishing.</p> <p>Kabeer Naila. (1994). <i>Reversed Realities: Gender Hierarchies in Development Thought</i>. Kali for Women</p> <p>Khan, Bhasin. (1999). <i>Some Questions on Feminism and its Relevance in South Asia</i>, New Delhi: Kali for Women.</p> <p>Khullar M. (2005). <i>Writing the Women's Movement: A Reader</i>, Kali For Women.</p> <p>Kishwar M. (2002). <i>Off the Beaten Track: Rethinking Gender Justice for Indian Women</i>, Oxford University Press.</p> <p>Kudchedkar S. (1998). <i>Women Against Violence: Violence Against women</i>, Pencraft International.</p> <p>Moser, C. (2012). <i>Gender Planning and Development: Theory, Practice and Training</i>. United Kingdom: Taylor &amp; Francis.</p> <p>No Outlaws in the Gender Galaxy. (2015). India: Zubaan.</p> <p>Rao A. 2003. <i>Gender and Caste Issues in Contemporary Indian Feminism</i>, New Delhi : Kali for women,</p> <p>Renavikar M. R. (2003). <i>Women and Religion: a Sociological Analysis</i>, Jaipur:Rawat Publication.</p> <p>Social Justice and Gender Equality: Rethinking Development Strategies and Macroeconomic Policies. (2012). United Kingdom: Taylor &amp; Francis.</p>
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	<p>Towards Gender Equity in Development. (2018). United Kingdom: Oxford University Press.</p> <p>The Palgrave Handbook of Gender and Development: Critical Engagements in Feminist Theory and Practice. (2016). United Kingdom: Palgrave Macmillan UK.</p> <p>Violence Against Women in India. (2019). (n.p.): Taylor &amp; Francis.</p> <p>Violence Against Women: Current Theory and Practice in Domestic Abuse, Sexual Violence and Exploitation. (2013). United Kingdom: Jessica Kingsley Publishers.</p> <p>Women of Asia: Globalization, Development, and Gender Equity. (2018). United Kingdom: Taylor &amp; Francis.</p>
<b><u>Learning Outcomes</u></b>	Students will develop an understanding of Gender and the need for gender equity