GOA UNIVERSITY
Sub P. O. Goa University, Taleigao Plateau, Goa – 403206, India

Syllabus of Masters of Social Work (MSW) Programme
Approved by Board of Studies in Social Work
(GU/Acad-PG/20/BoS-Social Work/2018/3624 dated 9/2/2018)
At its meetings held on 28/3/2018
Implemented from June 2018

Purpose:

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

Course Structure:

The MSW programme consists of 64 credits to be taught over two years in 4 Semesters including mandatory Field Work Practicum, Rural Camp (Semester 2), Study Tour (Semester 3) and Block Placement (after selection of specialization at the end of the first academic year) and a mandatory Research Project. At the end of the Semester 3, students shall submit their research proposals. Courses will include core subjects and core specialization subjects.

MSW SYLLABUS OUTLINE

SEMESTER I

Subject Code	Subject	Credits	Page No.
SWC-101	Introduction to Social Work: History and Ideology	2	5-6
SWC-102	Understanding Society and Social Problems	2	7-8
SWC-103	Case Work and Counselling	4	9-10
SWC-104	Group Work	4	11-12
SWP-101	Concurrent Field Work Practicum	4	13-14
	Total Credits	**16**	

SEMESTER II

Subject Code	Subject	Credits	Page No.
SWC-105	Law, Public Policy and Social Work	2	15-16
SWC-106	Human Growth and Behaviour	2	17-18
SWC-107	Community Organization	4	19-20
SWC-108	Social Welfare Administration	2	21-22
SWC-109	Social Work Research	2	23-24
SWP-102	Concurrent Field Work Practicum and Rural Camp	4	25-26
	Total Credits	**16**	

BLOCK PLACEMENT IN THE MONTH OF MAY AFTER SELECTION OF SPECIALIZATION – 4 CREDITS

SEMESTER III

Subject Code	Subject	Credits	Page No.
SWP-103A	Block Placement	4	27-29
SWC-110	Social Action, Social Movements, Networking and Advocacy	2	30-31
SWC-111	Gender and Equity	2	32-33
SWS-101	**Health and Development**		
SWS-101A	Health Care Social Work Practice - I	4	34-35
SWS-101B	Health Care Social Work Practice - II	4	36-37
SWS-102	**Community Organization and Community Development Practice**		
SWS-102A	Perspectives On Urban Community Development	4	38-39
SWS-102B	Perspectives On Rural Community Development	4	40-41
SWS-103	**Social Work Practice with Children, Family and Youth**		
SWS-103A	Family Centred Social Work Practice	4	42-43
SWS-103B	Social Work Practice With Children	4	44-45
SWP-103B	Specialisation Specific Field Work Practicum and Mandatory Research Proposal	4	46-47
	Total Credits	**20**	

SEMESTER IV

Subject Code	Subject	Credits	Page No.
SWS-101C	Health Care Administration and Programming	2	48-49
SWS-101D	Rehabilitation and After Care Services	2	50-51
SWS-102C	Perspectives on Tribes and Tribal Development	2	52-53
SWS-102D	Community Development Practice With the Disempowered Communities	2	54-55
SWS-103C	Social Work Practice with Youth	2	56-57
SWS-103D	Social Work in the Field of Education	2	58-59
SWC-112	Dalits, Adivasis and Minorities in India	2	60-61
SWC-113	Environmental Studies and Disaster Management	2	62-63
SWD	Research Project Dissertation	4	64
	Total Credits	**12**	

DETAILED MSW SYLLABUS

SEMESTER I - IV

SWC-101: INTRODUCTION TO SOCIAL WORK: HISTORY AND IDEOLOGY

(2 Credits/ 50 marks/ 24 hours)

Introduction:
The course provides a broad knowledge of history and development of social work and the influence of various social movements in contributing to the perspectives of social work practice in the world, India and Goa.

Learning Objectives:
- To understand the history of evolution of social work profession, both in India and the west.
- To gain information about contemporary ideologies of social work and social change.
- To develop skills in ethical decision-making at macro and micro levels.
- To understand the values of social work and consciously apply those in practice.
- To develop skills to understand contemporary reality in its historical context.

Pedagogy:
The class will be conducted through power point presentation, video, classroom assignments and charts and group discussions.

Module I: Introduction to Social Work, History & Perspectives

(12 hours)

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, Clinical Social Work, Ecological Social Work.

Indian Ideologies for Social Change: Ancient Period (Vedic Ideologies, Jainism and Buddhism), Medieval Period(Zorastrianism, 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,

Western Ideologies for Social Change: Medieval Period (Judeo-Christian Ideologies, Secular Humanism, Protestantism) Modern Period (Rationalism, Welfarism, Liberalism and Democracy, Utilitarianism and Social Darwinism, Socialism, Human Rights) Indian History of Social Work Profession

Module II: Contemporary Context of Social Work Practice (8 hours)
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.

Module III: Social Work as a Profession (4 hours)
Social Work Profession: Concept of Profession, Concept of Social Work Profession in India, Social Work Professional Values, Code of Ethical Principles, Skills for Social Work, Social Work Education, Critical Social Work, Professional Organisations: Indian Association of Schools of Social Work, National Association of Professional Social Workers, Debates about Professionalization of Social Work

Recommended Readings:

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.

Chowdhury, Paul. 2000. *Introduction to Social Work*, Delhi: Atma Ram and Sons.

Desai, Murali. 2002. *Ideologies and Social Work: Historical and Contemporary Analysis*, Jaipur: Rawat Publication.

Diwakar, V. D., 1991, *Social Reform Movement in India*, Mumbai: Popular Prakashan.

Fink, Arthur E., Wilson, Everett E. 1959, *The Fields of Social Work*, Third Edition, New York: HenryHolt and Company.

Friedlander, Walter A.1977. *Concepts and Methods of Social Work*, New Delhi: Prentice Hall of India Pvt.Ltd.

Gomes, Olivinho J.F. 1996.*Village Goa*, New Delhi: S. Chand and Company

Gore, M.S 1965, *Social Work and Social Work Education*, Mumbai: Asia Publication House.

Nair, T. Krishnan, 1981, *Social Work Education and Social Work Practice in India*, Madras: Association of School of Social Work in India.

Rameshwari Devi and Prakash Ravi. 2000. *Social Work Practice,* Jaipur: Mangal Deep Publications

Roy, Bailey and Phil, Lee. 1982, *Theory and Practice in Social Work*, London: Oxford Pub. Ltd.

Shastry, B.S. 1993. *Goan Society Through the Ages* , New Delhi: Asian Publication Services

Wadia, A. R. 1961 , *History and Philosophy of Social Work in India*, Mumbai: Allied Publisher Private Ltd.

SWC-102: UNDERSTANDING SOCIETY AND SOCIAL PROBLEMS

(2 Credits/ 50 marks/ 24 hours)

Introduction:

The course provides an understanding of basic sociological concepts and the need, importance and functions of primary social institutions. The course provides insights of social problems for effective social work practice.

Learning Objectives:
- To understand society and gain sociological insights for effective social work practice
- To enable the students to understand the status, issues and problems associated with vulnerable, Marginalized and Under Privileged sections of the society.
- To get deeper knowledge of issues in Goa both past and contemporary and enable students to understand how it has impacted modern Goan society.

Pedagogy:

Classroom learning with power point presentations, guest lectures, group discussions and debate, research based assignments.

Module I: Sociology for Social Work (6 hours)

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

Module II: Social Change in India (6 hours)

Concept, theories, the factors and process of social change, Urbanization, Industrialization, Westernization, Globalisation, Secularization, Resistance to Change.

Module III: Social Problems in India (6 hours)

Major Social problems –Concept, Causes, Consequences and Measures : Poverty, Population growth, Illiteracy, Unemployment, Beggary, 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.

Module IV: Social Work and Issues in Goa (6 Hours)

Role of Missionaries and Faith-based Institution, Inquisition, Goa's Freedom

Struggle, Social Reforms After Liberation, Opinion Poll, New Social Movements :Movement against Nylon66, Goa Bachao Abhiyaan, Anti SEZ movement, Goa's Tribal Agitation: UTAA. etc.

Recommended Readings:

Agarwal, Bablia. 2009. *Social Problems in the Age of Globalisation*, Jaipur: ABD Publishers.

Ahuja, Ram. 1993. *Indian Social Systems*, New Delhi: Rawat Publications.

Ahuja, Ram. 1997. *Social Problems in India*, Jaipur: Rawat Publications.

Alvares, Claude. 2002. *Fish Curry and Rice*, Goa: The Goa Foundation.

Bhushan, Vidya and Sachdeva, D. R.1989. *An Introduction of Sociology*, Allahabad: Kitab Mahal.

Binay, B. 1994. *Towards Communal Harmony*, Calcutta: Germinal Publication Private Ltd.

Giddens, Anthony. 2001. *Sociology*, Cambridge Press.

Gisbert, P. 1973. *Fundamentals of Sociology*. 3rd Ed. Bombay: Orient Longman Ltd.

Gosh B.N, 1993 *Poverty and Development: The Basic Issues*, New Delhi: Deep and Deep Publications

Madan, G.R. 1997, *Indian Social Problems* (Vol. I and II), New Delhi: Allied Publications.

Mamoria, C. B. *Social Problems and Disorganisation*. Allahabad: Kitab Mahal, 1961.

Parasuraman, S. 1999. *Development Dilemma: Displacement in India*. London: Mac Millan Press Limited

Sharma, K.L., 2007. *Indian Social Structure and Change,* Jaipur: Rawat Publications.

Srinivas, M.N., 1980. *Social Structure*, New Delhi: Hindusthan Publishers Corporation.

Takur, Dalip S. *Poverty, Inequality and Unemployment in Rural India*, B.R. Publishing.

Vijayakumar, Lakshmi(ed.). 2003. *Suicide Prevention: Meeting the Challenge Together*, Chennai: Orient Longman.

SWC-103: CASEWORK AND COUNSELLING

(4 Credits/100 marks/48 hours)

Introduction:
This course will help students understand casework as a method and its application in practice. It will also develop competencies in learners to use the method in practice while working with individual clients and families as part of the Social Work Practicum.

Learning Objectives:
- To understand case work as a method of social work; and understand the values and principles of working with individuals and families.
- To develop the ability to critically analyze problems of individuals and families and factors affecting them.
- To enhance understanding of the basic concepts, tools and techniques in working with individuals and families, in problem-solving and in developmental work.
- To develop counselling skills and attitudes to work with individuals their families and the interaction with their various environments.

Pedagogy:
Classroom learning through power point presentation, case studies ,and mock counselling sessions through role play.

Module I- Introduction, Principles and Models of Social Case Work (12 hours)
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.
Principles: Begin where the client is; Individualization; Purposeful expression of feelings; Controlled emotional involvement; Acceptance; Non-judgmental attitude; Client self-determination; Confidentiality.
Models: 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

Module II-Tools of Working with Individuals and Families (12 hours)
Intake-record/sheet and the intake interview (client engagement); Casework interview; Home visit- collateral contacts, Recording and its types–narrative, process, problem oriented record keeping(PORK), Subjective and objective assessment plan (SOAP), Use of casework records as a tool of intervention, Caseworker–client relationship, Knowledge of resources (networking), Case presentation as tool of professional development.

Module III - The Process of Intervention with Client System and Target System (6 hours)

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

Module IV- Counselling in Casework in Practice (18 hours)
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

Recommended Readings
Aptekar, Herbert. 1955, *The Dynamics of Casework and Counselling*, New York : Houghton Mifflin Co.
Biestek, Felix. 1968, *The Casework Relationship*, London: Unwin University Book.
Datar, Sudha et al. 2010, *Skill Training for Social Workers*, New Delhi: Sage Publications
Devi, Rameshwari and Prakash, Ravi. 2004. *Social Work Methods, Practice and Perspectives: Ch.3Models of Casework Practice*, Vol. II, Jaipur: Mangal Deep Publication.
Garrett, Annett. 1972. *Interviewing–Its Principles and Methods*, New York: Family Service Association of America.
Government of India. 1987. *Encyclopaedia in Social Work*, New Delhi: Publication Division Social Welfare Ministry.
Holis, Florence and Woods, Mary E. 1981.*Casework–A Psychosocial Therapy*, New York: Random House.
Jones Nelson.2009.Basic Counselling Skills: A Helper's Manual. Mumbai: Himalaya Publishing.
Kadushin, Alfred. 1990. *The Social Work Interview*, New York: Columbia University Press.
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.
Perlman, Helen Harris. 1964. *Social Case Work – A Problem Solving Process*, London : University of Chicago Press
Richmond, Mary. 1970. *Social Diagnosis*, New York: Free Press.
Sena, Fine and Glass, Paul H.1966. *The First Helping Interview: Engaging the Client and Building Trust*, New York: Sage Publications.

SWC-104: GROUP WORK

(4 Credits/100 marks/48 hours)

Introduction:
The course intends to provide an understanding of the place of group work in social work intervention and as an instrument of change/development in individual in groups. The course also provides knowledge about various skills and stages of group work and also the tools used in group work and working in different settings.

Learning objectives:
- To understand the specific characteristics of Group Work and its contributions as a method of social work intervention.
- To gain knowledge about group formation and the use of a variety of group approaches.
- 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.
- To identify the various situations and settings where the method could be used, in the Context of social realities of the country.

Pedagogy:
Classroom lectures through power point, classroom discussions and role play

Module I: Social Group Work Method and Group Work Process (12 hours)
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.

Module II: Use of Programme in Social Group Work and Skills of Group Worker - (12 hours)
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.

Module III: Group Process and Dynamics and Use of Techniques and Tools in Group Work - (12 hours)
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.

Module IV: Recording in Group Work and Evaluation of Group Work - (12 hours)

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.

Recommended Readings:
Bhatt R.M. 1960. *Records of Group Work Practice in India*, Baroda University: Baroda.
Barhard. 1975. *The Use of Groups in Social Work Practice, USA*: Rutledge and Kegan Paul.
Doel, Mark and Sawda, Catherine. 2003. *The Essentials of Group Worker*, London: Jessica Kingsley Pub.
Douglas, Tom. 1976. *Group Process in Social Work - a Theoretical Synthesis*, New York: John Wiley and Sons.
Konopka Gisela.1954. *Group Work in Institution*, New York: Associate Press.
Konopka Gisela. 1983. *Social Group Work a Helping Process*, 3rd Ed New Jersey: Prentice Hall.
Northen, Helen. 1969. *Social Work with Groups*, New York: Columbia University Press.
Northen, Helen, et al .1976. *Theory of Social Work with Groups*, New York: Columbia University Press.
Phillips, Helen. 1962. *Essentials of Social Group Work Skills*, New York: Associate Press.
Reid E. Kenneth. 1996. *Social Work Practice with Groups - A Clinical Perspective*, USA: Brook/Cole Publishing Company.
Siddique, HY. *Group Work*, Harman Publications, New Delhi.
Trecker, Herleigh. 1970. *Social Group Work-Principles and Practices*, New York: Associate Press.

SWP-101-CONCURRENT FIELD WORK PRACTICUM

(4 Credits/100 Marks)

Module I: Orientation: (1 Day)

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.

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

Module II: Practice Skills Laboratory (3 Days)

The Skill Laboratory Workshop provides the opportunity of "learning by doing" in a safe environment of the class room. This environment, that is the skill laboratory, wherein learners and facilitators meet jointly to experience certain intervention skills etc., needs to be amongst the most non-threatening methods of learning, especially for beginners. This learning opportunity is conducted through simulated exercises, including role plays. Structured experience are directed to helping the learners enhance their awareness about self and others to aid conscious use of intervention tools.
1) Communication skills and Interpersonal Relations
2) Analysis of Indian Society and Social Problems
3) Leadership and Personality Development
4) Values and Ethics in Social Work
5) Reality walk – meeting Social Work Professionals

Minimum 3 Skill Laboratory Workshop sessions must be organized, each of 2 hours duration, during the first semester. A total of 10 marks shall be ear marked for this activity. Students are required to record the skill laboratory sessions that they attend in their field work journal. Those who remain absent from the skill laboratory workshops shall forfeit the marks allotted. No other assignment shall be given to an absentee student in lieu of skill

laboratory workshops.

Module III: Observation Visits: (5 Visits)
The aim of Observational Visits is to provide an exposure to and understanding of the type of services provided by different social work agencies and development projects in response to the needs of their client system.

Observational Visits:
1) Community Services:- Skill development programme centers, environment improvement centers, family service centers, community development projects in urban and rural settings, Social Movement based Organisations.
2) Health Setting - Hospitals, Community health extension projects, Primary health centers, Psychiatric Departments, Clinics, HIV Guidance Centres etc.
3) Educational Setting - Formal schools, Non-Formal/adult Education Centers, income generating skill development centers, vocational training facilities, etc.
4) Institutional and Non-Institutional Services for Special groups : the Differently abled, Mentally challenged, Destitute, Migrants, Women, Street children, Elderly, Dalits and Tribals; Adoption agencies, Child rights protection facilities, Labour Welfare Centres etc.
5) Civic Administration Centers – Municipal Corporation, Ward offices, Zilla Parishad, Panchayat Samiti, Block Development Office, etc.

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.

Module IV: Concurrent Field Work on days prescribed in the time table
(2 field work days in a week)
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.

SWC-105: LAW, PUBLIC POLICY AND SOCIAL WORK
(2 Credits/50 marks/24 hours)

Introduction:
This course introduces Law as a tool for Social Work Practice. It also gives an overview of different schools of development and the concept of the Governance and Public Policy. It also briefly discusses Development in India.

Learning objectives:
- To gain knowledge about the constitution of India
- To acquire competency to apply knowledge of human rights and social legislation in social work practice
- To understand the different social legislations
- To gain knowledge about public policy and planning in India

Pedagogy:
Use of power point presentations, case studies, debates and role play, group discussion and field visits

Module I: Introduction to Law (8 hours)
Understanding concepts of law, social justice and social legislation,
1. The Constitution of India: Overview, Preamble and fundamental rights; Directive Principles of State Policy, Fundamental Duties, 73rd and 74th Amendment, Writ Jurisdiction and PIL.
2. Human Rights and Social Justice : Meaning and definition
3. Classification of law: Civil and criminal law. Structure of India's Legal System Relevance of law and legal systems to social work practice, partnership and interface between social workers and legal system

Module II: Social Legislations in India (8 hours)
Social Legislations relating to Women, Children, , Juvenile Justice Act, Social legislations: Prohibition of Child Labour Act, Domestic Violence Act, Sexual Harassment at Workplace, Dowry Prohibition Act, SC/ST Atrocities Act, Labour Laws- Industrial Disputes Act, Laws relating to Trade Unions, Contract Labour, Marriage and Maintenance Laws.

Module III: Public Policy and Development (8 hours)
Governance and Public Policy: Concept and Meaning, Policy Planning Linkages; Public Policy- Goals and Strategies; Development Concept, Meaning and Approaches: Sustainable development, Post Development, Alternative Development, Planning in India, Five Year Plans in the Post Independence India, Industrialisation, Agriculture, Education, Health, Poverty. Debates on Post 1991 Reforms: Liberalisation, Privatisation and Globalisation.

Recommended Readings:

Acharya, Basu Durga Das. *Introduction to the Constitution of India*, New Delhi: Prentice Hall of India Pvt. Ltd., (7th. Edition)

Flavia Agnes. 1997. *Give us this Day, Our Daily Bread, Procedures and Case Law on Maintenance*

Atul K. Kohli. 2001. *The Success of India's Democracy*, Cambridge: Cambridge University Press,

–– 1990, *Democracy and Discontent: India's Growing Crisis of Governability*, Cambridge: Cambridge University Press.

Gangrade, K. D. *Social Legislation in India (Vol-1 and Vol.2),* Delhi: Concept Publishing Company.

Hyden, Goran, Jullius Court, and Kenneth Mease 2005, *Making Sense of Governance New Delhi*: Viva Books Private Ltd.

Jayal Niraja Gopal. 1999. *Democracy and State: Welfare, Secularism and Developments in Contemporary India*, Delhi: Oxford University Press.

Jean Dreze and Amartya Sen, 2002. *India: Development and Participation*, 2nd edition, New Delhi: Oxford University Press.

Kant, Anjani. 1997. *Women and the Law*, New Delhi: APH Publication Corporation.

Pulapre Balakrishnan. 2007."*The Recovery of India: Economic Growth in the Nehru Era, Economic and Political Weekly,* November, 2007

Shah, Ghanshyam. 1998. *Social Justice- A Dialogue*, Jaipur: Rawat Publication.

Shalendra D. Sharma. 2003. *Development and Democracy in India*. New Delhi: Rawat Publications.

South Asia Human Rights Documentation Centre, 2006, *Hand Book of Human Rights and Criminal Justice in India*, New Delhi: Oxford University Press.

Thomas A. Birkland, 2005. *An Introduction to the Policy Process, Theories, concepts and models of Public Policy Making*, New York: M.E. Sharpe.

SWC-106: HUMAN GROWTH AND BEHAVIOUR
                                    (2 Credits/50 marks/24 hours)

Introduction:
The course will provide students with an understanding of the concepts growth and development and knowledge of the different stages of development and the changes associated with each stage.

Learning Objectives:
- To develop an overall understanding of the principles of growth, their relevance and application to behaviour at various phases in the life span.
- To apply the information of growth, development and health in social work practice in general and to individuals, groups and communities in particular.
- To understand the implications of family norms for status of individuals and developmental opportunities in the family by age and gender.

Pedagogy:
Use of Power point presentations, use of charts, videos and group discussions

Module I: Introduction to Growth and Behaviour (8 hours)
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.

Module II: Critical Understanding of Theories of Human Development (6 hours)
Psychodynamic Theories—Freud's psychosexual theory and Erikson's psychosocial theory; Behavioural Theories, Social Learning Theory, Piaget's Theory of Cognitive Development, Behaviour Management.

Module III: Developmental Stages (10 hours)
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.

Recommended Readings:
Berk, L. E. 2006. *Child Development (Seventh Edition)*, Boston: Pearson Education.

Hurlock, Elizabeth. 2001. *Developmental Psychology*, New York: Tata Mc Graw Hill.

Hurlock, Elizabeth. 1972. *Child Development*, New Delhi: Tata McGraw Hill.

Morgan, C.T., King, R.A., Weisz, J.R., and Schopler, J. 2001. *Introduction to Psychology,* New Delhi: McGraw-Hill.

Sharf R. S. 2000. *Theories of Psychotherapy and Counselling*, Australia: Brooks/Cole, 2nd Edition.

Steinberg, Laurence. 1993. *Adolescence*, New York, McGraw Hill Inc.

SWC-107: COMMUNITY ORGANISATION

(4 Credits/100 marks/48 hours)

Introduction:
The course introduces community organization as a method of social work and the critical elements of the practice. It will provide students understanding of the roles of the agencies and community organizers, the models and strategies for community organizations and also develop perspective and skills for participatory processes in the community and civil society.

Learning Objectives:
- To develop competence to undertake critical and holistic analysis of social issues & community dynamics.
- To understand the strategies in community organization practice and the role of community organization practitioner.
- To enhance understanding of the models and strategies of Community Work Practice.
- To develop attitudes and skills required to facilitate the process of people's participation in changing their situation.

Pedagogy:
Classroom learning with use of power point, group discussion, workshop on PRA and related techniques, task and classroom assignments

Module I - Understanding Community (10 hours)
Concept of community:- Sociological, cultural and social work perspective of community – geographical and functional community; ii. Functions of community; community and identity; iv. The process of community integration and disintegration.

Module II - Community Organization as Practice Method (12 hours)
i. Concepts: - Definitions of community organization: a critique, community mobilization, community participation, outreach, working with groups; community welfare, community development, community centres and services; ii. Principles of community organization; iii. Processes in community organization- steps and processes; iv. Approaches and Modes: directive vs. non-directive, external agent and internal resource; and Rothman's Models of community organization; v. Community organization as a para- political process: Concept of power, sources of power, Understanding community power structure, Powerlessness and empowerment, Cycle of empowerment; vi. Challenges in participation.

Module III - Strategies in Community Organization Practice and Role of Community Organization Practitioner: (16 hours)
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 an evaluation in community work; v. Recording:- community profiling, recording (administrative and process records; PORK, SOAP, data banks, monitoring report, evaluation reports) and documentation of the community organization processes (documentation of the best practices, case studies).

Module IV - Community Organization Practice in the Context of Various Settings (10 hours)

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.

Recommended Readings:

Beher A and Samuel J. 2006. *Social Watch in India: Citizens Report on Governance and Development*, Pune: NCAS

Boon Andrew and Book Andy. 1999. *Advocacy*, USA: Cavendish Publications

Cox Fred. 1987. *Community Organization*, Michigan: F.E. Peacock Publishers

Dunham Arthur. 1962. *Community Welfare Organization: Principles and Practice*, New York: Thomas Crowell

Friedlander, W.A. 1978. *Concepts and Methods in Social Work*, Eaglewood Cliffs, New Delhi: Bentice Hall International Inc.

Gangrade, K.D. 1971. *Community Organization in India*, Mumbai: Popular Prakashan.

Indu Prakash (1994) Disaster Management: Societal Vulnerability to Natural Calamities, New Delhi: Rashtra Prahari Prakashan

Khinduka, S. K and Coughlin, Bernard. 1965. *Social Work in India*, New Delhi: Kitab Mahal.

Milson Fred. 1973. *An Introduction to Community Work*, New Delhi: London OXFORD and IBH Publishing Co. Pvt. Ltd,

NCAS. 2000. *Fearless Minds: Rights Based Approach to Organizing and Advocacy*, Pune: National Centre for Advocacy

PRIA. 1995. *Participatory Evaluation: Issues and Concerns*, New Delhi: PRIA

Rao, MSA. 1979. *Social Movements in India - Vol. 1 and 2*, New Delhi: Manohar,

Ross, Murray and Lappin, Ben. 1967. *Community Organization; Theory, Principles, and Practice*, New York: Harper and Row.

SWC-108: SOCIAL WELFARE ADMINISTRATION

(2 Credits/50 marks/24 hours)

Introduction:
The course will introduce the administrative structures, processes and procedures in an organization; knowledge and skills in the use of different management techniques in human service organizations. It will also provide understating of policies and procedures involved in establishing and maintaining NGO and the management skills, besides and introduction to the schemes and programmes of the State and Central government.

Learning Objectives:
- To acquire knowledge of Social Welfare Administration and the basic process of Registering, Managing and Administrating Service Organization
- To acquire skills to participate in management and administrative process for service delivery
- To understand the welfare policies of the government

Pedagogy:
Classroom learning with help of power point, task and classroom assignments, group discussions and presentations, field visits and workshops

Module I: Social Welfare Administration (4 hours)
Definition, Principles and scope, democratic nature of social welfare administration. Delegation, decentralization and participation. Management by objectives as applied to social welfare administration.

Module II: Administration of Voluntary Organizations (12 hours)
Legal procedures for establishment of NGOs – Trust and Society and their differences. Formation of Trust and Society. Registration procedure for NGO– Societies Registration Act, Indian Trust Act, Foreign Contribution Regulation Act, Tax Reliefs under various Acts (12A, 80G, 35AC), Office Procedure and Documentation – Documents of trust and society. Contents of Memorandum of Association (MOA), Importance of by-laws, Registration under Company's Act. Difference between public and private trust; Function and responsibilities of governing board, committees and office bearers, Project Management – Basic Concepts of Project Management, Project identification, Project life cycles and success factors

Module III: Developmental Administration (4 hours)
Public Welfare Programs. Responsibility of state for welfare program. Structural arrangement of public welfare system in India – Central, State, District and Local. Process of Community Participation in social welfare programs – National Literacy Mission 2009, JNNURM Pradhanmantri Gramina Sadak Yojana, Sampurna Gramina Rojgar Yojana. National Rural Employment Guarantee Scheme, Swarna Jayanti Gramswa Rojagar Yojana, Planning and Development. NITI Aayog and National Development Council, State and District planning.

Module IV: Social Work Administration in Goa (4 hours)
Welfare Programmes in Goa – Social Welfare Department, Tribal Welfare, Rural Development Agency, Women and Child Department, Educational Schemes, Welfare Programmes in Panchayat, etc.

Recommended Readings:
BalsaraJal F. 1984. *Perspectives on Social Welfare in India*. Chand Co. Ltd., New Delhi.
Chowdhury Paul D. 1979. *Social Welfare Administration*. Atma Ram Sons. Delhi.
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.
Goel S.L. 1988. *Social Welfare Administration VOL 1 and .2: Theory and Practice*. Deep and Deep Publications.
Garain, S. 1998. *Organizational Effectiveness of NGOs*. Jaipur: University Book House.
Garain, S., *Towards a Measure of Perceived Organizational Effectiveness in Non-Government Organization*. Mumbai: Indian Journal of Social Work, 54 (2)
Kohli A.S., and Sharma S.R. 1996. *Encyclopedia of Social Welfare and Administration Vol. 1-7*. Anmol Pub. Pvt. Ltd., New Delhi.
Lauffer, A. 1977. *Getting the Resources You Need*. New Delhi: Sage Publications.
Lauffer, A. 1977, *Understanding Your Social Agency*. London: Sage Publications.
Lewis Judith A.1991. *Management of Human Services*, Programs. Broke Cole Publishing Co.
Luthans, Fred. 1990. *Organizational Behaviour*. Boston, Irwin McGraw Hill.

SWC-109: SOCIAL WORK RESEARCH

(2 Credits/50 marks/24 hours)

Introduction:

The course helps develop an understanding of the research process and acquire the attitudes and skills essential for social work research. Students would develop skills in interpretation, documentation and presentation of results of the research.

Learning Objectives:
- To comprehend the importance of research as a social work method
- To be familiar with various research designs, methods, statistical tools and techniques relevant to social work research
- To cultivate research abilities through appropriate application

Pedagogy:

Classroom lectures, classroom assignments

Module I – Introduction (6 hours)

Linkages between research and Social Work practice; role of research in policy formulation, and programme planning, implementation and evaluation. Types of social work research – need assessment studies, situational analysis, monitoring and evaluation, impact assessment, policy research.

Module II: The Process of Quantitative Research (6 hours)

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

Module III: The Process of Qualitative Research (10 hours)

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

Module IV: Research Reporting: (2 Hours)

Outline of report, editing, Manual of style, Preparing research abstract, Dissemination of research findings.

Recommended Readings:

Ahuja, Ram. 2001 *Research Methods*, Jaipur: Rawat Publications.

Alston, M. Bocoles, W. 2003. *Research for Social Workers - An Introduction to Methods,* Jaipur: Rawat Publications.

Baker, Therese L., *Doing Social Research*, Singapore: McGraw Hill.

Jacob, K. K., *Methods and Fields of Social Work in India*, Bombay: Asia Publishing.

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

Laldas, D.K. Research Methods for Social Work, Sage.

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

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

SWP-102: CONCURRENT FIELD WORK PRACTICUM AND RURAL CAMP on days prescribed in the time table

(2 field work days in a week)

(4 Credits/100 Marks)

Objectives:
1) To understand the agency as a system –governance, philosophy, objectives, structures and management of services/ programmes.
2) To develop the ability to involve the client system in the problem solving process, utilizing skills of social work interventions, including research.
3) To enable to acquire knowledge and practice skills related to social work methods at the individual, group and community level in different fields
4) To develop documentation skills
5) To develop skills in identifying and utilizing community resources, both at Government and private levels.
6) To develop the ability to work as a team.
7) To reinforce the belief in the inherent strength of the people to meet their needs and resolve their problems.
8) To enable to make conscious application of professional values, ethics and principles.
9) To develop an understanding and skills in working with the professionals (Medicine, Law, accountancy etc.)

Module I: Concurrent Field Work on days prescribed in the time table
(2 field work days in a week)

During the concurrent field work, students are expected to fulfil certain requirements namely:
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)
2) Initiate learning about how outside regulations, organizations and funding effect delivery of services.
3) Show beginning ability to identify problems/issues in organizational terms.
4) Demonstrate beginning initiative and involvement in efforts to influence agency processes on behalf of client's needs (e.g. at least, bringing situation to attention of someone who may be receptive and able to be influential).
5) Develop beginning confidence to participate and contribute to team effort, e.g. represent own discipline, develop some credibility, present own thinking, receptive to others' ideas.
6) Working with Individuals: Each student should get exposed to the practice of Social Case Work with the guidance of the supervisors

and submit the record of each session.

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.

8) Community Organisation: Each student should organise a community organisation in his/her field work agency.

Module II: Rural Camp (Residential for 10 days):

Rural Camp provides opportunities to students 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.

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.

Objectives:
1) To develop an understanding of the rural social structures and cultural processes with special reference to specific groups experiencing poverty and deprivation.

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.

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.

4) Through experience in group living, appreciate its value in terms of self-development, interpersonal relationships sense of organisation, management and mutual responsibility.

5) To acquire skills in planning, organizing, implementing and evaluating the camp

SWP-103A: BLOCK PLACEMENT OF 30 DAYS

(4 Credits/100 Marks)

Every Student of the MSW will have a Block Placement for field work for a period of 30 days (full- time work in an approved agency or project in or outside Goa). The Department will approve the agencies / projects keeping in mind the availability of learning opportunities for the students. The purpose of Block Placement is to broaden the student's perspectives of development and welfare concerns, offer pre-employment work experiences and enable her/him to assume professional responsibilities after graduation. A student is not eligible for the degree unless s/he has completed Block Placement to the satisfaction of the Department. At the conclusion of Block Placement, the Agency Supervisor will send a Report about the performance of the student to the Department. The student will also submit a comprehensive report of the Block Placement.

Objectives:
1) Develop enhanced practice skill and integrate learning
2) Develop greater understanding of reality situations through involvement in day to day work.
3) Develop appreciation of other's efforts and develop sensitivity to gaps in the programme.
4) Enhance awareness of self in the role of a Professional Social Worker

MSWS-101: HEALTH AND DEVELOPMENT

Objectives:
1) To equip the students with the necessary skills for the psychosocial assessment of persons with mental disorders and disabilities.
2) To enable the students to apply the theoretical approaches in practice and develop necessary skills for practice.
3) To enable the students to develop and implement a programme for community mental health.
4) To acquire skills of networking and advocacy

Tasks:
1) Analyzing the person in the mental health environment
2) Practice Psychiatric Case History Taking and psycho social assessment
3) Assess the health/ welfare needs of various groups and the agency's response to meet these needs.
4) Study the disease profile and critically analyse the impact of the disease/ problem/ disability on the individual, family and society Applications of the methods of social work in the agency and integrate theory and practice in intervention

MSWS-102: COMMUNITY ORGANIZATION AND DEVELOPMENT PRACTICE

Objectives:

1. To study the rural and semi-rural life in all its ramifications including group dynamics and power structure in rural community.
2. To develop an understanding of the process of programme formulation and programme management of the rural local bodies, government and non-government agencies.
3. To develop positive attitude to work in a rural community setting and to acquire the skills such as public relations, fact findings, leadership, networking, report writing
4. To enable to work with Dalits, Tribals and Disempowered Communities
5. To enable to plan and implement methods, tools and techniques for intervention based on the needs of the community

Tasks

1. Understand Administrative set up of Panchayati Raj Institutions (PRIs)
2. Panchayat Raj members, their socio-economic and caste status
3. Coordination of block level administrative personnel with elected person at different levels.
4. Decision making process: type of problems that come before Panchayat Union and Village Panchayat, who initiates various development projects and process of assessing them. How decisions are made, lobbying, pressure tactics used.
5. Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice
6. Application of the principles of Rural Community Development.
7. Application of methods of professional social work in rural setting.
8. Identify/ study/ explore the rural problems covering the following aspects:
   a. The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services.
   b. The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education and welfare (Social Audit)
   c. The problem as perceived by the i) rural community/ village / client system ii) rural local body iii) field work agency and iv) professional social work trainee

MSWS-103: SOCIAL WORK PRACTICE WITH CHILDREN, FAMILY AND YOUTH

Objectives:

1) To enable the students to understand socio-economic dynamics with special reference to the Family setting
2) To help the students to identify specific issues that require immediate attention and intervention with reference to ensuring the Child Rights
3) To enable the students to understand Social Work interventions in Family

and Child Welfare Setting

Tasks:
1) Application of Social Work methods in Child Rights setting
2) Application of Social Work methods with Children in difficult circumstances Practice Multi-disciplinary approaches in Family and Child Welfare settings Enhance skills in Rights Based Approach for Child Rights

SWC-110: SOCIAL ACTION, SOCIAL MOVEMENTS, NETWORKING AND ADVOCACY

(2 Credits/50 marks/24 hours)

Introduction:
The subject introduces students to rights based approach, radical social work through an understanding of different methods and models of social action. The course covers different strategies of social action and social change through an analysis of social movements.

Learning Objectives:

- To understand the concepts and context of Social Movements and Social Action.
- To develop an understanding and analyzing issues in a broader context in order to respond to critical Social realities.
- To developing a strong perspective and skill to engage themselves in struggles, protests and movements.
- To acquire Knowledge on the Concepts, Processes and Techniques of Social Advocacy.

Pedagogy:
Power point presentations, case studies, group discussion, debate and use of videos and charts.

Module I: Social Action (8 hours)
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.

Module II: Tools of Social Action (8 hours)
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.

Module III: Social Movements (8 hours)
Understanding the politics of protest: Typology of social movements, Social movements their characteristic features and contribution to social Change, Overview of significant social movements in India and the world. New Social Movements and their contribution to social change : Meaning and perspectives, Issue-based, autonomous and sectarian movements, their contribution and Limitation, Overview of environmental and lifestyle movements, their scope and Limitation, Strategies employed by social movements ranging from non-violence to violence.

Recommended Readings:

Alinsky, Saul.1971. *Rules for Radicals: A Practice Primer for Realistic Radicals*, Vintage Books.

Bastiaan Wielenga. 1984. Introduction to Marxism, Banglore: Centre for Social Action.

Boon Andrew and Book Andy. 1999. Advocacy, USA : Cavendish Publications

Chambers, Robert. 2005. Ideas for Development, Earth Scan, London.

Cox, Fred.1987. Community organization, Michigan : F.E. Peacock Publishers

Desrochers John; Development Debate Centre for Social Action, Bangalore.

Dhama, O. P and Bhatnager, O.P. 1994. Education and Communication for Development New Delhi: Oxford and IBG Pub. Co. Pvt; Ltd.

Dunham, Arthur. 1962. Community Welfare Organization: Principles and Practice, New York : Thomas Crowell

Friedlander, W.A. 1978. Concepts and Methods in Social Work, Eaglewood Cliffs, New Delhi :Bentice Hall International Inc.

Ghandy, Anuradha 2012. Scripting the Change, Daanish Books.

Jain, P.C. 1991. Social Movements among Tribals, New Delhi: Rawat Publications;

Joshi, P.Beher A and Samuel J. 2006. Social Watch in India: Citizens Report on Governance and Development, Pune : NCAS

Purohit, B. R. and Joshi, Sandeep. 2003. Social Justice in India, Jaipur: Rawat Publication.

Siddiqui, H. Y. (1984) – Social Work and Social Action: A Development Perspective, New Delhi: Herman Publications

SWC-111: GENDER AND EQUITY

(2 Credits/50 marks/24 hours)

Introduction:
To sensitize students and develop in them an understanding of gender and equity.

Learning Objective:
- To understand the concept of gender and its implications in the context of India
- to understand Equality and Equity and its relevance for India
- to learn about women, empowerment and the role of the state

Pedagogy:
Classroom teaching, use of videos and charts, group discussion and debates.

Module I: The Concept of Gender (8 hours)
Difference in gender and sex, social constructions of gender and sex and it's implications in the context of India. Patriarchy- meaning of patriarchy, role of social, religious and economic institutions in reinforcing patriarchy. R-Discriminatory practices within religious rituals and social practices. Introduction to Feminist theory: (Radical feminism, liberal feminism, socialist feminism, eco feminism, Dalit Feminism)

Module II: Equity vs Equality (8 hours)
What is equity? Its relevance for India. Difference between equity and equality. Reservation Policy. Issues of women from the Dalit, tribal, Muslim and other minority communities.

Module III: Women, Empowerment and the State (8 hours)
Feminization of labour and poverty. What is empowerment? Role of the state in empowerment of women: Legislations Relating to Women, Gender and Health, 73rd and 74th Amendment, Ministry of Social Justice and Empowerment, Ministry of Women and Child Development, Mahila Shakti Kendra and a brief overview of government schemes for women.

Recommended Readings:
Center For Women's Development Studies. 1984. *International Women's Decade: A balance Sheet*, New Delhi.
Davar Bhargavi. 2001. *Mental Health from a Gender Perspective*, Sage Publications
Desai N. and Krishnaraj M. 1987. *Women and Society in India*, New Delhi: Ajanta publications.
Ireae Guijt and Meera Shah. 1998. *The Myth of Community: Gender Issues in Participatory Development*, ITDG Publishing.
Kabeer Naila. 1994. *Reversed Realities: Gender Hierarchies in Development Thought*. Kali for Women.

Khan, Bhasin. 1999. *Some Questions on Feminism and its Relevance in South Asia*, New Delhi: Kali for Women.

Khullar M. 2005.*Writing the Women's Movement*: A Reader, Kali For Women.

Kishwar M. 2002. *Off the Beaten Track: Rethinking Gender Justice for Indian Women*, Oxford University Press.

Kudchedkar S. 1998. *Women Against Violence: Violence Against women*, Pencraft International.

Nair L. Committee on the Elimination of Discrimination against Women (CEDAW)

Rao A. 2003. *Gender and Caste Issues in Contemporary Indian Feminism*, New Delhi : Kali for women,

Renavikar M. R. 2003.*Women and Religion: a Sociological Analysis*, Jaipur: Rawat Publication.

SWS-101: HEALTH AND DEVELOPMENT

MSWS-101A: HEALTH CARE SOCIAL WORK PRACTICE I
                                    (4 Credits/100 marks/48 hours)

Introduction:
The course introduces the changing concept of health as an aspect of social development and provides a critical perspective of healthcare services and programmes in the context of health scenario in the country. It also provides an understanding of relevance, domains and nature of social work intervention in different health settings.

Learning Objectives:
- To understand the concept of health, wellbeing and disease
- To understand the causes and prevention of the major communicable and chronic disease in India
- To learn about the structure of healthcare services in India and related policies
- To understand the role of NGO and private sector in health care

Pedagogy:
Classroom teaching, use of charts,power point presentations, videos, field visits, group discussions

Module I: Concept of Health, Well-Being and Disease (16 hours)
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.

Module II: Healthcare Services and Programmes (12 hours)
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

Module III: Social Work in Various Settings (12 hours)
Functions of social workers: General Hospitals, Government, Corporate and private, specific disease hospitals, Specialized Clinics, community health centers, blood banks, eye banks, health camps.

Module IV: Emerging Concerns in Healthcare (8 hours)
Public-private participation and collaboration in health care: Role of NGO and private sector in health care; Sexual and Reproductive Health Rights.

Recommended Readings:

Baru, R.V. 1998. *Private Health Care in India: Social Characteristics and Trends*. New Delhi: Sage Publications.

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.

Katja, J. (Ed.) 1996. *Health Policy and Systems Development*. Geneva: WHO.

Nadkarni, V.V. 1985. *Proceedings of the Seminar on Changing Trends in Healthcare and Implications for Social Work*. Bombay: Tata Institute of Social Sciences.

Park, K. 2005. *Textbook of Prevention and Social Medicine (18th edition)*. Jabalpur: Banarsidas Bhanot.

Phillips, D.R.andVerhasselt, Y. 1994. *Health and Development*. London: Routledge.

Sundaram, T. 1996. *Reaching Health to the Poor, Sourcebook on District Health Management*. New Delhi: VHAI.

Voluntary Health Association of India. 1995. *Reproductive Health and Reproductive Rights*. New Delhi: VHAI.

WHO 1978. *Primary Health Care: A Joint Report by Director General of WHO and Director of UNICEF. International Conference on Primary Health Care*. Alma Ata: USSR.

Yesudian, C.A.K (ed.) 1991. *Primary Health Care*. Mumbai: Tata Institute of Social Sciences.

SWS-101B: HEALTH CARE SOCIAL WORK PRACTICE II
(4 Credits/100 marks/48 hours)

Introduction:
The course will orient learners to the field of health sector and development and also help develop understanding and expected competence about the task, role and function of social workers in various health settings.

Learning Objectives:
- To learn about social work in various health setting
- To understand the Medico-legal information related to offences affecting the human body mind and property
- To learn about the Procedural aspects of medico-legal practices

Pedagogy:
Classroom teaching, use of videos and charts, field visits, guest lectures and group discussions

Module I: Social Work in Various Health Settings: (12 hours)
Mental health Institutions, psychiatric departments in general hospitals, private psychiatric clinics, half way homes, day care centres, sheltered workshops, child guidance clinics

Module II: Medico-legal information related to offences affecting the human body mind and property. (20 hours)
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.

Module III: Procedural aspects of medico-legal practices: (16 hours)
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, finger prints.

Recommended Readings:

Banerjee, G. R. 1988. *Papers of Social Work*, Mumbai: Tata Institute of Social Service.

Banerjee, Gouri Rani. 1998. *The Tuberculosis Patient*, Tata Institute of Social Sciences.

Colin Pritchard. 2006. *Mental Health Social Work*, USA: Routledge.

Dixit, P. C. 2004. *Medical Jurisprudence and Toxicology* – Lexis Nexis.Dora, Gold Stien. 1954. *Expanding Horizons in Medical Social Work*, Chicago: The University of Chicago Press.

Dora, Goldstain. 1954. *Readings in Theory and Practice in Medical Social Work*, Chicago: The University of Chicago Press.

Gupta, R. L. 1991. *Medico – legal aspects of sexual offences*, Lucknow, Eastern Book Co.

Javeri D. R. 1996. *Social Work in Hospital Set up*, KEM Hospital, Mumbai.

Mane, Purnima. 1990. *Setting in Child Guidance Clinic*, Mumbai: Tata Institute of Social Service.

Mane, Purnima and Katy, Gandevia. 1993. *Mental Health in India*, Mumbai: Tata Institute of Social Sciences.

Parikh, C. K. 1970. *Parikh's Simplified text book of Medical Jurisprudence and Toxicology*, Medical Publication

Park, J. E and Park, K. 1997. *Preventive and Social Medicine*, Jabalpur: Banaridas Bhanot.

Patel Vikram. 2002. *Where there is no Psychiatrist*, Delhi: VHAI (Voluntary of Health Association of India).

Pathak, S. H. 1961. *Medical social Work in India*, Delhi: School of Social Work.

Rukadhikar A., Rukadhikar P. 2007. *Mental disorders and You*, Miraj: Psychiatric Centre.

Sathe, R. V. 1897. *You and Your Health*, India: D. Bhave Book Trust.

Varma, Ratna. 1991. *Psychiatric Social Work in India*, New Delhi: Sage Publications.

Werner David. 1994. *Where there is no doctor*, New Delhi: VHAI (Voluntary of Health Association of India).

Wikocks C. 1967. *Manson's Tropical Diseases* Bailliere, Tindall: Cassell Ltd.

SWS-102: COMMUNITY ORGANISATION AND COMMUNITY DEVELOPMENT PRACTICE

MSWS-102A: PERSPECTIVES ON URBAN COMMUNITY DEVELOPMENT

<div align="right">(4 Credits/ 100 marks/48 hours)</div>

Introduction:
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.

Learning Objectives:
- To learn about the Political Economy of Urbanisation
- To understand Human Development, Urban Development and Civic Administration
- To learn about the types and functions of Urban Governance
- To understand the Role of Urban LSG Bodies in Urban Development

Pedagogy:
Classroom lectures, field visits, group discussions

Module I: Political Economy of Urbanisation (12 hours)
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.

Module II: Human Development, Urban Development and Civic Administration (12 hours)
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.

Module III: Urban Governance: Urban Local Self Government in India (12 hours)
a) Types of Urban Local Self Government in India: Muncipal Corporations, Muncipal 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

Module IV: Role of Urban LSG Bodies in Urban Development (12 Hours)
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.

Recommended Readings:
Bhowmik, Debesh. 2007. *Economics of Poverty*, New Delhi: Deep and Deep Publications.

Dutta, Rudar S. 1985 *Indian Economy*, New Delhi: S. Chand and Company

Higgott, Richard A. 1982. *Political Development Theory: The Contemporary Debates*. Taylor and Francis Group.

Jhunjhunwala, Bharat. *Globalization and Indian Economy*, New Delhi: Gyan Book Pvt. Ltd.

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

Mishra and Puri. 1995. *Indian Economy*, Mumbai: Himalaya Publication House.

Petras, James and Veltmeyer, Henry. 200. *Globalization Unmasked-Imperialism in the 21st Century*, New Delhi: Madhyam Books.

Pillai, G. M. 1999. *Challenges of Agriculture in the 21st Century, Pune: Maharashtra Council of Agricultural Education and Research.*

Simon David, Narman Anders. 1999. *Development as Theory and Practice – Current Perspectives on Development*, Longman – UK.

SWS-102B: PERSPECTIVES ON RURAL COMMUNITY DEVELOPMENT

(4 Credits/100 marks/48 hours)

Introduction:
The course will provide an understanding of social structures, social relations and institutions in rural communities and aim at developing sensitivity, commitment and skills to influence critical issues in rural communities. The course will also provide an understanding of the policies, programmes and approaches of rural community development.

Learning Objectives:
- To learn about the nature and concept of rural development
- To understand the problems faced by the rural population
- To learn about the various Rural Development Programmes
- To understand Rural Development Administration and Governance
- To learn about the Functions of Panchayati Raj Institutions

Pedagogy:
Classroom learning with power point presentations, group discussions and debate, field visits and live projects.

Module I - Rural Development (6 hours)
Concept, nature, philosophy and historical context; Meaning and Determinants; Approaches to rural community development; Different Models of Rural Development.

Module II - Problems in Rural Development (8 hours)
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.

Module III: Rural Development Programmes (8 hours)
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).

Module IV - Rural Development Administration (8 hours)
Structure and Function of Rural Development Administration; Role of Cooperatives in Rural Development; Participation of government organizations and voluntary organizations in Rural Development.

Module V: Rural Governance (10 Hours)

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.

Module VI: The Functions of Panchayati Raj Institutions (8 Hours)
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.

Recommended Readings:
Desai, V. 1998 *Rural Development (Vol 1 to 4)*. Bombay: Himalaya Publishing House.
Epstein, T.S. Suryanaraya, A.P., and Thimmegowda, T. 1998 *Village Voices. Forty Years of Rural Transformation in South India*. New Delhi: Sage Publications.
Getubig, I.P., Johari, Y.M., and Thas, A.M.K. (Eds) 1998 *Overcoming Poverty through Credit. The Asian Experience on Replicating the Grameen Bank Approach*. Kaula Lumpur: Asian and Pacific Development Centre.
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.
Janvary, A., Redan, S. et al, 1995. *State, Market and Civil Organisation*: New Theories.
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.
Misra, R.P. 1985 *Rural Development (Vol 1 to 5)*. 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.
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.
Shiva, V., and Bedi, G. (Eds) 2002 Sustainable *Agriculture and Food Security: the Impact of globalisation*. New Delhi: sage Publications

SWS-103: SOCIAL WORK PRACTICE WITH CHILDREN, FAMILY AND YOUTH

SWS-103A: FAMILY CENTRED SOCIAL WORK PRACTICE
                                                    (4 Credits/100 marks/48 hours)

Introduction:
The course will provide an understanding of family as a social institution and the impact of globalization on family and social system. It will also provide the skills, techniques and interventions required for working with family and an understanding about governmental efforts for strengthening the families.

Learning Objectives:
- To understand the concept of Family as a Social Institution
- To understand Displacement and disaster generated changes in the family
- To understand Family in the context of Social Change
- To learn about Family centred social work the interventions, techniques and skills required

Pedagogy:
Classroom learning with power point presentations, charts and group discussions, role play and group discussions

Module I: Family as a Social Institution (10 hours)
Concept of family, Types of family, Functions of family, Family dynamics – power, myths, role and patriarchy in family, Concept of Marriage

Module II: Family- Displacement and Violence (10 hours)
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

Module III: The Family in the context of Social Change (12 hours)
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

Module IV: Work with families: interventions, techniques and skills: (16 hours)
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.

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.

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.

Lal, A. K. 1989. *The Urban Family: A Study of Hindu Social System*, Concept, New Delhi: Publishing Company.

Larlton E, Munson. 1983. *Social Work with Families – Theory and Practice*, New York: The Free Press.

Nichols, Michall P. and Richard, C. 1991. *Family Therapy Concepts and Methods, (2nd edition)*, London: Allyn and Bacob.

Nisbet, Robert A. 1970. *The Social Bond – An Introduction to the study of Society*, New York: Alfred A.

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.

SWS-103B: SOCIAL WORK PRACTICE WITH CHILDREN
                                                (4 Credits/100 marks/48 hours)

Introduction:
The course will provide an understanding of the concept and process of socialization from a child perspective, 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 understand and acquire the skills for working with children

Learning Objectives:
 * To understand the Concept and process of socialisation in children
 * To understand Vulnerability and Situational Analysis of Vulnerable Children in India
 * To learn about the Rights of the Child, International and National Initiatives
 * To learn about Children in Need of Care and Protection

Pedagogy:
Classroom learning through power point presentations, use of charts and videos, group discussions and guest lecture.

Module I: Socialization of Child (6 hours)
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

Module II: Vulnerability and Situational Analysis of Vulnerable Children. (8 hours)
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.

Module III: Rights of the Child, International and National Initiatives. (8 hours)
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.

Module IV: Children in Need of Care and Protection. (10 hours)
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

Module V: Children in Conflict with Law. (12 hours)
Definition, magnitude, types of offences, profile and problems Theories of juvenile delinquency- Social Learning theory, Strain theory, Labelling theory, Control theory

Module VI: Skills for Working with children. (4 hours)
Communication – individual and group, Use of creative activities. Skills in Behaviour modification techniques. Skills in Advocacy and campaigning for children

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*
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.

SWP-103B: SPECIALISATION-SPECIFIC CONCURRENT FIELD WORK PRACTICUM on days prescribed in the time table AND MANDATORY RESEARCH PROPOSAL

(2 field work days in a week)

(4 Credits/100 Marks)

MSWP-103.1: HEALTH AND DEVELOPMENT

Objectives:
1. To equip the students with the necessary assessment skills to understand the psycho-social problems of the patient and family with respect to the consequences of the disease and disability
2. To enable the students to practice the methods of Social Work, particularly, Social Case work and Social Group Work
3. To enable the students to function as a member of the Multidisciplinary team with respect to the medical, physical and psycho-social treatments
4. To enable the students to understand the national health programmes and its implementation at community level

Tasks:
1. Involve in the preparation of psycho-social assessment of the patient in relation to the consequence of disease and disability.
2. Develop and implement intervention strategies with family and community as social support systems
3. Apply social case work (includes identification, assessment, intervention, rehabilitation and follow-up)
4. Identify & undertake group therapeutic sessions
5. Organise a need based/ setting based community health programme
6. Function as a member of the multidisciplinary team
7. Network with other organizations and advocate when necessary
8. Document and maintain records

MSWP-103.2: COMMUNITY ORGANIZATION AND DEVELOPMENT PRACTICE

Objectives:
1. To focus on urban community life pattern – its social, economic, political and cultural aspects with specific focus to informal settlements, their needs and problems.
2. To develop skills in identifying and utilizing urban community resources both governmental and non-governmental agencies.
3. To sharpen the urban community development skills such as influencing grass root urban leaders, rapport building, organising, resource mobilization, recording, advocacy and lobbying.
4. To develop skills in communicating, fact finding, fund raising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation.
5. To help the trainee gain insight into the components of Urban

Community Development.
6. To enhance competencies to assess and analyse urban problems, needs and service delivery.
7. To enhance the capacity to recognise the linkage between urban community development and the practices in the field in terms of policy and programmes.

Tasks:
1. Observation visit to urban community / slums (informal settlements)
2. Analysis of their socio-economic conditions
3. Application of the principles of urban community development
4. Application of professional social work methods in urban setting
5. Organizing and mobilizing urban community/ slums in participatory mechanisms/ structures
6. Identify/ study/ explore the urban problems covering the following aspects: a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, grass root urban leadership, occupation, housing, available social services etc. b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem c) The problem as perceived by the i) urban community/ slum / client system ii) urban local body iii) field work agency and iv) professional social work trainee

SWP-103.3: SOCIAL WORK PRACTICE WITH CHILDREN, FAMILY AND YOUTH

Objectives:
1. To enable the students to acquire the necessary assessment skills to understand family life and intervention
2. To enable the students to practice the methods of Social Work in Family and Child Welfare setting.
3. To equip the students with necessary skills for the therapeutic and service oriented intervention
4. To enable the students to develop a Plan for Assessment and Goal setting for Family and Child Rights intervention

Tasks:
1. Assessment of families through Ecomap, Genogram and Family Dynamics Applying interventions with families.
2. Crisis Intervention, Family System Intervention, Family Counselling for Self Help groups Practicing Family Life Education.
3. Working with Families in difficult circumstances (HIV/ disaster, displacement) Planning and Organising Training Programmes.

SEMESTER IV

SWS-101C: HEALTH CARE ADMINISTRATION AND PROGRAMMING
(2 Credits/50 marks/24 hours)

Introduction:
The course provides an understanding of policy implications and the impact of policies on health care delivery and prepares students for their role as advocates in promotion of health as a fundamental right especially with reference to marginalized groups.

Learning Objectives:
- To understand the Concept of Community Health and various community health programmes
- To understand the systems of health care
- To get acquainted to Health Communication and Training in community health care
- To learn about the Legislative measures in the field of Health

Pedagogy:
Power point presentation, use of video and charts, field visits, group discussions

Module I: Concept of Community Health (2 hours)
Community Health Programmes, RCH, Mental Health, ICDS, Geriatrics, Immunization, Drinking Water, Low cost sanitation, SRH

Module II: Concept of care (6 hours)
Systems in Health Care, Family Physician, OPDs and Dispensaries, Hospitals, Day Care and Special Schools, Institutional Care, Self help and support, Deaddiction 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

Module III: Health Communication and Training (4 hours)
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

Module IV: Critique of Legislative measures in the field of Health (8 hours)
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.

Module V: Health and Development (4 hours)
Right to Health, Research in the field of Health, Health Indicator as Development Indicators, Relation between Nutrition, Health and Development

Recommended Readings:
Anderson, Green. 1982. *Community Health*, London: C.V. Moshy Co.

Backer, Thomas Rogers, Everlt. 1993. *Organizational Aspects of Health Communication*

Chatterjee, Meera. 1988. *Implementing Health Policy*, New Delhi: Manohar Publication

Dasgupta, Monica Chen, Lincoln Krishnan,T.N. 1955. *Women's Health in India – Risk and Vulnerability*, Bombay : Oxford University Press

Davies, Meredith Tindall, Bailliere. 1983. *Community Health*, London : Preventive Medicine and Social Services

Dheer, Mitra, Radhika Kamal. 1991. *Introduction to Health Education*, New Delhi: Friends Publications

Dhillon, Paramjeetkaur. 1977. *Psychosocial Aspects of Ageing in India*, New Delhi : Concept Publication.

Dutta, P.K. 1998. *Public Health and Social Aspects*, New Delhi : Khama Publishers.

Goel and Kumar. 1990. *Hospital Administration and Management*, New Delhi : Deep Publications

Goel, S.L. 1981. *Health Care Administration – A Text Book*, New Delhi: Sterling Publishers Pvt. Ltd.

Goya, R.S. 1990. *Community Participation in Primary Health Care*, Chandigarh: Arun Publishing House Pvt. Ltd.

Hellberg, J. H. 1982. *Community Health*, Delhi, Voluntary Health Association of India

Lankester, Ted. 2000. *Setting up Community Health Programmes*, New Delhi : VHA

Mahadevan, K.1992. *Health Education for Quality of Life*, Delhi: B.R. Publishing Corpn.

Miller, Rosalind Rehr, Helen. 1983. *Social Work Issues in Health Care*, New Jersey : Prentice Hall

National Health Programme, Series I and II, New Delhi. 1988. *National Institute of Health and Family Welfare.*

NGOs in Rural Health Care, FRCH Research Report.

Park, J.E. and Park. 1977. *Text book of Preventive and Social Medicine*, Jabalpur: Banarasidas Bhanot

Ramachandran, L. Dharmalingam, L.1983. *Health Education – A New Approach*, New Delhi :Vikas Publishing House Pvt. Ltd.

SWS-101D: REHABILITATION AND AFTER CARE SERVICES
                                                    (2 Credits/50 marks/24 hours)

Introduction:
The course will provide understanding of the concepts of handicap, rehabilitation and the scope for practice, help to identify the specific client categories requiring the rehabilitation services, problem specificity and rehabilitation service interventions and acquaint oneself with different rehabilitation settings, different therapeutic approaches to rehabilitation process. It will also help acquire the social work skills adapted to facilitate the process of rehabilitation, the rights and legal provisions provided for differently abled people and assimilate the knowledge of social work practice to disability specific client service.

Learning Objectives:
- To understand the causes of various Impairment, Disabilities and Handicaps.
- To learn about the History, philosophy and principles of psycho-social rehabilitation and Intervention in rehabilitation
- To learn about the Rehabilitation Settings

Pedagogy:
Classroom power point presentations, use of charts, videos and field exposure.

Module I – Rehabilitation (6 hours)
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

Module II - History, philosophy and principles of psycho-social rehabilitation (6 hours)
Specific problem areas – physical handicap - vision, hearing, orthopedic, 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.

Module III - Rehabilitation Settings – (6 hours)
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

Module IV – Practice of Social work methods in the process of rehabilitation – (6 hours)

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.

Recommended Readings

Anthony, William. A. 1980. *The Principles of Psychiatric Rehabilitation*. Baltimore University Part Press

Chowdhary, Paul. D. 1995. *Introduction to Social Work: history, concept, methods and fields*. Delhi, Atma Ram and Sons.

Corey, Gerald. (6th ed.)2004. *Theory and Practice of Group Counseling*. Thomas Brooks/ Cole Belmont

Dorothy Stock Whitaker. 1985. *Using Groups to help people*. London and New York, Tavistock/ Routledge,.

Danda, Amita. 2000. *Legal order and Mental Disorder*, Sage Publications.

Feldman, Robert. S (1997) *Understanding Psychology*. New Delhi, Tata McGraw Hill.

Hume, Clephane and *Rehabilitation in Psychiatry*. Edinburgh Pullen Ian. 1986 Churchill Livingstone

International Labour Vocational rehabilitation of the Mentally Office. 1982. Retarded (second impression) ILO.

Kalyanasundaram S. and Innovations in Psychiatric Rehabilitation Verghese,Mathew,(Eds).2000 Richmond Fellowship Society, Bangalore, India.

Kapur, Malavika and Psychotherapeutic process. Others. (Ed). 1979. NIMHANS Publication. Bangalore

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.

SWS-102C: PERSPECTIVES ON TRIBES AND TRIBAL DEVELOPMENT
(2 Credits/50 marks/24 hours)

Introduction:

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.

Learning Objectives:

- To develop an understanding of the issues of the tribal communities.
- To Acquire knowledge about the contribution of Governmental and Non- Governmental Organisations to tribal development in India and Goa.
- To Gain knowledge about the application of social work in tribal development programmes.

Pedagogy:

Classroom presentations, use of charts, field visits and group discussions.

Module I: Tribal Issue: Background and Perspective (8 hours)

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, Situational Analysis of Indian tribes in the post Independence period with respect to land, food security, employment/livelihood, migration, displacement, Analysis of current tribal situation with respect to Human Development Indices in Chotanagpur and North-East.

Module-II Tribal Development: Philosophy and Implementation (8 hours)

Scheduled areas: issues and governance, Administration and Local Governance; PESA and its Implementation, 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; Highlight of significant Acts that affect tribal people, Politics of Tribal Welfare and Development, Status of tribals in the current political system. Contemporary Challenges to Tribal Development, Impact of Globalising Market Economy, Campaigns and Advocacy. Tribal Struggles in Goa and Tribal Policy in Goa.

Module III: Tribal Development and Five Year Plans (8 hours)

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; A critique of allocation of resources for tribal development under the latest five year plan. Tribal Cooperative Marketing Development Federation of India; Impact of 73rd Amendment.

Recommended Readings:

Bogaert, M. V. D. et al. 1975. Training Tribal Entrepreneures: An experiment in social change, *Social change*, June, Vol.5 (1-2).

Ghurye, G.S., *The Scheduled Tribes*

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), July, 1977

Shashi, Bairathi. *Tribal Culture, Economy and Health*. New Delhi: Rawat Publications

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

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

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.

SWS-102D: COMMUNITY DEVELOPMENT PRACTICE WITH THE DISEMPOWERED COMMUNITIES

(2 Credits/50 marks/24 hours)

Introduction:
To understand histories, meanings and issues of marginalization, oppression and disempowerment of vulnerable communities such as the Dalits, tribes and the indigenous peoples and women and to build capacity for critical reflection and analysis of community development issues pertaining to the disempowered. The course aims to strengthen skills and capacity for intervention at different levels taking an "empowerment" and anti-oppressive stance.

Learning Objectives:

* To develop and understanding of Power, Privilege and Oppression Political economy of the Dalit Development
* To understand Specific Identity Constructs and Populations at Risk
* To develop understanding Towards an emancipator community development practice

Pedagogy:
Classroom teaching with power point presentations, use of video, charts and live projects.

Module I: Power, Privilege and Oppression (4 Hours)
Conceptual Frameworks and Theoretical Perspectives; Critical Theories; Understanding oppression, privilege and oppression.

Module II: Political economy of the Dalit Development (8 Hours)
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

Module III: Specific Identity Constructs and Populations at Risk (2 hours)
Gender and Sexism- Gender, Culture, and Society; Race, Sexuality, and Culture (Intersections); Gendered Relations; Health, Sex, and Gender.

Module IV: Towards an emancipatory community development practice (10 hours)
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;

Recommended Readings:

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.

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

SWS-103C: SOCIAL WORK PRACTICE WITH YOUTH
                                    (2 Credits/50 marks/24 hours)

Introduction:
The course aims at imparting skills to work with youth on different issues. It aims to gain knowledge about the situation of youth in India and the factors responsible for their socio- economic and political situation. The Course will also look at the international, national, governmental and voluntary initiatives for youth development.

Learning Objectives:
- To understand the concept of youth in India and its emerging patterns
- To understand youth and development at national and global levels
- To understand the essence of life skill education while working with youth

Pedagogy:
Classroom lectures, group discussions, live projects, debates.

Module I: Situational Analysis of Youth (4 hours)
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.

Module II: Youth and Development (12 hours)
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

Module III: Skills of Working with Youth(8 hours)
Issues related to their stage of development – Life Skills Education: AIDS Counselling, Substance Abuse, Peer Helping and Counseling; 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

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.

SWS-103D: SOCIAL WORK IN THE FIELD OF EDUCATION

(2 Credits/50 marks/24 hours)

Introduction:
This course intends to develop analytical skills in understanding the educational system in India and to understand the perspectives and contributions of Indian and Western thinkers on education. The course aims to develop an understanding of the issues of education in India and appreciate various government and non-government efforts towards universalisation of education.

Learning Objectives:
- To introduce to the students the Levels and Types of Education system in India and some major contributors in the field of education.
- To understand the problems and issues relating to education in India
- To understand the efforts of other agencies that have contributed to improve the sytem of education in India
- To understand the Role of social worker in educational settings.

Pedagogy:
Classroom teaching using Power point, charts and videos. Guest lecture, live projects and group discussions.

Module I: Education System in India & Perspectives on Education (8 hours)
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

Module II: Issues related Education in India (6 hours)
Problems of availability, access and affordability; impact on enrolment and retention, Exclusion of migrant, tribal and other poverty groups, Gender and caste discrimination in education, Difficulties faced by children with disability. Issues related to Universalisation of education in India: School related factors-infrastructure, curriculum, teacher, employability. System related factors—commitment of state towards education as reflected in the financing of education, withdrawal of the state from education and growth of self-financing courses, private institutions and universities, commercialization of education.

Module III: Efforts to Improve the Educational System (10 hours)
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: Campaigns for the right to education(National Alliance for Fundamental Right to Education, Efforts for the enrollment and retention of children in school. Role of social worker in educational settings.

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,

Gore, Desai and Chitnis. 1975. Papers in the sociology of education in India, New Delhi: National council of Education Research and Training.

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.

Komilla Thapa et al, Perspectives on Learning Disabilities in India- Current Practices and Prospects

Naik, J.P and Nurullah, 1974. A Students 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.

SWC-112: DALITS, ADIVASIS AND MINORITIES IN INDIA
(2 Credits/50 marks/24 hours)

Introduction:
To course aims to provide an understanding of structural marginalization of Dalits, Tribals and Minorities and to provide an interface between history and politics of development and exclusion of marginalized communities. It provides a perspective from the margins of development.

Learning Objectives:
- To acquaint the students with the Dalit development in India
- To understand the nature of tribal problems and difficulties in the development of tribal areas
- To develop an understanding of minorities in India and the state

Pedagogy:
Classroom teaching using power point, videos, charts. Group discussions and debates and live projects

Module I: Dalit Development in India (8 hours)
History of India-A Caste Perspective, Development and Underdevelopment of Dalits, A Critique of Received Theories, Nationalist Politics and Marginalisation of Dalits, Gandhi and Ambedkar Debate, Buddhism. Discrimination of Dalits: Education, Health and Livelihoods.

Module II: Political Economy of Tribal Development (8 hours)
Tribe, Adivasi, Indigenous Peoples, History of Tribal India, Politics of Inclusion and Exclusion, Issues of Governance facing tribals, Fifth and Sixth Schedule Areas, PESA, Adivasis in Chotanagpur: development displacement and resettlement, North Eastern India: State Identity, Autonomy and Insurgency, APSA , Tribals in Andaman and Nicobar Islands, , Politics of Tribal Welfare and Development, Globalisation and Tribals, Labour relations and Exploitation, Indigenous People International Convention.

Module III: Minority Rights and the State (8 hours)
Concept and Meaning of Minority, Minorities in India, Democracy and the Limits of Minority Rights, Constitution of India: Article 370 and Kashmir, Secularism, Personal Laws and Uniform Civil Code, Minority Institutions, Minorites in Contemporary India, Status of Minorities: Education, Health and Livelihood, Sachar Committee Report, National Commission on Minorities, State and Repression of Minorities- Violence and Riots, Civil Society and Minority Rights, Global Politics: Profiling and Atrocities on Minorities.

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.

Basu DD, *Constitution of India*

Bodhi S.R. 2011. Professional Social Work Education in India: A Critical View from the Periphery, *Indian Journal of Social Work*, Volume 72(2) April

Gore, M.S. 1993. *The Social Context of Ideology: Ambedkar's Social and Political Thought*. New Delhi: Sage Publication

Guru Gopal. 2004. *Dalit Cultural Movement and Dalit Politics in Maharashtra*. Vikas Adhyayan Kendra, Mumbai

Jain, P.C. 1991. Social Movements among Tribals, New Delhi: Rawat Publications.

Majeed, Akhtar. 2002. *Nation And Minorities India's Plural Society and Its Constituents* , New Delhi: Kanishka Publishers.

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.

Omvedt Gail. 2004 Ambedkar: Towards an Enlightened India, New Delhi: Penguin Books.

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

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

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*, New Delhi: Kanishka Publishers.

Xaxa V. 1999. Transformation of Tribes in India :Terms of Discourse, *Economic and Political Weekly* June 12.

Xaxa V. 1999. Tribes as Indigenous People of India, *Economic and Political Weekly,* December.

Xaxa V. 2005. Politics of Language, Religion and Identity: Tribes in India, *Economic and Political Weekly* March 26.

SWC- 113: ENVIRONMENTAL STUDIES AND DISASTER MANAGEMENT
                                                  (2 Credits/50 marks/24 hours)

Introduction:
The course will provide an understanding of the interrelatedness of human life and environment and of problems arising out of environmental degradation and globalization and help to study the role of social work practice in tracking environmental issues and disaster management.

Learning Objectives:
- To develop an understanding of Environment and Disaster Management
- To gain knowledge of various disaster management strategies
- To learn the international and national policies, institutional mechanisms in disaster services
- To introduce various types of disasters and study the role of Social Work practice in Disaster management

Pedagogy:
Classroom lectures, use of videos, charts, group discussions, debate, and street plays.

Module I: Introduction to Environment (6 hours)
Concepts: Environment and Ecology; the Interrelatedness of living organisms and natural resources;   Global environmental crisis and its linkages to the development process. global warming, sustainable development, conservation and climate change.

Module II: Environmental Issues in Goa and India (6 hours)
State of India's Environment: Waste Management; Pollution – Air, Water, Soil, Noise; Laws related to environment; Social Work and Environment: Environment Education, Environment Ethics, Environment Movements, Environment Management – EIA; Environment and Environment movements in Goa: Western Ghats, Committees on Identification of Forests, Gadgil Committee Report, Kasturiranjan Committee Report, Regional Plan, SEZ. Development vis-a- vis Environment

Module III Introduction to Disaster (6 hours)
Disaster: Definition, Natural and Human made disasters; multiple causes and effects; Stages of disaster; Development and Disaster; Preventive Measures; Models of Disaster: Crunch Model and Release Model

Module IV: Disaster Management (6 hours)
Disaster Management and phases. Pre- disaster: prevention, preparation, education vulnerability and preparedness. Actual Disaster: contingency, short term and long term plans, search, relief, rescue, recovery and restoration. Post Disaster: rehabilitation and commemorations National

Disaster Management Authority; Role of Social workers and Voluntary agencies: role of social work professionals at different levels: resource mobilization, working with other professionals, working with government and voluntary organizations. Voluntary agencies working on disaster management.

Recommended Readings:

Abbasi S.A. 1997. *Wetlands of India: Ecology and Threats Vol.1-3.*

Carter, W. Nick. 1991. *Disaster Management: a disaster manager's hand book*. Asian Development Bank, Manila, Philippines.

Don Donal. 1990. *Social Justice Agenda: Justice, Ecology, Power and the church.*

Goel P.K. 1996. *Environmental Guidelines and Standards in India.*

Gandhe Jegadish P. 2007. *Disaster Mitigation and Management*, Deep and Deep Publications, New Delhi.

Goel S.L. 2006. *Encyclopedia of Disaster Management, Vol. I, II, and III.* Deep and Deep Publications, Pvt. Ltd.; New Delhi.

Madhav Gadgil and Ramchandra Guha. 1995. *Ecology and Equity: The use and abuse of nature in Contemporary India.*

Naseem Ahmed. 2003. *Managing Disasters*, Kilaso Book, New Delhi – 2.

Neugeboren Bernard. 1996. *Environmental Practice in the Human Services: Integration of Micro and Macro Roles, Skills and Contexts.*

Parasuraman S. and Unnikrishnan P.V. India Disaster Report, Oxford University Press, Delhi.

Singh R.B., (ed). 2006. *Natural Hazards and Disaster Management*, Rawat Publications, New Delhi – 2.

Singh Tej. 2006. *Disaster Management – Approaches and Strategies*, Akansha Publishing House, New Delhi

Taori Kamal. 2005. *Disaster Management through Panchayati Raj*, Concept Publishing Company, New Delhi.

SWD: RESEARCH PROJECT DISSERTATION

(4 Credits/100 marks)

1) 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.

2) The final research project dissertation will be submitted in Semester IV.

3) The assessment of Research Dissertation will follow the GU Ordinance

4) The Assessment of ISAs will be done by the guiding teacher. The Assessment of final presentation and Viva-Voce will be done by the DC.

5) Plagiarism in the dissertation would require re-submission of the Dissertation and student would not be eligible receive the Master Degree in Social Work till such re-submission and evaluation. The date for submission of the Research Project shall be notified by the Institution.

6) The DC will review research proposals and decide allocation of Research Guides. The DC will be responsible for conducting workshops of Proposal Writing, Research Writing, Data Collection and Data Analysis.