



CIRCULAR

Ref. No.: GU/Acad –PG/BoS -NEP/2025-26/522 dated 28.10.2025

In supersession to the above referred Circular, the syllabus of Semester III & IV of the **Master of Social Work** Programme approved by the Standing Committee of the Academic Council in its meeting held 24th February 2026, is attached.

The syllabus of Semester I & II approved earlier by the Academic Council in its meeting held on 13th & 14th June 2025, is also 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, Goa University.

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.

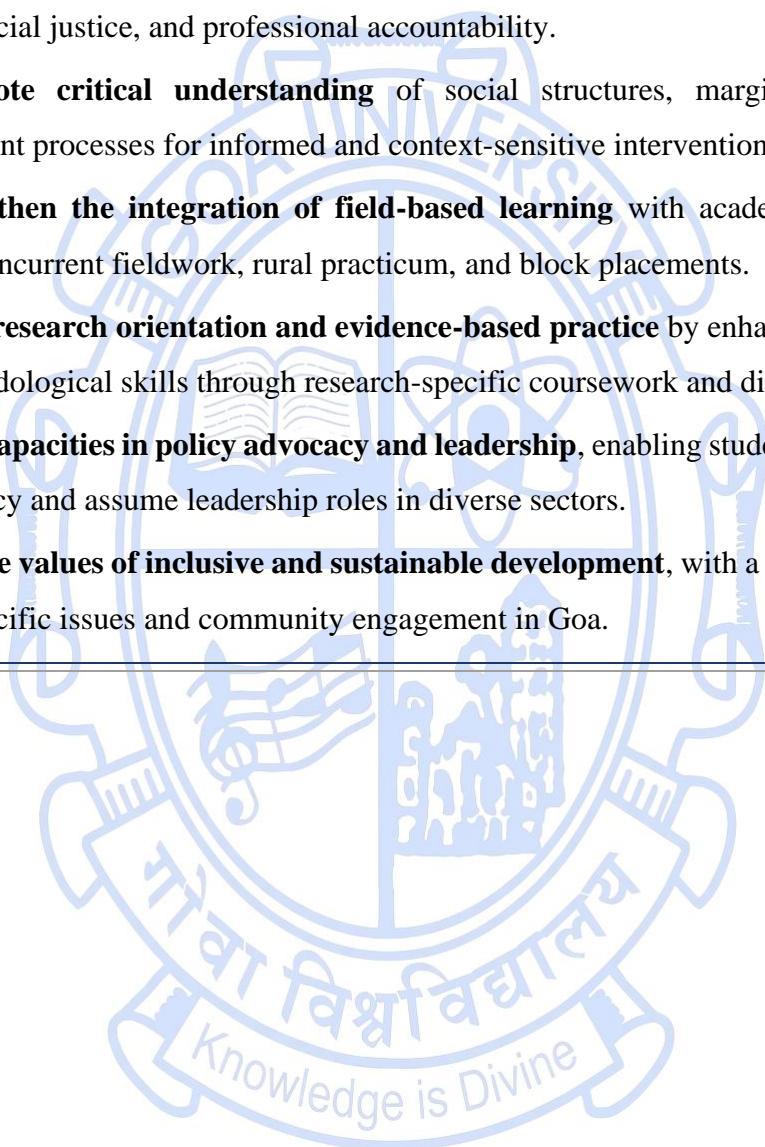
The curriculum is aligned with national standards of social work education and reflects the core competencies required for engaging with individuals, families, groups, and communities. The programme emphasizes critical understanding of structural inequalities, rights-based approaches, and the role of 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	<u>SWK-5000</u>	Introduction to Social Work: History and Ideology	4T	400
2	<u>SWK-5001</u>	Social Case Work (Work with Individual & Families)	4T	400
3	<u>SWK-5002</u>	Group Work	4T	400
4	<u>SWK-5003</u>	Concurrent Field Work Practicum	4P	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	<u>SWK-5201</u>	Social Action, Social Movements, Networking and Advocacy	4T	400
2	<u>SWK-5202</u>	Understanding Society and Social Problems	4T	400
Total Credits for DSE Courses in Semester I			4	
Total Credits in Semester I			20	

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



Semester III

Research Specific Elective (RSE) Courses (12 credits)

Sr. No	Course Code	Title of the Course	Credits	Level
1	SWK-6000	Research Methodology in Social Work	4T	500
2	SWK-6001	Block Placement in Community Development Practice	4P	500
3	SWK-6002	Urban Community Development	4T	500
4	SWK-6003	Rural Community Development	4T	500
5	SWK-6004	Mental Health and Psychiatric Disorders	4T	500
6	SWK-6005	Block Placement in Medical and Psychiatric Social Work	4P	500
7	SWK-6006	Therapeutic Interventions – II	4T	500
8	SWK-6007	Social Work Practice with Youth	4T	500
9	SWK-6008	Block Placement in Social Work Practice with Children, Family and Youth	4P	500
10	SWK-6009	Family Centred Social Work Practice	4T	500
Total credits for RSE courses in semester III			12	

Discipline Specific Vocational Elective (DSVE) Courses (8 credits)

Students are required to complete 8 Credits of Discipline-Specific Vocational Elective (DSVE) courses in Semester III, and may opt for any two DSVE courses. Students seeking a degree with a specialisation must complete 28 credits from courses offered within the same specialisation area

Sr. No	Course Code	Title of the Course	Credits	Level
1	SWK-6401	Community Development Practice with Disempowered Communities	2T+2P	500
2	SWK-6402	Participatory Methods for Community Development	2T+2P	500
3	SWK-6403	Social Justice, Human Rights and Community Practice	2T+2P	500
4	SWK-6404	Counselling Skills and Techniques	2T+2P	500
5	SWK-6405	Therapeutic Interventions -I	2T+2P	500
6	SWK-6406	Participatory Action Research in Mental Health and Disability	2T+2P	500

7	SWK-6407	Social Work Practice with Children	2T+2P	500
8	SWK-6408	Social Work Interventions in School and Institutional Settings	2T+2P	500
9	SWK-6409	Digital Technology: Children's and Youth Wellbeing	2T+2P	500
Total Credits for DSVE Courses in Semester III			8	
Total Credits in Semester III			20	

SWK-6401, SWK-6402, SWK-6403 are identified as specialisation subjects for Community Development, SWK-6404, SWK-6405, SWK-6406 are identified as specialisation subjects for Medical and Psychiatric Social Work and SWK-6407, SWK-6408, SWK-6409 are identified as specialisation subjects for Social Work Practice with Children, Youth and Families

Discipline Specific Dissertation (DSD) (40 Credit Dissertation)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	SWK-6501	Dissertation	40	500

Semester IV				
Generic Elective (GE) Courses (20 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>SWK-6201</u>	Concurrent fieldwork- Community Development	4P	500
2	<u>SWK-6202</u>	Social Policy and Planning	4T	500
3	<u>SWK-6203</u>	Community Organisations - Project Planning, Monitoring and Evaluation	4T	500
4	<u>SWK-6204</u>	Social Entrepreneurship and Innovation	4T	500
5	<u>SWK-6205</u>	Sustainable Development and Community Social Work Practice	4T	500
6	<u>SWK-6206</u>	Political Economy of Development	4T	500
7	<u>SWK-6207</u>	Concurrent Fieldwork Practicum – Medical and Psychiatric Social Work	4P	500
8	<u>SWK-6208</u>	Psychiatric Social Work with Vulnerable Groups	4T	500
9	<u>SWK-6209</u>	Medical and Psychiatric Social Work Practice	4T	500
10	<u>SWK-6210</u>	Mental Health Law and Ethics	4T	500
11	<u>SWK-6211</u>	Community Mental Health Practice	4T	500
12	<u>SWK-6212</u>	Concurrent Fieldwork Practicum - Working with Family, Children and Youth	4P	500
13	<u>SWK-6213</u>	Working with Children in Difficult Circumstances	4T	500
14	<u>SWK-6214</u>	Gender and Sexuality Education for Children and Youth	4T	500
15	<u>SWK-6215</u>	Child Rights and Child Protection	4T	500
16	<u>SWK-6216</u>	Social Work in Children and Family Courts	4T	500
Total credit for the GE courses in Semester IV			20	

Discipline Specific Dissertation (DSD) (20 Credit Dissertation)				
Sr. No	Course Code	Title of the Course	Credits	Level
4	SWK-6502	Discipline-Specific Dissertation in Community Development	20	500
5	SWK-6503	Discipline-Specific Dissertation in Medical and Psychiatric Social Work	20	500
6	SWK-6504	Discipline-Specific Dissertation in Social Work Practice with Children, Youth and Families	20	500

Blooms Taxonomy Cognitive Levels	
Cognitive Level	Notations
K1	Remembering
K2	Understanding
K3	Applying
K4	Analyzing
K5	Evaluating
K6	Create

SEMESTER I

Discipline Specific Core (DSC) Courses

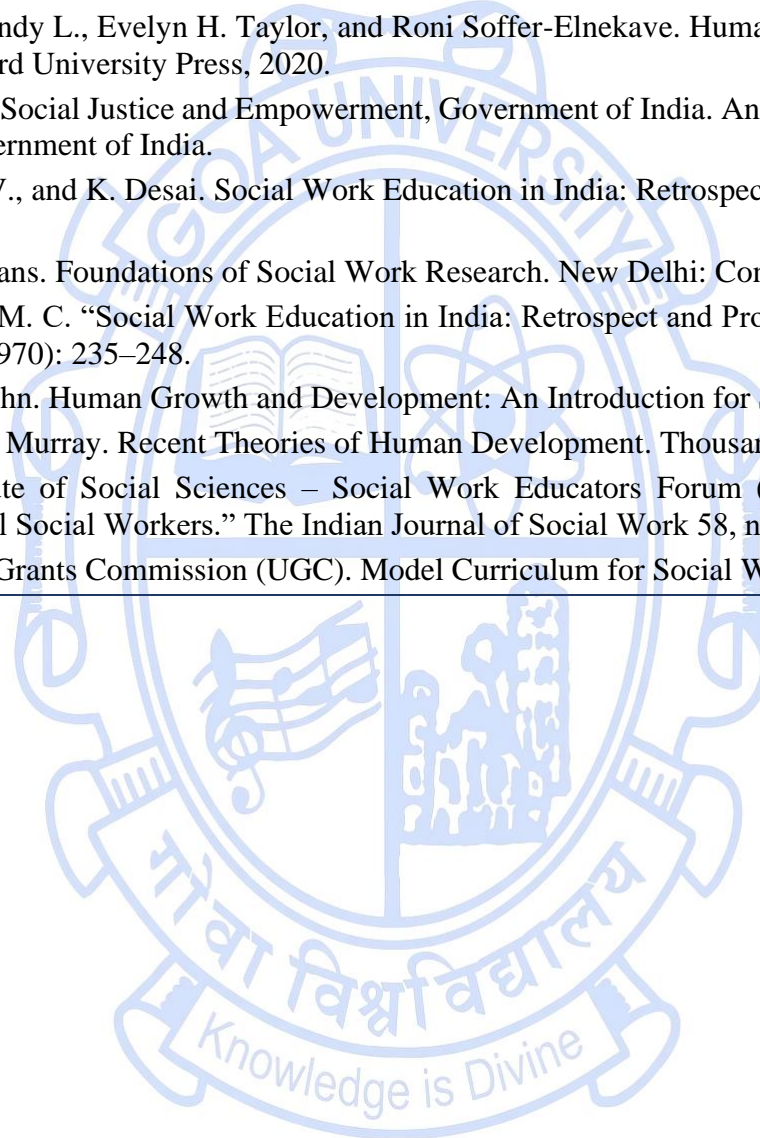
Title of the Course	Introduction to Social Work, History, Ideology, and Professional Practice	
Course Code	SWK-5000	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025-26	
New Course	No	
Bridge Course/ Value added Course	No	
Course for Advanced Learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • To 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 NPSWI. 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.

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



Title of the Course	Social Case Work (Work with Individual & Families)
Course Code	SWK-5001
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 K1
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 K2
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 K4
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 K4
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:	CO 1. Understand the foundations, concepts, and values of social group work.	Mapped to PSO PSO1, PSO3
	CO 2. Demonstrate knowledge of the group work process and programme planning across	PSO2, PSO3

	developmental stages.			
	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 			

	<ul style="list-style-type: none"> • 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. Foundational Writings on Group Process and Democratic Leadership in Group Work. 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:	https://www.mindtools.com/abyj5fi/forming-storming-norming-and-performing

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

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	CO 1. Understand the functioning and field realities of organizations working with vulnerable populations.	Mapped to PSO 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

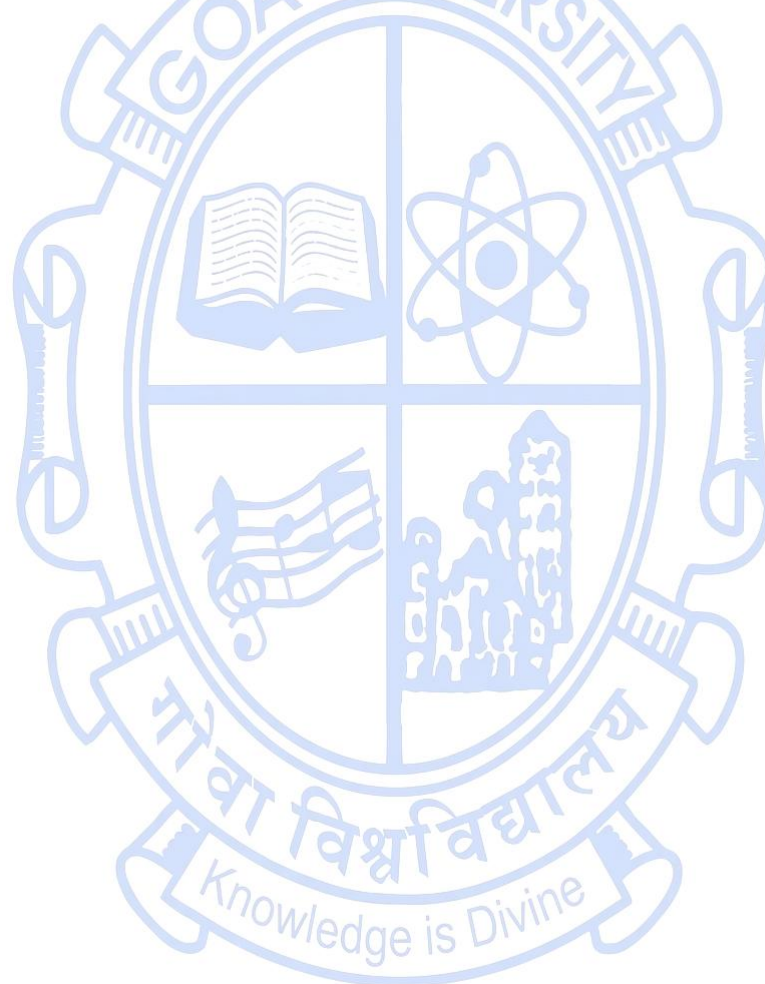
	<p>Indian Society and Social problems 3) Leadership and Personality Development 4) Values and Ethics in Social Work 5) Reality walk–meeting Social Work Professionals</p> <p>Minimum 3 Skill Laboratory Workshop sessions must be organized, each of 2 hours duration, during the first semester. A total of 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." NAPSWI Journal (2010). 9. Trecker, Harleigh B. Social Work Administration. New York: Association Press, 1972.
Web Resources:	Official Websites of Government agencies and NGOs

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



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.

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

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			

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

SEMESTER II

Discipline Specific Core (DSC) Courses

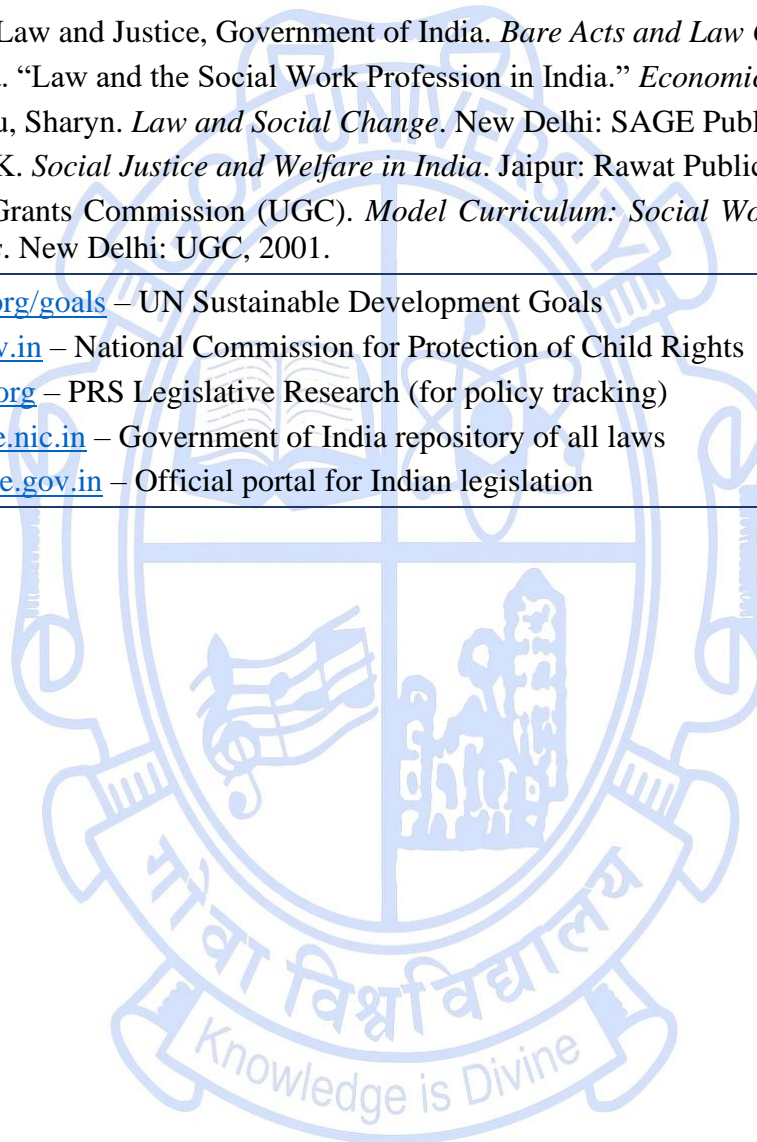
Title of the Course	Law, Public Policy, and Social Work
Course Code	SWK-5004
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No
Pre-requisites for the Course:	Nil
Course Objectives:	<ul style="list-style-type: 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>

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



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

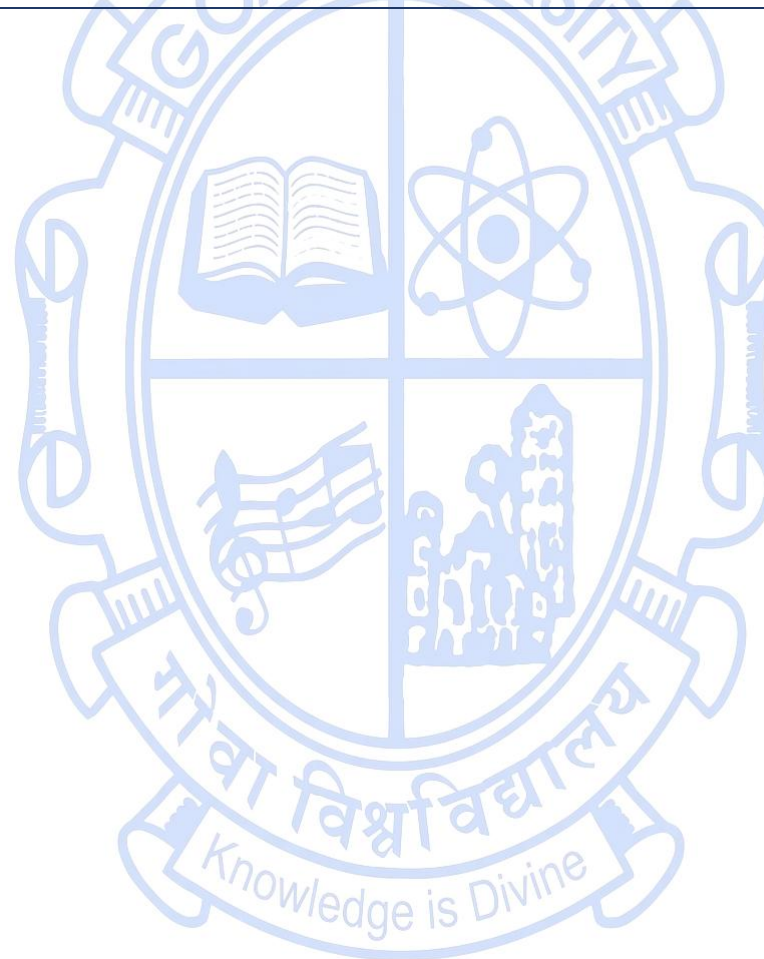
Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • To provide a comprehensive understanding of human growth and development across the life span. • To critically analyze the major psychological, social, and cultural theories explaining behaviour. • To examine 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. 			

11. Mathai, Fr. *Child Development and Pedagogy*. Hyderabad: Neelkamal Publications, 2009.
12. Seetharaman, P. *Development of Learner and Teaching Learning Process*. Chennai: SciTech Publications, 2008.
13. Sharf, Richard S. *Theories of Psychotherapy and Counselling*. 2nd ed. Belmont, CA: Brooks/Cole, 2000.
14. Sudbery, John. *Human Growth and Development: An Introduction for Social Workers*. London: Routledge, 2009.
15. Thomas, R. Murray. *Recent Theories of Human Development*. Thousand Oaks, CA: Sage, 2001.

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



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.

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

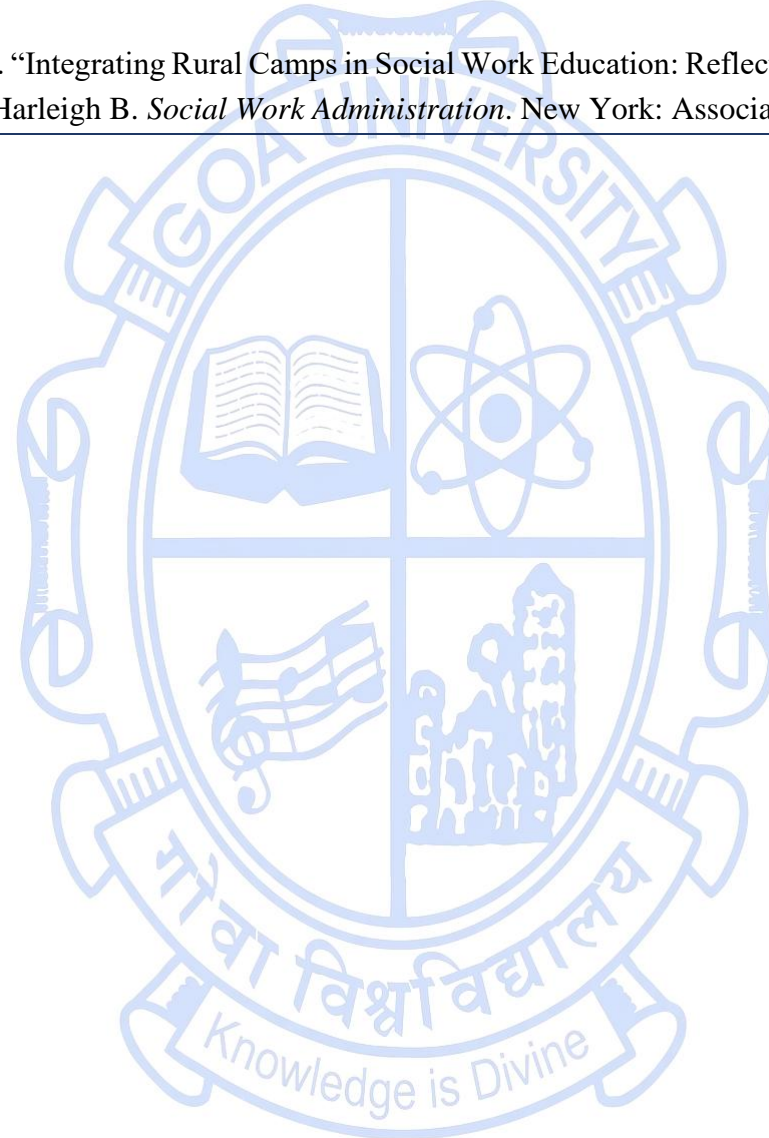
Title of the Course	Concurrent Field Work Practicum and Rural Camp	
Course Code	SWK-5007	
Number of Credits	4	
Theory/Practical	Practical	
Level	500	
Effective from AY	2025-2026	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil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

7. Skidmore, Rex A., and Milton G. Thackeray. *Introduction to Social Work*. Upper Saddle River, NJ: Prentice Hall, 2001.
8. Sundar, S. "Integrating Rural Camps in Social Work Education: Reflections from Field." *NAPSWI Journal* (2010).
9. Trecker, Harleigh B. *Social Work Administration*. New York: Association Press, 1972.

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



Discipline Specific Elective (DSE) Courses

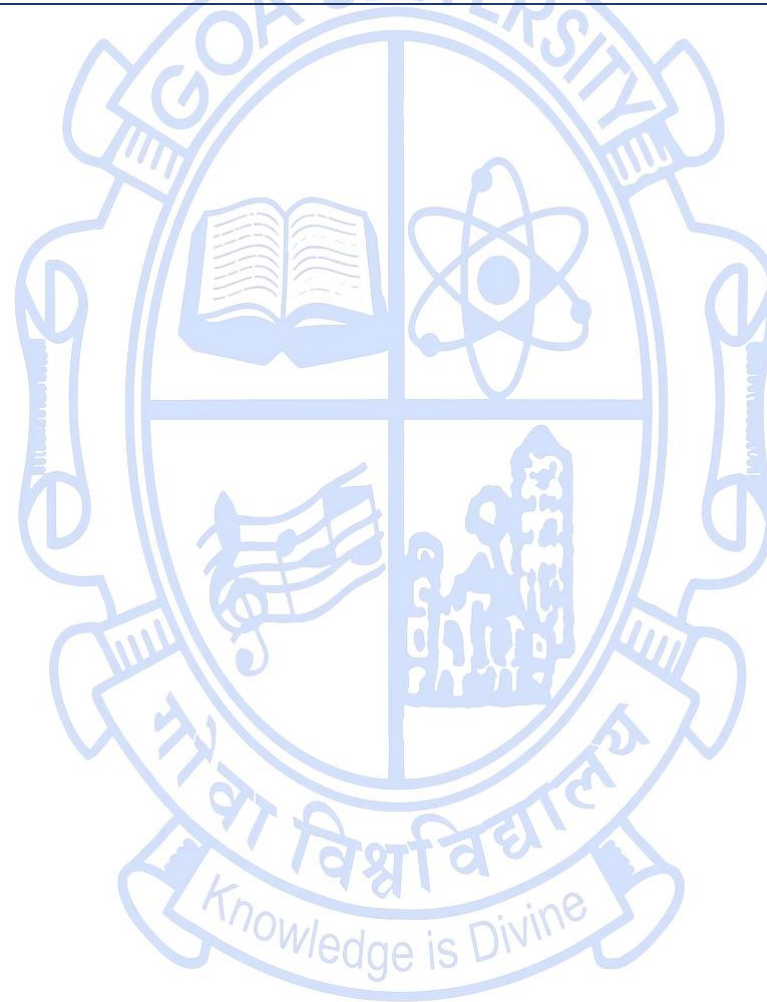
Title of the Course	Leadership, Communication, and Digital Skills for Social Work Careers	
Course Code	SWK-5203	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025-26	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for Advanced Learners	Yes	
Pre-requisites for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

2. <https://ncpcr.gov.in> – National Commission for Protection of Child Rights
3. <https://prsindia.org> – PRS Legislative Research (for policy tracking)
4. <https://indiacode.nic.in> – Government of India repository of all laws
5. <https://legislative.gov.in> – Official portal for Indian legislation

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



SEMESTER III

Research Specific Elective (RSE) Courses

Title of the Course	Research Methodology in Social Work
Course Code	SWK-6000
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/Value-added Course	No
Course for advanced learners	No

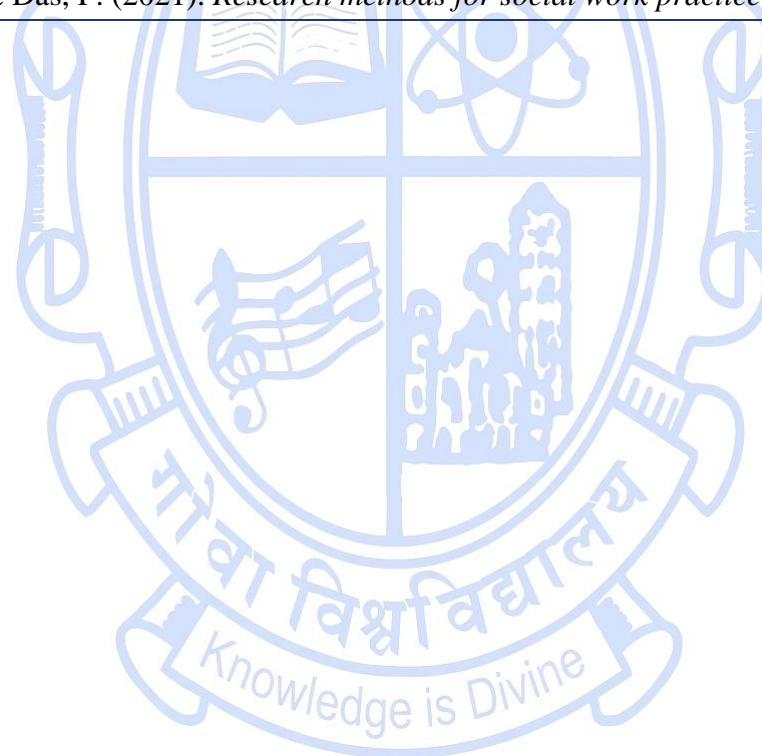
Pre-requisites for the Course:	Registration in the MSW programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none">• To develop an understanding of the philosophical foundations and ethics of social work research.• To equip students with knowledge of quantitative, qualitative, and mixed-methods research designs.• To develop competencies in data collection, analysis, and interpretation for social work practice.• To enhance students' skills in writing research proposals, reports, and disseminating findings ethically and effectively.	
Course Outcomes		Mapped to PSO
	CO 1. Explain the foundations, principles, and ethics of social work research	PSO1, PSO5

	CO 2. Design and conduct social work research using quantitative, qualitative, and mixed methods		PSO2, PSO3
	CO 3. Apply appropriate sampling techniques, data collection tools, and analytical methods		PSO2, PSO4
	CO 4. Use statistical and qualitative software for data management and analysis		PSO1, PSO3, PSO5
	CO 5. Prepare a research proposal and report demonstrating ethical and evidence-based practice		PSO1, PSO3, PSO5
Content:		No of hours	Mapped to CO
Module 1:	<p>Foundations of Social Work Research (12 hours)</p> <p>Meaning, scope, and importance of research in social work practice</p> <p>Philosophy of social science research: positivism, interpretivism, and critical paradigms</p> <p>Research ethics: informed consent, confidentiality, researcher–participant relationship, plagiarism, and data integrity</p> <p>The research process: steps and stages in conducting research</p> <p>Relationship between theory, practice, and research in social work</p>	12	CO1 K3
Module 2:	<p>Research Designs and Methods</p> <p>Types of research: exploratory, descriptive, experimental, evaluative, and action research, Quantitative methods: survey, correlational, and experimental designs, Qualitative methods: ethnography, case study, phenomenology, grounded theory, narrative inquiry, Mixed methods: rationale, design, and integration, Community-based participatory research and feminist research perspectives</p>	12	CO 2 K4, k5
Module 3:	<p>Sampling and Data Collection Universe, population, sampling frame, and sample size determination</p> <ul style="list-style-type: none"> • Probability and non-probability sampling techniques • Tools and techniques of data collection: interview, questionnaire, observation, focus group discussion, case studies, key informant interviews 	12	CO 3 K4, k5

	<ul style="list-style-type: none"> • Designing and pre-testing research instruments • Online and digital data collection tools 			
Module 4	<p>Data Analysis and Interpretation</p> <p>Quantitative Analysis:</p> <ul style="list-style-type: none"> • Data entry and coding • Descriptive statistics: frequency, percentage, mean, median, mode, standard deviation • Inferential statistics: correlation, chi-square, t-test, ANOVA • Introduction to statistical software (SPSS/PSPP/Excel) <p>Qualitative Analysis:</p> <ul style="list-style-type: none"> • Data transcription and coding • Thematic and content analysis • Use of qualitative software (NVivo/Atlas.ti) • Triangulation and ensuring validity and reliability 	12	CO 4	K4, K5
Module 5	<p>Report Writing, Dissemination, and Research Practicum</p> <p>Structure and components of a research report</p> <p>Writing a research proposal and abstract</p> <p>Citation styles (APA 7th edition) and referencing software (Zotero, Mendeley), Dissemination of research findings: academic, community, and policy audiences, Research Practicum: students will design and implement a mini-research project (individual or group) involving: Identification of a social issue, Formulation of research questions/objectives, Data collection (primary or secondary), Analysis and presentation of results</p>	12	CO 5	K5
Pedagogy:	<ul style="list-style-type: none"> • Lectures and demonstrations • Hands-on practical sessions (survey design, data analysis, use of software) • Flipped classroom • Field-based mini-research projects 			

	<ul style="list-style-type: none"> • Seminars, group presentations, and workshops • Review and critique of published research papers
References/ Readings:	<ol style="list-style-type: none"> 1. Alston, M., & Bowles, W. (2018). <i>Research for social workers: An introduction to methods</i> (4th ed.). Routledge. 2. Neuman, W. L. (2014). <i>Social research methods: Qualitative and quantitative approaches</i> (7th ed.). Pearson. 3. Kumar, R. (2022). <i>Research methodology: A step-by-step guide for beginners</i> (6th ed.). Sage. 4. Singh, Y. K. (2019). <i>Social research methods</i>. New Delhi: APH Publishing. 5. Payne, M. (2020). <i>Social work research and evidence-based practice</i> (3rd ed.). Palgrave. 6. Thyer, B. A. (Ed.). (2019). <i>The handbook of social work research methods</i> (3rd ed.). Sage. 7. D’Cruz, H., Gillingham, P., & Melendez, S. (2016). <i>Reflexivity in social work research</i>. Routledge. 8. Sinha, A., & Dutt, S. (2018). <i>Quantitative social research methods</i>. New Delhi: Sage. 9. Roy, S., & Das, P. (2021). <i>Research methods for social work practice in India</i>. Rawat Publications.

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



Title of the Course	Block Placement in Community Development Practice
Course Code	SWK-6001
Number of Credits	4
Theory/Practical	Practical
Level	500
Effective from AY	2025-2026
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"> • Provide intensive, structured field immersion with Panchayats/ULBs, line departments, and community-based organisations (CBOs/SHGs/CLFs/FPOs). • Integrate classroom learning with community organisation, participatory diagnosis (PRA/PLA), and micro-interventions for WASH, waste, water security, livelihoods, and service access. • Build competence in project planning (problem/solution trees, ToC/LFA, logframes, workplans, budgets, risk) and participatory MEL. • Strengthen professional documentation (community profiles, PRA packs, meeting minutes, policy/practice briefs, reflective journals) and ethical practice. • Enable productive interfaces with PRIs/ULBs/line departments and social-accountability processes (scorecards/social audits).

Course Outcomes:		Mapped to PSO		
	CO 1. Demonstrate application of community-development knowledge, methods, and values in field practice with PRIs/ULBs and CBOs.	PSO1, PSO2		
	CO 2. Engage effectively with communities and local institutions to co-design and deliver micro-interventions.	PSO2, PSO3		
	CO 3. Apply intervention skills through community organisation, participatory tools, and service/system linkages.	PSO3, PSO4		
	CO 4. Prepare professional records (community profile, PRA outputs, ToC/logframe, briefs, reflective journals).	PSO4, PSO5		
	CO 5. Demonstrate professional growth through supervision, self-reflection, ethics, and accountability actions.	PSO1, PSO6		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Block Placement (One Month): 4 weeks at the beginning of Semester III in June. Focus: gram/ward-level service delivery (SBM-G/U, JJM, ICDS/PHC), livelihoods/NRLM, FRA/PESA awareness where relevant, urban basic services. Output: Block Placement Report with case narratives, tools used, and reflections.	110	CO1, CO2, CO3, CO4	K3, K4, K6
Module 2:	Supervision & Reflective Learning: Weekly/fortnightly individual and group conferences with faculty supervisors; supervision for ethics, risk/safeguards, and adaptive planning; MEL starter kit (indicator register, baseline/targets, simple dashboard); reflective integration of theory and field.	10	CO4, CO5	K4, K5, K6
Pedagogy:	<ul style="list-style-type: none"> • Field immersion and guided practice with agency supervisors • Individual and group conferences with faculty supervisors • Studio clinics (ToC/logframe/indicators/scorecards) and reflective journals • Case presentations and integration of theory with field through supervision 			
Texts:	1. Ledwith, M. (2020). <i>Community development: A critical and radical approach</i> (3rd ed.). Policy Press.			

	<ol style="list-style-type: none"> 2. Narayanasamy, N. (2009). <i>Participatory rural appraisal: Principles, methods and application</i>. SAGE. 3. UNDP. (2009). <i>Handbook on planning, monitoring and evaluating for development results</i>. 4. Kusek, J. Z., & Rist, R. C. (2004). <i>Ten steps to a results-based monitoring and evaluation system</i>. World Bank. 5. Kadushin, A., & Harkness, D. (2014). <i>Supervision in social work</i> (5th ed.). Columbia University Press.
References/ Readings:	<ol style="list-style-type: none"> 1. Chambers, R. (1997). <i>Whose reality counts?</i> Intermediate Technology. 2. Ebrahim, A., & Rangan, V. K. (2014). What impact? <i>California Management Review</i>, 56(3), 118–141. 3. OECD DAC. (2019). <i>Better criteria for better evaluation</i>. OECD. 4. Patton, M. Q. (2011). <i>Developmental evaluation</i>. Guilford. 5. Roche, C. (1999). <i>Impact assessment for development agencies</i>. Oxfam. 6. Government of India mission guidelines (orientation): MGNREGA social audit, SBM-U/G, Jal Jeevan Mission, NRLM.
Web Resources:	<ol style="list-style-type: none"> 1. Ministry of Panchayati Raj, Government of India — https://www.panchayat.gov.in 2. MoR&D (DRDA/MGNREGA/NRLM) — https://rural.nic.in 3. SBM (Urban/Rural) — https://swachhbharatmission.gov.in 4. Jal Jeevan Mission — https://ejalshakti.gov.in 5. IFSW — Global standards and ethics — https://www.ifsw.org

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



Title of the Course	Urban Community Development
Course Code	SWK-6002
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
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"> • Familiarize learners with the conceptual framework of urbanization, urban community, urban planning, and governance. • Enhance understanding of problems faced by urban communities and State-led interventions to address these problems. • Equip learners with skills necessary for planning interventions to promote participatory urban community development. 	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the concept of urbanization and urban community.	PSO1, PSO2
	CO 2. Evaluate the problems and issues faced by urban communities.	PSO2, PSO4
	CO 3. Analyse State-led interventions in urban areas.	PSO2, PSO6

	CO 4. Design and plan participatory urban community development interventions.		PSO1, PSO3, PSO5
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Urbanisation and Urban Community: Urbanization—concept, causes and consequences; types of urban centres (town, large city, metropolitan city, megacity, satellite towns, parallel city); Urban Community—meaning & characteristics; theories of urban development (classical & modern); New Urbanism, Just City, Dead Cities.	15	CO1 K1, K2
Module 2:	Urban Community—Issues and Concerns: Poverty; informal work; housing; homelessness; unplanned urban growth; urban public health; civic amenities; transport; water supply & management; storm-water management; solid waste management; caste and the city; slums & slum redevelopment; climate change; industrial disasters.	15	CO1 K3, K4, P6
Module 3:	State-Led Interventions for Urban Development: Urban governance and the 74th Constitutional Amendment; structure of governance and role of functionaries; city planning in India; SEZ, nano cities, Smart Cities; urban development policy; urban renewal programs in Indian cities; role of SDGs and NITI Aayog in transforming urban India; DAY-NULM (National Urban Livelihoods Mission) and Swachh Bharat 2.0.	15	CO3 K2, K3
Module 4:	Project Planning for Urban Community Development: Analysing quantitative & qualitative data on urbanization and urban communities; identifying stakeholders, authorities, schemes and governance frameworks; Finance Commission and urban development; designing effective stakeholder meetings; framing intervention/policy outcomes; innovative approaches & strategies; social innovations in urban areas.	15	CO4 K4, K5, K6
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:	Texts (Essential Readings) 1. Harvey, D. (1996). Cities or urbanization? <i>City</i> , 1(1–2), 38–61. https://doi.org/10.1080/13604819608900022		

	<p>2. Ministry of Urban Development. <i>Urban and Regional Development Plans Formulation and Implementation (URDPFI) Guidelines</i>. https://mohua.gov.in/upload/uploadfiles/files/URDPFI%20Guidelines%20Vol%20I(2).pdf</p>
References/ Readings:	<ol style="list-style-type: none"> 1. Bhowmik, D. (2007). <i>Economics of Poverty</i>. Deep and Deep. 2. Eisinger, P. (2015). Theorizing the death of cities. In <i>Emerging Trends in the Social and Behavioral Sciences</i>. Wiley. 3. Ghosh, P. K. (1984). <i>Urban Development in the Third World</i>. Greenwood. 4. Harvey, D. (1996). Cities or Urbanization? <i>City</i>, 1(1–2), 38–61. 5. Joshi, D. P. (2006). <i>Poverty and Sustainable Development</i>. Gyan. 6. Judge, D., Stoker, G., & Wolman, H. (Eds.). (1995). <i>Theories of Urban Politics</i>. SAGE. 7. <i>New Forms of Urban Governance in India: Shifts, Models, Networks and Contestations</i>. (2009). SAGE. 8. Petras, J., & Veltmeyer, H. (2001). <i>Globalization Unmasked: Imperialism in the 21st Century</i>. Madhyam. 9. Ramachandran, M. (2014). <i>India's Urban Confusion: Challenges and Strategies</i>. Konark. 10. Rao, C. N. (2016). <i>Urban Governance in India</i>. Kalpaz. 11. <i>Social Work and the City: Urban Themes in 21st-Century Social Work</i>. (2016). Palgrave Macmillan. 12. Smith, D. (2019). <i>Third World Cities in Global Perspective</i>. Taylor & Francis. 13. <i>Subaltern Urbanisation in India: An Introduction to the Dynamics of Ordinary Towns</i>. (Springer India). 14. Thorat, S., et al. (2015). Urban rental housing market: Caste and religion matters in access. <i>Economic and Political Weekly</i>, 50(26–27). 15. UN-Habitat. (2012). <i>The Challenge of Slums: Global Report on Human Settlements 2003</i>. Taylor & Francis. 16. <i>Urbanisation in India: Challenges, Opportunities and the Way Forward</i>. (2014). SAGE. 17. <i>Urban Poverty and Climate Change: Life in the Slums of Asia, Africa and Latin America</i>. (2016). Taylor & Francis. 18. Ministry of Urban Development. <i>URDPFI Guidelines</i>. Government of India. (as above)
Web Resources:	<ol style="list-style-type: none"> 1. Calthorpe, P. (2017, Aug 31). <i>Seven Principles of Building Better Cities</i>. https://www.youtube.com/watch?v=IFjD3NMv6Kw&t=9s

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

Title of the Course	Rural Community Development
Course Code	SWK-6003
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

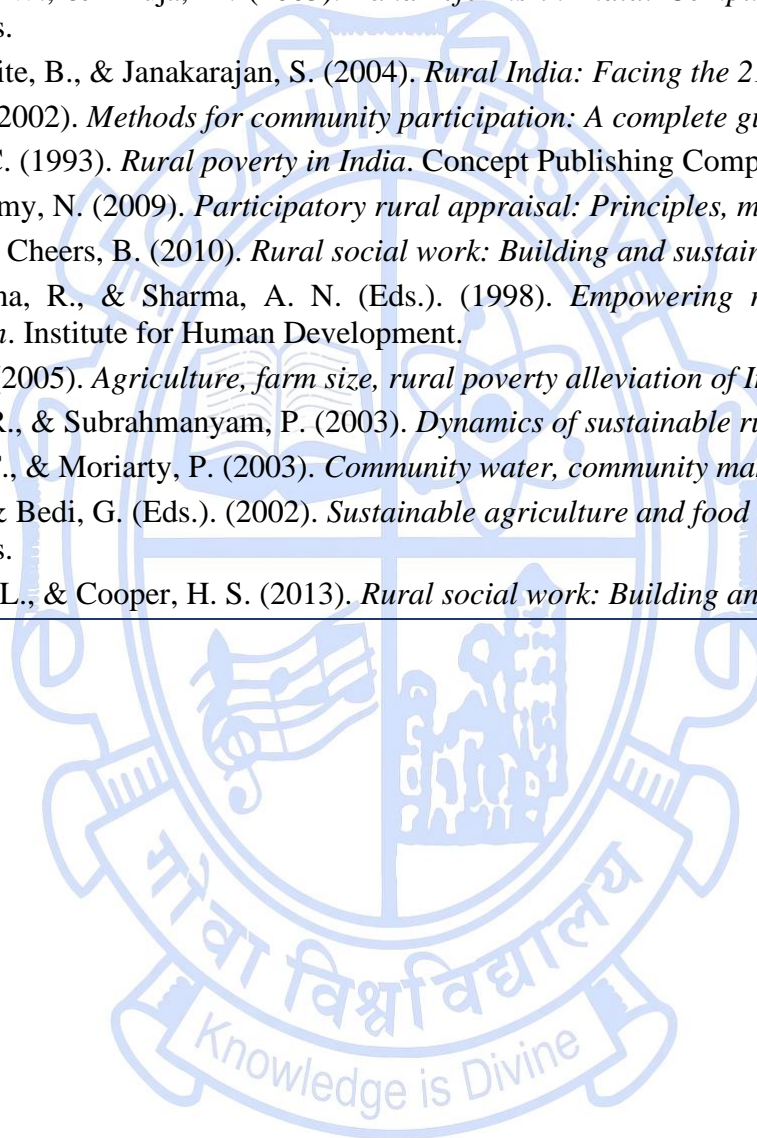
Pre-requisites for the Course:	Successful completion of Semester II fieldwork practicum and registration in the MSW Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To develop an understanding of the concepts, principles, and models of rural community development. • To critically examine the problems, challenges, and determinants influencing rural development in India. • To analyze the structures, institutions, and administrative mechanisms shaping rural development and governance. • To enhance the ability to apply participatory and sustainable approaches in addressing rural development issues. 	
Course Outcomes:		Mapped to PSO
	CO 1. Demonstrate a critical understanding of concepts, models, and approaches of rural development, and their applicability in community settings.	PSO1, PSO4
	CO 2. Analyze the problems and challenges in rural development using participatory approaches.	PSO 2, PSO 3, PSO 4
	CO 3. Evaluate the role of administration, institutions, and governance structures in	PSO 2, PSO 4, PSO 6

	promoting rural development.		CO4	
	CO 4. Apply research and participatory tools to design sustainable rural development strategies.		PSO 1, PSO 5, PSO 6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Rural Development: Definition and evolution of rural development; principles and philosophy; key determinants—social, economic, political, environmental, and cultural; approaches to rural community development—Integrated rural development, Asset-based community development, Sustainable livelihoods approach; models—PURA (Providing Urban Amenities in Rural Areas), Integrated Rural Development Programme (IRDP), Cooperative model.	15	CO1	K1, K2
Module 2:	Problems in Rural Development: Structural inequality and rural poverty; rural employment—problems and prospects; land ownership, entitlements, and alienation; livelihood and food security issues; issues of accessibility, availability, and affordability—education, housing, health, and sanitation.	15	CO2	K2, K3
Module 3:	Rural Development Administration: Structure and functions of rural development administration; role of cooperatives in rural development; participation of government organizations in rural development; participation of voluntary organizations in rural development; role of financial institutions in rural development.	15	CO3	K3, K4
Module 4:	Rural Governance: Democratic decentralization—meaning, objectives, and importance; governance—meaning, features of good governance, and structures; Panchayati Raj system; review of the 73rd & 74th Constitutional Amendments.	15	CO3. CO4	K3, K4, 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 observations (where feasible) 			

**References/
Readings:**

1. Habibullah, W., & Ahuja, M. (2005). *Land reforms in India: Computerisation of land records* (Vol. 10). Sage Publications.
2. Harriss-White, B., & Janakarajan, S. (2004). *Rural India: Facing the 21st century*. Anthem Press.
3. Kumar, S. (2002). *Methods for community participation: A complete guide for practitioners*. Vistaar Publications.
4. Mehta, B. C. (1993). *Rural poverty in India*. Concept Publishing Company.
5. Narayanasamy, N. (2009). *Participatory rural appraisal: Principles, methods and application*. Sage Publications.
6. Pugh, R., & Cheers, B. (2010). *Rural social work: Building and sustaining community capacity*. Policy Press.
7. Radhakrishna, R., & Sharma, A. N. (Eds.). (1998). *Empowering rural labour in India: Market, state and mobilisation*. Institute for Human Development.
8. Rao, H. C. (2005). *Agriculture, farm size, rural poverty alleviation of India*. Academic Foundation.
9. Reddy, G. R., & Subrahmanyam, P. (2003). *Dynamics of sustainable rural development*. Serials Publication.
10. Schouten, T., & Moriarty, P. (2003). *Community water, community management*. ITDG Publishing.
11. Shiva, V., & Bedi, G. (Eds.). (2002). *Sustainable agriculture and food security: The impact of globalisation*. Sage Publications.
12. Streeter, C. L., & Cooper, H. S. (2013). *Rural social work: Building and sustaining community capacity*. Wiley.

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



Title of the Course	Mental Health and Psychiatric Disorders
Course Code	SWK-6004
Number of Credits	4
Theory/Practical	Theory
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:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • Understand the concept, foundations, and determinants of mental health. • Gain knowledge of psychiatric classifications, assessment techniques, and the role of psychiatric social work. • Demonstrate understanding of the nature, causes, types, and treatment of major psychiatric disorders. • Analyze socio-cultural factors influencing mental health and illness. • Develop knowledge of policies, legal frameworks, and rights-based approaches to mental health. • Acquire knowledge of mental health promotion and prevention strategies in diverse settings. 	
Course Outcomes:		Mapped to PSO
	CO 1. Define and explain concepts, foundations, and determinants of mental health.	PSO1, PSO2
	CO 2. Demonstrate understanding of psychiatric classifications, assessments, and the role of psychiatric social work.	PSO1, PSO3

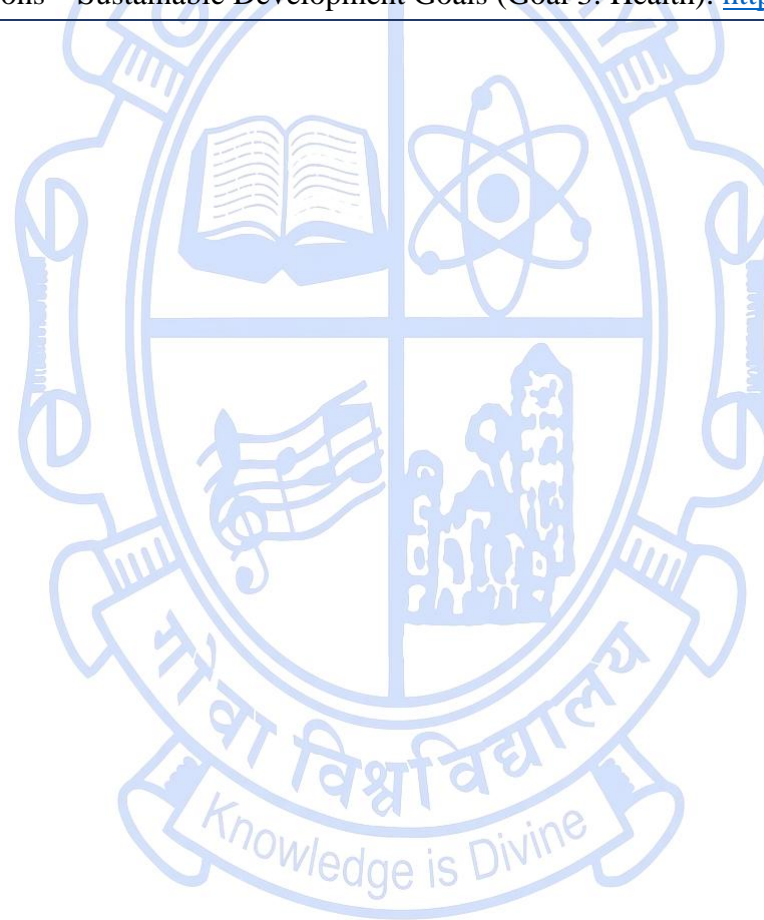
	CO 3. Analyse the aetiology, symptoms, and treatment of major psychiatric disorders.		PSO1, PSO3, PSO5
	CO 4. Examine socio-cultural and policy frameworks shaping mental health and illness.		PSO2, PSO4
	CO 5. Apply preventive and promotive mental health strategies in diverse community and institutional settings.		PSO1, PSO3, PSO4, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Foundations of Mental Health: Concept and definitions of mental health and illness; historical perspectives; social construction of illness; determinants (biological, psychological, socio-cultural, environmental); characteristics of mentally healthy individuals.	10	CO1 K3
Module 2:	Classification & Assessment in Psychiatry: Overview of ICD-11 and DSM-5; psychiatric interviewing, case history, Mental Status Examination (MSE); diagnostic formulation and assessment; role of psychiatry, psychology, and psychiatric social work.	15	CO2 K4
Module 3:	Major Psychiatric Disorders: Etiology, symptoms, course, outcome, treatment; neurotic disorders (phobias, OCD, GAD, etc.); schizophrenia spectrum; mood disorders; childhood/adolescent disorders (ADHD, autism, conduct); substance use; organic/neurocognitive disorders (dementia, epilepsy); personality disorders (overview). <i>Context note:</i> university/college counselling centres.	15	CO3 K4
Module 4:	Sociocultural Dimensions & Policy Frameworks: Stigma and discrimination; gender, caste, class, poverty; indigenous healing, cultural psychiatry; National Mental Health Policy (2014); Mental Healthcare Act (2017); Rights of Persons with Disabilities Act (2016); WHO Mental Health Action Plan; UN SDGs and global initiatives.	10	CO4 K5
Module 5:	Mental Health Promotion & Prevention: Levels of prevention; school programmes; workplace interventions; suicide prevention; community-based rehabilitation (CBR); role of psychiatric social workers in prevention and promotion.	10	CO5 K6
Pedagogy:	<ul style="list-style-type: none"> • Classroom lectures and interactive discussions • Case vignettes, recovery narratives, and role plays on ethical/clinical dilemmas 		

	<ul style="list-style-type: none"> ● Group presentations on cultural and social aspects of mental health ● Use of videos, charts, films, and assessment tools (MSE, case history) ● Flipped classroom approach for critical engagement with readings and media ● Field exposure visits to mental health facilities, NGOs, and community programmes ● Guest lectures by psychiatrists, psychologists, legal experts, and psychiatric social workers ● Reflective journals on personal understanding and experiences of mental health
Texts:	<ol style="list-style-type: none"> 1. American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). American Psychiatric Publishing. 2. American Psychiatric Association. (2022). <i>Diagnostic and statistical manual of mental disorders: DSM-5-TR</i> (5th ed., text rev.). American Psychiatric Publishing. 3. Ahuja, N. (2011). <i>A short textbook of psychiatry</i> (7th ed.). Jaypee Brothers Medical Publishers. 4. Carson, R. C., Butcher, J. N., & Mineka, S. (2016). <i>Abnormal psychology and modern life</i> (15th ed.). Pearson. 5. Hamilton, M. (1994). <i>Fish's clinical psychopathology</i> (2nd ed.). Varghese Publishing House. 6. Namboothiri, V. M. D. (2009). <i>Concise textbook of psychiatry</i>. Elsevier Health Sciences. 7. Park, K. (2019). <i>Textbook of preventive and social medicine</i> (25th ed.). Banarsidas Bhanot. 8. Sadock, B. J., Sadock, V. A., & Kaplan, H. I. (2000). <i>Kaplan & Sadock's comprehensive textbook of psychiatry</i> (7th ed.). Lippincott Williams & Wilkins. 9. Vyas, J. N., & Ahuja, N. (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1–2). Jaypee Brothers Medical Publishers.
References/ Readings:	<ol style="list-style-type: none"> 1. Kapoor, B., & Raju, M. (2016). <i>Foundations of psychiatric social work</i>. SAGE. 2. Kapur, R. L. (2018). Mental health in India: Issues and concerns. <i>Indian Journal of Psychiatry</i>, 60(Suppl 2), S155–S158. https://doi.org/10.4103/psychiatry.IndianJPsychiatry_103_18 3. World Health Organization. (1992). <i>The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines</i>. World Health Organization. https://apps.who.int/iris/handle/10665/37958 4. World Health Organization. (2013). <i>Mental health action plan 2013–2020</i>. World Health Organization. 5. World Health Organization. (2021). <i>Comprehensive mental health action plan 2013–2030</i>. World Health Organization.

Web Resources:

1. World Health Organization – Mental Health: <https://www.who.int/health-topics/mental-health>
2. National Institute of Mental Health (NIMH): <https://www.nimh.nih.gov>
3. Substance Abuse and Mental Health Services Administration (SAMHSA): <https://www.samhsa.gov>
4. *Indian Journal of Psychiatry* (Open Access): <https://journals.lww.com/indianjpsychiatry>
5. Mental Health Innovation Network (MHIN): <https://www.mhinnovation.net>
6. United Nations – Sustainable Development Goals (Goal 3: Health): <https://sdgs.un.org/goals/goal3>

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



Title of the Course	Block Placement in Medical and Psychiatric Social Work
Course Code	SWK-6005
Number of Credits	4
Theory/Practical	Practical
Level	500
Effective from AY	2025-2026
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"> • Provide supervised exposure to medical and psychiatric settings across hospitals, mental-health clinics, de-addiction centres, and community-based programmes. • Integrate classroom learning with field realities through casework, groupwork, counselling, psychosocial interventions, and documentation. • Develop competence in psychosocial assessment, case recording, intervention planning, and evaluation. • Inculcate ethical, reflective, rights-based approaches and effective multidisciplinary teamwork. • Build advanced practice skills for a smooth transition from learner to professional practitioner. 	
Course Outcomes:		Mapped to PSO
	CO 1. Demonstrate professional social work skills in clinical and community-based psychiatric settings.	PSO1, PSO2

	CO 2. Apply theoretical knowledge of psychiatry, counselling, and psychosocial rehabilitation in practice.		PSO1, PSO3
	CO 3. Develop competence in psychosocial assessment, case recording, intervention planning, and evaluation.		PSO3, PSO5, PSO6
	CO 4. Exhibit ethical, culturally sensitive, and rights-based psychiatric social work practice.		PSO2, PSO4
	CO 5. Engage in reflective practice through supervision, peer learning, and self-evaluation.		PSO1, PSO2, PSO6
	CO 6. Conduct psychosocial interventions such as crisis intervention, family counselling, rehabilitation planning, and referrals.		PSO1, PSO3, PSO4
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	<p>Block Placement (One Month) Timing: June (beginning of Semester III) Placement settings: Hospital psychiatric units/OPDs, mental-health centres, NGOs in disability/mental health/health/psychiatry, community MH programmes. Supervised learning tasks (indicative):</p> <ul style="list-style-type: none"> • Independent handling of case studies across psychiatric/medical units • Groupwork with clients/caregivers • Designing & conducting mental-health awareness/psych education sessions • Participation in ward rounds, team meetings, and case conferences with psychiatrists, psychologists, and nurses • Exposure to community outreach (de-addiction camps, suicide-prevention, school MH programmes) • Use of participatory research tools for needs assessment/evaluation • Submission: Comprehensive block placement report with learning outcomes & self-reflection 	110	CO1, CO2, CO3 K6
Module 2:	Module: Supervision, Integration & Evaluation	10	CO4, K4, K5

	<p>Activities:</p> <ul style="list-style-type: none"> • Individual & group supervision meetings; peer learning circles • Case presentations/case conferences (assessment → plan → outcome) • Ethics/rights integration (consent, confidentiality, MHCA mechanisms as applicable) • Reflective practice (bias check, countertransference, self-care) 		CO5	
Pedagogy:	<ul style="list-style-type: none"> • Field immersion with guided practice under agency supervisors • Weekly individual conferences & periodic group conferences with faculty • Case presentations, case conferences, and peer learning circles • Reflective journals and supervision logs (with action points) • Mini-skill drills (risk assessment, safety planning, psychoeducation scripting) 			
Texts:	The Routledge Handbook of Field Work Education in Social Work. (2022). Taylor & Francis.			
References/ Readings:	<ol style="list-style-type: none"> 1. Dhooper, S. S. (2012). <i>Social work in health care: Its past and future</i>. SAGE Publications. 2. Mailick, M. D., & Caroff, P. (2012). <i>Professional social work education and health care: Challenges for the future</i>. Taylor & Francis. 3. Islam, M. R. (2024). <i>Fieldwork in social work: A practical guide</i>. Springer Nature Switzerland. 			
Web Resources:	<ol style="list-style-type: none"> 1. Ministry of Health & Family Welfare: Tele-MANAS / NMHP–DMHP portals 2. NIMHANS: MHCA resources; psychosocial care manuals 3. WHO QualityRights & community MH resources 			

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

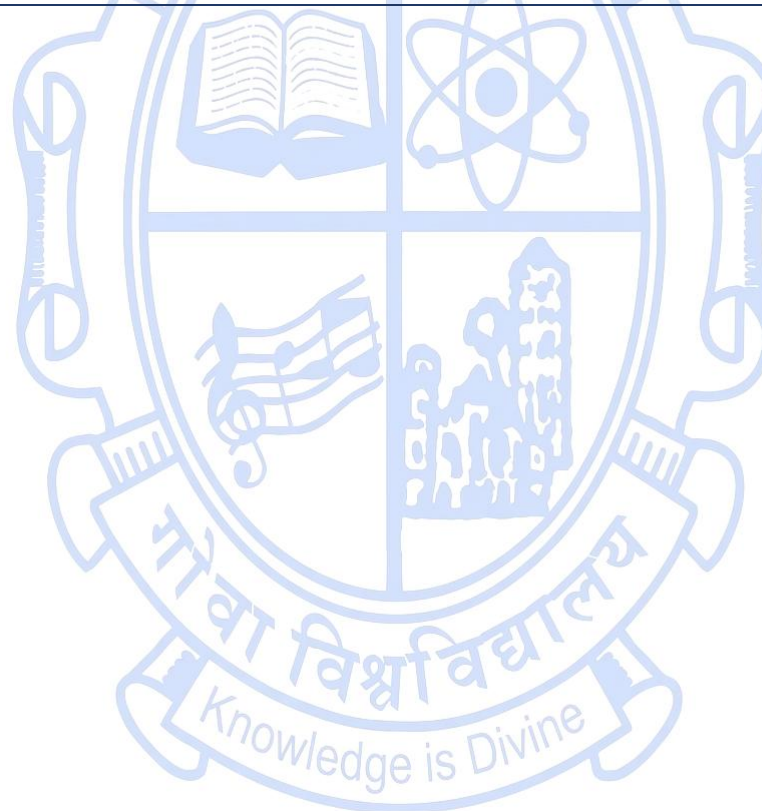
Title of the Course	Therapeutic Interventions - II
Course Code	SWK-6006
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners:	No

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 impart advanced knowledge of therapeutic approaches applicable in medical and psychiatric social work. • To train students in group, family, and cognitive-behavioural interventions. • To enable critical application of evidence-based therapies in diverse contexts. • To enhance practice skills for working with trauma, addictions, and vulnerable populations. 	
Course Outcomes:		Mapped to PSO
	CO 1. Analyze and apply advanced therapeutic models in practice.	PSO1, PSO2, PSO3, PSO5
	CO 2. Facilitate group and family therapeutic interventions.	PSO1, PSO2, PSO3, PSO4
	CO 3. Apply cognitive-behavioural and dialectical approaches to clinical practice.	PSO1, PSO2, PSO3, PSO5
	CO 4. Design culturally competent therapeutic strategies for trauma and addictions.	PSO1, PSO2, PSO3, PSO4

	CO 5. Evaluate effectiveness of therapeutic interventions using evidence-based approaches.		PSO1, PSO3, PSO5, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Advanced Theoretical Approaches: Cognitive Behaviour Therapy (CBT); Dialectical Behaviour Therapy (DBT); Acceptance and Commitment Therapy (ACT); Strength-based and Solution-Focused approaches.	12	CO1, CO3 K4
Module 2:	Group and Family Interventions: Group therapy—principles, stages, techniques; Family therapy models—Structural (Minuchin), Strategic, Bowenian, Systemic approaches.	12	CO2 K2
Module 3:	Trauma & Crisis-Oriented Interventions: Trauma-focused therapy; Narrative therapy; Interventions in domestic violence, child abuse, and disaster situations; Grief and bereavement counselling.	12	CO4 K5
Module 4:	Addiction & Rehabilitation Interventions: Counselling in substance use and behavioural addictions; Relapse-prevention strategies; Rehabilitation frameworks; Community-based interventions.	12	CO4 K3
Module 5:	Evaluation & Evidence-Based Practice: Outcome measurement in therapy; Use of rating scales and client feedback; Practice-based evidence; Integrative and culturally adapted models.	12	CO5 K6
Pedagogy:	<ul style="list-style-type: none"> ● Group role-play and live demonstrations of CBT, DBT, and family therapy sessions ● Case-based learning with hospital and community mental-health records ● Blended learning using digital therapy simulation platforms ● Flipped-classroom discussions with current research articles ● Supervised practice sessions with structured feedback ● Reflective portfolio submission to evidence therapeutic growth 		
References/ Readings:	<ol style="list-style-type: none"> 1. Beck, J. S. (2020). <i>Cognitive behavior therapy: Basics and beyond</i> (3rd ed.). Guilford Press. 2. Briere, J., & Scott, C. (2015). <i>Principles of trauma therapy</i> (2nd ed.). SAGE. 		

	<ol style="list-style-type: none"> 3. Corey, G. (2017). <i>Theory and practice of group counseling</i> (9th ed.). Cengage. 4. Linehan, M. (2015). <i>DBT skills training manual</i> (2nd ed.). Guilford Press. 5. Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). Guilford Press. 6. Nichols, M. P., & Davis, S. D. (2020). <i>Family therapy: Concepts and methods</i> (12th ed.). Pearson. 7. Yalom, I. D., & Leszcz, M. (2020). <i>The theory and practice of group psychotherapy</i> (6th ed.). Basic Books.
Web Resources:	<ol style="list-style-type: none"> 1. Ministry of Health & Family Welfare: Tele-MANAS / NMHP–DMHP portals 2. NIMHANS: MHCA resources; psychosocial care manuals 3. WHO QualityRights & community MH resources

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



Title of the Course	Social Work Practice with Youth
Course Code	SWK-6007
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025–2026
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 the demographic dividend and its implications for India's development. • To critically analyze psychosocial realities, vulnerabilities, and resilience of youth in diverse contexts. • To examine contemporary challenges such as mental health, digital safety, substance use, unemployment, and migration. • To study youth-led organizations, movements, and policies influencing youth development in India and globally. • To develop skills in designing interventions, advocacy strategies, and leadership programs with youth. 	
Course Outcomes:	CO 1. Explain the concept of demographic dividend and socio-economic, cultural, and psychological realities shaping Indian youth.	Mapped to PSO PSO1, PSO2
	CO 2. Analyze contemporary issues of youth including mental health, digital safety, gender	PSO2, PSO3

	identity, and substance use.			
	CO 3. Evaluate national and international youth policies, programs, and the role of youth-led organizations and movements.		PSO2, PSO4, PSO5	
	CO 4. Design interventions for vulnerable youth groups (migrants, LGBTQ+, unemployed youth, youth in conflict with law).		PSO3, PSO4	
	CO 5. Demonstrate skills for youth leadership, participation, and advocacy using community-based and digital platforms.		PSO1, PSO5, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Youth and Demographic Dividend: Demographic profile of youth in India; demographic dividend and its implications; transition to adulthood: education, work, relationships; diversity and vulnerabilities of youth (tribal, rural, migrant, LGBTQ+, disabled).	10	CO1	K1, K2
Module 2:	Contemporary Issues of Youth: Youth mental health and suicide prevention; substance use and risk behaviours; influence of social media on identity, body image, and activism; cyberbullying, online safety, sexualization, sextortion, misinformation.	10	CO2	K2, K3, K4
Module 3:	Youth Policies, Programs, and Institutions: National Youth Policy (2014)/Goa State Youth Policy; Nehru Yuva Kendra Sangathan (NYKS), NSS, skill development schemes; UN World Programme of Action for Youth; SDGs and youth (SDG 3, 4, 5, 8); role of social workers in policy and program implementation.	10	CO3	K2, K4
Module 4:	Youth Vulnerabilities and Conflict: History and role of youth-led movements in India (JP movement, student unions, climate justice, digital rights, gender equality); international youth movements; role of NGOs and networks (e.g., Pravah, Restless Development, Ashoka Fellows, UN Youth Envoy).	10	CO2, CO4	K3, K4, K5
Module 5:	Youth-Led Organizations and Movements: Digital well-being and online child safety; issues – cyberbullying, CSEAM, sextortion, cyber grooming; legal responses – IT Act, POCSO Act, support person role; AI-powered tools for reporting; international/regional mechanisms – Interpol, Europol, Budapest Convention, I4C, SAARC STOMD.	10	CO3, CO5	K3, K5

Module 6:	Social Work Interventions with Youth: Individual and group work with youth; peer education and mentoring models; life skills and resilience-building; career counselling; youth participation in governance and advocacy; designing digital campaigns and community-based interventions.	10	CO, CO5	K3, K4, K6
Pedagogy:	<ul style="list-style-type: none"> ● Interactive lectures and multimedia case studies ● Group discussions and debates on contemporary youth issues ● Field exposure with youth clubs, NGOs, and student unions ● Peer-to-peer education projects and advocacy campaigns ● Simulation exercises (digital safety workshops, suicide prevention role plays) ● Guest lectures by youth leaders, activists, and policymakers 			
Texts:	<ol style="list-style-type: none"> 1. Ahuja, R. (1996). <i>Youth and crime</i>. Rawat Publications. 2. Altbach, P. G. (1970). <i>The student revolution: A global analysis</i>. Lalvani Publishing House. 3. Anthony, A. D. (1979). <i>Sex education and personality development</i>. Usha Publication. 4. Bajpai, A. (2017). <i>Child rights in India: Law, policy, and practice</i>. Oxford University Press. 5. Bajpai, P. (1992). <i>Youth, education and unemployment</i>. Ashish Publishing. 6. D'Souza, A. A. (1979). <i>Sex education and personality development</i>. Usha Publication. 7. Erikson, E. H. (1965). <i>The challenge of youth</i>. Doubleday & Company. 8. Erikson, E. H. (1968). <i>Identity: Youth and crisis</i>. W. W. Norton & Company. 9. Gore, M. S. (1977). <i>Indian youth</i>. Vishwa Yuvak Kendra. 10. Livingstone, S., & Blum-Ross, A. (2020). <i>Parenting for a digital future: How hopes and fears about technology shape children's lives</i>. Oxford University Press. 11. Nair, P. S., et al. (1989). <i>Indian youth: A profile</i>. Mittal Publications. 12. Nair, P., & Foundation for Research in Community Health. (2011). <i>Youth in India: Situation and needs</i>. Tata Institute of Social Sciences. 13. United Nations Population Fund. (2014). <i>The power of 1.8 billion: Adolescents, youth and the transformation of the future</i> (State of World Population Report). UNFPA. 			

<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Baja, P. K. (1992). <i>Youth education and unemployment</i>. Hashish Publishing. 2. Engene, M. C. (1956). <i>Counselling with young people</i>. Association Press. 3. Hassan, M. K. (1981). <i>Prejudice in Indian youth</i>. Classical Publishing. 4. International Labour Organization. (2022). <i>Global employment trends for youth 2022: Investing in transforming futures for young people</i>. ILO. 5. Jayaswal, R. (1992). <i>Modernization and youth in India</i>. Rawat Publications. 6. Naidu, U., & Parasuraman, S. (1982). <i>Health situation of youth in India</i>. Tata Institute of Social Sciences. 7. Odgers, C. L., & Jensen, M. R. (2020). Annual research review: Adolescent mental health in the digital age – facts, fears, and future directions. <i>Journal of Child Psychology and Psychiatry</i>, 61(3), 336–348. https://doi.org/10.1111/jcpp.13190 8. Restless Development. (2020). <i>Youth power in a pandemic: Global youth survey</i>. Restless Development. 9. UNICEF. (2021). <i>The state of the world’s children 2021: On my mind – Promoting, protecting and caring for children’s mental health</i>. UNICEF. 10. WeProtect Global Alliance. (2023). <i>Global threat assessment 2023: Child sexual exploitation and abuse online</i>. WeProtect Global Alliance. 11. Zhu, C., Huang, S., Evans, R., & Zhang, W. (2021). Cyberbullying among adolescents and children: A comprehensive review of the global situation, risk factors, and preventive measures. <i>Frontiers in Public Health</i>, 9, 634909. https://doi.org/10.3389/fpubh.2021.63490
<p>Web Resources:</p>	<ol style="list-style-type: none"> 1. Ministry of Youth Affairs and Sports. (n.d.). <i>Official website</i>. https://yas.nic.in 2. Nehru Yuva Kendra Sangathan. (n.d.). <i>Official website</i>. https://nyks.nic.in 3. National Service Scheme. (n.d.). <i>Official website</i>. https://nss.gov.in 4. Pravah India. (n.d.). <i>Official website</i>. https://www.pravah.org 5. Restless Development India. (n.d.). <i>Official website</i>. https://restlessdevelopment.org 6. UN Youth. (n.d.). <i>Youth 2030: The United Nations youth strategy</i>. https://www.un.org/youthenvoy/youth2030

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

Title of the Course	Block Placement in Social Work Practice with Family, Children and Youth
Course Code	SWK-6008
Number of Credits	4
Theory/Practical	Practical
Level	500
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

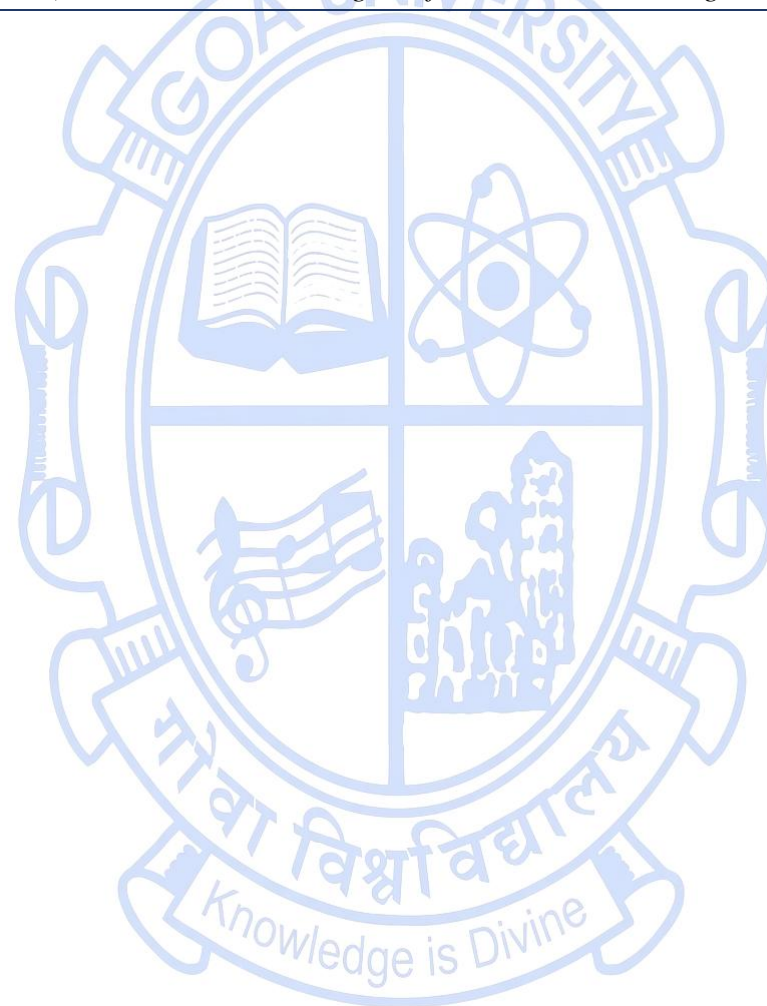
Pre-requisites For the Course:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To provide experiential learning in professional social work practice with children, youth, and families. • To integrate classroom knowledge with field-based interventions. • To develop skills in casework, group work, community practice, and advocacy in real-life settings. • To gain exposure to institutional and community-based child and family welfare services. • To build competencies in professional documentation, supervision, and reflective practice. 	
Course Outcomes:		Mapped to PSO
	CO 1. Demonstrate application of social work knowledge, methods, and values in field practice.	PSO1, PSO2
	CO 2. Engage effectively with children, youth, and families in diverse contexts.	PSO2, PSO3
	CO 3. Apply intervention skills through casework, group work, and community engagement.	PSO3, PSO4

	CO 4. Prepare professional records including case notes, group reports, home study reports, and reflective journals.		PSO4, PSO5
	CO 5. Demonstrate professional growth through supervision, self-reflection, and ethical practice.		PSO1, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Block Placement (One Month): 4 weeks at the beginning of Semester III June. Focus: child protection, family strengthening, youth empowerment, digital wellbeing, SRHR, livelihood programs. Output: Block Placement Report with case studies & reflections.	110	CO1, CO2, CO3, CO4 K3, K4, P6
Module 2:	Supervision & Reflective Learning: Individual and group conferences with faculty supervisors; use of supervision for reflective learning; integrating ethics and professional growth into practice.	10	CO4, CO5 K4, K5, P6
Pedagogy:	<ul style="list-style-type: none"> ● Field immersion and observation ● Guided practice with agency supervisors ● Individual conferences with faculty supervisor ● Group conferences for peer learning ● Reflective journals and case presentations 		
Texts:	<p>Texts (Essential Readings)</p> <ol style="list-style-type: none"> 1. Bajpai, A. (2017). <i>Child rights in India: Law, policy, and practice</i>. Oxford University Press. 2. Desai, M. (2002). <i>Family and interventions: A social work perspective</i>. Rawat Publications. 3. Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2017). <i>Direct social work practice: Theory and skills</i> (10th ed.). Cengage Learning. 4. Trevithick, P. (2012). <i>Social work skills and knowledge: A practice handbook</i> (3rd ed.). Open University Press. 		
References/ Readings:	<ol style="list-style-type: none"> 1. Kadushin, A., & Harkness, D. (2014). <i>Supervision in social work</i> (5th ed.). Columbia University Press. 2. Mehta, N. (2008). <i>Child protection and juvenile justice system for children in need of care and protection</i>. Childline 		

India Foundation.

3. National Association of Social Workers. (2013). *NASW standards for social work case management*. NASW Press.
4. Skidmore, R. A., & Thackeray, M. G. (2010). *Introduction to social work* (11th ed.). Pearson.
5. UNICEF. (2019). *Convention on the Rights of the Child at 30: Progress and challenges*. UNICEF.

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



Title of the Course	Family Centred Social Work Practice
Course Code	SWK-6009
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

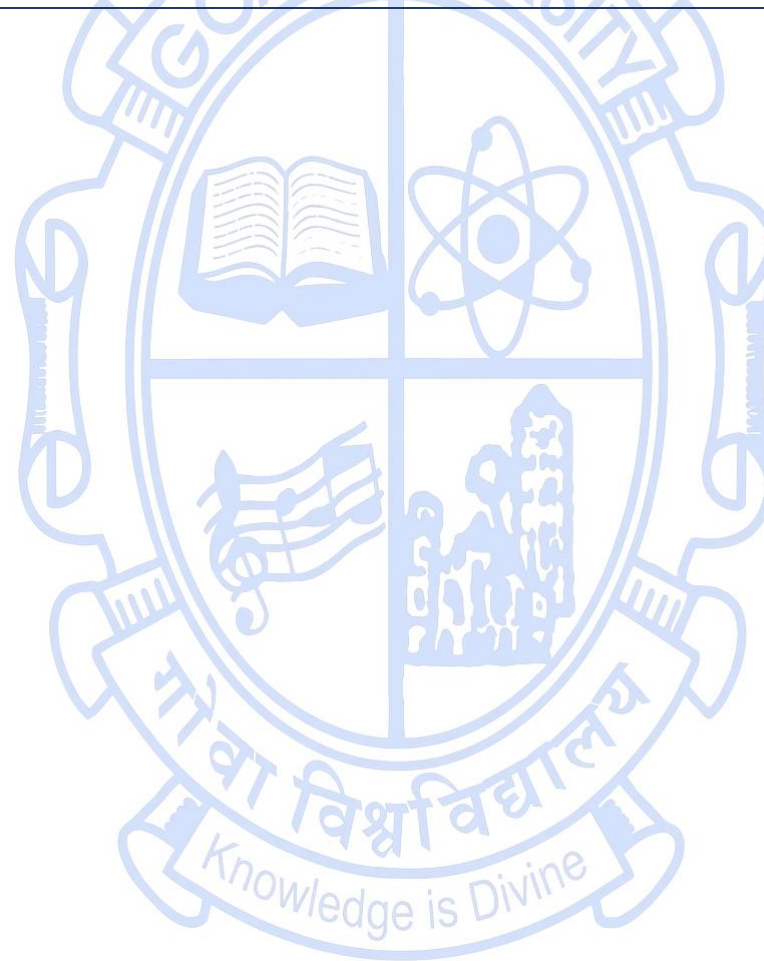
Pre-requisites for the Course:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To understand the concept of the family as a social institution. • To examine displacement and disaster-generated changes in the family. • To analyse the family in the context of social change. • To learn family-centred social-work interventions, techniques, and skills. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the concept and types of family and marriage as social institutions, and analyse family dynamics.	PSO1, PSO2
	CO 2. Demonstrate techniques and skills required to work with families.	PSO2, PSO3
	CO 3. Analyse challenges faced by families in varied social contexts and crises.	PSO2, PSO4, PSO5

	CO 4. Apply intervention approaches and theories in working with families.		PSO3, PSO4
	CO 5. Design intervention plans and modules for families in need.		PSO1, PSO5, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Family as a Social Institution: Concept, types, and functions of family; family dynamics – power, myths, roles, patriarchy; concept of marriage. Displacement- and disaster-generated changes due to war, conflict, riots, or calamities; implications for family functioning. Vulnerability among marginalised families facing poverty, caste and gender inequalities, and violence.	10	CO1 K1, K2
Module 2:	Family in the Context of Social Change: Alternative family and marriage patterns – dual-earner, single-parent, female-headed, childless, reconstituted, consensual, and same-sex families. Changing marital relationships. Government efforts for family empowerment and human-rights protection: ICDS, micro-credit, component plans, PDS, family-welfare and health-insurance schemes.	15	CO2 K2, K3, K4
Module 3:	Family-Centred Practice: Meaning, principles, values, and approaches; social worker’s role in strengthening family systems. Family theories: structural–functional, systems, developmental, symbolic-interactionist, psychodynamic, and attachment perspectives. Tools and techniques of family assessment – genograms, ecomaps, family-life-cycle analysis.	15	CO2, CO3 K2, K3, K5
Module 4:	Working with Families – Interventions, Techniques, and Skills: Family-centred social work – problem-solving and developmental approaches. Life-enrichment programmes, mediation, and conflict resolution. Social-worker roles in addressing domestic violence, child abuse, addiction, disability, and chronic illness. Crisis-intervention practice in death, divorce, migration, unemployment, and disasters.	20	CO3 K2, K4
Pedagogy:	<ul style="list-style-type: none"> ● Interactive lectures and discussions ● PowerPoint-supported conceptual inputs ● Learning through documentaries and films ● Simulation-based mock sessions and role plays 		

	<ul style="list-style-type: none"> ● Field-observation learning and reflective journals
Texts:	<ol style="list-style-type: none"> 1. Burgess, E. W., Locke, H. J., & Thomes, M. M. (1963). <i>The family: From institution to companionship</i> (4th ed.). Van Nostrand Reinhold. 2. Desai, M. (1994). <i>Family and intervention: Some case studies</i>. Tata Institute of Social Sciences. 3. Gore, M. S. (1990). <i>Urbanization and family change</i>. Popular Prakashan. 4. Hanna, S. M. (2018). <i>The practice of family therapy: Key elements across models</i>. Routledge. 5. Harris, C. C. (1969). <i>The family: An introduction</i>. George Allen & Unwin. 6. Jeyapalan, R. (2001). <i>Indian society and social institutions</i> (Vol. 1). Atlantic Publishers and Distributors. 7. Kumar, S., & Chacko, K. M. (1985). <i>Indian society and social institutions</i>. New Heights Publishers and Distributors. 8. Lee, D. (2015). <i>Social work with families: Content and process</i>. Oxford University Press. 9. O'Loughlin, S., & O'Loughlin, M. (2016). <i>Social work with children and families</i>. SAGE Publications.
References/ Readings:	<ol style="list-style-type: none"> 1. Anderson, S. A., & Sabatelli, R. M. (2011). <i>Family interaction: A multigenerational developmental perspective</i> (5th ed.). Pearson. 2. Bajpai, A. (2017). <i>Child rights in India: Law, policy, and practice</i>. Oxford University Press. 3. Desai, M. (2002). <i>Family and interventions: A social work perspective</i>. Rawat Publications. 4. Goldenberg, I., Goldenberg, H., & Pelavin, E. (2016). <i>Family therapy: An overview</i> (9th ed.). Cengage Learning. 5. Horton, P. B., & Hunt, C. L. (1984). <i>Sociology</i> (6th ed.). McGraw-Hill. 6. Ministry of Women and Child Development. (2022). <i>Mission Vatsalya guidelines</i>. Government of India. https://wcd.nic.in 7. Satpathy, A. (2018). <i>Social work interventions with families and children in India</i>. Regal Publications. 8. United Nations. (2009). <i>Guidelines for the alternative care of children</i>. United Nations General Assembly. 9. UNICEF. (2021). <i>The state of the world's children 2021: On my mind – Promoting, protecting and caring for children's mental health</i>. UNICEF. 10. WeProtect Global Alliance. (2023). <i>Global threat assessment 2023: Child sexual exploitation and abuse online</i>. WeProtect Global Alliance. https://weprotect.org
Web Resources:	<ol style="list-style-type: none"> 1. Ministry of Women and Child Development (Government of India): https://wcd.nic.in

2. National Commission for Protection of Child Rights (NCPCR): <https://ncpcr.gov.in>
3. UNICEF India: <https://www.unicef.org/india>
4. International Federation of Social Workers (IFSW): <https://ifsw.org>
5. National Institute of Public Co-operation and Child Development (NIPCCD): <https://nipccd.nic.in>
6. Save the Children India: <https://www.savethechildren.in>

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



Discipline-Specific Vocational Elective (DSVE) Courses

Title of the Course	Community Development Practice with Disempowered Communities
Course Code	SWK-6401
Number of Credits	2T+2P
Theory/Practical	Theory and Practical
Level	500
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

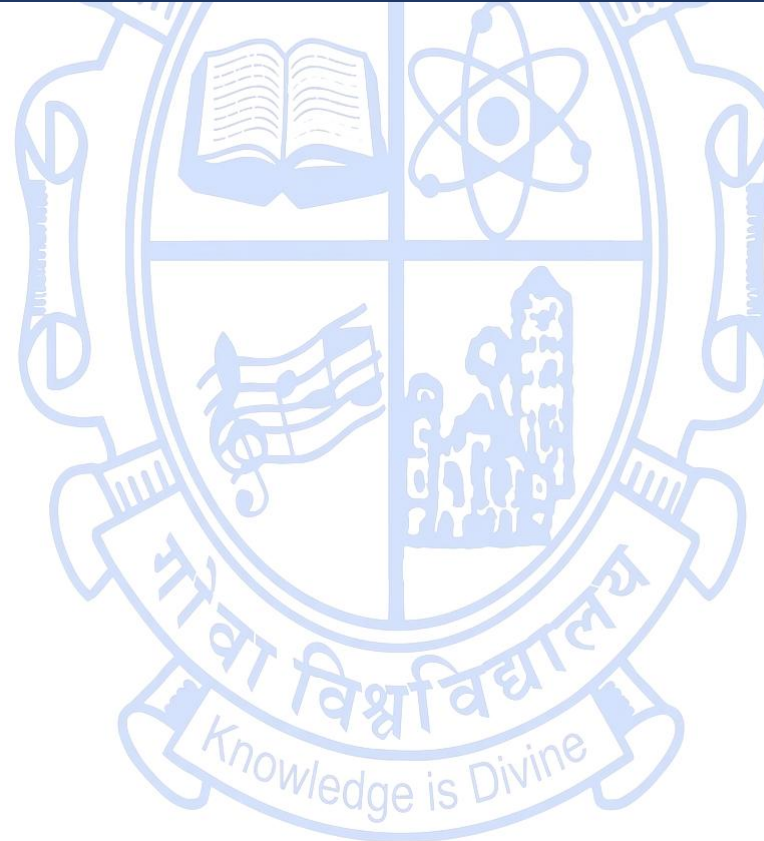
Pre-requisites for the Course:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To understand the role of power asymmetries influencing community development. • To examine how structural inequalities of caste, class, and religion shape development agenda. • To understand the development discourse from the perspective of tribal/Indigenous communities. • To equip students with skills for working with disempowered communities. 	
Course Outcomes:		Mapped to PSO
	CO 1. Conceptual & theoretical framework on power, privilege and oppression	PSO1, PSO4
	CO 2. Analyse dynamics of caste, class, religion in relation to development	PSO4, PSO2
	CO 3. Examine development through the lens of indigenous communities	PSO3, PSO2

	CO 4. Develop skills for empowerment-oriented community development practice		PSO4, PSO3	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Power, Privilege, Oppression and Social Work Practice: Conceptual frameworks: vulnerability, marginality, intersectionality; understanding power, privilege & oppression; critical theories; critical/structural/anti-oppressive social work.	15T	CO1	K1, K2
Module 2:	Caste, Class, Religion and Development: Class exploitation and Poverty, Caste; Casteism; Ambedkar and Gandhi Debate, Atrocities in Modern Age, Labour Market Discrimination, Religious Minorities and Identity Politics, Recognition and Redistribution, Role of State and Civil Society in Development of Marginalised Sections	15T	CO1	K3, K4, P6
Module 3:	Indigenous Communities and Development: Concept and Category: Tribe, Adivasi and Indigenous Community, Isolation, Assimilation and Integration, Governance Framework and Constitutional protections: 5th Schedule Areas, 6th Schedule Areas, PESA and Forests Rights Act, International Treaties on Rights of Indigenous Communities, Struggle for Jal, Jungle, Zameen, Development, Displacement, Dispossession, Left Wing Extremism, Conflict in North East Regions, State and civil society initiatives, - Field Visits/ Community engagement	30P	CO3	K2, K3
Module 4:	Towards an Emancipatory Community Development Practice: Advanced practice skills with Individuals, Groups, Communities, Institutions, Systems, Policy, Research and Training, Mapping organisations for funding interventions, Social analysis; Policy analysis and drafting, Advocacy, Content creation for Conscientisation	30P	CO4	K4, K5, K6
Pedagogy:	<ul style="list-style-type: none"> ● Interactive lectures ● Group discussions and reflective exercises ● Field Visits and community engagement activities ● Role-plays and simulation-based practice ● Critical reviews of texts and documentaries ● Field observations 			

<p>Texts:</p>	<p>Texts (Essential Readings)</p> <ol style="list-style-type: none"> 1. Xaxa, V. (1999). Tribes as indigenous people of India. <i>Economic and Political Weekly</i>, 34(51), 3589–3595. https://www.jstor.org/stable/4408738 2. Rodrigues, V. (2011). Reading texts and traditions: The Ambedkar–Gandhi debate. <i>Economic and Political Weekly</i>, 25(2). (Add page range if available.) 3. Government of India, Ministry of Minority Affairs. (2006). <i>Social, economic and educational status of the Muslim community of India</i> (Sachar Committee Report). https://www.minorityaffairs.gov.in/WriteReadData/RTF1984/7830578798.pdf
<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Adams, R., Dominelli, L., & Payne, M. (Eds.). (2019). <i>Critical practice in social work</i> (3rd ed.). Palgrave Macmillan. 2. Baviskar, A. (2005). Adivasi encounters with Hindu nationalism in MP. <i>Economic and Political Weekly</i>, 40(48), 5105–5113. 3. Deshpande, A. (2011). The grammar of caste: Economic discrimination in contemporary India. <i>Economic and Political Weekly</i>, 46(41), 48–54. 4. Freire, P. (2018). <i>Pedagogy of the oppressed</i> (50th anniversary ed.). Bloomsbury Academic. 5. Guru, G., & Sarukkai, S. (2012). <i>The cracked mirror: An Indian debate on experience and theory</i>. Oxford University Press. 6. Jodhka, S. S. (2015). <i>Caste in contemporary India</i>. Routledge. 7. Kenny, S. (2016). Understanding and responding to difference. In <i>Developing communities for the future</i> (5th ed.). Cengage Learning. 8. Ledwith, M. (2020). <i>Community development: A critical and radical approach</i> (3rd ed.). Policy Press. 9. Lee, E. (2022). Assessment as a site of anti/oppressive social work practice: Negotiating with power and the de/professionalisation of social work. <i>The British Journal of Social Work</i>, 52(7), 4378–4400. https://doi.org/10.1093/bjsw/bcab279 10. Mullaly, B. (2019). <i>Challenging oppression and confronting privilege: A critical social work approach</i> (3rd ed.). Oxford University Press. 11. Sharma, B. D. (2010). <i>Unbroken history of broken promises: Indian state and the tribal people</i>. Freedom Press; Sahyog Pustak Kuteer.

12. Thompson, N. (2020). *Anti-discriminatory practice: Equality, diversity and social justice* (6th ed.). Red Globe Press.
13. Thorat, S., & Newman, K. S. (Eds.). (2012). *Blocked by caste: Economic discrimination in modern India*. Oxford University Press.
14. Thorat, S. (2004). On reservation policy for private sector. *Economic and Political Weekly*, 39(25), 2560–2563. <http://www.jstor.org/stable/4415165>
15. Toomey, A. H. (2011). Empowerment and disempowerment in community development practice: Eight roles practitioners play. *Community Development Journal*, 46(2), 181–195.
16. Xaxa, V. (2008). *State, society and tribes: Issues in post-colonial India*. Pearson Longman.

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

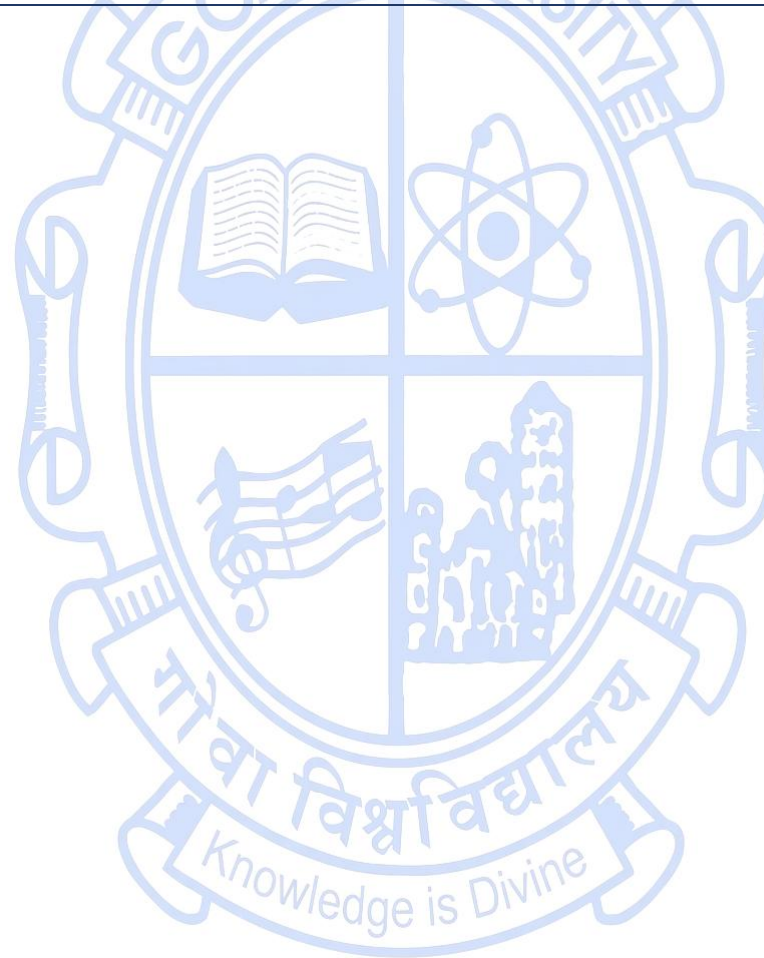


Title of the Course	Participatory Methods for Community Development	
Course Code	SWK-6402	
Number of Credits	2T+2P	
Theory/Practical	Theory and Practical	
Level	500	
Effective from AY	2025-2026	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for Advanced Learners	No	
Pre-requisites for the Course:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To develop an understanding of the concept, scope, and principles of participation in community development. • To familiarise learners with diverse participatory approaches and their historical evolution in India. • To equip learners with practical skills in participatory tools and techniques for community analysis and development. • To critically examine issues, challenges, ethical concerns, and future directions in participatory methods for community development. 	
Course Outcomes:		Mapped to PSO
	CO 1. Foundations of participation (concepts, principles, history)	PSO1, PSO2
	CO 2. Analyze & compare participatory approaches	PSO 1, PSO 3, PSO 4
	CO 3. Apply participatory tools & techniques	PSO 1, PSO 3, PSO 5

	CO 4. Critically evaluate challenges, ethics, trends	PSO 2, PSO 4, PSO 6		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Foundations of Participation in Community Development: Concept: definitions, dimensions, scope, principles; historical evolution; voluntary/induced/mandatory participation; relationship between participation–community–development; role of participation in social work practice.	15 T	CO1	K1, K2
Module 2:	Approaches of Participatory Development: Meaning; evolution in India; major approaches— Appreciative Inquiry (AI), Participatory Rural Appraisal (PRA) & Rapid Rural Appraisal (RRA); Gandhian approaches; Indigenous approaches.	15 T	CO2	K2, K4
Module 3:	Participatory Tools and Techniques: Mapping: social/resource mapping, transect walks; temporal: timelines, seasonal calendars, trend analysis; institutional: Venn, stakeholder analysis, wealth ranking; analytical: problem/solution trees, force-field; participatory communication: theatre, storytelling, visual/digital tools.	30 P	CO3	K3, K5
Module 4:	Issues and Future Directions in Participatory Development: Barriers: cultural/political/economic/institutional; power dynamics—who participates/benefits/excluded; ethical concerns: consent, representation, manipulation; emerging trends: ICT, social media, digital democracy; participatory governance: Gram Sabhas, participatory budgeting, citizen policy engagement.	30 P	CO4	K4, K5, K6
Pedagogy:	<ul style="list-style-type: none"> ● Study tour ● Field immersion and observation ● Flipped classroom ● Group Discussion ● Workshops ● Interactions with field experts 			
References/ Readings:	<ol style="list-style-type: none"> 1. Chambers, R. (1997). <i>Whose reality counts?</i> IT Publications. 2. Chambers, R. (2002). <i>Participatory workshops</i>. Earthscan. 			

3. Cornwall, A., & Pratt, G. (Eds.). (2003). *Pathways to participation*. ITDG.
4. Parel, A. J. (Ed.). (2000). *Gandhi, freedom, and self-rule*. Lexington.
5. Hickey, S., & Mohan, G. (Eds.). (2004). *Participation: From tyranny to transformation?* Zed.
6. Kumar, S. (2002). *Methods for community participation*. TDG.
7. Fung, A., & Wright, E. O. (2003). *Deepening democracy*. Verso.

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



Title of the Course	Social Justice, Human Rights and Community Practice
Course Code	SWK-6403
Number of Credits	2T+2P
Theory/Practical	Theory and 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:	Successful completion of preceding semester fieldwork practicum and registration in the MSW Programme at Goa University or its affiliated colleges.	
Course Objectives:	<ul style="list-style-type: none"> • Build conceptual clarity on social justice paradigms, human rights principles, and ethics in community practice. • Understand Indian constitutional provisions, institutions, and rights-based legislations relevant to community development, and how they interface with PRIs/ULBs. • Apply community-practice methods (organising, legal awareness, facilitation of claims and entitlements, grievance redress) with safeguarding. • Design accountability and advocacy strategies (social audits, scorecards, RTI, policy briefs) to strengthen inclusion and equity. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain core concepts of social justice, human rights, and professional ethics in community development.	PSO1, PSO2

	CO 2. Analyse constitutional provisions, institutions, and rights-based laws/policies relevant to local governance and service delivery.		PSO2, PSO4, PSO6
	CO 3. Apply community-practice methods to enable rights claims, social-protection access, and grievance redress with an inclusion and safeguarding lens.		PSO 1, PSO 3, PSO 5
	CO 4. Prepare professional records (community profile, PRA outputs, ToC/logframe, briefs, reflective journals).		PSO4, PSO5
	CO 5. Develop accountability and advocacy plans (tools, indicators, briefs) to address inequities and improve public systems.		PSO 1, PSO 3, PSO 6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Foundations—Social Justice & Human Rights in Community Practice: Justice traditions (distributive, recognitional, procedural); rights principles (universality, indivisibility, interdependence); intersectionality (caste, gender, disability, tribe, religion, migration, age, sexuality); ethics & “do no harm”; dignity, autonomy, non-discrimination; roles and boundaries in rights-oriented community work.	15 T	CO1 K1, K2
Module 2:	Indian Constitutional & Legal Architecture for Justice: Preamble values; Fundamental Rights & DPSPs; equality and non-discrimination; affirmative action; local governance & participation (73rd/74th Amendments—orientation); rights-based and enabling laws frequently used in CD: MGNREGA, NFSA/PDS, RTI, RTE, FRA (2006), PESA (1996), Street Vendors Act (2014), social-security/welfare boards; institutions and remedies: Ombuds/commissions, legal services authorities, grievance portals, Lok Adalats.	15 T	CO2 K3, K4
Module 3:	Community Practice for Rights Realisation: Community organising for equity; facilitation of entitlement access (ID, pensions, schemes, job cards, land/forest rights, vendor certificates); legal-awareness sessions; case-work and referral interfaces (DCPU/ICDS/PHC/Labour/Tribal Welfare/Urban Local Bodies); documentation for claims; grievance pathways (RTI, online portals, hearings); safeguarding (child protection, GBV, disability inclusion, data privacy).	30 P	CO3 K3, K4, K5

Module 4:	Accountability, Advocacy & Evidence: Community scorecards/citizen report cards; social audits (orientation); participatory tracking of services (WASH, JJM, SBM, ICDS, PHC); outcome harvesting and case documentation; policy brief writing and framing asks; public hearings, Gram/Ward Sabhas; media & digital engagement (ethics/compliance); monitoring indicators for equity & inclusion; reflective supervision and burnout prevention.	30 P	CO4	K4, K5, K6
Pedagogy:	Lectures with guided discussion; constitutional and policy reading clinics; community-practice labs (entitlement mapping, grievance routes, scorecards); case clinics (rural/urban/tribal/coastal); simulations (public hearing/Gram Sabha); reflective journals; practitioner talks (legal services authorities, commissions, PRIs/ULBs, CSOs).			
References/ Readings:	<ol style="list-style-type: none"> 1. Baxi, U. (2008). <i>The future of human rights</i> (3rd ed.). Oxford University Press. 2. Sen, A. (2009). <i>The idea of justice</i>. Belknap/Harvard. 3. Fraser, N. (2009). <i>Scales of justice: Reimagining political space in a globalizing world</i>. Columbia University Press. 4. Banik, D. (Ed.). (2010). <i>Rights and legal empowerment in eradicating poverty</i>. Ashgate. 5. Narayan, D. (2005). <i>Measuring empowerment: Cross-disciplinary perspectives</i>. World Bank. 6. Dreze, J., & Khera, R. (2017). Recent social security initiatives in India. <i>World Development</i>, 98, 555–572. 7. Government of India: Constitution of India (relevant Parts III/IV), MGNREGA guidelines, RTI Act, NFSA, RTE, FRA, PESA, Street Vendors Act (latest operational handbooks). 8. UN: <i>Universal Declaration of Human Rights</i>; <i>ICCPR/ICESCR</i> (overviews); <i>UNDRIP</i> (orientation); <i>CRC</i> (General Comment No. 25 on children’s rights in the digital environment—orientation). 			
Web Resources:	<ol style="list-style-type: none"> 1. National Legal Services Authority (NALSA) — legal aid & Lok Adalat resources 2. Ministry of Panchayati Raj — Gram Sabha/participation resources 3. Social Audit Units / MGNREGA — social audit manuals 4. RTI portals (central/state) — filing & tracking 5. National/State Human Rights & other statutory commissions — complaints and procedure 			

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

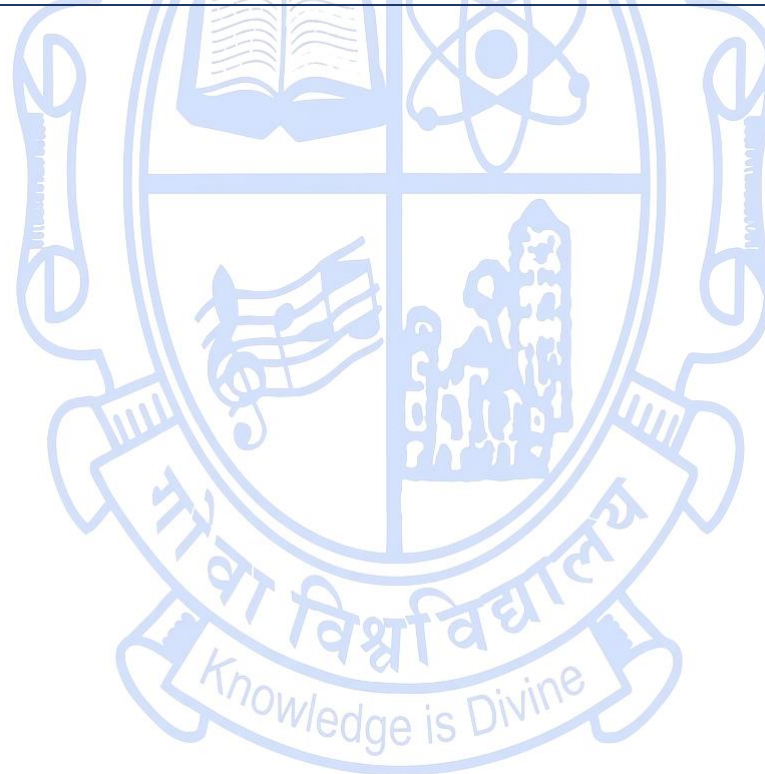
Title of the Course	Counselling Skills and Techniques
Course Code	SWK-6404
Number of Credits	2T+2P
Theory/Practical	Theory and Practical
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

Pre-requisites for the Course:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To introduce students to the history, philosophy, and fundamentals of counselling. • To develop knowledge of major theories and approaches in counselling. • To equip students with essential counselling skills for working in health and mental-health settings. • To prepare students to apply counselling ethically with diverse populations in medical and psychiatric contexts. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the foundations, goals, and process of counselling in medical and psychiatric social work.	PSO1, PSO2
	CO 2. Analyze and compare major theories and approaches of counselling.	PSO2, PSO3
	CO 3. Demonstrate beginning-level counselling skills in simulated and supervised practice.	PSO2, PSO4, PSO5

	CO 4. Evaluate ethical issues, boundaries, and professional values in counselling practice.		PSO3, PSO4	
	CO 5. Apply counselling concepts to crisis, trauma, hospital and psychiatric settings.		PSO1, PSO5, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Foundations of Counselling: Meaning, definition, scope, and objectives of counselling. History and evolution of counselling and psychotherapy. Role of counselling in medical and psychiatric social work. Counselling as a helping relationship: characteristics of an effective counsellor. Distinctions between counselling, guidance, psychotherapy, and casework.	10 T	CO1	K4
Module 2:	Theories and Approaches in Counselling: Psychoanalytic theory (Freud, Jung, Adler). Humanistic approaches: Person-Centred (Carl Rogers), Gestalt therapy, Existential counselling. Behavioural and Cognitive-Behavioural approaches. Contemporary approaches: Solution-focused brief therapy, Motivational interviewing.	10 T	CO2	K5
Module 3:	Counselling Skills and Process: The counselling process: stages (rapport building, assessment, intervention, termination, follow-up). Core skills: attending, listening, empathy, reflection, questioning, summarizing, confronting. Advanced skills: goal setting, action planning, problem-solving. Role plays, simulations, and supervised practice.	10 T	CO3	K6
Module 4:	Ethics, Values, and Professional Issues in Counselling: Ethical principles in counselling (autonomy, beneficence, non-maleficence, justice). Confidentiality, informed consent, and boundaries. Cultural competence in counselling. Self-care and burnout prevention for counsellors. Professional codes of practice (WASW, Indian Association of Clinical Psychologists).	30 P	CO4	K5
Module 5:	Applications of Counselling in Medical & Psychiatric Social Work: Counselling in hospitals: chronic illness, palliative care, terminal illness, HIV/AIDS, cancer. Psychiatric counselling: mood disorders, anxiety, psychosis, addiction. Crisis intervention and trauma counselling. Family counselling and psychoeducation in	30 P	CO5	K5

	mental health settings. Group counselling in medical and psychiatric contexts.			
Pedagogy:	Interactive lectures and seminars; case-study discussions; role plays and skills labs; simulations; supervised practice; reflective journals. Field visits and interactions with professionals			
References/ Readings:	<ol style="list-style-type: none"> 1. Cooper, M. (2008). <i>Essential Research Findings in Counselling and Psychotherapy: The Facts are Friendly</i>. SAGE. 2. Jones-Smith, E. (2011). <i>Theories of Counseling and Psychotherapy: An Integrative Approach</i>. SAGE. 3. McLeod, J. (2019). <i>An Introduction to Counselling and Psychotherapy</i>. McGraw-Hill. 4. Nelson-Jones, R. (2003). <i>Basic Counselling Skills: A Helper's Manual</i>. SAGE 5. Rao, S. N., & Hanumanthappa, M. (2015). <i>Counselling and Guidance</i>. Tata McGraw-Hill 			

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



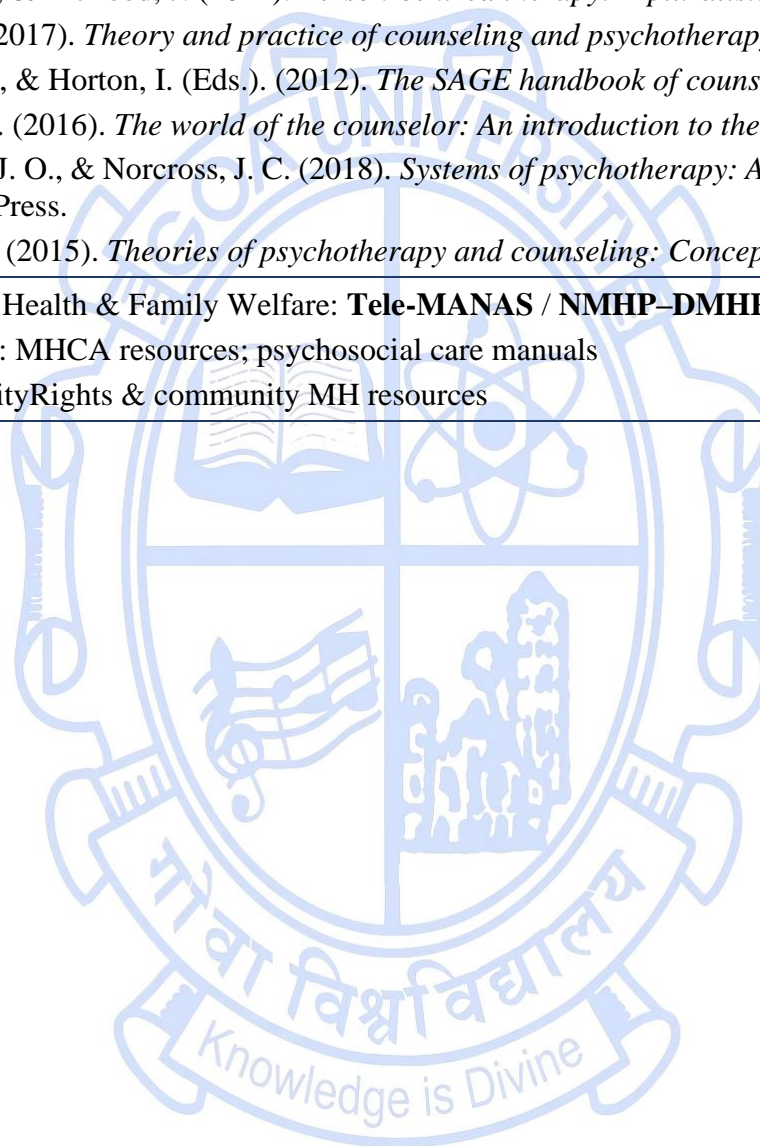
Title of the Course	Therapeutic Interventions - I
Course Code	SWK-6405
Number of Credits	2T+2P
Theory/Practical	Theory and Practical
Level	500
Effective from AY	
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

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 introduce foundational theories and approaches to therapeutic interventions in medical and psychiatric contexts. • To develop understanding of counselling skills and their application in clinical social work practice. • To train students in ethical, professional, and culturally responsive therapeutic engagements. • To build competence in individual and supportive therapies used in mental health and health-care settings 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the principles and approaches of therapeutic interventions relevant to medical and psychiatric social work.	PSO1, PSO2, PSO3
	CO 2. Apply core counselling skills in simulated and real practice settings.	PSO1, PSO2, PSO3
	CO 3. Critically evaluate psychodynamic, humanistic, and behavioural approaches to therapy.	PSO2, PSO3, PSO4, PSO5

	CO 4. Demonstrate competence in supportive and crisis interventions with individuals		PSO1, PSO2, PSO3, PSO4
	CO 5. Practice self-reflection and professional ethics while engaging in therapeutic relationships.		PSO1, PSO2, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Foundations of Therapeutic Interventions: Concept, scope, and principles of therapeutic interventions; relationship between counselling, psychotherapy, and social work practice; therapeutic alliance; ethical issues; cultural sensitivity and social justice in therapeutic practice.	10 T	CO1, CO5 K4
Module 2:	Counselling Skills and Processes: Core skills – attending, listening, empathy, questioning, reflection, paraphrasing, summarising; counselling process – rapport building, assessment, goal setting, intervention, termination, evaluation.	30 P	CO2, CO5 K3
Module 3:	Theoretical Approaches – Part I: Psychodynamic approaches (Freud, object relations); humanistic approaches (Carl Rogers – person-centred, Gestalt therapy); behavioural approaches (classical & operant conditioning, exposure therapy); personality disorders (overview); university/college counselling centres (context and application).	10 T	CO1, CO3 K4
Module 4:	Individual Therapeutic Interventions: Supportive therapy; crisis intervention models; motivational interviewing; psychoeducation techniques.	10 T	CO2, CO4 K5
Module 5:	Emerging Trends & Applications: Mindfulness-based interventions; tele-counselling and e-therapy; integrative approaches; evidence-based practice in medical and psychiatric social work.	30 P	CO3, CO4, CO5 K6
Pedagogy:	Interactive lectures; case studies from hospital/psychiatric settings; simulated/role-play sessions for skills; reflective journaling; brief tele-counselling simulations. Field Visits, interactions with professional experts		
References/ Readings:	1. American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). American Psychiatric Publishing.		

	<ol style="list-style-type: none"> 2. Cooper, M., & McLeod, J. (2011). <i>Person-centred therapy: A pluralistic perspective</i>. Routledge. 3. Corey, G. (2017). <i>Theory and practice of counseling and psychotherapy</i> (10th ed.). Cengage. 4. Feltham, C., & Horton, I. (Eds.). (2012). <i>The SAGE handbook of counselling and psychotherapy</i> (3rd ed.). SAGE. 5. Neukrug, E. (2016). <i>The world of the counselor: An introduction to the counseling profession</i> (5th ed.). Cengage. 6. Prochaska, J. O., & Norcross, J. C. (2018). <i>Systems of psychotherapy: A transtheoretical analysis</i> (9th ed.). Oxford University Press. 7. Sharf, R. S. (2015). <i>Theories of psychotherapy and counseling: Concepts and cases</i> (6th ed.). Cengage.
Web Resources:	<ol style="list-style-type: none"> 1. Ministry of Health & Family Welfare: Tele-MANAS / NMHP–DMHP portals 2. NIMHANS: MHCA resources; psychosocial care manuals 3. WHO QualityRights & community MH resources

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



Title of the Course	Participatory Action Research in Mental Health and Disability
Course Code	SWK-6406
Number of Credits	2T+2P
Theory/Practical	Theory and Practical
Level	500
Effective from AY	2025-2026
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"> • Understand the philosophy, principles, and methodologies of Participatory Action Research (PAR). • Critically examine the role of PAR in mental health and disability studies. • Develop skills to design and implement PAR projects with service users, caregivers, and communities. • Apply ethical frameworks in participatory research with vulnerable populations. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the philosophical and theoretical foundations of Participatory Action Research (PAR) within social work, mental health, and disability contexts.	PSO1, PSO3, PSO5
	CO 2. Critically analyze disability and mental health through rights-based, empowerment-oriented, and user-survivor theoretical perspectives.	PSO2, PSO4
	CO 3. Demonstrate knowledge of participatory methodologies, tools, and techniques to co-	PSO1, PSO3, PSO5,

	create research with marginalized communities.		PSO6
	CO 4. Apply ethical principles and reflexivity to address power, vulnerability, and positionality in research with persons with psychosocial disabilities.		PSO2
	CO 5. Translate participatory research findings into advocacy, policy influence, and practice-based change in mental health and disability fields.		PSO4, PSO5, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Foundations of Participatory Action Research: Introduction to critical theory, constructivism, and post-positivism; Paulo Freire’s <i>Pedagogy of the Oppressed</i> and conscientization; feminism; anti-oppressive practice. Theoretical debates in PAR: participation (tokenistic vs. transformative); power and knowledge (insider–outsider dichotomy in research); objectivity vs. subjectivity in participatory research.	10 T	CO1 K4
Module 2:	PAR in Mental Health and Disability Studies: Social vs. medical models of disability; psychosocial disability and the recovery paradigm; rights-based approaches to mental health and disability; emancipatory disability research; Mad Studies and user–survivor movements; intersectionality (disability, gender, caste, class); empowerment theory (Zimmerman) applied to mental health and disability.	10T	CO2 K5
Module 3:	Methodologies and Techniques in PAR: Community-based rehabilitation (CBR) and participatory approaches; approaches within PAR: feminist, youth-led, indigenous, disability-led/survivor-led research; participatory visual methods, participatory group techniques, participatory mapping tools, digital & tech-enabled methods.	30 P	CO3 K6
Module 4:	Ethics, Power, and Reflexivity for Research in Mental Health and Disability: Informed consent and assent in mental health and disability contexts; addressing vulnerability, stigma, and coercion; negotiating power dynamics between researchers and participants; reflexivity, positionality, and researcher accountability.	10 T	CO4 K5
Module 5:	Application of PAR in Policy and Practice: Linking research outcomes with service development, advocacy, and policy change; PAR in community mental health	30 P	CO5 K6

	programs, disability rights movements, and institutional reform; PAR for evaluation of mental health interventions; writing participatory research reports and sharing findings with communities.			
Pedagogy:	<ul style="list-style-type: none"> ● Study tour ● Lectures and discussions ● Case study analysis ● Field-based participatory exercises ● Workshops on visual, digital, and arts-based participatory research tools ● Student-led mini participatory research projects (group work) 			
Texts:	<ol style="list-style-type: none"> 1. Bennett, G., & Goodall, E. (Eds.). (2024). <i>The Palgrave encyclopedia of disability</i>. Palgrave Macmillan. https://doi.org/10.1007/978-3-031-40858-8 2. SAGE Publications. (n.d.). <i>Participatory research</i>. SAGE Publications. (Recent edition, ca. 2020.) 			
References/ Readings:	<ol style="list-style-type: none"> 1. Abma, T., Banks, S., Cook, T., & Dias, S. (2019). <i>Participatory research for health and social well-being</i>. Springer. https://doi.org/10.1007/978-3-319-93191-3 2. Armstrong, N. (2023). <i>Collaborative ethnographic working in mental health: Knowledge, power and hope in an age of bureaucratic accountability</i>. Taylor & Francis. 3. Bhattacharya, P. (2024). <i>Homelessness and mental illness: Exploring the lived experience in India</i>. Routledge. https://doi.org/10.4324/9781032662060 4. Choudhary, P., & Ranganathan, S. (2026). <i>Rethinking disability, care, and motherhood: Lived experiences of disabled mothers in India</i>. Routledge. https://doi.org/10.4324/9781032935515 5. Rosenbaum, D., More, E., & Orr, M. (Eds.). (2025). <i>Journeys through the disability and mental health nonprofit sector: The theory and practice of leadership</i>. Springer. https://doi.org/10.1007/978-981-96-3113-1 			
Web Resources:	<ol style="list-style-type: none"> 1. Ministry of Health & Family Welfare: Tele-MANAS / NMHP–DMHP portals 2. NIMHANS: MHCA resources; psychosocial care manuals 3. WHO QualityRights & community MH resources 			

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

Title of the Course	Social Work Practice with Children
Course Code	SWK-6407
Number of Credits	2T+2P
Theory/Practical	Theory and Practical
Level	500
Effective from AY	2025-2026
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 the vulnerabilities, rights, and protection systems for children. To learn national and international laws, policies, and schemes addressing child protection, including alternative care systems. To gain skills for intervention in cases of Children in Need of Care and Protection (CNCP) and Children in Conflict with Law (CCL). To explore contemporary issues like digital well-being and child protection in online spaces. To develop competencies in working with children and families in diverse contexts, collaborating with child protection systems like JJB, CWC, and DCPU. 	
Course Outcomes:		Mapped to PSO
	CO 1. Analyze the processes of socialization and factors contributing to vulnerability among children.	PSO2, PSO3

	CO 2. Interpret key legislative frameworks, policies, and schemes governing child rights and protection.		PSO2, PSO5
	CO 3. Design interventions for CNCP and CCL, including preparation of care plans, home study, and social investigation reports.		PSO3, PSO4
	CO 4. Evaluate contemporary child protection challenges in digital spaces and recommend safe practices.		PSO4, PSO5
	CO 5. Demonstrate skills for effective communication, advocacy, and collaboration with child protection systems.		PSO1, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Socialization and Vulnerability of Children: Concepts and processes of socialization; theories of socialization and child-rearing practices; agents of socialization (family, school, peer group, neighborhood, media, religion); concept of vulnerability and its dimensions; familial, societal, economic, and global factors; special focus on children with special needs.	10 T	CO1 K2, K4
Module 2:	Legislative Frameworks, Policies, and Schemes for Child Protection: UNCRC; NCPCR/SCPCR; Juvenile Justice (Care and Protection of Children) Act, 2015; Supreme Court/High Court Juvenile Justice Committee; Goa Children’s Act, 2003; POCSO Act, 2012; Victim Compensation Scheme; Fast Track Courts; overview of CWC, JJB, DCPU; Mission Vatsalya Scheme (family-based care, foster care, sponsorship).	30 P	CO2 K2, K3, K4
Module 3:	Children in Need of Care and Protection (CNCP) and Alternative Care: Magnitude, profiles, and challenges; categories (destitute, orphaned, working children, street children, girl child, children of sex workers, children affected by HIV/AIDS, children with disabilities); alternative care (family-based care, foster care, kinship care, adoption, sponsorships); role of CWC, DCPU, and social workers; interventions – home study reports, individual care plans, social investigation reports.	10 T	CO3 K3, K4, K5
Module 4:	Children in Conflict with Law (CCL): Definition, magnitude, types of offenses, and profiles of CCL; theories (Social Learning, Strain, Labeling, Control); role of JJB and	10 T	CO3 K2, K3, K5

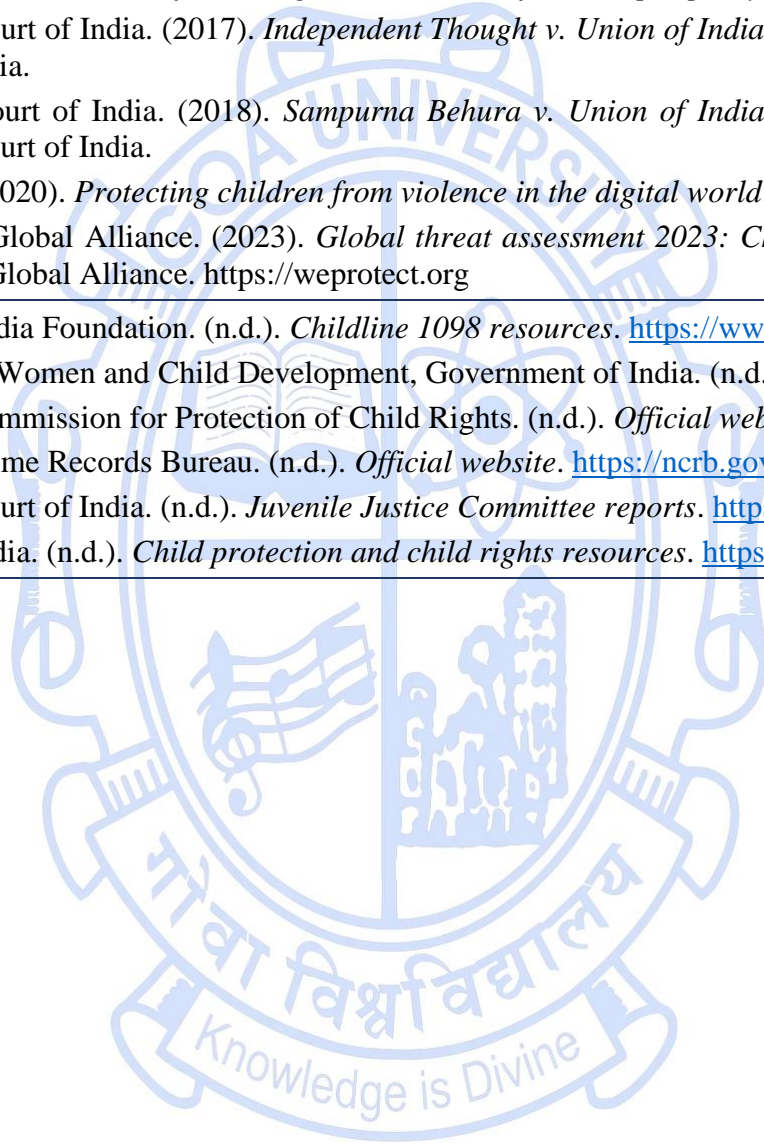
	social workers in CCL cases; individual care plans (assessment, rehabilitation, reintegration); principles of deviation, recidivism, age of exemption, Romeo-Juliet laws, preliminary assessment.			
Module 5:	Contemporary Child Protection and Digital Safety: Digital well-being and online child safety; issues – cyberbullying, CSEAM, sextortion, cyber grooming; legal responses – IT Act, POCSO Act, support person role; AI-powered tools for reporting; international/regional mechanisms – Interpol, Europol, Budapest Convention, I4C, SAARC STOMD.	20 P	CO4	K2, K4, K5
Module 6:	Skills for Working with Children: Communication with children (individual and group); creative activities and behaviour modification techniques; skills in advocacy and campaigning for children.	10 P	CO5	K3, K5, K6
Pedagogy:	<ul style="list-style-type: none"> ● Interactive lectures and multimedia presentations ● Role play and simulations for working with CNCP and CCL ● Case study reviews and group discussions ● Advocacy campaign design and poster presentations ● Reflective journals based on field visits to CWCs, JJBs, DCPUs, NGOs ● Guest lectures from child rights experts, legal practitioners, and digital safety specialists ● Study Tour: A week field-based visit to institutions working in areas of family welfare, child protection, youth development, or family counselling. Students will observe agency functioning, family intervention approaches, and submit a reflective report linking practice to theoretical frameworks. 			
Texts:	<ol style="list-style-type: none"> 1. Ahuja, R. (1997). <i>Youth and crime</i>. Rawat Publications. 2. Bajpai, A. (2017). <i>Child rights in India: Law, policy, and practice</i>. Oxford University Press. 3. Hegade, S. (2001). <i>Child development and socialisation</i>. Himalaya Publishing House. 4. Mehta, N. (2008). <i>Child protection and juvenile justice system for children in need of care and protection</i>. Childline India Foundation. 5. Nair, T. K. (1981). <i>Social work education and social work practice in India</i>. Association of Schools of Social Work in India. 			

**References/
Readings:**

1. CyberPeace Foundation. (2022). *Child online safety in India: Risks and responses*. CyberPeace Foundation.
2. Government of Goa. (2003). *Goa Children's Act, 2003*. Government of Goa.
3. Government of India. (2006). *The Prohibition of Child Marriage Act, 2006*. Government of India. <https://legislative.gov.in>
4. Government of India. (2009). *The Right of Children to Free and Compulsory Education Act, 2009*. Government of India. <https://legislative.gov.in>
5. Government of India. (2012). *The Protection of Children from Sexual Offences Act, 2012*. Government of India. <https://legislative.gov.in>
6. Government of India. (2015). *The Juvenile Justice (Care and Protection of Children) Act, 2015*. Government of India. <https://legislative.gov.in>
7. Lansdown, G. (2005). *The evolving capacities of the child*. UNICEF Innocenti Research Centre.
8. Livingstone, S., & Third, A. (2017). *Children and young people's rights in the digital age*. UNICEF Office of Research – Innocenti.
9. Ministry of Women and Child Development. (2013). *National policy for children 2013*. Government of India. <https://wcd.nic.in>
10. Ministry of Women and Child Development. (2015). *Integrated Child Protection Scheme (ICPS) guidelines*. Government of India. <https://wcd.nic.in>
11. Ministry of Women and Child Development. (2022). *Mission Vatsalya guidelines*. Government of India. <https://wcd.nic.in>
12. National Crime Records Bureau. (2023). *Crime in India 2022: Statistics on child-related crimes*. Ministry of Home Affairs, Government of India. <https://ncrb.gov.in>
13. National Legal Services Authority. (2018). *Compensation scheme for women victims/survivors of sexual assault and other crimes, 2018*. Government of India.
14. National Commission for Protection of Child Rights. (2021). *Manual on safety and security of children in schools (Rev. ed.)*. Government of India. <https://ncpcr.gov.in>
15. Ramanathan, U. (2006). *Children of a lesser god: Child rights and the law in India*. Human Rights Law Network.
16. Save the Children India. (2018). *Children in difficult circumstances: Status and policy responses*. Save the Children India.

	<p>17. Sen, S. (2005). <i>Children of the marginalized: Voices from the periphery</i>. Sage Publications.</p> <p>18. Supreme Court of India. (2017). <i>Independent Thought v. Union of India</i> (Writ Petition No. 382 of 2013). Supreme Court of India.</p> <p>19. Supreme Court of India. (2018). <i>Sampurna Behura v. Union of India</i> (Writ Petition (Civil) No. 473 of 2005). Supreme Court of India.</p> <p>20. UNICEF. (2020). <i>Protecting children from violence in the digital world</i>. UNICEF.</p> <p>21. WeProtect Global Alliance. (2023). <i>Global threat assessment 2023: Child sexual exploitation and abuse online</i>. WeProtect Global Alliance. https://weprotect.org</p>
Web Resources:	<ol style="list-style-type: none"> 1. Childline India Foundation. (n.d.). <i>Childline 1098 resources</i>. https://www.childlineindia.org 2. Ministry of Women and Child Development, Government of India. (n.d.). <i>Official website</i>. https://wcd.nic.in 3. National Commission for Protection of Child Rights. (n.d.). <i>Official website</i>. https://ncpcr.gov.in 4. National Crime Records Bureau. (n.d.). <i>Official website</i>. https://ncrb.gov.in 5. Supreme Court of India. (n.d.). <i>Juvenile Justice Committee reports</i>. https://main.sci.gov.in 6. UNICEF India. (n.d.). <i>Child protection and child rights resources</i>. https://www.unicef.org/india

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



Title of the Course	Social Work Interventions in School and Institutional Settings
Course Code	SWK-6408
Number of Credits	2T+2P
Theory/Practical	Theory and 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:	Registration in the MSW Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To understand the concept, scope, and relevance of school social work in the Indian educational system. • To identify psychosocial and academic problems faced by children in schools and institutional settings. • To analyze implications for social work interventions with children having physical, learning, and emotional difficulties. • To gain skills in working collaboratively with teachers, administrators, parents, and multidisciplinary professionals. • To develop competencies and professional values required for effective school social work practice. 	
Course Outcomes:	CO 1. Explain the concept, scope, and relevance of school social work in India.	Mapped to PSO PSO1, PSO2
	CO 2. Identify and analyze psychosocial, academic, and behavioral problems faced by children in schools and institutions.	PSO2, PSO3

	CO 3. Apply intervention strategies for children with physical, learning, and emotional difficulties, and those at risk of school dropout.		PSO3, PSO4
	CO 4. Demonstrate ability to work with teachers, administrators, parents, and allied professionals to strengthen school systems.		PSO1, PSO6
	CO 5. Develop professional skills and competencies for effective school social work, including assessment, advocacy, and program planning.		PSO4, PSO5, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Concept and Context of School Social Work: Concept, scope, and meaning of school social work; historical development in India; relevance within RTE Act, NEP 2020, and Sarva Shiksha Abhiyan; international perspectives.	10 T	CO1 K1, K2
Module 2:	Problems of Children in Schools: Academic, behavioral, and psychosocial issues; bullying and cyberbullying ; absenteeism and peer pressure; gender concerns; caste, class, and minority issues; substance abuse among school children ; concerns in institutional care settings.	10 T	CO2 K2, K3
Module 3:	Interventions with Children Facing Difficulties: Children with physical, learning, and emotional problems; inclusive education under RPwD Act 2016; school mental health issues; addressing dropout and absenteeism; remedial and support services; interventions in cases of child sexual abuse (POSCO, school-based prevention programs).	10 T	CO2, CO3 K3, K4
Module 4:	Collaborative and Institutional Interventions: Working with teachers, administrators, parents, and community; multi-disciplinary teamwork; linkages with ICDS, school health services, NGOs; coordination in institutional settings (hostels, residential schools, child care institutions); role of School Management Committees in child protection.	20 T	CO3 K3, K5
Module 5:	Skills and Competencies for School Social Workers: Essential skills: communication, counseling, casework, group work, crisis intervention; advocacy and networking; competencies for program planning, monitoring, and evaluation; building	20 P	CO5 K3, K4, K5

	safe school environments through child protection policies, online safety education, and life skills training.			
Module 6:	Contemporary Issues and Best Practices: Creating child-friendly schools; addressing digital safety, online exploitation, sextortion, and grooming ; substance abuse prevention; safe reporting mechanisms; case studies of innovative models (Life Skills Education, Childline in schools, NCPCR initiatives).	20 P	CO2, CO3, CO5	K4, K5, K6
Pedagogy:	<ul style="list-style-type: none"> ● Interactive lectures with multimedia support ● Case studies and role plays on bullying, child abuse, dropout prevention, and inclusion ● Simulation exercises for crisis intervention, counseling, and teacher–parent collaboration ● Field exposure: visits to schools, child care institutions, and NGOs working on school-based programs ● Workshops and group discussions on digital safety, substance abuse prevention, and safe school policies. ● Guest lectures by school counselors, education officers, and child rights experts 			
Texts:	<ol style="list-style-type: none"> 1. Saxena, A. (2012). <i>School Social Work in India: Principles and Practice</i>. Franklin, C., Harris, M. B., & Allen-Mears, P. (2019). <i>The school services sourcebook: A guide for school-based professionals</i> (2nd ed.). Oxford University Press. 2. Mohanty, P. K. (2014). <i>Educational problems of Indian children</i>. APH Publishing. 3. Nair, T. K. (1981). <i>Social work education and social work practice in India</i>. Association of Schools of Social Work in India. 4. Saxena, A. (2012). <i>School social work in India: Principles and practice</i>. Sage Publications. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Government of India. (2012). <i>The Protection of Children from Sexual Offences Act, 2012</i>. Government of India. https://legislative.gov.in 2. Government of India. (2015). <i>The Juvenile Justice (Care and Protection of Children) Act, 2015</i>. Government of India. https://legislative.gov.in 3. Government of India. (2016). <i>The Rights of Persons with Disabilities Act, 2016</i>. Government of India. https://legislative.gov.in 4. National Commission for Protection of Child Rights. (2017). <i>Guidelines for eliminating corporal punishment in schools</i>. Government of India. https://ncpcr.gov.in 5. National Council of Educational Research and Training. (2020). <i>National Education Policy 2020</i>. Ministry of 			

	<p>Education, Government of India. https://www.education.gov.in/nep-2020</p> <p>6. Raval, H. (2019). <i>Counselling skills for teachers and school social workers</i>. Rawat Publications.</p> <p>7. Save the Children India. (2018). <i>Life skills for children in schools</i>. Save the Children India.</p> <p>8. UNICEF. (2021). <i>Ending violence in schools: Global report</i>. UNICEF. https://www.unicef.org</p> <p>9. Virani, P. (2000). <i>Bitter chocolate: Child sexual abuse in India</i>. Penguin Books.</p> <p>10. WeProtect Global Alliance. (2023). <i>Global threat assessment 2023: Child sexual exploitation online</i>. WeProtect Global Alliance. https://weprotect.org</p> <p>11. WeProtect Global Alliance. (2023). <i>Global Threat Assessment: Online Child Sexual Exploitation</i>.</p> <p>12. Government of India. (2016). <i>Rights of Persons with Disabilities Act, 2016</i>.</p> <p>13. Government of India. (2012). <i>The Protection of Children from Sexual Offences (POCSO) Act, 2012</i>.</p> <p>14. Government of India. (2015). <i>Juvenile Justice (Care and Protection of Children) Act, 2015</i>.</p> <p>15. Raval, H. (2019). <i>Counselling Skills for Teachers and School Social Workers</i>. Jaipur: Rawat Publications.</p> <p>16. Save the Children India. (2018). <i>Life Skills for Children in Schools</i>. New Delhi.</p>
Web Resources:	<p>1. Ministry of Education, Government of India. (n.d.). <i>Official website</i>. https://www.education.gov.in</p> <p>2. National Council of Educational Research and Training (NCERT). (n.d.). <i>School education resources</i>. https://ncert.nic.in</p> <p>3. National Commission for Protection of Child Rights (NCPCR). (n.d.). <i>Official website</i>. https://ncpcr.gov.in</p> <p>4. UNICEF India. (n.d.). <i>Child protection and school safety programs</i>. https://www.unicef.org/india</p> <p>5. Save the Children India. (n.d.). <i>Education and child protection resources</i>. https://www.savethechildren.in</p>

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

Title of the Course	Digital Technology: Children's and Youth Wellbeing
Course Code	SWK-6409
Number of Credits	2T+2P
Theory/Practical	Theory and Practical
Level	500
Effective from AY	2025-26
New Course	Yes
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 the impact of digital technology on psychosocial wellbeing of children and youth. • To critically examine modern digital risks such as sextortion, deepfakes, algorithmic harms, misinformation, and addiction. • To analyze global and national policies, laws, and frameworks for safeguarding children and youth online. • To explore interventions including digital hygiene, resilience-building, and trauma-informed online safety approaches. • To develop advocacy and practice-based skills for creating safe, inclusive, and empowering digital environments. • To understand the demographic dividend and its implications for India's development. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the opportunities and challenges of digital technology for children and youth	PSO1, PSO2

	wellbeing.			
	CO 2. Analyze emerging risks including cyberbullying, sextortion, deepfakes, misinformation, and algorithmic harms.		PSO2, PSO3	
	CO 3. Evaluate legal and policy frameworks (POCSO, IT Act, JJ Act, UNCRC GC 25, SDGs) for child and youth online protection.		PSO2, PSO4, PSO5	
	CO 4. Apply digital literacy, trauma-informed approaches, and resilience frameworks to interventions with children and youth.		PSO3, PSO4	
	CO 5. Demonstrate skills for advocacy, awareness campaigns, and collaborations with schools, parents, government, and tech platforms.		PSO1, PSO5, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Digital Childhood and Youth: Understanding digital ecosystems; digital natives vs. digital divide; the “three Cs” (content, contact, conduct); positive opportunities: e-learning, digital participation, youth advocacy; concept of digital citizenship and wellbeing.	10 T	CO1	K1, K2
Module 2:	Emerging Online Risks: Cyberbullying, trolling, and online harassment; sextortion, image-based abuse, grooming; deepfakes & AI manipulation; online sexualization & body image; gaming addiction, microtransactions, doomscrolling; misinformation and online radicalization.	10 T	CO2	K2, K3, K4
Module 3:	Psychosocial Impact of Digital Technology: Mental health consequences (anxiety, depression, suicidal ideation); identity formation in digital spaces; LGBTQ+ youth and online communities; impact on vulnerable groups (girls, children with disabilities, rural/tribal youth); intersectionality in digital risks.	10 T	CO2, CO3	K2, K3, K5
Module 4:	Laws, Policies, and Frameworks: POCSO Act (2012) in digital contexts; IT Act (2000) and IT Rules (2021); JJ Act (2015); National Cyber Crime Reporting Portal; UNCRC General Comment 25 (2021); WeProtect Global Alliance; Budapest Convention; SDGs and child online protection.	15 P	CO3	K2, K4

Module 5:	Interventions for Digital Wellbeing: Digital hygiene (passwords, privacy, balance of screen time); digital resilience and coping strategies; parental mediation & peer education; trauma-informed responses to online abuse; school-based online safety programs; gamified learning for digital literacy.	15 P	CO4	K3, K4, K5
Module 6:	Advocacy, Innovation, and Best Practices: Youth-led digital campaigns & participatory safety approaches; collaborations with government, NGOs, tech industry (Meta, Google, CyberPeace Foundation); AI-enabled abuse detection/reporting; algorithm audits & safety-by-design; case studies of successful youth-led interventions in India and globally.	30 P	CO4, CO5	K3, K5, K6
Pedagogy:	<ul style="list-style-type: none"> • Interactive lectures and multimedia resources • Case studies (cyberbullying, sextortion, misinformation, digital activism) • Group projects: designing digital wellbeing campaigns • Simulation and role play (reporting cybercrimes, peer-support responses) • Field exposure: collaboration with schools, NGOs, and cyber cells • Guest lectures: digital safety experts, youth activists, and child rights advocates. 			
Texts:	<ol style="list-style-type: none"> 1. Bajpai, A. (2017). <i>Child rights in India: Law, policy, and practice</i>. Oxford University Press. 2. CyberPeace Foundation. (2022). <i>Child online safety in India: Risks and responses</i>. CyberPeace Foundation. 3. Davis, K. (2023). <i>Technology's child: Digital media's role in the ages and stages of growing up</i>. MIT Press. 4. Livingstone, S., & Blum-Ross, A. (2020). <i>Parenting for a digital future: How hopes and fears about technology shape children's lives</i>. Oxford University Press. 5. UNICEF. (2021). <i>Digital literacy for children: A global framework</i>. UNICEF. 6. WeProtect Global Alliance. (2023). <i>Global threat assessment 2023: Child sexual exploitation and abuse online</i>. WeProtect Global Alliance. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Barassi, V. (2020). <i>Child data citizen: How tech companies are profiling us from before birth</i>. MIT Press. 2. Gray, H., Barter, C., Robinson, A., & Stanley, N. (2025). Commentary on online child safety. <i>Journal of Adolescent Health, 76</i>(2), 289–295. https://doi.org/10.1016/j.jadohealth.2024.11.003 3. Hammond, S. P., Polizzi, G., Duddy, C., Bennett-Grant, Y., & Bartholomew, K. J. (2024). Children's, parents' and 			

	<p>educators’ understandings and experiences of digital resilience: A systematic review and meta-ethnography. <i>New Media & Society</i>, 26(5), 3018–3042.</p> <ol style="list-style-type: none"> 4. Mehta, N. (2008). <i>Child protection and juvenile justice system for children in need of care and protection</i>. Childline India Foundation. 5. National Commission for Protection of Child Rights. (2021). <i>Manual on safety and security of children in schools</i> (Rev. ed.). Government of India. https://ncpcr.gov.in 6. Odgers, C. L., & Jensen, M. R. (2020). Annual research review: Adolescent mental health in the digital age – facts, fears, and future directions. <i>Journal of Child Psychology and Psychiatry</i>, 61(3), 336–348. 7. Patchin, J. W., & Hinduja, S. (2020). Sextortion among adolescents: Results from a national survey of U.S. youth. <i>Sexual Abuse</i>, 32(1), 30–54. 8. Zhu, C., Huang, S., Evans, R., & Zhang, W. (2021). Cyberbullying among adolescents and children: A comprehensive review of the global situation, risk factors, and preventive measures. <i>Frontiers in Public Health</i>, 9, 634909. https://doi.org/10.3389/fpubh.2021.634909
Web Resources:	<ol style="list-style-type: none"> 1. CyberPeace Foundation. (n.d.). <i>Cyber safety resources</i>. https://cyberpeace.org 2. Ministry of Electronics and Information Technology. (2023). <i>Digital Personal Data Protection Act, 2023</i>. Government of India. https://www.meity.gov.in 3. National Crime Records Bureau. (2023). <i>Crime in India 2022: Cyber crime statistics</i>. Ministry of Home Affairs, Government of India. https://ncrb.gov.in 4. National Commission for Protection of Child Rights. (n.d.). <i>Official website</i>. https://ncpcr.gov.in 5. UNICEF. (n.d.). <i>Child online protection and digital safety</i>. https://www.unicef.org 6. WeProtect Global Alliance. (n.d.). <i>Official website</i>. https://weprotect.org

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

SEMESTER IV

Generic Elective (GE) Courses

Title of the Course	Concurrent Fieldwork- Community Development
Course Code	SWK-6201
Number of Credits	4
Theory/Practical	Practical
Level	500
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

Pre-requisites for the Course:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges
Course Objectives:	<ul style="list-style-type: none">• Provide continuous, structured field exposure within Panchayats/ULBs, line departments, and community-based organisations (CBOs/SHGs/CLFs/FPOs).• Integrate classroom learning with field practice through community organisation, micro-interventions, and policy/administrative interfaces.• Develop intervention skills using participatory tools (PRA/PLA), results frameworks (ToC/LFA), and social-accountability mechanisms (scorecards/social audits).• Strengthen professional documentation (profiles, logframes, briefs, reports) and reflective practice.

	<ul style="list-style-type: none"> Cultivate ethical practice, self-awareness, and effective use of field and faculty supervision. 			
Course Outcomes:			Mapped to PSO	
	CO 1. Apply community development knowledge, methods, and values in specialised field settings with PRIs/ULBs and CBOs.		PSO1, PSO2	
	CO 2. Plan and implement a context-specific micro-intervention (e.g., WASH, waste, water security, livelihoods, service access) using participatory tools.		PSO1, PSO3, PSO5	
	CO 3. Operate a basic MEL routine (indicators, baselines/targets, ethical data capture) to inform adaptive decisions.		PSO2, PSO4, PSO6	
	CO 4. Prepare professional documentation (community profile, PRA pack, ToC/logframe, meeting minutes, policy/practice brief, reflective journal).		PSO4, PSO5	
	CO 5. Demonstrate professional growth via supervision and ethics; conduct at least one policy/administrative interface and one social-accountability action.		PSO1, PSO3, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Concurrent Field Placement: 2 days/week in agencies (Panchayats/ULBs and their SWM/health wings; DRDA/RD; ICDS/PHC; Tribal Welfare/ITDP; Labour/Welfare Boards; CSOs on livelihoods/WASH/youth/child protection). Activities: community organisation & group facilitation; micro-interventions; community engagement and outreach; PRI/ULB & line-dept coordination; advocacy interfaces.	90	CO1, CO2, CO5	K3, K4, K5
Module 2:	Documentation & Reporting: Community profile; PRA outputs (social/resource map, seasonal calendar, Venn/stakeholder, problem/solution trees); ToC snapshot & 1-page logframe; meeting minutes; policy/practice brief; reflective field diary.	15	CO4	K3, K4, K5
Module 3:	Supervision, MEL & Reflective Learning: Individual and group conferences with faculty supervisors; indicator register (8–12 indicators), baselines/targets, simple data capture and one-page dashboard; review of risks/safeguards; reflective integration of theory and field experiences.	15	CO3, CO5	K4, K5, K6
Pedagogy:	<ul style="list-style-type: none"> Field immersion in CD-relevant agencies 			

	<ul style="list-style-type: none"> ● Guided practice with agency supervisors ● Individual and group conferences with faculty supervisors ● Studio clinics (logframe/indicators/scorecards) and reflective journals ● Case presentations and integration of theory with field through supervision
Texts:	<ol style="list-style-type: none"> 1. Kadushin, A., & Harkness, D. (2014). <i>Supervision in social work</i> (5th ed.). Columbia University Press. 2. Ledwith, M. (2020). <i>Community development: A critical and radical approach</i> (3rd ed.). Policy Press. 3. Narayanasamy, N. (2009). <i>Participatory rural appraisal: Principles, methods and application</i>. SAGE. 4. UNDP. (2009). <i>Handbook on planning, monitoring and evaluating for development results</i>. 5. Kusek, J. Z., & Rist, R. C. (2004). <i>Ten steps to a results-based monitoring and evaluation system</i>. World Bank.
References/ Readings:	<ol style="list-style-type: none"> 1. Chambers, R. (1997). <i>Whose reality counts?</i> Intermediate Technology. 2. Ebrahim, A., & Rangan, V. K. (2014). What impact? <i>California Management Review</i>, 56(3), 118–141. 3. OECD DAC. (2019). <i>Better criteria for better evaluation</i>. OECD Publishing. 4. Patton, M. Q. (2011). <i>Developmental evaluation</i>. Guilford. 5. Roche, C. (1999). <i>Impact assessment for development agencies</i>. Oxfam. 6. Government of India mission guidelines (orientation): MGNREGA social audit, SBM-U/G, Jal Jeevan Mission, NRLM.
Web Resources:	<ol style="list-style-type: none"> 1. Ministry of Panchayati Raj, Government of India — https://www.panchayat.gov.in 2. MoR&D (DRDA/MGNREGA/NRLM) — https://rural.nic.in 3. SBM (Urban/Rural) — https://swachhbharatmission.gov.in 4. Jal Jeevan Mission — https://ejalshakti.gov.in 5. IFSW — Global standards and ethics — https://www.ifsw.org

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

Title of the Course	Social Policy and Planning
Course Code	SWK-6202
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

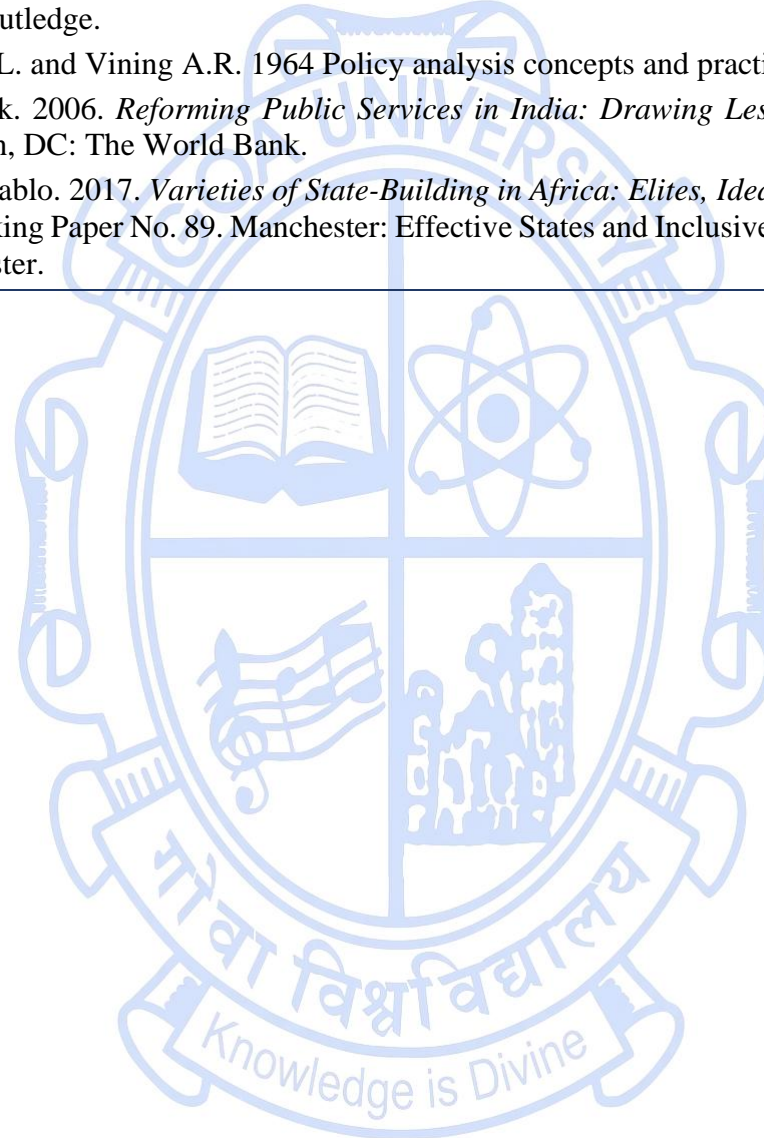
Pre-requisites for the Course:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To help students understand the basic ideas and processes of social policy and how they connect to planning. • To enable students to study social issues and see how they shape policy and planning. • To help students learn how to read and understand social policies in the light of the Constitution, especially Fundamental Rights and Directive Principles. • To encourage students to look at social policies and programs closely to find out what problems arise during their implementation 	
Course Outcomes:	CO 1. Understand the concepts, processes, and frameworks of social policy and their integration into planning mechanisms	Mapped to PSO PSO1 PSO4
	CO 2. Analyze social issues and their implications for policy and planning	PSO4, PSO2

	CO 3. Interpret and evaluate social policies within the constitutional framework, particularly in relation to Fundamental Rights and Directive Principles of State Policy.		PSO3, PSO2	
	CO 4. Evaluate existing social policies and programs to identify implementation gaps and challenges.		PSO4, PSO3	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Module I: Concept and Evolution of Social Policy Concept of social policy, sectoral policies and social services, Values underlying social policy and planning based on the Constitutional provisions (i.e. the Directive Principles of state policy and fundamental rights) and Human rights, Evolution of social policy in India in historical perspective.	15	CO1, CO3	K1, K2
Module 2:	Module II: Formulating Social Policy Approaches to social policy unified integrated and sectoral, Different models of Social policy and their applicability to the Indian situation, The process of social policy formulation the contribution of research, the role of interest groups the problem of conflict of interests and its solution, Role of professional social workers, Linkage between social policy and planning- planning as an instrument and source of policy, Role of ideology, Role of political judiciary, social movement and voluntary action.	15	CO2	K2, K4
Module 3:	Module III: Planning Process Understand Indian planning in a historical perspective, Federal political system and the planning process, Coordination between centre and state need for decentralization Panchayat Raj, Finance Commissions	15	CO1	K2, K3
Module 4:	Module IV: Challenges in Implementing Policy Administrative structures and inter-departmental coordination, Exclusion and Inequality in Access, Use of Technology and the Digital Divide. Budgetary Constraints, Frontline Workers and Last-Mile Implementation Challenges	15	CO4	K4, K5, K6
Pedagogy:	<ul style="list-style-type: none"> Interactive lectures 			

	<ul style="list-style-type: none"> ● Group discussions and reflective exercises ● Role plays and simulation-based practice ● Critical reviews of texts and documentaries ● Field observations (where feasible)
Texts:	<p>McCourt, Willy. 2013. <i>Models of Public Service Reform: A Problem-Solving Approach</i>. Washington, DC: The World Bank, East Asia and the Pacific Region, Poverty Reduction and Economic Management Unit. Policy Research Working Paper WPS6428.</p>
References/ Readings:	<ol style="list-style-type: none"> 1. Bhanti R. 1993, Social policy and Development in Rajasthan. Udaipur Himanshu publications 2. Bulmer M. ed. 1989, The Goals of social policy, London: Unwin Hyman 3. Ganpathi, R.S. and others 1985, Public Policy and policy analysis in India, Delhi: Sage Publications. 4. Ham C. Hill M. 1993, The policy process in the Modern capitalist State 2nd New York: Harvester;Weatsheaf. 5. Huttaman E.D.1981, Introduction to Social Policy New York.McGraw Hill. 6. International Labour Office 1973, Multinational enterprises and social policy Geneva I.L.O. 7. Jenks W. 1876, Social policy in a changing world Geneva: I.L.O 8. Jones K. et at 1983, Issues in Social Policy, London Routledge and Kogan Paul. 9. Kahn A.E. 1973, Social Policy and social services: New York Handom House. 10. Kulkarni, P. D. 1979. <i>Social Policy and Social Development in India</i>. Madras: Association of Schools of Social Work in India. 11. Mac Pherson S. 1982, Social policy in the Third world, New York: John Wiley and sons. 12. Mathur, Kuldeep, and James Warner Björkman. 2009. <i>Policy-Making in India: Who Speaks? Who Listens?</i> New Delhi: Har-Anand Publications 13. Mishra M and Spicker 1998, Social Policy in a changing society London Routledge. 14. Mullard M and Spicker 1998, Social Policy in a changing society London Routledge. 15. Rao. V., “Social Policy: The means and ends question” Indian journal of public administration Vol.L. No.1 Jan March 994. 16. Rao V. and Mander H., An agenda for caring: Interventions for the Marginalized New Delhi: VHAI. 17. Rastogi P.N. 1992, Policy Analysis and problem–solving for social systems New Delhi:Sage publications.

18. Spicker Paul,1998, Principles of Social welfare: An Introduction to thinking about the welfare state. London:Routledge.
19. Weimer D.L. and Vining A.R. 1964 Policy analysis concepts and practice, New Jersey: Prentice Hall.
20. World Bank. 2006. *Reforming Public Services in India: Drawing Lessons from Success*. Report No. 35041-IN. Washington, DC: The World Bank.
21. Yanguas, Pablo. 2017. *Varieties of State-Building in Africa: Elites, Ideas and the Politics of Public Sector Reform*. ESID Working Paper No. 89. Manchester: Effective States and Inclusive Development Research Centre, University of Manchester.

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



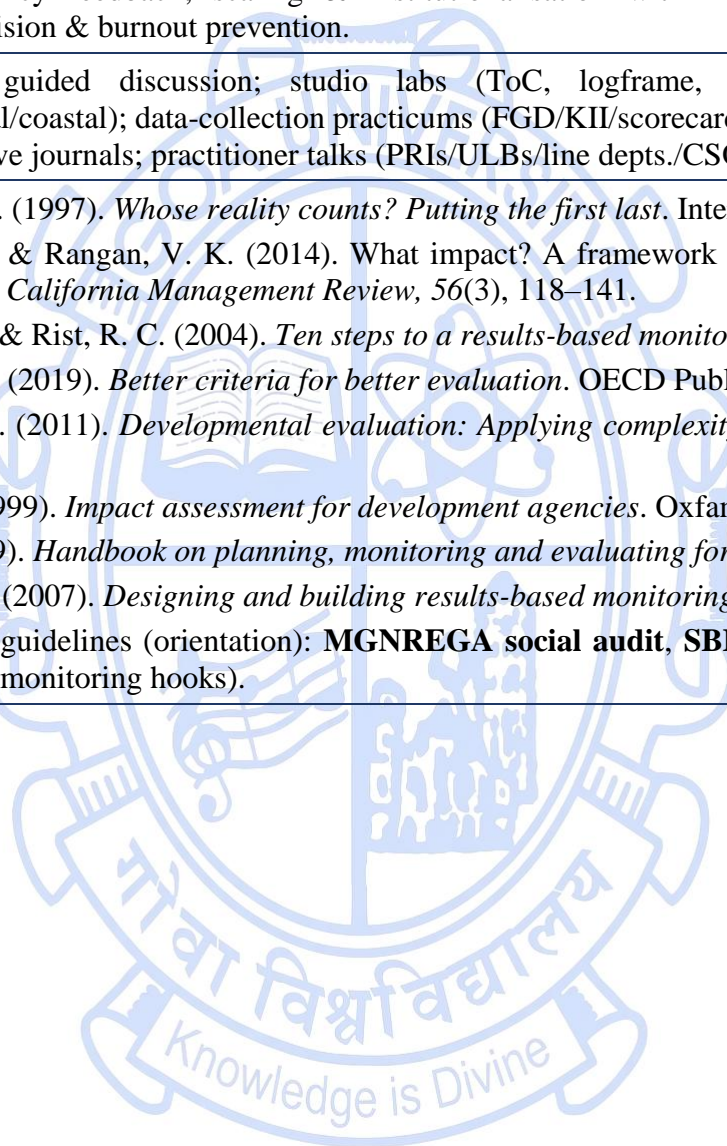
Title of the Course	Community Organisation — Project Planning, Monitoring & Evaluation
Course Code	SWK-6203
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

Pre-requisites for the Course:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • Build conceptual clarity on community organisation approaches, ethics, and power/inclusion dynamics. • Develop skills in project formulation (problem analysis, stakeholder mapping, ToC/LFA, log frames, budgets, workplans, risk). • Apply monitoring, evaluation, and learning (MEL) systems, indicators, and data practices suited to community settings. • Use participatory accountability tools (scorecards, social audits, RTI/grievance) to strengthen delivery with PRIs/ULBs and CBOs. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain CO concepts, values, and methods, linking them to inclusive community development practice.	PSO1, PSO2

	CO 2. Formulate projects using ToC/LFA, stakeholder & risk analyses, budgets, and workplans.		PSO 1, PSO 3, PSO 5
	CO 3. Design MEL systems with SMART indicators, data plans, and ethical/safeguarding protocols.		PSO 2, PSO 4, PSO 6
	CO 4. Employ participatory M&E and social-accountability tools with PRIs/ULBs/CBOs for adaptive learning and scale.		PSO 1, PSO 3, PSO 6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Community Organisation—Foundations & Practice: CO concepts, models, and processes; values/ethics; leadership & cadre development; power, participation & intersectionality; group formation & facilitation; building CBOs/SHGs/CLFs/federations; stakeholder mapping & RACI; working with PRIs/ULBs/line departments; safeguarding and “do no harm.”	15	CO1 K1, K2
Module 2:	Project Design—From Problem Analysis to Log frame: Situation & problem tree/solution tree; Theory of Change and assumptions; LFA/logframe (goal, purpose/outcomes, outputs, activities, indicators, means of verification, risks); work-breakdown structure (WBS); Gantt & milestones; budgeting & cost heads; procurement basics; risk matrix; stakeholder engagement plan; proposal writing (need, objectives, design, MEL, budget, sustainability).	15	CO2 K3, K4, K5, K6
Module 3:	Monitoring, Evaluation & Learning (MEL): RBM & performance frameworks; indicator design (SMART); baselines & targets; data sources & quality (validity, reliability); mixed-methods basics (sampling, KAP/coverage surveys, FGDs/KIIs, observation); data ethics, consent, privacy; digital data capture & simple dashboards; evaluation types (process, outcome, impact), TORs & management; learning loops and adaptive management.	15	CO3 K3, K4, K5
Module 4:	Participatory M&E & Social Accountability: Community scorecards, citizen report cards; social audits (e.g., for MGNREGA/SBM/ICDS); participatory tracking for WASH, waste, health, education; Outcome Harvesting, Most Significant Change (MSC) (orientation); RTI, grievance redressal & ombuds systems; documenting	15	CO4 K4, K5

	outcomes & policy feedback; scaling & institutionalisation with PRIs/ULBs; reflective supervision & burnout prevention.			
Pedagogy:	Lectures with guided discussion; studio labs (ToC, logframe, Gantt, indicator setting); case clinics (rural/urban/tribal/coastal); data-collection practicums (FGD/KII/scorecard); MEL tool demos; policy/budget reading sessions; reflective journals; practitioner talks (PRIs/ULBs/line depts./CSOs).			
References/ Readings:	<ol style="list-style-type: none"> 1. Chambers, R. (1997). <i>Whose reality counts? Putting the first last</i>. Intermediate Technology. 2. Ebrahim, A., & Rangan, V. K. (2014). What impact? A framework for measuring the scale & scope of social performance. <i>California Management Review</i>, 56(3), 118–141. 3. Kusek, J. Z., & Rist, R. C. (2004). <i>Ten steps to a results-based monitoring and evaluation system</i>. World Bank. 4. OECD DAC. (2019). <i>Better criteria for better evaluation</i>. OECD Publishing. 5. Patton, M. Q. (2011). <i>Developmental evaluation: Applying complexity concepts to enhance innovation and use</i>. Guilford. 6. Roche, C. (1999). <i>Impact assessment for development agencies</i>. Oxfam. 7. UNDP. (2009). <i>Handbook on planning, monitoring and evaluating for development results (RBM)</i>. 8. World Bank. (2007). <i>Designing and building results-based monitoring and evaluation systems</i>. 9. GoI mission guidelines (orientation): MGNREGA social audit, SBM-U/G, Jal Jeevan Mission, NRLM (for participatory monitoring hooks). 			

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



Title of the Course	Social Entrepreneurship and Innovation
Course Code	SWK-6204
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

Pre-requisites for the Course:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • Build conceptual clarity on social entrepreneurship & social innovation for community development practice, including ethics and do-no-harm. • Analyse legal forms, governance, and compliance pathways for community-owned enterprises in India (trusts, societies, Section 8 companies, cooperatives, producer companies, FPOs). • Design and validate inclusive, participatory business models that strengthen CD outcomes (livelihoods, services access, environmental solutions). • Develop financing, impact-measurement, and strategy toolkits (basic accounting/finance; resource mobilization; pitching; MEL/indicators). 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain social entrepreneurship/innovation concepts and their relevance to community social work & SDGs.	PSO1, PSO2

	CO 2. Critically analyse legal forms, governance, and compliance options for community/collective enterprises.		PSO 2, PSO 4, PSO 6
	CO 3. Design participatory, inclusive business models and basic venture plans (BMC, unit economics, risk & safeguards).		PSO 1, PSO 3, PSO 5
	CO 4. Develop financing & impact-accountability systems (budgeting/finance basics, fundraising, MEL/indicators, pitch).		PSO 1, PSO 3, PSO 6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Foundations—Social Entrepreneurship for Community Development: Definitions and evolution; SE vs. commercial entrepreneurship; mission orientation, risk, autonomy, innovation, participation, learning (core SE characteristics); difference between social entrepreneur/enterprise/activism/service; case-based learning (e.g., BRAC, Grameen, SEWA, Aravind, Barefoot College, BASIX, Narayana Health, TIDE).	15	CO1 K1, K2
Module 2:	Legal Forms, Governance & Ethics for Community Enterprises: Indian Trusts Act (1882); Societies Registration Act (1860); Companies Act; FCRA (2010); Income Tax Act (1961); ESI Act (1948); RTI Act (2005)—orientation to what matters for community enterprises; roles/responsibilities of boards and community governance; policy interfaces with PRIs/ULBs; ethical entrepreneurship and boundaries of SE; compliance & safeguarding (do-no-harm, child protection/GBV).	15	CO2 K3, K4
Module 3:	Designing & Validating Community-Owned Solutions: Opportunity scanning in CD contexts; process models (e.g., Timmons/PCDO orientation), prototyping/piloting; participatory design with SHGs/CLFs/FPOs/cooperatives; Business Model Canvas, value proposition, inclusive value chains (agri, fisheries, waste, crafts, care); unit economics & basic projections; operations/partnerships; digital tools (market access, payments, MIS); safeguards (risk, equity, inclusion).	15	CO3 K4, K5, K6
Module 4:	Financing, Impact & Strategy: Accounting/finance basics (final accounts; budgeting; working capital; costs); fund-resource mobilization (community, CSR, grants, crowdfunding), donor relations; pricing, market & cooperative strategies;	15	CO4 K4, K5

	networks/alliances; growth & change management; MEL & indicators, basic SROI orientation; pitching to PRIs/ULBs/CSR/impact funds; storytelling & evidence (impact reports).			
Pedagogy:	<ul style="list-style-type: none"> ● Field immersion and observation ● Guided practice with agency supervisors ● Individual conferences with faculty supervisor ● Group conferences for peer learning ● Reflective journals and case presentations 			
References/ Readings:	<ol style="list-style-type: none"> 1. Bornstein, D. (2004). <i>How to change the world: Social entrepreneurs and the power of new ideas</i>. Oxford University Press. 2. Dees, J. G. (2007). The meaning of social entrepreneurship. <i>Center for the Advancement of Social Entrepreneurship</i>. (classic essay; referenced in the uploaded syllabus) 3. Nicholls, A. (Ed.). (2006). <i>Social entrepreneurship: New models of sustainable social change</i>. Oxford University Press. 4. Mulgan, G. (2006). The process of social innovation. <i>Innovations</i>, 1(2), 145–162. 5. Osterwalder, A., & Pigneur, Y. (2010). <i>Business model generation</i>. Wiley. 6. Kotler, P., & Lee, N. (2011). <i>Social marketing: Influencing behaviors for good</i>. Sage. 7. Maheshwari, S. N. (2013). <i>Financial accounting for management</i> (3rd ed.). (finance basics) 8. Nanavatti, M. C., & Kulkarni, P. D. (1998). <i>NGOs in the changing scenario</i>. (resource mobilization & sector context) 			

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

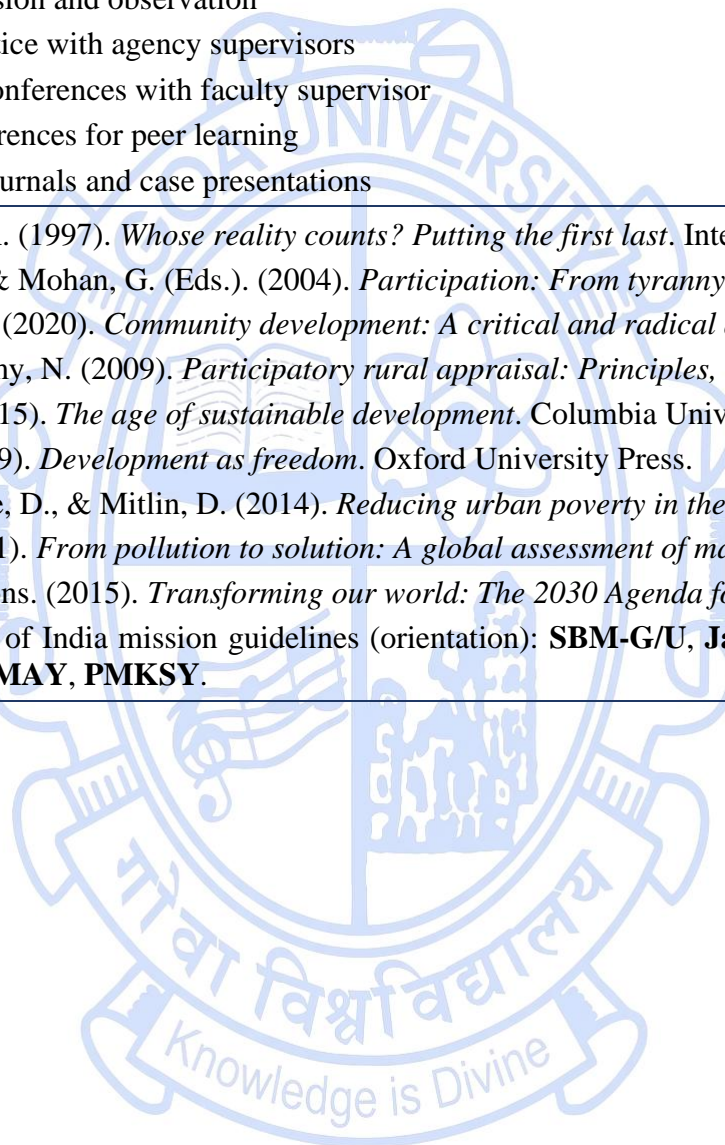
Title of the Course	Sustainable Development and Community Social Work Practice
Course Code	SWK-6205
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

Pre-requisites for the Course:	Registration in the Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • Build conceptual clarity on SD, SDGs, environmental/climate justice, and ethics within community social work practice. • Analyse India/State policy architecture and local governance (PRIs/ULBs) for SDG localization and inclusive service delivery. • Design community-level interventions for WASH, waste, water security, risk reduction, and sustainable livelihoods using participatory methods. • Develop monitoring, learning, and social-accountability plans (scorecards, social audits, ToC/logframes) for local SD outcomes. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain SD/SDG concepts and justice frameworks in the context of community social work.	PSO1, PSO2

	CO 2. Critically analyse national/state schemes and local governance mechanisms (PRIs/ULBs) for inclusion and equity.		PSO 2, PSO 4, PSO 6	
	CO 3. Design participatory, community-owned interventions (WASH, waste, water, resilient livelihoods) with safeguards.		PSO 1, PSO 3, PSO 5	
	CO 4. Develop localization toolkits (ToC/logframe, indicators, community scorecards, social audits, RTI/grievance) for accountable delivery.		PSO 1, PSO 3, PSO 6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Foundations—Sustainable Development for Community Social Work: SD fundamentals (needs, limits, intergenerational equity); SDGs—targets & localization pathways; justice lenses: environmental/climate, gender, disability, tribal & coastal livelihoods; ethics/“do no harm,” risk & safeguarding and community organizing links.	15	CO1	K1, K2
Module 2:	Policy Architecture & Local Governance (PRIs/ULBs) for SDG Delivery: National/state frameworks & departments; Panchayati Raj/ULB roles; MGNREGA, NRLM, PMAY-G/U, SBM-G/U, AMRUT, Jal Jeevan Mission, PMKSY (orientation to operations & inclusion); Mission LiFE/DRR linkages; budgeting & 15th FC grants, CSR/ESG touchpoints.	15	CO2	K3, K4
Module 3:	Practice Domains—Designing Community-Owned Sustainable Interventions: WASH & public health; solid/plastic waste (segregation, collection, MRF/processing; EPR—orientation); water security & watershed (gram panchayat water budgeting); nature-based solutions (commons, mangroves, dune protection)	15	CO3	K4, K5, K6
Module 4:	Localization Toolkit—Evidence, MEL & Social Accountability: Participatory diagnosis (PRA/PLA set); theory of change & simple logframes; SDG indicator mapping; data sources (Census/NFHS/state dashboards—orientation); community scorecards & social audits; RTI and grievance redress; documenting outcomes/learning; scale & policy feedback; reflective supervision & burnout prevention in community practice.	15	CO4	K4, K5

<p>Pedagogy:</p>	<ul style="list-style-type: none"> ● Field immersion and observation ● Guided practice with agency supervisors ● Individual conferences with faculty supervisor ● Group conferences for peer learning ● Reflective journals and case presentations
<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Chambers, R. (1997). <i>Whose reality counts? Putting the first last</i>. Intermediate Technology. 2. Hickey, S., & Mohan, G. (Eds.). (2004). <i>Participation: From tyranny to transformation?</i> Zed. 3. Ledwith, M. (2020). <i>Community development: A critical and radical approach</i> (3rd ed.). Policy Press. 4. Narayanasamy, N. (2009). <i>Participatory rural appraisal: Principles, methods and application</i>. SAGE. 5. Sachs, J. (2015). <i>The age of sustainable development</i>. Columbia University Press. 6. Sen, A. (1999). <i>Development as freedom</i>. Oxford University Press. 7. Satterthwaite, D., & Mitlin, D. (2014). <i>Reducing urban poverty in the global South</i>. Routledge. 8. UNEP. (2021). <i>From pollution to solution: A global assessment of marine litter and plastic pollution</i>. 9. United Nations. (2015). <i>Transforming our world: The 2030 Agenda for Sustainable Development</i>. 10. Government of India mission guidelines (orientation): SBM-G/U, Jal Jeevan Mission, MGNREGA, NRLM, AMRUT, PMAY, PMKSY.

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



Title of the Course	Political Economy of Development
Course Code	SWK-6206
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025
New Course	Yes
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

Pre-requisites for the Course:	Registration in the Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • Understand foundations of political economy and State–society–economy relationships. • Trace historical and conceptual evolution of development across multiple dimensions. • Critically examine diverse paradigms and theories of development. • Analyse India’s development trajectory, economic reforms, and changing planning institutions. 	
Course Outcomes:		Mapped to PSO
	CO 1. Understand foundations of political economy and State–society–economy interrelationships	PSO4, PSO3
	CO 2. Explain conceptual evolution of development across economic, human, and political dimensions.	PSO5, PSO1
	CO 3. Analyse major paradigms of development and alternative theoretical perspectives.	PSO4, PSO2

	CO 4. Examine India's development trajectory after Independence		PSO6, PSO4	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Module 1: Introduction to Political Economy Classical Political Economy: Smith and Marx, Invisible hand and class struggle, market efficiency and exploitation, From Imperialism to Neoliberalism, Relationships between State, Economy and Society	15	CO1	K2
Module 2:	Module 2: Concept of Development Development - History and Meaning, Poverty and Economic Growth, Economic Development, Human Development and Political Development.	15	CO2	K2
Module 3:	Module 3: Paradigms of Development Modernisation Theory, Dependency Theory, Post-Development Critique, Capabilities Approach to Development, Implications for Social Work Practice in India	15	CO3	K2, K3
Module 4:	Module 4: Development Experience in India Planned Economic Development in India (5 year plans: an Overview), The Economic Reforms of 1991 (Liberalisation, Globalisation and Privatisation), World Bank and International Aid Democratic Decentralisation and Participation, Inclusive Development, NITI Aayog.	15	CO4	K2, 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 observations (where feasible) 			

Texts:	<ol style="list-style-type: none"> 1. Inkeles, Alex, and David H. Smith. <i>Becoming Modern: Individual Change in Six Developing Countries</i>. Cambridge, MA: Harvard University Press, 1974. 2. Sen, Amartya. <i>Development as Freedom</i>. New York: Anchor Books, 1999. p. 3-12. 3. Pieterse, J.N. "My Paradigm or Yours? Alternative Development, Post-Development, Reflexive Development." <i>Development and Change</i> 29, no. 2 (1998): 343-373. https://doi.org/10.1111/1467-7660.00081.
References/ Readings:	<ol style="list-style-type: none"> 1. Amin, Samir. <i>Unequal Development: An Essay on the Social Formations of Peripheral Capitalism</i>. New York: Monthly Review Press, 1976. 2. Bagchi, Amiya Kumar. <i>Perilous Passage: Mankind and the Global Ascendancy of Capital</i>. Lanham, MD: Rowman & Littlefield, 2005. 3. Bhaduri, Amit. "Predatory Growth." <i>Economic and Political Weekly</i> 43, no. 16 (2008): 10-14. 4. Drèze, Jean, and Amartya Sen. <i>An Uncertain Glory: India and its Contradictions</i>. London: Allen Lane, 2013. 5. Escobar, Arturo. <i>Encountering Development: The Making and Unmaking of the Third World</i>. Princeton, NJ: Princeton University Press, 1995. 6. Marx, Karl, and Friedrich Engels. <i>Manifesto of the Communist Party</i>. 1848. 7. Misra, S.K., and V.K. Puri. <i>Indian Economy</i>. Mumbai: Himalaya Publishing House, 2017. 8. Piketty, Thomas. <i>Capital in the Twenty-First Century</i>. Cambridge, MA: Harvard University Press, 2014. 9. Rostow, W.W. <i>The Stages of Economic Growth: A Non-Communist Manifesto</i>. Cambridge: Cambridge University Press, 1960. 10. Stiglitz, Joseph E. <i>Globalization and Its Discontents</i>. New York: W.W. Norton & Company, 2002. 11. Todaro, Michael P., and Stephen C. Smith. <i>Economic Development</i>. 12th ed. London: Pearson, 2020. 12. World Bank. <i>World Development Report: The Challenge of Development</i>. New York: Oxford University Press, 1991.
Web Resources:	<ol style="list-style-type: none"> 1. EPW Engage, The Price of Development: Inside Hydel Projects in India, https://www.epw.in/engage/debate-kits/price-of-development-hydel-power-projects

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

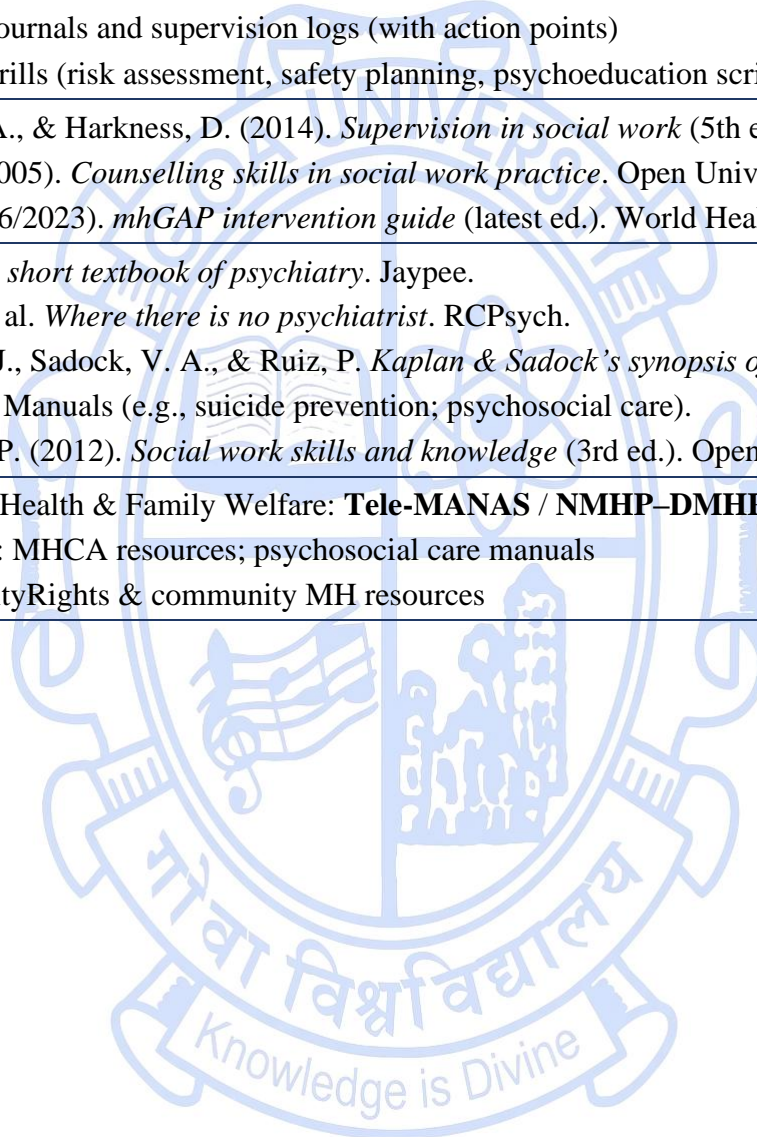
Title of the Course	Concurrent Fieldwork Practicum – Medical & Psychiatric Social Work
Course Code	SWK-6207
Number of Credits	4
Theory/Practical	Practical
Level	500
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

Pre-requisites for the Course:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • Provide continuous field exposure across hospital, community, and forensic mental-health settings. • Integrate classroom learning (assessment, counselling, casework, groupwork, community practice) with field realities. • Develop competencies in biopsychosocial assessment, risk & safety planning, case management, psychoeducation, and multidisciplinary coordination. • Strengthen professional documentation (case notes, ITP/ICP, discharge/relapse plans) and reflective practice. • Cultivate ethical practice (consent, confidentiality, boundaries), self-awareness, and effective use of supervision. 	
Course Outcomes:		Mapped to PSO
	CO 1. Apply social work knowledge, methods, and values in specialized mental-health field settings (inpatient, outpatient, community/DMHP, rehab).	PSO1, PSO2

	CO 2. Conduct biopsychosocial(-spiritual) assessments and formulate intervention plans (including risk/safety, referral, and follow-up).		PSO1, PSO3, PSO6
	CO 3. Implement casework, groupwork, family interventions, psychoeducation, and community outreach; evaluate outcomes.		PSO3, PSO4, PSO5
	CO 4. Prepare professional documentation (assessment summaries, case notes, ICP/ITP, case conference notes, discharge/relapse plans).		PSO4, PSO5
	CO 5. Demonstrate professional growth through supervision, reflective journals, ethical conduct, and teamwork in multidisciplinary contexts.		PSO1, PSO2, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Concurrent Field Placement: <i>2 days/week placement in psychiatric hospitals/units, DMHP/Tele-MANAS-linked services, community MH NGOs, de-addiction centres, child & adolescent MH services, rehabilitation/halfway homes.</i> Activities: intake & engagement; biopsychosocial assessment ; risk & safety planning; casework , family meetings, psychoeducation ; group sessions ; community outreach & referral mapping; case conferences; inter-agency coordination (health–protection–justice–welfare).	95	CO1, CO2, CO3 K3, K4, K5
Module 2:	Documentation & Reporting: Preparation of assessment summaries; progress/case notes (SOAP/DA(R)N); Individual Treatment/Care Plans (ITP/ICP) with goals, indicators, and review cycles; referral letters; discharge & relapse prevention plans ; home-visit reports; ethical documentation (consent/capacity notes; confidentiality).	10	CO4 K3, K4, K5
Module 3:	Supervision & Reflective Learning: Individual and group conferences with faculty supervisors; agency supervisory meetings; reflective journals (bias check, countertransference, self-care); theory–practice integration seminars (MHCA rights, AD/NR, duty to report where relevant); feedback loops and performance planning.	15	CO5 K4, K5, K6
Pedagogy:	<ul style="list-style-type: none"> • Field immersion with guided practice under agency supervisors • Weekly individual conferences & periodic group conferences with faculty 		

	<ul style="list-style-type: none"> • Case presentations, case conferences, and peer learning circles • Reflective journals and supervision logs (with action points) • Mini-skill drills (risk assessment, safety planning, psychoeducation scripting)
Texts:	<ol style="list-style-type: none"> 1. Kadushin, A., & Harkness, D. (2014). <i>Supervision in social work</i> (5th ed.). Columbia University Press. 2. Seden, J. (2005). <i>Counselling skills in social work practice</i>. Open University Press. 3. WHO. (2016/2023). <i>mhGAP intervention guide</i> (latest ed.). World Health Organization.
References/ Readings:	<ol style="list-style-type: none"> 1. Ahuja, N. <i>A short textbook of psychiatry</i>. Jaypee. 2. Patel, V., et al. <i>Where there is no psychiatrist</i>. RCPsych. 3. Sadock, B. J., Sadock, V. A., & Ruiz, P. <i>Kaplan & Sadock's synopsis of psychiatry</i>. Wolters Kluwer. 4. NIMHANS Manuals (e.g., suicide prevention; psychosocial care). 5. Trevithick, P. (2012). <i>Social work skills and knowledge</i> (3rd ed.). Open University Press.
Web Resources:	<ol style="list-style-type: none"> 1. Ministry of Health & Family Welfare: Tele-MANAS / NMHP–DMHP portals 2. NIMHANS: MHCA resources; psychosocial care manuals 3. WHO QualityRights & community MH resources

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



Title of the Course	Psychiatric Social Work with Vulnerable Groups
Course Code	SWK-6208
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

Pre-requisites for the Course:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To introduce vulnerability, risk, protection, and resilience frameworks in psychiatric social work. • To build competencies for assessment, case management, and psychosocial interventions with diverse vulnerable groups. • To integrate rights-based, gender-responsive, disability-inclusive, and culturally sensitive practice in mental health settings. • To strengthen ethical decision-making, intersectoral coordination, and documentation for continuity of care. • To apply Indian legal and policy frameworks relevant to psychiatric social work practice. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain vulnerability/resilience concepts and social determinants relevant to psychiatric social work practice.	PSO1, PSO3

	CO 2. Conduct biopsychosocial(-spiritual) assessments and risk/safety planning with vulnerable groups.		PSO1, PSO3, PSO6
	CO 3. Design and deliver context-appropriate psychosocial interventions (individual, family, group, community).		PSO1, PSO3, PSO5
	CO 4. Apply ethics, rights, and Indian legal frameworks (e.g., MHCA 2017, RPwD 2016, JJ Act 2015, POCSO 2012, NDPS 1985) in clinical decisions and interagency work.		PSO2, PSO3, PSO4
	CO 5. Collaborate across systems (health, protection, justice, social welfare) and use supervision, monitoring, and documentation for quality care.		PSO1, PSO5, PSO6
Content:		No of hours	Mapped to CO
			Cognitive Level
Module 1:	Foundations — Vulnerability, Risk & Resilience in Psychiatric Social Work: Concepts of vulnerability, adversity, risk and protective factors; resilience and recovery-oriented practice; social determinants (poverty, stigma, discrimination, caste, gender, disability); trauma- and violence-informed care; anti-oppressive, culturally responsive, and person-in-environment perspectives; roles of the psychiatric social worker in hospital, community, and forensic settings.	12	CO1 K4
Module 2:	Assessment & Case Management with Vulnerable Groups: Biopsychosocial(-spiritual) assessment; clinical interviewing; genograms/eco-maps; functional assessment; capacity and consent; risk assessment (self-harm, suicide, aggression, neglect, exploitation); safety planning; case formulation; case management and care coordination; referral pathways; documentation (SOAP/DA(R)N notes), discharge planning, follow-up.	12	CO2 K5
Module 3:	Psychosocial Interventions in Mental Health Care: Evidence-informed interventions—supportive counselling, psychoeducation, crisis intervention, brief CBT/behavioural activation elements, problem-solving therapy, MI for substance use; family interventions and caregiver support; groupwork in psychiatric settings; community-based rehabilitation, relapse prevention, recovery planning; task-sharing/stepped care; tele-mental health basics and digital safety.	12	CO3 K6
Module 4:	Ethics, Rights & Legal-Policy Frameworks in India: Ethics (autonomy, beneficence,	12	CO4 K5

	non-maleficence, justice), confidentiality and its limits; informed consent/assent and capacity; Mental Healthcare Act 2017 (rights, advance directive, nominated representative), Rights of Persons with Disabilities Act 2016, JJ Act 2015 (CNCP/CCL interfaces), POCSO 2012 (duty to report; support person linkages), NDPS 1985 (treatment/rehab), senior citizens & guardianship provisions; gender/sexuality and non-discrimination; documentation for courts and interagency meetings.			
Module 5:	Working with Specific Vulnerable Groups: Children and adolescents (including conflict with law, abuse/neglect, school refusal, self-harm); women (perinatal mental health, IPV, sexual violence); older adults (dementia, depression, caregiving burden); persons with disabilities and severe mental illness (SMI) and their caregivers; LGBTQIA+ populations; people who use substances; homeless persons and persons in street situations; prisoners/forensic populations; disaster/conflict-affected, migrants/refugees; intersectionality; designing culturally and contextually appropriate pathways of care and intersectoral collaboration (health-protection-justice-social welfare).	12	CO5	K5
Pedagogy:	Interactive lectures; case-based learning; simulated interviews and role plays; case conferences; reflective journals; field-linked mini-assignments; guest inputs from psychiatry/clinical psychology/forensic teams.			
References/ Readings:	<ol style="list-style-type: none"> 1. Ahuja, N. (various eds.). <i>A Short Textbook of Psychiatry</i>. (Indian context) 2. Sadock, B. J., Sadock, V. A., & Ruiz, P. <i>Kaplan & Sadock's Synopsis of Psychiatry</i>. 3. WHO. <i>mhGAP Intervention Guide; Guidelines on Community Mental Health Services</i>. 4. Patel, V., et al. <i>Where There Is No Psychiatrist</i> (task-sharing approaches). 5. Seden, J. <i>Counselling Skills in Social Work Practice</i>. 6. Higham, P. <i>Communication and Interviewing Skills for Social Work</i>. 7. Townsend, M. <i>Psychiatric Mental Health Nursing</i> (for psychoeducation & groupwork orientation). 8. Ministry/Institute manuals (e.g., NIMHANS) on psychosocial care, suicide prevention, and substance use. 9. Mental Healthcare Act, 2017; Rights of Persons with Disabilities Act, 2016; Juvenile Justice (Care & Protection of Children) Act, 2015; POCSO Act, 2012; NDPS Act, 1985; Maintenance and Welfare of Parents and Senior Citizens Act, 2007 (for older adults). 			

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

Title of the Course	Medical and Psychiatric Social Work Practice
Course Code	SWK-6209
Number of Credits	4
Theory/Practical	Theory
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:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To provide in-depth understanding of the role of social work in medical and psychiatric settings. • To train students in psychosocial assessment, treatment planning, and therapeutic engagement with patients and families. • To develop skills in working with multidisciplinary teams in hospitals and community settings. • To critically examine policies, programs, and ethical issues in medical and psychiatric social work practice 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the scope, principles, and functions of medical and psychiatric social work.	PSO1, PSO2
	CO 2. Conduct psychosocial assessments and develop intervention plans.	PSO1, PSO3, PSO5
	CO 3. Apply counselling and therapeutic skills in hospital and community contexts.	PSO1, PSO3

	CO 4. Examine socio-cultural and policy frameworks shaping mental health and illness.		PSO2, PSO4	
	CO 5. Collaborate effectively within multidisciplinary teams.		PSO1, PSO6	
	CO 6. Critically evaluate national health programs, policies, and ethical dilemmas in practice.		PSO2, PSO4, PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Foundations of Medical & Psychiatric Social Work: History, scope, and principles; role of medical social workers in hospitals; psychiatric social work practice in institutional and community settings; ethical dilemmas.	10	CO1	K2
Module 2:	Psychosocial Assessment & Intervention: Case history, Mental Status Examination (MSE), genograms, eco-maps; psychosocial diagnosis; individual, group, and family interventions; care planning.	14	CO2	K3
Module 3:	Medical Social Work Practice Areas: Social work in oncology, HIV/AIDS, palliative care, nephrology, disability and rehabilitation; working with caregivers and chronic illness.	12	CO3	K4
Module 4:	Psychiatric Social Work Practice Areas: Work with child and adolescent psychiatry, geriatric psychiatry, substance use, de-addiction, trauma, and suicide prevention.	12	CO4	K5
Module 5:	Policy, Programs, and Multidisciplinary Practice: National Mental Health Programme; NMHP District Mental Health Programme; Ayushman Bharat & health insurance; multidisciplinary teamwork; documentation & evaluation in medical/psychiatric social work.	12	CO5	K6
Pedagogy:	<ul style="list-style-type: none"> • Case-based teaching from hospital and psychiatric units • Role plays and simulation of psychosocial assessments • Guest lectures by psychiatrists, psychologists, and medical social workers • Field practicum integration (psychiatric hospitals, general hospitals, NGOs) • Use of reflective diaries to track skill development 			

	<ul style="list-style-type: none"> ● Group projects on evaluation of national programs (e.g., DMHP)
Texts:	<ol style="list-style-type: none"> 1. Ahuja, N. (2014). <i>A short textbook of psychiatry</i> (7th ed.). Jaypee Brothers Medical Publishers. 2. Park, K. (2019). <i>Textbook of preventive and social medicine</i> (25th ed.). Banarsidas Bhanot. 3. Trevithick, P. (2012). <i>Social work skills and knowledge</i> (3rd ed.). Open University Press.
References/ Readings:	<ol style="list-style-type: none"> 1. Dominelli, L. (2017). <i>Anti-oppressive practice in health and social care</i>. Palgrave Macmillan. 2. Kapoor, B., & Raju, M. (2018). <i>Medical and psychiatric social work in India</i>. Allied Publishers. 3. Ramesh, B., & Verghese, A. (2010). <i>Psychiatric social work practice</i>. NIMHANS Publications. 4. World Health Organization. (2017). <i>Depression and other common mental disorders: Global health estimates</i>. World Health Organization.
Web Resources:	<ol style="list-style-type: none"> 1. World Health Organization (WHO) – Mental Health: https://www.who.int/health-topics/mental-health 2. National Institute of Mental Health and Neurosciences (NIMHANS): https://nimhans.ac.in/ 3. Substance Abuse and Mental Health Services Administration (SAMHSA): https://www.samhsa.gov/ 4. <i>Indian Journal of Psychiatry</i> (Open Access): https://journals.lww.com/indianjpsychiatry 5. Ministry of Health & Family Welfare, Government of India – National Mental Health Programme (NMHP): https://nhm.gov.in/index1.php?lang=1&level=2&sublinkid=1050&lid=614

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



Title of the Course	Mental Health Law & Ethics
Course Code	SWK-6210
Number of Credits	4
Theory/Practical	Theory
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:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • Introduce key Indian mental health laws and ethical principles relevant to psychiatric social work. • Build ability to identify, analyse, and resolve ethical dilemmas in hospital, community, and forensic settings. • Apply MHCA 2017 mechanisms (rights, advance directive, nominated representative), and understand CMHA/SMHA/MHRBs. • Strengthen documentation, consent/capacity, confidentiality, and interagency coordination. • Promote patient advocacy, accountability, and ethical audits within service settings. 	
Course Outcomes:	CO 1. Describe major Indian mental health laws and ethical principles.	Mapped to PSO PSO1, PSO3, PSO5
	CO 2. Analyse ethical dilemmas and apply decision-making frameworks in psychiatric social work.	PSO2, PSO3

	CO 3. Apply legal–ethical guidelines (consent/capacity, confidentiality, documentation) in practical scenarios.		PSO1, PSO2, PSO3
	CO 4. Recognise rights of persons with mental illness and professional responsibilities; engage in patient advocacy.		PSO2, PSO4
	CO 5. Coordinate with legal/forensic processes and inter-agency systems; produce court/authority-ready notes.		PSO1, PSO4, PSO6
	CO 6. Explain the regulatory architecture—CMHA, SMHA, and Mental Health Review Boards (MHRBs)—and prepare for compliance with registration, standards, and grievance mechanisms.		PSO5, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Introduction to Mental Health Law & Ethics: Overview of mental health law; definitions of mental illness, consent, and capacity; basic ethical principles in psychiatric practice (autonomy, beneficence, non-maleficence, justice); scope and roles of psychiatric social workers; boundaries in multidisciplinary teams.	10	CO1, CO2 K2
Module 2:	Indian Mental Health Legislation: Mental Healthcare Act (MHCA) 2017—definitions; rights of persons with mental illness; advance directives and nominated representatives; least-restrictive care and continuity of care; regulatory architecture—Central Mental Health Authority (CMHA), State Mental Health Authority (SMHA), and Mental Health Review Boards (MHRBs) (composition, roles, powers, grievance/appeal); registration/licensing of Mental Health Establishments (MHEs), minimum standards, inspections, suspension/cancellation; duties of MHEs and professionals; documentation responsibilities of social workers.	12	CO1, CO3, CO6 K3
Module 3:	Ethical Issues in Practice: Confidentiality and privacy (limits/exceptions for imminent risk); informed consent and assent; professional boundaries/dual relationships; ethical decision-making frameworks; child, adolescent, and geriatric considerations (capacity/guardianship interfaces; POCSO-linked duty to report; older adults and substitute decision-making); culturally responsive and anti-	14	CO2, CO3, CO4 K4

	oppressive lenses.			
Module 4:	Legal Processes and Forensic Considerations: Capacity assessment and guardianship; court procedures and medico-legal documentation; role of social workers in forensic evaluations and inter-agency coordination (health–protection–justice); civil and criminal law applications relevant to psychiatric social work; interface with SMHA/MHRBs for inquiries, appeals, and complaints; preparing court-ready and authority-ready documentation (admissions, capacity notes, restraint/seclusion records where applicable, discharge summaries) aligned to MHCA rules.	12	CO3, CO5, CO6	K5
Module 5:	Policies, Advocacy & Professional Responsibility: National Mental Health Programme (NMHP), DMHP, and Tele-MANAS; patient advocacy and grievance pathways (internal → MHRB/SMHA); professional accountability and record-keeping; introduction to ethical audits; service standards and quality improvement from a social work lens; service-level SOPs and compliance checklists (registration/renewal, rights display, consent/capacity processes, incident reporting); inter-agency MoUs and data-sharing safeguards.	12	CO4, CO5, CO6	K6
Pedagogy:	Case studies (hospital/community/forensic); role plays on consent, confidentiality, guardianship, and MHRB/SMHA hearing simulations; group discussions on landmark cases; guest inputs (legal expert/psychiatrist/forensic SW); field visit or virtual exposure to DMHP/Tele-MANAS; reflective journals.			
References/ Readings:	<ol style="list-style-type: none"> 1. Ahuja, N. <i>A Short Textbook of Psychiatry</i> (India). 2. Gopikumar, V., & Varghese, A. <i>Mental Health Law in India</i>. NIMHANS. 3. Saxena, S., & Sharan, P. <i>Mental Health and Human Rights in India</i>. Sage. 4. Trevithick, P. <i>Social Work Skills and Knowledge</i> (3rd ed.). Open University Press. 5. Dominelli, L. <i>Anti-Oppressive Practice in Health and Social Care</i>. Palgrave. 6. WHO. <i>Guidance on Mental Health, Human Rights & Legislation; QualityRights</i> materials. 7. Govt. of India resources on MHCA 2017, NMHP/DMHP, Tele-MANAS. 			

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

Title of the Course	Community Mental Health Practice
Course Code	SWK-6211
Number of Credits	4
Theory/Practical	Theory
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:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges
Course Objectives:	<ul style="list-style-type: none"> • Develop understanding of core concepts, principles, and models of community mental health and their relevance to social work practice. • Equip students with skills for community-based psychosocial assessment, intervention, prevention, and rehabilitation strategies. • Analyze social determinants of mental health, the impact of stigma, and barriers to mental-healthcare access within communities. • Critically examine the role of medical and psychiatric social workers in advocacy, prevention, and health promotion across community and institutional contexts. • Promote evidence-based and culturally competent approaches for mental health promotion, prevention, and intervention at the community level.

Course Outcomes:		Mapped to PSO		
	CO 1. Equip students with skills for community-based psychosocial assessment, intervention, prevention, and rehabilitation strategies.	PSO1, PSO3		
	CO 2. Assess individual, family, and community mental health needs using social work perspectives and tools.	PSO2, PSO3		
	CO 3. Plan and implement community-level mental health interventions, including awareness, prevention, early identification, and referral.	PSO1, PSO2, PSO3		
	CO 4. Critique and respond to stigma and societal barriers to community mental health.	PSO2, PSO4		
	CO 5. Demonstrate effective teamwork and communication in multi-agency settings for mental health promotion and crisis response.	PSO1, PSO4, PSO6		
	CO 6. Apply ethical and legal frameworks in diverse community mental health contexts.	PSO5, PSO6		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Introduction to Community Mental Health Care: Community Mental Health and its significance; bio-psycho-social model; epidemiological and ecological approaches; person-in-environment perspective; social determinants of mental health; overview of assessment, advocacy, networking, prevention, and psychosocial intervention.	15	CO1, CO4	K4
Module 2:	Principles of Assessment in Community Mental Health: Purpose, scope, and stages of assessment; integration of bio-psycho-social approach; ethical and cultural sensitivity in assessment; assessment tools and techniques—client interviews and engagement strategies; use of genograms, eco-maps, sociograms, and culturagrams; life-course and person-in-environment frameworks—assessing impact of life stage, culture, and environment; community and home-based assessment practices—home visits, community observations; engaging family and community networks in assessment.	15	CO1, CO2	K5
Module 3:	Community-based Psychosocial Interventions and Rehabilitation: Laws, ethics,	15	CO1,	K6

	and policy in community mental health (India & global—orientation); philosophy and scope of community-based psychosocial interventions; types of interventions: psychoeducation, counselling, group therapy, rehabilitation; role of community health workers and peer support; participatory and culturally sensitive approaches; innovative modalities: arts-based therapies, digital tools; monitoring, evaluation, and sustainability of community-based programmes; case studies and best practices from India and other low-resource settings.		CO3, CO5, CO6	
Module 4:	Community-Based Mental Health Promotion & Specialized Populations: Specialized populations: children, older adults, substance use, etc.; concepts and models of mental health promotion; stigma, discrimination, and community awareness campaigns; roles of schools, workplaces, and faith communities in promotion; national and global mental health promotion programmes and policies; community resilience and social capital; digital and media tools for mental health education; monitoring and evaluation of promotion activities; multidisciplinary and family-centred approaches; policy and programme initiatives in India and globally.	15	CO3, CO4, CO5, CO6	K5
Pedagogy:	Participatory lectures; case-based learning; tool labs (genogram/eco-map/sociogram/culturagram); simulations/role-plays; community micro-activities (needs scan, awareness action, referral mapping); reflective journals; guest inputs (DMHP, Tele-MANAS/community programme leads, peer supporters).			
References/ Readings:	<ol style="list-style-type: none"> 1. Bland, R., Drake, G., Drayton, J., & Tullgren, A. (2021). <i>Social work practice in mental health: An introduction</i>. Taylor & Francis. 2. Burns, T., & Firn, M. (2017). <i>Outreach in community mental health care: A manual for practitioners</i>. Oxford University Press. 3. Cummins, I. (2019). <i>Mental health social work reimaged</i>. Policy Press. 4. <i>Oxford textbook of community mental health</i>. (2011). Oxford University Press. 5. Salter, M., & Turner, T. H. (2008). <i>Community mental health care: A practical guide to outdoor psychiatry</i>. Churchill Livingstone/Elsevier. 6. Satin, D. G. (2020). <i>The challenge of community mental health and Erich Lindemann: Community mental health, Erich Lindemann, and social conscience in American psychiatry</i> (Vol. 2). Taylor & Francis. 			

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

Title of the Course	Concurrent Fieldwork Practicum – Working with Family, Children and Youth
Course Code	SWK-6212
Number of Credits	4
Theory/Practical	Practical
Level	500
Effective from AY	2025–2026
New Course	No
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

Pre-requisites For the Course:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To provide continuous field exposure in the area of family, children, and youth welfare. • To enable students to integrate classroom learning with field practice. • To develop intervention skills in casework, group work, community engagement, and advocacy. • To strengthen professional documentation and reflective practice skills. • To cultivate ethical practice, self-awareness, and use of supervision in fieldwork. 	
Course Outcomes:	CO 1. Apply social work knowledge, methods, and values in specialized field settings with families, children, and youth.	Mapped to PSO PSO1, PSO2
	CO 2. Engage in interventions addressing issues of child protection, family strengthening, and youth empowerment.	PSO2, PSO3

	CO 3. Demonstrate ability to plan, implement, and evaluate casework, group work, and community projects.		PSO3, PSO4	
	CO 4. Prepare professional documentation including case notes, group reports, home study reports, and social investigation reports.		PSO4, PSO5	
	CO 5. Exhibit professional growth through supervision, self-reflection, and adherence to ethics in practice.		PSO1, PSO5, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Concurrent Field Placement: 2 days per week placement in agencies (NGOs, schools, child protection units, family counselling centres, youth programs). Activities: casework, group work, family counselling, child/youth outreach, institutional care, advocacy initiatives.	95	CO1, CO2, CO3	K3, K4, P5
Module 2:	Documentation & Reporting: Preparation of case notes, group reports, home study reports, social investigation reports, individual care plans, reflective field diaries.	10	CO4	K3, K4, P5
Module 3:	Supervision & Reflective Learning: Individual conferences with faculty supervisors; group conferences for peer learning; reflective practice sessions integrating theory and field experiences.	15	CO5	K4, K5, P6
Pedagogy:	<ul style="list-style-type: none"> ● Field immersion in specialisation-relevant agencies ● Guided practice with agency supervisors ● Individual and group conferences with faculty supervisors ● Reflective journals and case presentations ● Integration of theory and practice through supervision 			
Texts:	<ol style="list-style-type: none"> 1. Desai, M. (2002). <i>Family and interventions: A social work perspective</i>. Rawat Publications. 2. Kadushin, A., & Harkness, D. (2014). <i>Supervision in social work</i> (5th ed.). Columbia University Press. 3. Kumar, A. (2013). <i>Social work: Concepts and methods</i>. Rawat Publications. 4. Mehta, N. (2008). <i>Child protection and juvenile justice system for children in need of care and protection</i>. Childline 			

	<p>India Foundation.</p> <p>5. Treviño, P. (2012). <i>Social work skills and knowledge: A practice handbook</i> (3rd ed.). Open University Press.</p>
References/ Readings:	<p>1. Bajpai, A. (2017). <i>Child rights in India: Law, policy, and practice</i>. Oxford University Press.</p> <p>2. Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2017). <i>Direct social work practice: Theory and skills</i> (10th ed.). Cengage Learning.</p> <p>3. Kothari, C. R. (2014). <i>Research methodology: Methods and techniques</i> (3rd ed.). New Age International.</p> <p>4. National Commission for Protection of Child Rights. (2021). <i>Manual on safety and security of children in schools</i> (Rev. ed.). Government of India. https://ncpcr.gov.in</p> <p>5. Padgett, D. K. (2016). <i>Qualitative methods in social work research</i> (3rd ed.). Sage.</p> <p>6. UNICEF. (2021). <i>The state of the world's children 2021: On my mind – Promoting, protecting and caring for children's mental health</i>. UNICEF.</p>
Web Resources:	<p>1. Council on Social Work Education. (n.d.). <i>Field education resources</i>. https://www.cswe.org</p> <p>2. International Federation of Social Workers. (n.d.). <i>Global standards for social work education and training</i>. https://www.ifsw.org</p> <p>3. Ministry of Women and Child Development, Government of India. (n.d.). <i>Official website</i>. https://wcd.nic.in</p> <p>4. National Commission for Protection of Child Rights. (n.d.). <i>Official website</i>. https://ncpcr.gov.in</p> <p>5. Shodhganga. (n.d.). <i>Indian theses and dissertations repository</i>. https://shodhganga.inflibnet.ac.in</p> <p>6. UNICEF India. (n.d.). <i>Child protection and adolescent development programs</i>. https://www.unicef.org/india</p>

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

Title of the Course	Working with Children in Difficult Circumstances
Course Code	SWK-6213
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

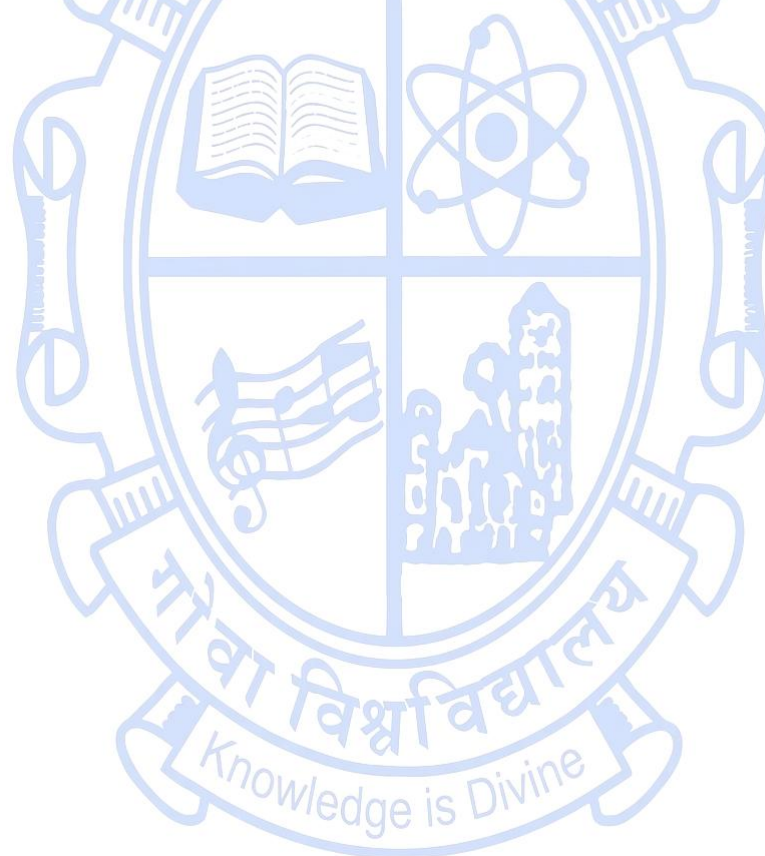
Pre-requisites for the Course:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To examine the vulnerabilities and risk factors that place children in difficult circumstances. • To analyze the categories of children in need of care and protection under Indian and international frameworks. • To study psychosocial, legal, and policy responses to children in adverse situations. • To develop professional skills for working with children in family, community, and institutional contexts. • To promote rights-based, child-centred, and trauma-informed social work interventions. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the concept of children in difficult circumstances and their categories under law and policy.	PSO1, PSO2
	CO 2. Analyze vulnerabilities faced by children including abuse, exploitation, neglect, displacement, and digital risks.	PSO2, PSO3

	CO 3. Evaluate national and international legal and policy frameworks for protection and rehabilitation of children in difficult circumstances.		PSO2, PSO4, PSO5	
	CO 4. Apply social work methods and trauma-informed approaches to intervene with children in families, communities, and institutions.		PSO3, PSO4	
	CO 5. Demonstrate advocacy, networking, and documentation skills in child protection practice.		PSO1, PSO5, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Introduction to Children in Difficult Circumstances: Concept and definitions; causes and risk factors; CRC and Indian perspectives; magnitude and situational analysis of vulnerable children in India.	10	CO1	K1, K2
Module 2:	Categories of Children in Difficult Circumstances: Orphans, street children, working children, children of sex workers, trafficked children, children affected by HIV/AIDS, children in conflict zones/disaster situations, migrant children, children with disabilities, LGBTQ+ children.	10	CO1, CO2	K2, K3
Module 3:	Abuse, Exploitation, and Neglect: Physical, emotional, and sexual abuse; child marriage; child labour; child trafficking; digital exploitation: cyberbullying, sextortion, CSAM; psychosocial impact of trauma and neglect.	10	CO2	K2, K3, K4
Module 4:	Legal and Policy Frameworks: Juvenile Justice Act 2015; Goa Children's Act 2003; POCSO Act 2012; Mission Vatsalya; Childline 1098; Supreme Court/High Court Juvenile Justice Committees; UNCRC; UN Guidelines for Alternative Care.	10	CO3	K2, K4
Module 5:	Interventions and Models of Care: Trauma-informed care; family strengthening; foster care, kinship care, and adoption; institutional care and deinstitutionalization; psychosocial interventions; role of CWC, JJB, DCPU, NGOs.	10	CO4	K3, K4, K5
Module 6:	Skills for Social Work Practice: Communication with children; casework and group work with vulnerable children; advocacy and campaigning; documentation (social investigation reports, home study reports, ICPs); networking and collaboration.	10	CO4, CO5	K3, K5, K6

Pedagogy:	<ul style="list-style-type: none"> ● Interactive lectures and case studies of children in difficult circumstances ● Group discussions and debates on contemporary child protection challenges ● Role plays and simulations (interviews, counselling, CWC hearings) ● Field exposure to child care institutions, NGOs, and DCPUs ● Reflective journals and group presentations ● Guest lectures from child rights activists, lawyers, and child protection officers
Texts:	<ol style="list-style-type: none"> 1. Bajpai, A. (2017). <i>Child rights in India: Law, policy, and practice</i>. Oxford University Press. 2. Mehta, N. (2008). <i>Child protection and juvenile justice system for children in need of care and protection</i>. Childline India Foundation. 3. Saxena, A. (2012). <i>School social work in India: Principles and practice</i>. Sage Publications. 4. Virani, P. (2000). <i>Bitter chocolate: Child sexual abuse in India</i>. Penguin Books.
References/ Readings:	<ol style="list-style-type: none"> 1. Government of Goa. (2003). <i>Goa Children's Act, 2003</i>. Government of Goa. 2. Government of India. (2012). <i>The Protection of Children from Sexual Offences Act, 2012</i>. Government of India. https://legislative.gov.in 3. Government of India. (2015). <i>The Juvenile Justice (Care and Protection of Children) Act, 2015</i>. Government of India. https://legislative.gov.in 4. Ministry of Women and Child Development. (2022). <i>Mission Vatsalya guidelines</i>. Government of India. https://wcd.nic.in 5. National Commission for Protection of Child Rights. (2021). <i>Manual on safety and security of children in schools</i> (Rev. ed.). Government of India. https://ncpcr.gov.in 6. National Crime Records Bureau. (2023). <i>Crime in India 2022: Statistics on child-related crimes</i>. Ministry of Home Affairs, Government of India. https://ncrb.gov.in 7. Save the Children India. (2018). <i>Children in difficult circumstances: Status and policy responses</i>. Save the Children India. 8. United Nations Committee on the Rights of the Child. (2021). <i>General Comment No. 25 on children's rights in relation to the digital environment (CRC/C/GC/25)</i>. United Nations. 9. United Nations General Assembly. (2009). <i>Guidelines for the alternative care of children</i>. United Nations.

	10. WeProtect Global Alliance. (2023). <i>Global threat assessment 2023: Child sexual exploitation and abuse online</i> . WeProtect Global Alliance. https://weprotect.org
Web Resources:	<ol style="list-style-type: none"> 1. Childline India Foundation. (n.d.). <i>Childline 1098 resources</i>. https://www.childlineindia.org 2. Ministry of Women and Child Development. (n.d.). <i>Official website</i>. https://wcd.nic.in 3. National Commission for Protection of Child Rights (NCPCR). (n.d.). <i>Official website</i>. https://ncpcr.gov.in 4. Supreme Court of India. (n.d.). <i>Juvenile Justice Committee reports</i>. https://main.sci.gov.in 5. UNICEF India. (n.d.). <i>Child protection and child rights resources</i>. https://www.unicef.org/india

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



Title of the Course	Gender and Sexuality Education for Children and Youth
Course Code	SWK-6214
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

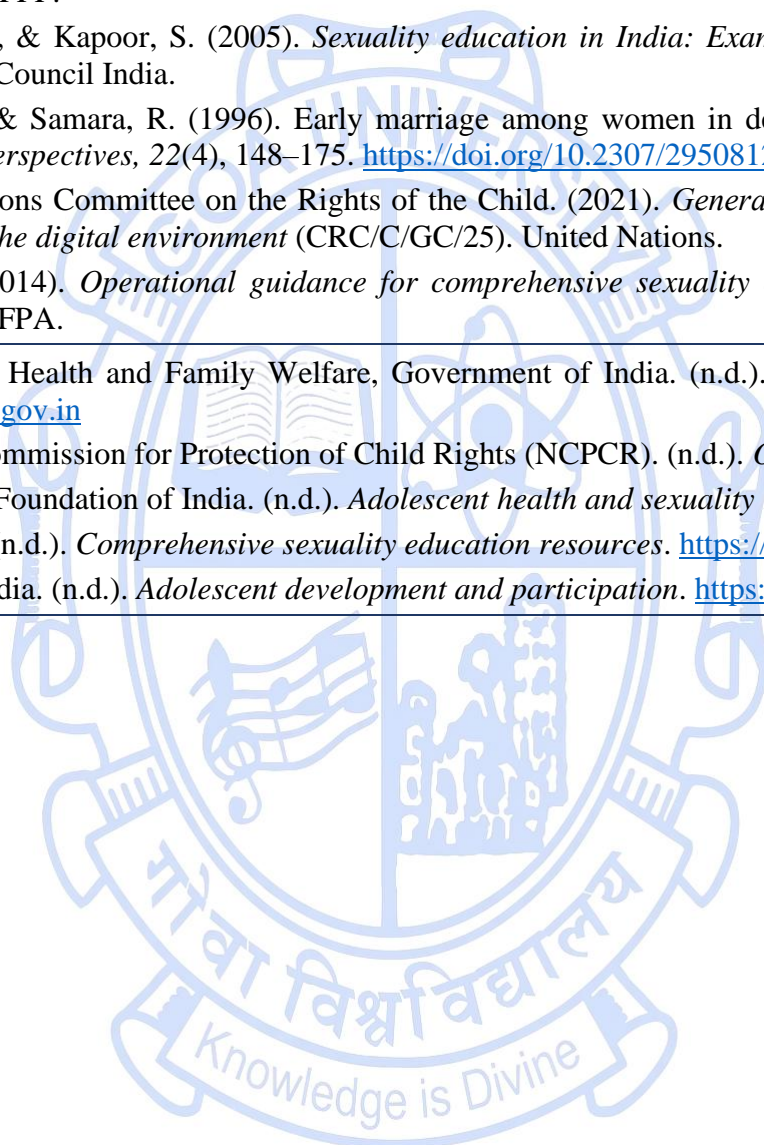
Pre-requisites for the Course:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To understand concepts of gender, sexuality, and identity in childhood and adolescence. • To critically examine myths, taboos, and cultural perceptions around gender and sexuality in India. • To study frameworks of Comprehensive Sexuality Education (CSE) and their relevance in the Indian context. • To analyze contemporary challenges including child sexual abuse, teenage pregnancies, LGBTQ+ stigma, sextortion, and online exploitation. • To develop skills for designing, delivering, and evaluating age-appropriate, rights-based, and inclusive sexuality education programs. 	
Course Outcomes:	CO 1. Explain concepts of gender, sexuality, and identity development in children and youth.	Mapped to PSO PSO1, PSO2
	CO 2. Critically analyze myths, stereotypes, and cultural constructions around sexuality in	PSO2, PSO3

	India.			
	CO 3. Evaluate frameworks, policies, and global commitments on Comprehensive Sexuality Education (CSE) and SRHR.		PSO2, PSO4, PSO5	
	CO 4. Apply social work approaches to address issues such as child sexual abuse, teenage pregnancy, online sexual exploitation, and LGBTQ+ inclusion.		PSO3, PSO4	
	CO 5. Demonstrate skills in planning and implementing participatory, age-appropriate, and rights-based sexuality education modules.		PSO1, PSO5, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Introduction to Gender and Sexuality: Concepts of sex, gender, sexuality, sexual orientation, gender identity; gender socialization in childhood and adolescence; myths and misconceptions; intersectionality and cultural taboos.	10	CO1, CO2	K1, K2
Module 2:	Sexuality Education – Frameworks and Approaches: Comprehensive Sexuality Education (CSE); UNESCO International Technical Guidance on Sexuality Education; Adolescence Education Programme (AEP) in India; SRHR in SDGs; rights-based and child-centered approaches.	10	CO1, CO3	K2, K4
Module 3:	Psychosocial and Developmental Perspectives: Psychosexual development in children and adolescents (Freud, Erikson, contemporary models); identity and self-expression; body image, consent, relationships, and peer pressure; influence of media and pornography.	10	CO1, CO2	K2, K3
Module 4:	Challenges and Risks: Child sexual abuse (POSCO Act); teenage pregnancies and early marriage; unsafe abortions; HIV/STI risks; online exploitation – sextortion, grooming, CSAM; LGBTQ+ stigma and bullying.	10	CO2, CO4	K2, K3, K4
Module 5:	Policies, Laws, and Programmes: POCSO Act 2012; JJ Act 2015; Prohibition of Child Marriage Act 2006; National Adolescent Health Programme (RKSK); POSH Act; UNCRC, ICPD PoA, Beijing Platform for Action; advocacy by NGOs.	10	CO3, CO4	K2, K4
Module 6:	Skills for Social Work Practice: Designing participatory sexuality education sessions;	10	CO4,	K3, K5,

	communication with children and adolescents; creative tools (theatre, games, digital media); engaging parents, teachers, and community leaders; monitoring and evaluation of sexuality education programs.		CO5	K6
Pedagogy:	<ul style="list-style-type: none"> ● Interactive lectures and multimedia learning ● Role plays and group exercises on communication, consent, and relationships ● Case studies on CSA, teenage pregnancy, online risks ● Field visits to adolescent health programs, NGOs, and schools ● Development of sexuality education modules by students ● Guest lectures by gender and sexuality experts, educators, and activists 			
Texts:	<ol style="list-style-type: none"> 1. Bajpai, A. (2017). <i>Child rights in India: Law, policy, and practice</i>. Oxford University Press. 2. Chakraborty, K., & Thakurata, R. G. (2013). <i>Human sexuality and sex education in India: An overview</i>. Jaypee Brothers Medical Publishers. 3. D'Souza, A. A. (1979). <i>Sex education and personality development</i>. Usha Publication. 4. Puri, J., & Kapoor, A. (Eds.). (2015). <i>Gender and sexuality in India: Exploring critical perspectives</i>. Routledge India. 5. UNESCO. (2018). <i>International technical guidance on sexuality education: An evidence-informed approach</i> (Rev. ed.). UNESCO. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Government of India. (2006). <i>The Prohibition of Child Marriage Act, 2006</i>. Government of India. https://legislative.gov.in 2. Government of India. (2012). <i>The Protection of Children from Sexual Offences Act, 2012</i>. Government of India. https://legislative.gov.in 3. Government of India. (2013). <i>The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013</i>. Government of India. https://legislative.gov.in 4. Government of India. (2015). <i>The Juvenile Justice (Care and Protection of Children) Act, 2015</i>. Government of India. https://legislative.gov.in 5. Government of India. (2014). <i>Rashtriya Kishor Swasthya Karyakram (RKSK): National adolescent health programme</i>. Ministry of Health and Family Welfare. 6. International Planned Parenthood Federation. (2017). <i>Deliver+Enable: Scaling up comprehensive sexuality</i> 			

	<p>education. IPPF.</p> <p>7. Khanna, A., & Kapoor, S. (2005). <i>Sexuality education in India: Examining the rhetoric, rethinking the future</i>. Population Council India.</p> <p>8. Singh, A., & Samara, R. (1996). Early marriage among women in developing countries. <i>International Family Planning Perspectives</i>, 22(4), 148–175. https://doi.org/10.2307/2950812</p> <p>9. United Nations Committee on the Rights of the Child. (2021). <i>General Comment No. 25 on children’s rights in relation to the digital environment (CRC/C/GC/25)</i>. United Nations.</p> <p>10. UNFPA. (2014). <i>Operational guidance for comprehensive sexuality education: A focus on human rights and gender</i>. UNFPA.</p>
Web Resources:	<p>1. Ministry of Health and Family Welfare, Government of India. (n.d.). <i>Adolescent health and RKSK resources</i>. https://nhm.gov.in</p> <p>2. National Commission for Protection of Child Rights (NCPCR). (n.d.). <i>Official website</i>. https://ncpcr.gov.in</p> <p>3. Population Foundation of India. (n.d.). <i>Adolescent health and sexuality resources</i>. https://populationfoundation.in</p> <p>4. UNESCO. (n.d.). <i>Comprehensive sexuality education resources</i>. https://www.unesco.org</p> <p>5. UNICEF India. (n.d.). <i>Adolescent development and participation</i>. https://www.unicef.org/india</p>

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



Title of the Course	Child Rights and Child Protection
Course Code	SWK-6215
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for Advanced Learners	No

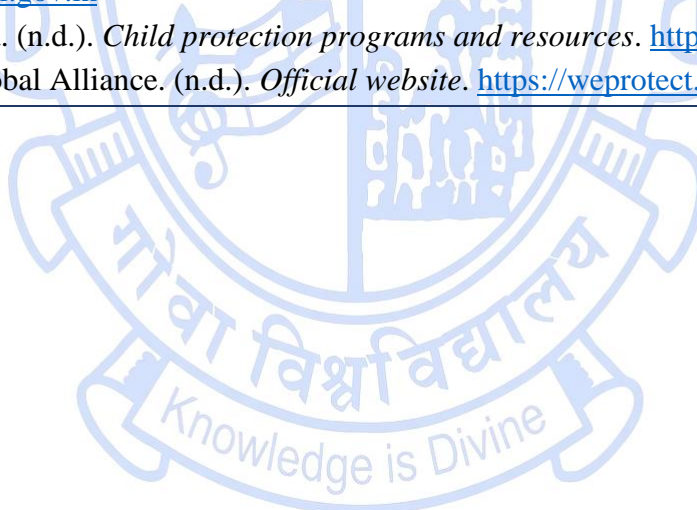
Pre-requisites for the Course:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> To understand the evolution of child rights and their recognition in international and national frameworks. To study legal and policy mechanisms for child protection in India. To analyze the roles of statutory bodies, institutions, and stakeholders in child rights protection. To examine contemporary child protection issues including abuse, exploitation, neglect, online risks, and conflict. To develop advocacy, documentation, and intervention skills for strengthening child rights and protection systems. 	
Course Outcomes:		Mapped to PSO
	CO 1. Explain the historical evolution and principles of child rights.	PSO1, PSO2
	CO 2. Analyze legal and policy frameworks governing child rights and protection in India.	PSO2, PSO3
	CO 3. Evaluate the role of statutory bodies and institutions (CWC, JJB, SCPCR/NCPCR, DCPU) in child protection.	PSO2, PSO4, PSO5

	CO 4. Evaluate the role of statutory bodies and institutions (CWC, JJB, SCPCR/NCPCR, DCPU) in child protection.		PSO3, PSO4	
	CO 5. Demonstrate advocacy, documentation, and networking skills for advancing child rights.		PSO1, PSO5, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Introduction to Child Rights: Evolution of child rights globally and in India; UNCRC and Optional Protocols; principles of child rights (survival, protection, development, participation); General Comment 25 on children’s rights in the digital environment.	10	CO1	K1, K2
Module 2:	Child Rights in India – Constitutional and Legal Framework: Constitutional provisions; Juvenile Justice (Care and Protection of Children) Act 2015; POCSO Act 2012; Prohibition of Child Marriage Act 2006; Right to Education Act 2009; Goa Children’s Act 2003.	10	CO2	K2, K3
Module 3:	Policies and Schemes for Child Protection: National Policy for Children 2013; Mission Vatsalya; National Education Policy 2020 (child-related provisions); ICPS; child labour prohibition laws; victim compensation schemes; fast-track courts.	10	CO2, CO3	K2, K4
Module 4:	Institutional Mechanisms and Stakeholders: National and State Commissions for Protection of Child Rights (NCPCR/SCPCR); Supreme Court/High Court Juvenile Justice Committees; Child Welfare Committees (CWC); Juvenile Justice Boards (JJB); District Child Protection Units (DCPU); NGOs and community stakeholders.	10	CO3	K2, K3, K4
Module 5:	Contemporary Child Protection Challenges: Child labour, child trafficking, child marriage, children in conflict with law, CNCP; online risks – cyberbullying, sextortion, CSAM, grooming; children in conflict zones, disaster situations, and migration.	10	CO2, CO4	K2, K3, K4
Module 6:	Social Work Practice and Advocacy: Social work interventions with children at risk; trauma-informed care; case documentation (social investigation reports, ICPs, home study); child rights advocacy and campaigning; networking and coalition building for child protection.	10	CO4, CO5	K3, K4, K5, K6

Pedagogy:	<ul style="list-style-type: none"> ● Interactive lectures and discussions ● Case study analysis of child rights violations and court judgments ● Field visits to statutory bodies (CWC, JJB, SCPCR) and child care institutions ● Role plays and simulations (child interviews, counselling, hearings) ● Group projects: child rights campaigns, policy briefs ● Guest lectures by child rights commissioners, legal experts, and activists
Texts:	<ol style="list-style-type: none"> 1. Bajpai, A. (2017). <i>Child rights in India: Law, policy, and practice</i>. Oxford University Press. 2. Mehta, N. (2008). <i>Child protection and juvenile justice system for children in need of care and protection</i>. Childline India Foundation. 3. UNICEF. (2019). <i>Convention on the Rights of the Child at 30: Progress and challenges</i>. UNICEF. 4. Virani, P. (2000). <i>Bitter chocolate: Child sexual abuse in India</i>. Penguin Books. 5. WeProtect Global Alliance. (2023). <i>Global threat assessment 2023: Child sexual exploitation and abuse online</i>. WeProtect Global Alliance.
References/ Readings:	<ol style="list-style-type: none"> 1. Government of Goa. (2003). <i>Goa Children's Act, 2003</i>. Government of Goa. 2. Government of India. (2006). <i>The Prohibition of Child Marriage Act, 2006</i> (No. 6 of 2007). Government of India. https://legislative.gov.in 3. Government of India. (2009). <i>The Right of Children to Free and Compulsory Education Act, 2009</i> (No. 35 of 2009). Government of India. https://legislative.gov.in 4. Government of India. (2012). <i>The Protection of Children from Sexual Offences Act, 2012</i>. Government of India. https://legislative.gov.in 5. Government of India. (2015). <i>The Juvenile Justice (Care and Protection of Children) Act, 2015</i>. Government of India. https://legislative.gov.in 6. Ministry of Women and Child Development. (2013). <i>National policy for children 2013</i>. Government of India. https://wcd.nic.in 7. Ministry of Women and Child Development. (2015). <i>Integrated Child Protection Scheme (ICPS) guidelines</i>. Government of India. https://wcd.nic.in 8. Ministry of Women and Child Development. (2022). <i>Mission Vatsalya guidelines</i>. Government of India.

	<p>https://wcd.nic.in</p> <p>9. National Commission for Protection of Child Rights. (2021). <i>Manual on safety and security of children in schools</i> (Rev. ed.). Government of India. https://ncpcr.gov.in</p> <p>10. National Crime Records Bureau. (2023). <i>Crime in India 2022: Statistics on child-related crimes</i>. Ministry of Home Affairs, Government of India. https://ncrb.gov.in</p> <p>11. National Legal Services Authority. (2018). <i>Compensation scheme for women victims/survivors of sexual assault and other crimes, 2018</i>. Government of India.</p> <p>12. Save the Children India. (2018). <i>Children in difficult circumstances: Status and policy responses</i>. Save the Children India.</p> <p>13. United Nations Committee on the Rights of the Child. (2021). <i>General Comment No. 25 on children's rights in relation to the digital environment (CRC/C/GC/25)</i>. United Nations.</p> <p>14. United Nations General Assembly. (2009). <i>Guidelines for the alternative care of children</i>. United Nations.</p>
Web Resources:	<p>1. Ministry of Women and Child Development. (n.d.). <i>Official website</i>. https://wcd.nic.in</p> <p>2. National Commission for Protection of Child Rights. (n.d.). <i>Official website</i>. https://ncpcr.gov.in</p> <p>3. Supreme Court of India – Juvenile Justice Committee Reports. (n.d.). <i>Judicial perspectives on child protection</i>. https://main.sci.gov.in</p> <p>4. UNICEF India. (n.d.). <i>Child protection programs and resources</i>. https://www.unicef.org/india</p> <p>5. WeProtect Global Alliance. (n.d.). <i>Official website</i>. https://weprotect.org</p>

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



Title of the Course	Social Work in Children and Family Courts
Course Code	SWK-6216
Number of Credits	4
Theory/Practical	Theory
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:	Registration in any Post Graduate Programme at Goa University or its affiliated colleges	
Course Objectives:	<ul style="list-style-type: none"> • To understand the structure, functions, and procedures of Children’s Courts and Family Courts in India. • To examine the role of social workers in supporting children and families in judicial processes. • To study legal frameworks relevant to family and child-related cases. • To develop skills in preparing reports, counselling, mediation, and support services within courts. • To strengthen advocacy, ethical practice, and interdisciplinary collaboration in child and family justice systems. 	
Course Outcomes:	CO 1. Explain the structure, functioning, and jurisdiction of Children’s Courts and Family Courts in India.	Mapped to PSO PSO1, PSO2
	CO 2. Analyze laws and policies related to child protection, custody, adoption, marriage, and domestic violence.	PSO2, PSO3

	CO 3. Evaluate the role of social workers in assessment, counselling, mediation, and victim support within judicial contexts.		PSO2, PSO4, PSO5
	CO 4. Demonstrate ability to prepare social investigation reports, home study reports, and individual care plans for judicial use.		PSO3, PSO4
	CO 5. Apply ethical principles, advocacy skills, and inter-agency collaboration in working with children and families in court systems.		PSO1, PSO5, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Introduction to Children and Family Courts: Concept, structure, and jurisdiction of Family Courts and Children’s Courts; historical evolution in India; differences between civil, criminal, juvenile, and family jurisdictions.	10	CO1 K1, K2
Module 2:	Legal Frameworks Governing Family and Child Matters: Juvenile Justice Act 2015; POCSO Act 2012; Family Courts Act 1984; Hindu Marriage Act; Domestic Violence Act; Guardians and Wards Act; CARA guidelines on adoption; Supreme Court/High Court Juvenile Justice Committees.	10	CO2 K2, K3
Module 3:	Role of Social Workers in Judicial Processes: Counselling of children and families; mediation in marital disputes; victim support persons under POCSO; assisting in custody and adoption cases; role in rehabilitation and reintegration of children.	10	CO5 K3, K4
Module 4:	Documentation and Reports for Courts: Social investigation reports; home study reports; individual care plans (ICP); victim impact assessments; best practices in court documentation.	10	CO4 K3, K4, K5
Module 5:	Skills and Ethics in Court-Based Social Work: Communication and counselling skills in sensitive cases; trauma-informed practice; confidentiality and rights of the child; ethical dilemmas in court-based practice; interdisciplinary collaboration with judges, lawyers, and police.	10	CO3, CO5 K3, K5

Module 6:	Contemporary Issues and Case Studies: Fast-track courts for POCSO; family mediation centres; child-friendly court procedures; video conferencing for child testimonies; landmark Supreme Court/High Court judgments; best practices from India and abroad.	10	CO2, CO3, CO5	K4, K5, K6
Pedagogy:	<ul style="list-style-type: none"> ● Interactive lectures and discussions ● Case study analysis of court judgments and proceedings ● Simulation and role plays (court counselling, mediation, testimony preparation) ● Field visits to Family Courts, Children’s Courts, JJBS, and CWCs ● Reflective journals and group presentations ● Guest lectures by family court counsellors, child protection officers, and judges 			
Texts:	<ol style="list-style-type: none"> 1. Bajpai, A. (2017). <i>Child rights in India: Law, policy, and practice</i>. Oxford University Press. 2. Desai, M. (2002). <i>Family and interventions: A social work perspective</i>. Rawat Publications. 3. Diwan, P. (2012). <i>Family law</i>. Allahabad Law Agency. 4. Kumar, N. (2015). <i>Family courts in India: Issues and challenges</i>. Sage Publications. 5. Mehta, N. (2008). <i>Child protection and juvenile justice system for children in need of care and protection</i>. Childline India Foundation. 6. Nair, P. S. (2005). <i>Family life education in India: Perspectives, challenges and applications</i>. Rawat Publications. 7. Singh, K. D. (2016). <i>Law relating to women and children</i>. Central Law Publications. 8. Subrahmanian, R. (2012). <i>Children’s rights and human development: A multidisciplinary reader</i>. Routledge. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Government of India. (1984). <i>The Family Courts Act, 1984</i>. Government of India. https://legislative.gov.in 2. Government of India. (2005). <i>The Protection of Women from Domestic Violence Act, 2005</i>. Government of India. https://legislative.gov.in 3. Government of India. (1890). <i>The Guardians and Wards Act, 1890</i>. Government of India. https://legislative.gov.in 4. Government of India. (1955). <i>The Hindu Marriage Act, 1955</i>. Government of India. https://legislative.gov.in 5. Government of India. (2015). <i>The Juvenile Justice (Care and Protection of Children) Act, 2015</i>. Government of India. https://legislative.gov.in 			

	<ol style="list-style-type: none"> 6. Government of India. (2012). <i>The Protection of Children from Sexual Offences Act, 2012</i>. Government of India. https://legislative.gov.in 7. Ministry of Women and Child Development. (2017). <i>Central Adoption Resource Authority guidelines on adoption</i>. Government of India. https://cara.nic.in 8. National Legal Services Authority. (2018). <i>Compensation scheme for women victims/survivors of sexual assault and other crimes, 2018</i>. Government of India. 9. Supreme Court of India. (2017). <i>Independent Thought v. Union of India</i> (Writ Petition No. 382 of 2013). Supreme Court of India. 10. Supreme Court of India. (2018). <i>Sampurna Behura v. Union of India</i> (Writ Petition (Civil) No. 473 of 2005). Supreme Court of India. 11. UNICEF. (2021). <i>Child-friendly justice systems: Global perspectives</i>. UNICEF.
Web Resources:	<ol style="list-style-type: none"> 1. Central Adoption Resource Authority (CARA). (n.d.). <i>Official website</i>. https://cara.nic.in 2. Ministry of Law and Justice. (n.d.). <i>Bare acts and laws</i>. https://legislative.gov.in 3. Ministry of Women and Child Development. (n.d.). <i>Official website</i>. https://wcd.nic.in 4. National Commission for Protection of Child Rights (NCPCR). (n.d.). <i>Official website</i>. https://ncpcr.gov.in 5. Supreme Court of India. (n.d.). <i>Judgments and Juvenile Justice Committee reports</i>. https://main.sci.gov.in

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

