



GU/Acad –PG/BoS -NEP/2025-26/522

Date: 28.10.2025

CIRCULAR

The Academic Council & Executive Council of the University has approved Ordinance OA-35A relating to PG Programmes offered at the University campus and its affiliated Colleges based on UGC 'Curriculum and Credit Framework for Postgraduate Programmes'. Accordingly, the University has proposed introduction of Ordinance OA-35A from the Academic year 2025-2026 onwards.

The Programme structure and syllabus of Semester I and II of the **Master of Social Work** Programme approved by the Academic Council in its meeting held on 13th & 14th June 2025 is attached.

The Dean/Vice-Dean (Academic) of the D.D. Kosambi School of Social Sciences and Behavioural Studies are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)
Deputy Registrar – Academic

To,

1. The Dean, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
2. The Vice-Dean (Academic), D.D. Kosambi School of Social Sciences and Behavioural Studies

Copy to:

3. Chairperson, BoS in Social Work, Goa University.
4. Programme Director, M.S.W., Goa University.
5. Controller of Examinations, Goa University.
6. Assistant Registrar Examinations (PG), Goa University.
7. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

GOA UNIVERSITY
MASTER OF SOCIAL WORK
Effective from Academic Year 2025-26

ABOUT THE PROGRAMME

The Master of Social Work (MSW) programme at Goa University is a two-year full-time postgraduate degree designed to prepare students for professional practice in diverse social work settings. Anchored in a multidisciplinary framework, the programme integrates theoretical instruction with intensive field-based learning to equip students with the knowledge, skills, and values essential for ethical and effective social work practice.

The curriculum is aligned with national standards of social work education and reflects the core competencies required for engaging with individuals, families, groups, and communities. The programme emphasizes critical understanding of structural inequalities, rights-based approaches, and the role of social work in promoting social justice, human rights, and inclusive development. Fieldwork is a core component, offering experiential learning through partnerships with civil society organizations, government departments, health institutions, schools, and grassroots initiatives.

Specialisations are offered in key areas such as Community Development, Medical and Psychiatric Social Work, and Social Work Practice with Children, Youth, and Families. Students also undertake research dissertations, rural camps, and block placements to enhance their capacity for inquiry, leadership, and transformative practice.

The MSW programme thus aims to produce socially committed professionals who can respond to contemporary social realities, advocate for systemic change, and contribute to sustainable development, particularly in the context of Goa and the wider region.

OBJECTIVES OF THE PROGRAMME

1. **To develop professional competence** in social work theory and practice for effective engagement with individuals, families, groups, and communities across diverse settings.
2. **To inculcate ethical and rights-based practice**, grounded in the principles of human dignity, social justice, and professional accountability.
3. **To promote critical understanding** of social structures, marginalisation, and development processes for informed and context-sensitive interventions.
4. **To strengthen the integration of field-based learning** with academic instruction through concurrent fieldwork, rural practicum, and block placements.
5. **To foster research orientation and evidence-based practice** by enhancing analytical and methodological skills through research-specific coursework and dissertation.
6. **To build capacities in policy advocacy and leadership**, enabling students to influence social policy and assume leadership roles in diverse sectors.
7. **To nurture values of inclusive and sustainable development**, with a special focus on region-specific issues and community engagement in Goa.

PROGRAMME SPECIFIC OUTCOMES (PSO)

PSO 1.	To train students to become professional social workers through experiential learning, field engagement, and evidence-based interventions in diverse social contexts.
PSO 2.	To internalize and uphold social work values, including respect for human diversity, social justice, responsibility, and ethics, ensuring professional integrity
PSO 3.	To apply social work methods and intervention strategies to assess, analyze, and address individual, group, and community needs effectively
PSO 4.	To develop skills for social change and advocacy through critical analysis, participatory approaches, and policy revision recommendations aimed at addressing systemic inequalities
PSO 5.	To conduct research and design innovative interventions using qualitative, quantitative, and technological approaches to strengthen social work practice and social policy development.
PSO 6.	To apply leadership, strategic planning, and digital tools for enhancing social entrepreneurship, program effectiveness, and impact assessment in social work practice.

PROGRAMME STRUCTURE
Master of Social Work
Effective from Academic Year 2025-26

SEMESTER I				
Discipline Specific Core (DSC) Courses (16 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	SWK-5000	Introduction to Social Work: History and Ideology	4	400
2	SWK-5001	Social Case Work (Work with Individual & Families)	4	400
3	SWK-5002	Group Work	4	400
4	SWK-5003	Concurrent Field Work Practicum	4	400
Total Credits for DSC Courses in Semester I			16	
Discipline Specific Elective (DSE) Course (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	SWK-5201	Social Action, Social Movements, Networking and Advocacy	4	400
2	SWK-5202	Understanding Society and Social Problems	4	400
Total Credits for DSE Courses in Semester I			4	
Total Credits in Semester I			20	

Semester II				
Discipline Specific Core (DSC) Courses				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	SWK-5004	Law, Public Policy and Social Work	4	500
2	SWK-5005	Human Growth and Behaviour	4	500
3	SWK-5006	Community Organization	4	500
4	SWK-5007	Concurrent Field Work Practicum and Rural Camp	4	500
Total Credits for DSC Courses in Semester II			16	
Discipline Specific Elective (DSE) Courses (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	SWK-5203	Leadership, Communication, and Digital Skills for Social Work Careers	4	400
Total Credits for DSE Courses in Semester II			4	
Total Credits in Semester II			20	

SEMESTER I

Discipline Specific Core (DSC) Courses

Title of the Course	Introduction to Social Work, History, Ideology, and Professional Practice
Course Code	SWK-5000
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none">• To familiarize students with the historical roots and influential ideologies that have shaped the social work profession.• To enhance students' understanding of social work's core principles, ethical standards, and professional identity.• To equip students with the foundational values and skills necessary for addressing contemporary social issues across diverse practice settings.	
Course Outcomes:		Mapped to PSO
	CO 1. Describe the evolution and ideologies of the social work profession globally and in India.	PSO1, PSO2

	CO 2. Identify and explain the foundational values, principles, and ethics of the profession.		PSO2	
	CO 3. Demonstrate a clear understanding of professional roles and methods in diverse contexts.		PSO1, PSO3	
	CO 4. Analyze the impact of contemporary global and national issues on social work practice.		PSO3, PSO4, PSO5	
	CO 5. Integrate ideological and ethical perspectives into professional identity and action.		PSO2, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Foundations of Social Work and Core Principles: Definition, objectives, and scope of social work; levels of practice (micro, mezzo, macro). Social Work Methods: Casework, group work, community organization, social action, research, and administration. Core Principles of Social Work: Respect for dignity and worth of the individual; Commitment to social justice, integrity, and competence. Professional Ethics: Codes of NASW and IASSW, with application to practice.	12	CO1, CO2	K2
Module 2:	Relevant Ideologies in Social Work: Indian Ideologies for Social Change: Gandhian principles (nonviolence, Sarvodaya); Ambedkarite ideology (social justice, anti-casteism); Nationalism and Indian Constitution (rights and social equity). Western Ideologies for Social Change: Judeo-Christian values, Secular Humanism, Human Rights; Welfarism, Utilitarianism, and Socialism. Global Perspectives: Sustainable development and social work's role in environmental and social justice.	15	CO1, CO5	K4
Module 3:	Social Work as a Profession: Evolution of Social Work as a Profession: Emergence of organized charity, Elizabethan Poor Laws, and Settlement House Movement. Professionalization in India: Development of social work education and roles of professional bodies such as IASSW and NAPSWI. Skills for Professional Practice: Client-centered communication, advocacy, interdisciplinary collaboration, ethical decision-making. Social Work Roles: Counselor, advocate, mediator, case manager, community organizer.	15	CO1, CO3	K3
Module 4:	Contemporary Challenges in Social Work Practice: Addressing Social Issues: Poverty, mental health, child protection, digital safety, substance abuse. Impact of Neoliberalism and Globalization on Social Work Practice. Social Work and the	20	CO4, CO5	K6

	Sustainable Development Goals (SDGs). Responding to emerging issues: Climate justice, digital safety, and resilience building.			
Pedagogy:	<ul style="list-style-type: none"> • Interactive lectures • Group discussions and reflective exercises • Role plays and simulation-based practice • Critical reviews of texts and documentaries • Field observations (where feasible) 			
Texts:	<ol style="list-style-type: none"> 1. Chowdhry, Paul. <i>Introduction to Social Work</i>. New Delhi: Atma Ram & Sons, 2000. 2. Colby, Ira, and Sophia F. Dziegielewski. <i>Introduction to Social Work: The People's Profession</i>. New York: Oxford University Press, 2015. 3. Desai, M. <i>Ideologies and Social Work: Historical and Contemporary Analysis</i>. Jaipur: Rawat Publications, 2002. 4. Gore, M. S. <i>Social Work and Social Work Education</i>. Jaipur: Rawat Publications, 2011. 5. Payne, Malcolm. <i>Modern Social Work Theory</i>. 4th ed. Basingstoke: Palgrave Macmillan, 2014. 6. Teater, Barbra. <i>Contemporary Social Work Practice: A Handbook for Students</i>. Maidenhead: McGraw-Hill Education, 2014. 7. Tice, Carol J., Dennis D. Long, and Lisa E. Cox. <i>Introduction to Social Work: An Advocacy-Based Profession</i>. Thousand Oaks, CA: SAGE Publications, 2017. 8. Wadia, A. R. <i>History and Philosophy of Social Work in India</i>. Mumbai: Allied Publishers, 1961. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Bhattacharya, S. <i>Social Work: An Integrated Approach</i>. New Delhi: Deep & Deep Publications, 2005. 2. Bodhi, S. R. "Professional Social Work Education in India: A Critical View." 2011. 3. Caplan, Gerald. <i>An Approach to Community Mental Health</i>. London: Tavistock Publications, 1961. 4. Dasgupta, Sugata. <i>Towards a Philosophy of Social Work in India</i>. Mumbai: Popular Book Depot, 1964. 5. Desai, M. <i>Curriculum Framework for Social Work Education in India</i>. Mumbai: Tata Institute of Social Sciences, 2006. 6. Dominelli, Lena. <i>Social Work: Theory and Practice for a Changing Profession</i>. Cambridge: Polity Press, 2004. 7. Gracy, C. <i>An Enquiry into Ethical Dilemmas in Social Work</i>. Mumbai: College of Social Work, Nirmala Niketan, 			

- 2006.
8. Haight, Wendy L., Evelyn H. Taylor, and Roni Soffer-Elnekave. *Human Behavior for Social Work Practice*. New York: Oxford University Press, 2020.
 9. Ministry of Social Justice and Empowerment, Government of India. *Annual Reports and Social Policy Briefs*. New Delhi: Government of India.
 10. Nadkarni, V., and K. Desai. *Social Work Education in India: Retrospect and Prospect*. Jaipur: Rawat Publications, 2012.
 11. Nagpaul, Hans. *Foundations of Social Work Research*. New Delhi: Concept Publishing Company, 1993.
 12. Nanavatty, M. C. "Social Work Education in India: Retrospect and Prospect." *The Indian Journal of Social Work* 31, no. 3 (1970): 235–248.
 13. Sudbery, John. *Human Growth and Development: An Introduction for Social Workers*. London: Routledge, 2009.
 14. Thomas, R. Murray. *Recent Theories of Human Development*. Thousand Oaks, CA: SAGE Publications, 2001.
 15. Tata Institute of Social Sciences – Social Work Educators Forum (TISS-SWEF). "Declaration of Ethics for Professional Social Workers." *The Indian Journal of Social Work* 58, no. 2 (1997): 335–341.
 16. University Grants Commission (UGC). *Model Curriculum for Social Work Education*. New Delhi: UGC.

Title of the Course	Social Case Work (Work with Individual & Families)
Course Code	SWK5001
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

Pre-requisites For the Course:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To understand casework as a primary method of social work practice and its use in varied settings. • To enhance understanding of tools and techniques for working with individuals and families using structured interventions. • To instil professional values and ethical practices including confidentiality, non-judgment, and client empowerment. • To develop the ability to critically analyze psychosocial problems affecting individuals and families. • To cultivate the practical skills necessary for effective client engagement and casework documentation. 	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the principles, philosophy, and process of casework and its relevance to social work practice.	PSO1

	CO 2. Apply ethical principles including confidentiality, non-judgmental approach, and client self-determination in practice.		PSO2, PSO3
	CO 3. Demonstrate client engagement and communication skills using appropriate tools and techniques.		PSO1, PSO3
	CO 4. Analyze psychosocial factors affecting individuals and families through field-based case assessments.		PSO3, PSO4, PSO5
	CO 5. Prepare and present professional casework reports based on field practice.		PSO4, PSO5
Content:		No of hours	Mapped to CO
	Cognitive Level		
Module 1:	Introduction to Social Case Work: Concept and definitions; History and development of casework in UK, USA, and India; Philosophical assumptions and values of casework; Components of casework – person, problem, place, process; Principles of casework – individualization, purposeful expression of feelings, controlled emotional involvement, acceptance, non-judgmental attitude, client self-determination, and confidentiality.	20	CO1, CO2
Module 2:	The Process and Models of Casework Casework process – study, continuous assessment, psychosocial diagnosis, intervention, follow-up, termination; Case presentation based on fieldwork; Models of social casework and their application.	15	CO1, CO4
Module 3:	Tools, Techniques, and Skills in Casework: Tools – intake sheet/interview, casework interview, home visits, caseworker-client relationship, resource mapping, communication (verbal/non-verbal), types of recording (narrative, process, summary); Skills – active listening, rapport building, problem solving, conflict resolution, empathy, time management; Techniques – explorative, supportive, resource building; Roles – enabler, facilitator, resource mobiliser, guide.	15	CO1, CO3, CO5
Module 4:	Scope and Interface of Casework Practice: Application of casework in primary and secondary settings; Interface of casework and counselling; Ethical decision-making; Theory-to-field integration through applied examples.	10	CO4, CO5
Pedagogy:	<ul style="list-style-type: none"> Interactive lectures and discussion 		

	<ul style="list-style-type: none"> • PowerPoint-supported conceptual inputs • Case study analysis and reporting • Simulation-based mock sessions and role plays • Field observation-based learning and reflection
Texts:	<ol style="list-style-type: none"> 1. Hamilton, Gordon. <i>Theory and Practice of Social Case Work</i>. New York: Columbia University Press, 1951. 2. Hepworth, Dean H., Ronald H. Rooney, Glenda Dewberry Rooney, Kimberly Strom-Gottfried, and JoAnn Larsen. <i>Direct Social Work Practice: Theory and Skills</i>. Boston: Cengage Learning, 2016. 3. Mathew, Grace. <i>An Introduction to Social Case Work</i>. Mumbai: Tata Institute of Social Sciences, 1992. 4. Perlman, Helen Harris. <i>Social Case Work: A Problem-Solving Process</i>. Chicago: University of Chicago Press, 1957. 5. Turner, Francis J., ed. <i>Social Work Treatment: Interlocking Theoretical Approaches</i>. New York: Free Press, 1974.
References/ Readings:	<ol style="list-style-type: none"> 1. Banerjee, G. R. <i>Collected Works on Case Work with Families</i>. Mumbai: Tata Institute of Social Sciences, 1950s–1970s. 2. Bhattacharyya, S. <i>Social Work: An Integrated Approach</i>. New Delhi: Deep & Deep Publications, 2009. 3. Compton, Beulah R., Burt Galaway, and Barry Cournoyer. <i>Social Work Processes</i>. Belmont, CA: Thomson Brooks/Cole, 2005. 4. Dasgupta, S. “Towards a Holistic Professional Practice in India.” <i>The Indian Journal of Social Work</i> 59, no. 2 (1998): 255–262. 5. Datar, S. <i>Skill Training for Social Workers: A Manual</i>. New Delhi: Sage Publications India, 2010. 6. Desai, M. <i>Role of Social Worker in Counselling and Rehabilitation</i>. Mumbai: Tata Institute of Social Sciences, 1994. 7. Devi, R., and R. Prakash. <i>Social Work Methods, Practices and Perspectives</i>. Jaipur: Mangal Deep Publications, 2004. 8. Fook, Jan. <i>Social Work: Critical Theory and Practice</i>. London: SAGE Publications, 2002. 9. Goldstein, Eda. <i>Ego Psychology and Social Work Practice</i>. New York: Free Press, 1986. 10. Kadushin, Alfred. <i>The Social Work Interview</i>. New York: Columbia University Press, 1990. 11. Rani, A. “Case Work in Indian Context: A Teaching Resource.” <i>NAPSWI Journal</i> (2011). 12. Tata Institute of Social Sciences – Social Work Educators Forum (TISS-SWEF). “Declaration of Ethics for Social Work Practice.” <i>The Indian Journal of Social Work</i> (1997)

Title of the Course	Group Work
Course Code	SWK-5002
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:		
Course Objectives:	<ul style="list-style-type: none"> • 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, group dynamics, stages of group development, and relevant theoretical foundations. • To identify various contexts and settings where group work methods are applicable in response to social realities. • To equip students with skills, tools, and techniques for effective group facilitation, problem-solving, and evaluation. 	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the foundations, concepts, and values of social group work.	PSO1, PSO3

	CO 2. Demonstrate knowledge of the group work process and programme planning across developmental stages.		PSO2, PSO3	
	CO 3. Apply techniques and tools for group facilitation and understand communication and leadership processes.		PSO3, PSO5	
	CO 4. Analyze group dynamics, interaction patterns, and develop problem-solving strategies for group challenges.		PSO4, PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Social Group Work Method: Concept of group social work method; Characteristics of social group work; History and development of social group work; Theories applicable to group work practice; Values and distinctive principles of group work; Social group work in different fields.	15	CO1, CO2	K2
Module 2:	Social Group Work Process and Skills of Group Worker: Types of groups in practice: open and closed groups, social treatment groups, task-oriented groups (forums, committees, work teams), developmental groups (self-help groups and support groups); Stages in group development: pre-group, orientation, problem-solving, termination; Role of social worker in different stages; Principles of programme planning; Programme implementation.	15	CO2	K3
Module 3:	Use of Techniques and Tools in Social Group Work: Steps in understanding group process; Analysis of group interaction; Leadership and its development in group process; Communication in groups; Group dynamics: group bond, sub-groups, conflict, confrontation, apathy, and group control; Use of relationship and conflict resolution; Verbal and non-verbal communication; Purposeful creation of environment; Fishbowl technique.	15	CO3, CO4	K4
Module 4:	Recording and Evaluation in Group Work: Importance of recording in group work; Principles of recording; Types of recording: narrative, process, summary; Techniques of recording: observation, sociogram, interaction diagrams; Importance of continuous evaluation in group work; Types of evaluation and methods of evaluation.	15	CO3	K5

Pedagogy:	<ul style="list-style-type: none"> • Classroom lectures with PowerPoint presentations • Group discussions and reflection • Role plays and simulation-based exercises
Texts:	<ol style="list-style-type: none"> 1. Brown, Allan. <i>Groupwork</i>. Aldershot: Ashgate Publishing, 1994. 2. Garvin, Charles D., Lorraine M. Gutierrez, and Maeda J. Galinsky. <i>Handbook of Social Work with Groups</i>. New York: Guilford Press, 2016. 3. Konopka, Gisela. <i>Social Group Work: A Helping Process</i>. Englewood Cliffs, NJ: Prentice Hall, 1963. 4. Toseland, Ronald W., and Robert F. Rivas. <i>An Introduction to Group Work Practice</i>. Boston: Pearson Education, 2012. 5. Zastrow, Charles H. <i>Social Work with Groups: A Comprehensive Worktext</i>. Boston: Cengage Learning, 2008.
References/ Readings:	<ol style="list-style-type: none"> 1. Bhattacharya, S. <i>Social Work: An Integrated Approach</i>. New Delhi: Deep & Deep Publications, 2009. 2. Coyle, Grace L. <i>Foundational Writings on Group Process and Democratic Leadership in Group Work</i>. Various publications, 1930s–1950s. 3. Datar, S. <i>Skill Training for Social Workers: A Manual</i>. New Delhi: Sage Publications India, 2010. 4. Devi, R., and R. Prakash. <i>Social Work Methods: Practices and Perspectives</i>. Jaipur: Mangal Deep Publications, 2004. 5. Doel, Mark. <i>Using Groupwork</i>. London: Routledge, 2006. 6. Glassman, Ursula R., and Len Kates. <i>Group Work: A Humanistic and Skills Building Approach</i>. New Delhi: SAGE Publications, 2007. 7. Kudchedkar, S. “Experiential Group Work in Indian Field Settings.” <i>NAPSWI Journal</i> (1995). 8. Northen, Helen. <i>Social Work with Groups</i>. New York: Columbia University Press, 1969. 9. Pathak, S. H. <i>Social Work and Social Welfare</i>. Pune: Nirali Prakashan, 1981. 10. Tata Institute of Social Sciences – Social Work Educators Forum (TISS-SWEF). “Declaration of Ethics for Group Work.” <i>The Indian Journal of Social Work</i> (1997).
Web Resources:	<p>https://www.mindtools.com/abyj5fi/forming-storming-norming-and-performing</p>

Title of the Course	Concurrent Field Work Practicum
Course Code	SWK-5003
Number of Credits	4
Theory/Practical	Practical
Level	500
Effective from AY	2025-2026
New Course:	Yes
Bridge Course/ Value added Course:	No
Course for advanced learners:	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • To develop the ability to engage client systems in the problem-solving process using core social work methods and research skills. • To build skills in identifying and utilizing community resources from both government and non-government sectors. • To gain an experiential understanding of rural social structures, institutions, and cultural practices, especially with reference to marginalized communities. • To apply social work principles and techniques across community, organizational, and developmental practice settings. 	
Course Outcomes		Mapped to PSO
	CO 1. Understand the functioning and field realities of organizations working with vulnerable populations.	PSO1, PSO5
	CO 2. Demonstrate participatory skills for engaging with rural communities in developmental	PSO2, PSO3

	and empowerment work.			
	CO 3. Analyze the socio-economic and cultural realities of rural and tribal communities through direct engagement.		PSO2, PSO4	
	CO 4. Apply integrated social work skills across rural and institutional fieldwork settings.		PSO1, PSO3, PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Orientation: 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 student is supplemented by supportive field instructions given by academicians and field practitioners throughout the year.</p> <p>The contents of the Orientation Programme are: 1) Introduction to Social Work Profession 2) Fieldwork in Social Work Education (a. Rules and Regulation b. Supervision c. Recording, d. Evaluation 3)Methods of working with people (a. Social Case Work b. Social Group Work c. Community Organisation d. Social Action e. Research in Social Work f. Social Work Administration.) 4) Areas/Settings of Social Work Practice 5)Understanding of the Department’s Projects 6) Interactive Sessions for the purpose of a. Introduction to the faculty b. Getting to know each other c. Interaction with seniors and alumni (Sharing of field experiences) d. Adapting to the new environment</p>	10	CO 2, CO 4	K3
Module 2:	<p>Practice Skills Laboratory: The Skill Laboratory Workshop provides the opportunity of “learning by doing” in a safe environment of the classroom. This environment, that is the skill laboratory, where learners and facilitators meet jointly to experience certain intervention skills etc., needs to be amongst the most non-threatening methods of learning, especially for beginners. This learning opportunity is conducted through simulated exercises, including role plays. Structured experiences are directed to helping the learners enhance their awareness about self and others to aid the conscious use of Intervention tools. 1)Communication skills and Interpersonal Relations 2) Analysis of</p>	15	CO 1, CO 3, CO 4	K5

	<p>Indian Society and Social problems 3) Leadership and Personality Development 4) Values and Ethics in Social Work 5)Reality walk–meeting Social Work Professionals</p> <p>Minimum 3 Skill Laboratory Workshop sessions must be organized, each of 2 hours duration, during the first semester. A total of 10 marks shall be earmarked for this activity. Students are required to record the skill laboratory sessions that they attend in their fieldwork journal. Those who remain absent from the skill laboratory workshops shall forfeit the marks allotted. No other assignment shall be given to an absentee student in lieu of skill laboratory workshops.</p>			
<p>Module 3:</p>	<p>Observation 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.</p> <p>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, Migrant Women, Street children, Elderly, Dalits and Tribals; Adoption agencies, Child rights facilities, Labour Welfare Centres etc. 5) Civic Administration Centers–Municipal Corporation, Ward offices, Zilla Parishad, Panchayat Samiti, Block Development Office, etc.</p> <p>Those students who remain absent from the observational visits shall forfeit the marks allotted. No other assignment shall be given to an absent 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 organizations 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</p>	<p>20</p>	<p>CO1, CO4</p>	<p>K5</p>

	healthcare organizations, organizations in the care of aged, women and children and Corporate Social Responsibility initiatives of corporate organizations.			
Module 4:	<p>Concurrent Field Work on days prescribed in the timetable. The broad aim of concurrent fieldwork 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. The student is expected to develop a sense of responsibility and proper work habits, the student is expected to have 100% attendance in field work. The student should observe regularity, punctuality in attendance. In general, the student should follow the work schedule of the agency where he/she is placed,</p> <p>With reference to working days and working hours. Any special schedule of work for the student may be decided upon by mutual discussions between the faculty supervisor and the agency supervisor, or if it is a direct community placement by mutual discussion between the faculty supervisor and student. The student shall abide by the rules and regulations of the agency that normally apply to the other agency staff. Participation in Workshops or Seminars will be considered as a part of field work. Such workshops on fieldwork days should not exceed a total of 4 days in a semester. The participation in such workshops is subject to the approval of the concerned authorities. The student is not eligible to take leave on fieldwork days. If a student has to be absent on a field work day for serious reasons and unavoidable circumstances, it shall be with knowledge and permission of the faculty supervisor. In such a situation, the student should be responsible for informing the agency of his/her leave. The number of days of leave granted by the faculty supervisor must be compensated by the student through extra days of fieldwork, in consultation with the faculty and agency supervisor. Any leave taken by the student without the permission of the faculty supervisor shall be considered as absence from fieldwork. The student is required to have regular weekly supervisory conferences with the faculty supervisor according to a pre-planned schedule. Conferences shall be considered part of fieldwork. Both individual and group conferences shall be held once every consecutive week. Regularity and punctuality attendance at conferences both</p>	75		K6

	individual and group, is compulsory. Failure to attend conferences will be viewed seriously.			
Pedagogy:	<ol style="list-style-type: none"> 1. Supervised agency-based field practice aligned to weekly learning objectives 2. Skill Lab Workshops 3. Orientation Visits to relevant social work settings in Government agencies and NGOs Weekly individual and group fieldwork conferences with assigned faculty supervisors 4. Use of field journals, process recordings, and structured self-reflection 5. Post-camp classroom seminars and reflective submissions for internal assessment 6. Integration of classroom learning with real-world social realities 			
Texts:	<ol style="list-style-type: none"> 1. Kundu, Amitabh. <i>Dimensions of Rural Development in India</i>. New Delhi: New Century Publications, 2010. 2. Roy, S. <i>Field Work in Social Work Education: Contemporary Practices and Challenges</i>. New Delhi: Rawat Publications, 2012. 3. Subhedar, I. S. <i>Field Work Training in Social Work</i>. Jaipur: Rawat Publications, 2001. 4. Yadav, B. D. <i>Rural Development in India: A Sociological Perspective</i>. Lucknow: Institute for Sustainable Development, 2006. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Chowdhry, D. P. <i>Introduction to Social Work</i>. New Delhi: Atma Ram and Sons, 1971. 2. Fernandes, Walter. <i>Development with People: Experiences of Rural Animation in India</i>. New Delhi: Indian Social Institute, 1983. 3. Kudchedkar, S. "Role of Field Work in Professional Social Work Education in India." <i>The Indian Journal of Social Work</i> (1985). 4. Mukherjee, Amitava. <i>Participatory Rural Appraisal: Methodology and Applications</i>. New Delhi: Concept Publishing, 1993. 5. National Council of Educational Research and Training (NCERT). <i>National Curriculum Framework – Experiential Learning and Social Engagement</i>. New Delhi: NCERT, 2005. 6. Sheafor, Bradford W., and Charles R. Horejsi. <i>Techniques and Guidelines for Social Work Practice</i>. Boston: Pearson, 2008. 7. Skidmore, Rex A., and Milton G. Thackeray. <i>Introduction to Social Work</i>. Upper Saddle River, NJ: Prentice Hall, 			

	2001. 8. Sundar, S. "Integrating Rural Camps in Social Work Education: Reflections from Field." NPSWI Journal (2010). 9. Trecker, Harleigh B. Social Work Administration. New York: Association Press, 1972.
Web Resources:	Official Websites of Government agencies and NGOs

Discipline Specific Elective (DSE) Courses

Title of the Course	Social Action, Social Movements, Networking, and Advocacy
Course Code	SWK-5201
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	

Pre-requisites for the Course:	Nil
Course Objectives:	<ul style="list-style-type: none"> • To develop a conceptual and historical understanding of social action, social movements, advocacy, and rights-based approaches within social work. • To build analytical skills to examine social issues and structural inequalities in their broader socio-political context. • To acquire practical knowledge of strategies, tools, and media used in advocacy, networking, and public mobilization. • To strengthen students' capacities to plan, organize, and participate in campaigns, coalitions, and social movements for systemic change. • To critically reflect on the relevance of radical and transformative social work in contemporary times.

Course Outcomes:			Mapped to PSO	
	CO 1. Analyze and apply rights-based and radical social work approaches to address systemic injustice and social problems.		PSO1, PSO4	
	CO 2. Demonstrate the ability to design and use advocacy tools, media strategies, and public campaigns for social change.		PSO5, PSO6	
	CO 3. Evaluate diverse global and national social movements and derive critical insights for effective social action.		PSO3, PSO4	
	CO 4. Plan, participate in, and assess community-based advocacy initiatives, campaigns, and grassroots mobilizations.		PSO1, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Social Action: Concept, objectives, purpose, and principles of social action; Process and scope of social action in India; Rights-based approach and radical social work; Contributions to social action by Saul Alinsky, Paulo Freire, and Mahatma Gandhi.	15	CO1	K2
Module 2:	Tools of Social Action: Strategies for social action; Advocacy as a tool of social action; Use of media and public opinion; Impact of coalition and network building.	15	CO2	K6
Module 3:	Social Movements: Understanding the politics of protest; Typology of social movements; Characteristics of social movements; Overview of significant social movements globally.	15	CO3	K4
Module 4:	Case Studies of Social Movements in India: New social movements; Issue-based, autonomous, and sectarian movements; Environmental and lifestyle movements; Strategies used in social movements.	15	CO4	K5
Pedagogy:	<ul style="list-style-type: none"> • Interactive lectures using PowerPoint presentations • Case study analysis of movements and advocacy campaigns • Group discussions and debates on contemporary social issues • Video screenings and use of visual media and charts • Simulation exercises and mock advocacy sessions 			

Texts:	<ol style="list-style-type: none"> 1. Bailey, Roy, and Mike Brake. <i>Radical Social Work</i>. London: Edward Arnold, 1975. 2. Bhattacharyya, A. K. <i>Social Work: An Integrated Approach</i>. New Delhi: Deep & Deep Publications, 2009. 3. Lee, Judith A. B. <i>The Empowerment Approach to Social Work Practice: Building the Beloved Community</i>. New York: Columbia University Press, 2001. 4. Pathak, S. H. <i>Social Welfare: An Evolutionary and Development Perspective</i>. Delhi: Macmillan India, 1981. 5. Siddiqui, H. Y. <i>Social Work and Social Action</i>. Delhi: Harnam Publications, 1984.
References/ Readings:	<ol style="list-style-type: none"> 1. Alinsky, Saul D. <i>Rules for Radicals</i>. New York: Vintage Books, 1971. 2. Anuradha Ghandy. <i>Philosophy of Social Action and Revolution in India</i>. 2001. 3. Dominelli, Lena. <i>Women and Community Action</i>. Bristol: Policy Press, 2006. 4. Freire, Paulo. <i>Pedagogy of the Oppressed</i>. New York: Herder and Herder, 1970. 5. Gandhi, M. K. <i>Constructive Programme: Its Meaning and Place</i>. Ahmedabad: Navajivan Trust, 1936. 6. Joshi, R., and P. Purkayastha. "Civil Society and the State: A Historical Perspective." <i>Economic and Political Weekly</i> 45, no. 40 (2010): 59–66. 7. Karat, Brinda. <i>Survival and Emancipation: Notes from Indian Women's Struggles</i>. Delhi: Three Essays Collective, 2005. 8. Kenny, Sue. <i>Developing Communities for the Future</i>. Melbourne: Cengage Learning, 2011. 9. Kumar, Radha. <i>The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800–1990</i>. New Delhi: Zubaan, 1999. 10. Mayo, Marjorie. <i>Global Citizens: Social Movements and the Challenge of Globalization</i>. London: Zed Books, 2005. 11. Nair, M. K. <i>Community Mobilization and Participation: A Handbook for Field Workers</i>. New Delhi: Concept Publishing, 2007. 12. Omvedt, Gail. <i>Reinventing Revolution: New Social Movements in India</i>. Armonk, NY: M. E. Sharpe, 1993. 13. Purohit, D., and A. Joshi. <i>Social Justice in India: Theory and Practice</i>. Jaipur: Rawat Publications, 2015. 14. Shah, Ghanshyam. <i>Social Movements in India: A Review of Literature</i>. New Delhi: SAGE Publications, 2004.

Title of the Course	Understanding Society and Social Problems
Course Code	SWK-5202
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	NIL	
Course Objectives:	<ul style="list-style-type: none"> • To understand the foundational concepts of sociology and their application in social work practice. • To analyze the processes and theories of social change. • To identify, assess, and critically examine major social problems in India and propose interventions for addressing these issues. • To explore the role of social work in addressing local social challenges in Goa. • To develop a nuanced perspective on the interplay between society, social issues, and social work interventions for achieving systemic change. 	
Course Outcomes:		Mapped to PSO
	CO 1. Students will analyze the foundational concepts of society and their relevance to social work practices.	PSO 1

	CO 2. Students will critically evaluate the factors and theories of social change, with a focus on their impact on society.		PSO 4	
	CO 3. Students will examine the causes and consequences of social problems in India and formulate strategies for effective intervention.		PSO 3	
	CO 4. Students will assess the social changes in Goa and propose the role of social workers in addressing emerging challenges.		PSO 6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Sociology for Social Work 1.1 Concept of Concept of Society 1.2 Major Elements of Society 1.3 Social Institutions 1.4 Socialization 1.5 Intersection between sociology and social work	15	CO1	K2
Module 2:	Social Change in India 2.1 Concept of Social Change 2.2 Theories of Social Change 2.3 Factors of Social Change 2.4 Urbanization, Industrialization, Westernization, & Globalization 2.5 Resistance to Change	15	CO2	K4
Module 3:	Social Problems in India 3.1 Concept of Social Problems 3.2 Causes of major social problems in India 3.3 Consequences of major social problems in India 3.4 Measures to curb social problems 3.5 Social Problems in Goa	15	CO3	K4

Module 4:	Social Work and Issues in Goa 4.1 Role of Missionaries and Faith-based Institution 4.2 Social Reforms After Liberation 4.3 New Social Movements 4.4 Role of social workers in addressing social problems	15	CO4	K4
Pedagogy:	Classroom lectures using PowerPoint, classroom discussions, and role play			
References/ Readings:	<ol style="list-style-type: none"> 1. Agarwal, Bablia. (2009.) <i>Social Problems in the Age of Globalisation</i>, Jaipur: ABD Publishers. 2. Ahuja, R. (2014). <i>Social Problems in India</i>. India: Rawat Publications. 3. Alvares, Claude. (2002). <i>Fish Curry and Rice, Goa</i>: The Goa Foundation. 4. Bhushan, Vidya and Sachdeva, D. R. (1989). <i>An Introduction of Sociology</i>, Allahabad: Kitab Mahal. 5. Binay, B. (1994). <i>Towards Communal Harmony</i>, Calcutta: Germinal Publication Private Ltd. 6. Bruce, S. (2018). <i>Sociology: A Very Short Introduction</i>. United Kingdom: OUP Oxford. 7. Delaney, T. (2015). <i>Connecting Sociology to Our Lives: An Introduction to Sociology</i>. United Kingdom: Taylor & Francis. 8. Giddens, Anthony. (2001). <i>Sociology</i>, Cambridge Press. 9. Gisbert, P. (1973). <i>Fundamentals of Sociology</i>. 3rd Ed. Bombay: Orient Longman Ltd. 10. Gosh B.N, (1993) <i>Poverty and Development: The Basic Issues</i>, New Delhi: Deep and Deep Publications 11. Llewellyn, A., Agu, L., Mercer, D. (2008). <i>Sociology for Social Workers</i>. United Kingdom: Wiley. 12. Madan, G.R. (1997), <i>Indian Social Problems</i> (Vol. I and II), New Delhi: Allied Publications. 13. Parasuraman, S. (1999). <i>Development Dilemma: Displacement in India</i>. London: Mac Millan Press Limited 14. <i>Sociology for Social Work: An Introduction</i>. (2010). United Kingdom: SAGE Publications 15. Shah, A. (2019). <i>The Structure of Indian Society: Then and Now</i>. India: Taylor & Francis. 16. Sharma, K.L., (2007). <i>Indian Social Structure and Change</i>, Jaipur: Rawat Publications. 17. Srinivas, M.N., (1980). <i>Social Structure</i>, New Delhi: Hindusthan Publishers Corporation. 			
Web Resources:	https://us.sagepub.com/sites/default/files/upm-assets/38141_book_item_38141.pdf			

SEMESTER II

Discipline Specific Core (DSC) Courses

Title of the Course	Law, Public Policy, and Social Work
Course Code	SWK-5004
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

Pre-requisites for the Course:	Nil
Course Objectives:	<ul style="list-style-type: none">• Understand the key legal frameworks relevant to social work practice.• Analyze public policies and their effects on marginalized populations.• Develop skills in policy formulation and advocacy for social change.• Explore the relevance of the Sustainable Development Goals (SDGs) to social work.• Understand social workers' role in promoting sustainable livelihoods and inclusive growth.• Learn advocacy strategies for policy reforms and social justice.• Engage with stakeholders for effective SDG implementation and policy advocacy.

Course Outcomes:		Mapped to PSO		
	CO 1. Understand the constitutional and legal frameworks that inform social work practice	PSO1, PSO2		
	CO 2. Critically analyze public policies and their impact on diverse and vulnerable populations.	PSO3, PSO4		
	CO 3. Apply advocacy tools and strategies in real-world policy and legal contexts.	PSO2, PSO4, PSO6		
	CO 4. Assess the relevance of SDGs and rights-based frameworks in social policy development and social work practice.	PSO4, PSO5		
	CO 5. Collaborate with stakeholders and leverage participatory methods to influence policy formulation and evaluation.	PSO1, PSO6		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Introduction to Law: Understanding concepts of law, social justice, and social legislation.</p> <ol style="list-style-type: none"> 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. 	12	CO1, CO2	K4
Module 2:	<p>Social Legislations in India: Social legislations relating to women, children, and juveniles. Includes the Juvenile Justice Act, Prohibition of Child Labour Act, Domestic Violence Act, Sexual Harassment at Workplace Act, Dowry Prohibition Act, SC/ST Atrocities Act. Also covers labour laws: Industrial Disputes Act, laws relating to trade unions, contract labour, and marriage and maintenance laws.</p>	10	CO2	K4
Module 3:	<p>Public Policy and Development: Governance and Public Policy: Concepts and meaning. Policy planning linkages; goals and strategies of public policy. Development: Meaning and approaches – Sustainable Development, Post-Development, Alternative</p>	14	CO1, CO3	K4

	Development. Planning in India; Five-Year Plans post-independence; areas like industrialization, agriculture, education, health, poverty. Debates on Post-1991 reforms: Liberalisation, Privatisation, and Globalisation.			
Module 4:	Law, Policy and Social Work Practice: Critical analysis of laws and policies from a social work lens. Role of social workers in legal and policy advocacy. Case discussions related to public interest litigation, implementation gaps, and field-based advocacy. Strategies for engaging stakeholders—state, judiciary, civil society, and media.	12	CO3, CO4, CO5	K6
Pedagogy:	<ul style="list-style-type: none"> • Interactive lectures and multimedia presentations • Policy brief writing and mock policy hearings • Case law reviews and analysis • Group discussions and debates • Guest lectures by legal experts and policymakers 			
Texts:	<ol style="list-style-type: none"> 1. Basava Raj, M. <i>Law and Social Work Practice</i>. New Delhi: Siddharth Publications, 2009. 2. Rege, M. <i>Social Legislation and Social Work in India</i>. Mumbai: Sheth Publishers, 2014. 3. Kumar, A. <i>Public Policy and Governance in India</i>. New Delhi: Anmol Publications, 2016. 4. Singh, D. K. <i>Law and Social Transformation</i>. Jaipur: Rawat Publications, 2008. 5. George, A., and R. Rajan. <i>Public Policy and Social Development in India</i>. New Delhi: Har-Anand Publications, 1991. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Basu, D. D. <i>Introduction to the Constitution of India</i>. Gurgaon: LexisNexis, 2018. 2. Chatterjee, Partha. <i>The Politics of the Governed</i>. Delhi: Permanent Black, 1997. 3. Datar, S. <i>Legal Literacy for Social Workers: A Manual</i>. Mumbai: Tata Institute of Social Sciences, 2012. 4. Desai, M. <i>Rights-Based Approach in Social Work</i>. Mumbai: Tata Institute of Social Sciences, 2006. 5. Freeman, Michael. <i>Human Rights: An Interdisciplinary Approach</i>. Cambridge: Polity Press, 2008. 6. Goel, S. L. <i>Public Administration: Theory and Practice</i>. New Delhi: Deep & Deep Publications, 2004. 7. Healy, Lynne M. <i>International Social Work: Professional Action in an Interdependent World</i>. Oxford: Oxford University Press, 2008. 8. Ife, Jim. <i>Human Rights and Social Work: Towards Rights-Based Practice</i>. Cambridge: Cambridge University Press, 			

	<p>2012.</p> <p>9. Ministry of Law and Justice, Government of India. <i>Bare Acts and Law Commission Reports</i>. Government of India.</p> <p>10. Patel, Sujata. "Law and the Social Work Profession in India." <i>Economic and Political Weekly</i> 48, no. 22 (2013).</p> <p>11. Roach Anleu, Sharyn. <i>Law and Social Change</i>. New Delhi: SAGE Publications, 2010.</p> <p>12. Sharma, B. K. <i>Social Justice and Welfare in India</i>. Jaipur: Rawat Publications, 2015.</p> <p>13. University Grants Commission (UGC). <i>Model Curriculum: Social Work Education in India – Legal and Policy Frameworks</i>. New Delhi: UGC, 2001.</p>
Web Resources:	<p>https://sdgs.un.org/goals – UN Sustainable Development Goals</p> <p>https://ncpcr.gov.in – National Commission for Protection of Child Rights</p> <p>https://prsindia.org – PRS Legislative Research (for policy tracking)</p> <p>https://indiacode.nic.in – Government of India repository of all laws</p> <p>https://legislative.gov.in – Official portal for Indian legislation</p>

Title of the Course	Human Growth and Behaviour
Course Code	SWK-5005
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-26
New Course	Yes
Bridge Course/ Value added Course	No
Course for Advanced Learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • To provide a comprehensive understanding of human growth and development across the life span. • To critically analyze the major psychological, social, and cultural theories explaining behaviour. • To examine biological, psychological, and environmental influences on development. • To explore how intersecting social identities (e.g. gender, caste, disability) impact developmental outcomes. • To apply developmental knowledge to social work assessment, intervention, and support planning with individuals and families. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the principles and stages of human growth and development across the life span.	PSO1, PSO2
	CO 2. Analyze major developmental theories and assess their relevance to social work practice.	PSO1, PSO3
	CO 3. Identify the interplay of biological, psychological, social, and environmental factors	PSO1, PSO2

	influencing behaviour.			
	CO 4. Evaluate how social identities (gender, caste, age, ability) shape developmental trajectories and opportunities.		PSO2, PSO4	
	CO 5. Apply developmental frameworks to assess behaviour and plan age-appropriate interventions.		PSO3, PSO5	
	CO 6. Design developmentally responsive strategies for working with vulnerable populations across life stages.		PSO4, PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Foundations of Human Growth and Behaviour: Meaning, scope and principles of growth and development; maturity and behavioural expression; life-span approach and developmental tasks across stages; biological, psychological, and social determinants of behaviour; nature versus nurture debate; systems theory and ecological framework; influence of customs, traditions, deprivation, and exclusion on growth; relevance to social work practice.	15	CO1, CO3	K2
Module 2:	Developmental Theories and Psychosocial Perspectives: Freud's psychosexual stages; Erikson's psychosocial theory; Piaget's cognitive development theory; Vygotsky's socio-cultural theory; Bandura's social learning theory; Bronfenbrenner's ecological systems theory; comparative understanding of models; critique of universality; cross-cultural application; use in case analysis and support planning.	15	CO2, CO4	K4
Module 3:	Development Across the Life Span: Developmental milestones, tasks, and transitions across stages: prenatal, infancy, babyhood, early and late childhood, adolescence, early and middle adulthood, old age; domains: physical, cognitive, emotional, social, moral; influence of culture, caste, gender, and environment; developmental transitions and adaptation across life events; intergenerational continuity and change.	15	CO1, CO5	K2, K5
Module 4:	Developmental Challenges and Social Work Interventions: Developmental risk and protective factors; Adverse Childhood Experiences (ACEs); trauma, abuse, neglect; neurodiversity and disability; ageing and eldercare; gender identity and sexual	15	CO5, CO6	K3, K6

	development; mental health issues across stages; resilience and coping; developmental screening tools; designing responsive interventions; strengths-based and rights-based frameworks in social work.			
Pedagogy:	<ul style="list-style-type: none"> • Interactive lectures using multimedia and real-life examples • Visual aids such as charts, diagrams, and timelines of development • Case discussions on behavioural manifestations across life stages • Group activities on theory comparison and lifespan role plays • Film clips and observation-based learning to understand development 			
Texts:	<ol style="list-style-type: none"> 1. Berk, Laura E. <i>Child Development</i>. 7th ed. Boston: Pearson Education, 2006. 2. Haight, Wendy L., Evelyn H. Taylor, and Roni Soffer-Elnekave. <i>Human Behavior for Social Work Practice</i>. New York: Oxford University Press, 2020. 3. Hurlock, Elizabeth B. <i>Developmental Psychology</i>. New Delhi: Tata McGraw-Hill, 2001. 4. Morgan, Clifford T., Richard A. King, John R. Weisz, and John Schopler. <i>Introduction to Psychology</i>. New York: McGraw-Hill, 2001. 			
References/ Readings:	<ol style="list-style-type: none"> 1. American Psychiatric Association. <i>Diagnostic and Statistical Manual of Mental Disorders: DSM-5</i>. Arlington, VA: American Psychiatric Publishing, 2013. 2. Bhatia, Hans Raj. <i>Elements of Psychology and Development</i>. Hyderabad: Orient Blackswan, 1977. 3. Caplan, Gerald. <i>An Approach to Community Mental Health</i>. London: Tavistock Publications, 1961. 4. Desai, M. <i>Child Development and Family Studies in India</i>. Mumbai: Tata Institute of Social Sciences, 1994. 5. Gupta, G. R. <i>Human Development in India: Challenges and Opportunities</i>. Jaipur: Rawat Publications, 2014. 6. Kapadia, K. M. <i>Marriage and Family in India</i>. Bombay: Oxford University Press, 1966. 7. Kapur, Malavika. <i>Psychological Perspectives on Child Development</i>. New Delhi: National Book Trust, 2011. 8. Kapur, M. <i>Mental Health of Indian Children</i>. New Delhi: Sage Publications, 1995. 9. Kar, Nilamadhab, and P. S. V. N. Sharma. "Child and Adolescent Psychiatry in India: Clinical Approaches." <i>Indian Journal of Psychiatry</i> 57, no. 3 (2015): 216–221. 10. Mangal, S. K. <i>Advanced Educational Psychology</i>. New Delhi: PHI Learning Pvt. Ltd., 2012. 			

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| | <ol style="list-style-type: none">11. Mathai, Fr. <i>Child Development and Pedagogy</i>. Hyderabad: Neelkamal Publications, 2009.12. Seetharaman, P. <i>Development of Learner and Teaching Learning Process</i>. Chennai: SciTech Publications, 2008.13. Sharf, Richard S. <i>Theories of Psychotherapy and Counselling</i>. 2nd ed. Belmont, CA: Brooks/Cole, 2000.14. Sudbery, John. <i>Human Growth and Development: An Introduction for Social Workers</i>. London: Routledge, 2009.15. Thomas, R. Murray. <i>Recent Theories of Human Development</i>. Thousand Oaks, CA: Sage, 2001. |
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Title of the Course	Community Organization
Course Code	SWK-5006
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • To understand the philosophy, principles, and process of community organization and development. • To build skills for participatory community engagement and capacity building. • To critically assess strategies and techniques of community organization work with marginalized and vulnerable communities using empowerment approaches. • To enhance critical understanding of the models and strategies for community organization. 	
Course Outcomes:		Mapped to PSO
	CO 1. To develop an overall understanding of community organization and the perspective of human rights in community organization practice.	PSO1, PSO2
	CO 2. To understand the concept and functions of the community from a gender, caste, class, and inequality perspective.	PSO3, PSO4
	CO 3. To gain clarity on the principles and models of community organization.	PSO4, PSO3, PSO5

	CO 4. To understand the tools, skills, roles, and processes in bringing about overall change in community participation.		PSO2, PSO4, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Introduction to Community Organization: Definition and scope of community organization; Historical development of community organization practice; Community organization and community development; Understanding human rights in community organization practice.	15	CO1 K1
Module 2:	Understanding the Community: Concept of community; Sociological and practitioner’s perspectives of community; Functions of the community; Understanding community as the client system; Understanding gender, class, and caste as axes of inequality within the community and in society.	15	CO2 K2
Module 3:	Community Organization as a Method of Social Work: Values and ethics in community organization practice; Principles of community organization; Community participation – concept and importance; Process of community organization (steps); Rothman’s models of community organization.	15	CO3 K4
Module 4:	Strategies and Techniques of Community Organization: Process and tools; Rights-based and participatory approaches; PRA/PLA and other participatory tools; Working with subgroups; Leadership; Participatory planning, monitoring, and evaluation; Networking; Roles of community organizer; Skills in community organization; Recording and documentation.	15	CO4 K5
Pedagogy:	<ul style="list-style-type: none"> • Interactive lectures • Group discussions and reflective exercises • Role plays and simulation-based practice • Critical reviews of texts and documentaries • Field visits and observations (where feasible) 		
Texts:	1. Bhattacharyya, B. <i>Social Work: An Integrated Approach</i> . New Delhi: Deep & Deep Publications, 2009.		

	<ol style="list-style-type: none"> 2. Gangrade, K. D. <i>Community Organisation in India</i>. Mumbai: Popular Prakashan, 1971. 3. Kumar, A. <i>Community Organisation and Social Action</i>. New Delhi: Anmol Publications, 2002. 4. Ross, Murray G. <i>Community Organisation: Theory and Principles</i>. New York: Harper & Row, 1955. 5. Siddiqui, H. Y. <i>Working with Communities: An Introduction to Community Work</i>. New Delhi: Hira Publications, 1997.
<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Bhattacharya, S. <i>Social Work: An Integrated Approach</i>. New Delhi: Deep & Deep Publications, 2006. 2. Chowdhry, D. P. <i>Introduction to Social Work</i>. New Delhi: Atma Ram and Sons, 1971. 3. Das, A., and D. Purohit. <i>Community Development and Governance</i>. Jaipur: Rawat Publications, 2012. 4. Fernandes, Walter. <i>Development with People: Rural Animation in India</i>. New Delhi: Indian Social Institute, 1983. 5. Gilchrist, Alison. <i>The Well-Connected Community: A Networking Approach to Community Development</i>. Bristol: Policy Press, 2009. 6. Ife, Jim. <i>Community Development in an Uncertain World: Vision, Analysis and Practice</i>. Cambridge: Cambridge University Press, 2013. 7. Kenny, Sue. <i>Developing Communities for the Future</i>. Melbourne: Cengage Learning, 2011. 8. Ledwith, Margaret. <i>Community Development: A Critical Approach</i>. Bristol: Policy Press, 2011. 9. Mukherjee, Amitava. <i>Participatory Rural Appraisal: Methodology and Applications</i>. New Delhi: Concept Publishing, 1993. 10. Rao, M. S. A. <i>Urban Sociology in India</i>. Hyderabad: Orient Longman, 2000. 11. Sundar, S. "Community Engagement in Urban Settings: An Indian Perspective." <i>NAPSWI Journal</i> (2007). 12. University Grants Commission (UGC). <i>Model Curriculum: Community Organisation and Development Practice</i>. New Delhi: UGC, 2001.

Title of the Course	Concurrent Field Work Practicum and Rural Camp
Course Code	SWK-5007
Number of Credits	4
Theory/Practical	Practical
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • To develop the ability to engage client systems in the problem-solving process using core social work methods and research skills. • To build skills in identifying and utilizing community resources from both government and non-government sectors. • To gain an experiential understanding of rural social structures, institutions, and cultural practices, especially with reference to marginalized communities. • To apply social work principles and techniques across community, organizational, and developmental practice settings. 	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the functioning and field realities of organizations working with vulnerable populations.	PSO1, PSO5

	CO 2. Demonstrate participatory skills for engaging with rural communities in developmental and empowerment work.		PSO2, PSO3
	CO 3. Analyze the socio-economic and cultural realities of rural and tribal communities through direct engagement.		PSO2, PSO4
	CO 4. Apply integrated social work skills across rural and institutional fieldwork settings.		PSO1, PSO3, PSO5
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Participatory Approaches in Rural Development: Street theatre for awareness and mobilisation; Participatory Rural Appraisal (PRA); Social mapping and resource mapping; Personality development and communication; Field and demographic surveys in rural settings; Community engagement strategies in rural and tribal contexts.	20	CO2, CO4 K3
Module 2:	Rural Camp Practicum: Immersion in rural or tribal communities; observation of rural social structures, leadership, and institutions; interaction with local governance systems; participation in community-based activities and development planning; experiential learning on deprivation, resilience, and grassroots realities. Students are required to present post-camp classroom seminars and submit reflective documentation, which will form part of the Internal Semester Assessment (ISA). Participation in the rural camp is mandatory; students who are absent will forfeit the marks allotted for this component under ISA. Substitute assignments will not be permitted.	40	CO1, CO3, CO4 K4, K5
Module 3:	Concurrent Field Work in Social Work Settings: Students will be placed in agencies identified and approved by the Departmental Faculty Committee (DFC). Fieldwork will be conducted two days per week as prescribed in the timetable. Each student will be assigned a faculty supervisor and will participate in weekly individual and group conferences to reflect on field experiences and receive feedback. Field placements will include government and non-government organisations working with vulnerable populations such as children, women, tribal communities, people living with HIV (PLHIV), and persons with disabilities, among others. Students will apply	60	CO1, CO4 K4, K5

	intervention methods at the individual, group, and community levels and maintain proper documentation, including fieldwork journals and process recordings, as part of the practicum requirement.			
Pedagogy:	<ul style="list-style-type: none"> • Supervised agency-based field practice aligned to weekly learning objectives • Rural and tribal community immersion through residential field camp • Community engagement using PRA, theatre, surveys, and participatory techniques • Weekly individual and group fieldwork conferences with assigned faculty supervisors • Use of field journals, process recordings, and structured self-reflection • Post-camp classroom seminars and reflective submissions for internal assessment • Integration of classroom learning with real-world social realities 			
Texts:	<ol style="list-style-type: none"> 1. Kundu, Amitabh. <i>Dimensions of Rural Development in India</i>. New Delhi: New Century Publications, 2010. 2. Roy, S. <i>Field Work in Social Work Education: Contemporary Practices and Challenges</i>. New Delhi: Rawat Publications, 2012. 3. Subhedar, I. S. <i>Field Work Training in Social Work</i>. Jaipur: Rawat Publications, 2001. 4. Yadav, B. D. <i>Rural Development in India: A Sociological Perspective</i>. Lucknow: Institute for Sustainable Development, 2006. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Chowdhry, D. P. <i>Introduction to Social Work</i>. New Delhi: Atma Ram and Sons, 1971. 2. Fernandes, Walter. <i>Development with People: Experiences of Rural Animation in India</i>. New Delhi: Indian Social Institute, 1983. 3. Kudchedkar, S. "Role of Field Work in Professional Social Work Education in India." <i>The Indian Journal of Social Work</i> (1985). 4. Mukherjee, Amitava. <i>Participatory Rural Appraisal: Methodology and Applications</i>. New Delhi: Concept Publishing, 1993. 5. National Council of Educational Research and Training (NCERT). <i>National Curriculum Framework – Experiential Learning and Social Engagement</i>. New Delhi: NCERT, 2005. 6. Sheafor, Bradford W., and Charles R. Horejsi. <i>Techniques and Guidelines for Social Work Practice</i>. Boston: Pearson, 2008. 			

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| | <ol style="list-style-type: none">7. Skidmore, Rex A., and Milton G. Thackeray. <i>Introduction to Social Work</i>. Upper Saddle River, NJ: Prentice Hall, 2001.8. Sundar, S. "Integrating Rural Camps in Social Work Education: Reflections from Field." <i>NAPSWI Journal</i> (2010).9. Trecker, Harleigh B. <i>Social Work Administration</i>. New York: Association Press, 1972. |
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Discipline Specific Elective (DSE) Courses

Title of the Course	Leadership, Communication, and Digital Skills for Social Work Careers
Course Code	SWK-5203
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-26
New Course	Yes
Bridge Course/ Value added Course	No
Course for Advanced Learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • To build leadership and communication skills aligned with professional social work practice. • To equip students with digital tools for documentation, advocacy, and showcasing social impact. • To promote self-awareness, resilience, and self-care for long-term effectiveness in the field. • To prepare students for career readiness through practical skills in CV building, job search communication, and digital presence. • To sensitise students to ethical principles while using digital media and visuals in the social work context. 	
Course Outcomes:		Mapped to PSO
	CO 1. Demonstrate foundational leadership skills grounded in emotional intelligence and self-awareness for social work settings.	PSO1, PSO2, PSO6

	CO 2. Apply professional communication strategies, both written and verbal, in social work documentation and interactions.		PSO2, PSO3
	CO 3. Create digital content using ethical storytelling techniques for advocacy and public communication.		PSO4, PSO5, PSO6
	CO 4. Analyze the role of digital tools and platforms in strengthening practice effectiveness, outreach, and impact.		PSO3, PSO6
	CO 5. Construct job-ready materials and practice career skills such as CV writing, networking, and interview preparedness.		PSO5, PSO6
	CO 6. Integrate self-care and resilience-building strategies into one's personal and professional development plan.		PSO2, PSO5
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Leadership and Self-Awareness in Social Work Leadership models relevant to social work: transformational, servant, participatory. Leadership for advocacy and social justice. Emotional intelligence and ethical decision-making. Self-awareness, strengths-based leadership, and reflective practice.	15	CO1, CO6 K3, K5
Module 2:	Communication and Digital Tools for Practice Professional communication: verbal, non-verbal, and written. Documentation in social work: case notes, reports, minutes, official email writing. Online communication platforms: Zoom, Google Meet, MS Teams. Digital tools for practice: Word, PowerPoint, Google Docs/Slides, Canva.	15	CO2, CO4 K3, K4
Module 3:	Digital Storytelling and Ethical Impact Communication Visual storytelling: using photos, voiceovers, short videos, and infographics. Campaigns and content creation: posters, reels, digital portfolios. Ethical use of digital content in social work: Informed consent for photos and videos; Respect for dignity, privacy, and identity; Avoiding re-traumatization and misrepresentation; Legal and institutional guidelines for media usage. Tools: Canva, Adobe Express, CapCut, Google Sites.	15	CO3, CO4 K4, K46

Module 4:	Self-Care, Career Skills, and Professional Development Managing burnout, compassion fatigue, and procrastination. Self-care frameworks for sustainable practice. Career skills: CV and resume writing; Covering letters and job application emails; LinkedIn profile, short bios, and online networking; Mock interviews and personal branding. Leading teams, managing conflict, and peer support in field settings.	15	CO5, CO6	K5, K6
Pedagogy:	<ul style="list-style-type: none"> • Practical workshops on CV writing, LinkedIn profiles, digital storytelling, and professional communication • Simulations and role plays on ethical dilemmas, team leadership, and conflict management • Group exercises and peer feedback for self-awareness and presentation skills • Use of digital tools such as Canva, Google Workspace, CapCut, and Adobe Express for visual communication • Media analysis and content review for understanding ethical storytelling • Reflective journaling and personal leadership development plans • Guest sessions by field professionals on digital advocacy, communication, and career preparation 			
Texts:	<ol style="list-style-type: none"> 1. Northouse, P. G. (2018). <i>Leadership: Theory and Practice</i>. SAGE Publications. 2. Goleman, D. (1998). <i>Working with Emotional Intelligence</i>. Bantam Books. 3. Lambert, J. (2013). <i>Digital Storytelling: Capturing Lives, Creating Community</i>. Routledge. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Maslach, C., & Leiter, M. P. (2016). <i>The Truth About Burnout: How Organizations Cause Personal Stress and What to Do About It</i>. Jossey-Bass. 2. Jenkins, R. (2007). <i>Self-Leadership and Personal Resilience in Social Work</i>. Palgrave Macmillan. 3. Murray, R., Caulier-Grice, J., & Mulgan, G. (2010). <i>The Open Book of Social Innovation</i>. Nesta 4. Tandon, R. (2014). <i>Social Development and Social Work Perspectives in India</i>. SAGE Publications. 5. MindTools. (2020). <i>Overcoming Procrastination</i>. Available at: www.mindtools.com 6. Novoresume.com & LinkedIn Learning. (2023). <i>Career Tools for Social Impact Professionals</i> 7. UNESCO. (2019). <i>Ethical Guidelines for Digital Media Use in Humanitarian Settings</i>. Available at: https://unesdoc.unesco.org 			
Web Resources:	<ol style="list-style-type: none"> 1. https://sdgs.un.org/goals – UN Sustainable Development Goals 			

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| | <ol style="list-style-type: none">2. https://ncpcr.gov.in – National Commission for Protection of Child Rights3. https://prsindia.org – PRS Legislative Research (for policy tracking)4. https://indiacode.nic.in – Government of India repository of all laws5. https://legislative.gov.in – Official portal for Indian legislation |
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