

Bachelor of Social Work

Academic Program Structure

&

Curriculum

(Aligned with NEP-2020)

Course to be Implemented from June – 2026

Under Graduate Program for BSW
Semester 7 & 8 (Honors)

B.S.W. Semester – 7 (Honours)

Effective from June, 2026

Sr. No.	Semester	Course Type	Title of the Paper	Instruction Hours per week	Exam Type	Max. Marks			Credits
						CCE	SEE	Total	
1	7	Major-17	Gerontology Social Work	4	Theory	50	50	100	4
2	7	Major-18	International Social Work	4	Theory	50	50	100	4
3	7	Major-19	Corporate Social Responsibilities	4	Theory	50	50	100	4
4	7	Minor-6	Human Resources Management	4	Theory	50	50	100	4
5	7	OJT-1	Block Placement (Industry Sector) OR	30 Working Days	Viva Voce	75	75	150	6
		MDRC - I	Social Anthropology	4	Theory	50	50	100	4
6	7	SEC - 1	Labour Welfare and Social Work	2	Theory	25	25	**50**	**2**
								550	**22**

Course: MAJOR-17

Title of the Paper: Gerontology Social Work
Marks/Credits: 100/4

Core Objectives	Learning Outcomes	Course Evaluation
• To introduce the fundamental concepts of aging, senility, and the life span approach. • To analyze the biological, psychological, and social challenges faced by the elderly population in India. • To familiarize students with legal frameworks like the Maintenance and Welfare of Parents and Senior Citizens Act, 2007, and community care resources.	Students will be capable of conducting counseling sessions for seniors, planning interventions in geriatric settings, and advocating for elderly rights.	Total Mark: 100 External Evaluation: 50 mark Internal Evaluation: 50 mark

Unit 1: Introduction to Gerontology

- Concepts of aging, senility, and the life span approach.
- Biological, psychological, and social aspects of aging.
- Demographic profile of the elderly population in India.
- Myths and stereotypes regarding old age.

Unit 2: Issues of the Elderly

- Health issues: Chronic diseases and physical disabilities.
- Psychological issues: Loneliness, depression, and dementia.
- Economic issues: Poverty, retirement, and financial dependency.
- Social issues: Elder abuse and neglect within families.

Unit 3: Policies and Programs

- National Policy for Older Persons (NPOP).
- Maintenance and Welfare of Parents and Senior Citizens Act, 2007.
- Institutional care (Old age homes) and community-based services.
- Social security schemes and health insurance for seniors.

Unit 4: Social Work Interventions

- Counseling techniques for the elderly and their families.
- Role of social workers in geriatric clinics and NGOs.
- Advocacy for senior citizens' rights.
- Intergenerational bonding and community support.

References (APA Style):

- Desai, M., & Siva, R. (2000). *Gerontological social work in India*. TISS.
- Ministry of Social Justice and Empowerment. (2007). *The maintenance and welfare of parents and senior citizens act*. Government of India.

Course: MAJOR-18

Title of the Paper: International Social Work

Marks/Credits: 100/4

Core Objectives	Learning Outcomes	Course Evaluation
• To understand globalization and global social issues like human rights violations, poverty, and displacement. • To explore international governance frameworks, including the UN, child/women rights laws, and the Sustainable Development Goals (SDGs). • To look into migration trends, human trafficking, and refugee rehabilitation.	Students will exhibit cross-cultural competence and apply global ethical frameworks to local or transnational social work practice.	Total Mark: 100 External Evaluation: 50 mark Internal Evaluation: 50 mark

Unit 1: Concept and Scope

- Definition and evolution of international social work.
- Globalization and its impact on social welfare.
- Global social issues: Poverty, inequality, and human rights.
- International professional organizations (IFSW, IASSW).

Unit 2: Human Rights and Global Governance

- Universal Declaration of Human Rights (UDHR).
- Role of United Nations (UN) and its specialized agencies.
- International legal frameworks for child and women's rights.
- Social work ethics in an international context.

Unit 3: Migration and Refugees

- Trends in global migration and its causes.
- Problems of refugees and internally displaced persons (IDPs).
- Human trafficking: A global perspective and prevention.
- Rehabilitation of migrants and cross-border families.

Unit 4: International Development Practice

- Sustainable Development Goals (SDGs).
- Role of International NGOs (INGOs) in disaster relief.
- Comparative social welfare models across nations.
- Culturally competent practice in international settings.

References (APA Style):

- Healy, L. M. (2008). *International social work: Professional action in an interdependent world*. Oxford University Press.
- Cox, D., & Pawar, M. (2013). *International social work: Issues, strategies, and programs*. SAGE Publications.

Course: MAJOR-19

Title of the Paper: Corporate Social Responsibility (CSR)

Marks/Credits: 100/4

Core Objectives	Learning Outcomes	Course Evaluation
To understand globalization and global social issues like human rights violations, poverty, and displacement. To explore international governance frameworks, including the UN, child/women rights laws, and the Sustainable Development Goals (SDGs). To look into migration trends, human trafficking, and refugee rehabilitation.	Students will exhibit cross-cultural competence and apply global ethical frameworks to local or transnational social work practice.	Total Mark: 100 External Evaluation: 50 mark Internal Evaluation: 50 mark

Unit 1: Evolution of CSR

- Historical background and concept of corporate philanthropy.
- Stakeholder theory and business ethics.
- Drivers of CSR in the globalized economy.
- Corporate citizenship and social accountability.

Unit 2: Legal Framework in India

- The Companies Act, 2013: Section 135 and Schedule VII.
- CSR policy formulation and mandatory spending.
- Role of the CSR committee and the Board.
- Compliance and reporting norms for Indian companies.

Unit 3: Implementation Strategies

- Needs assessment and community engagement.
- Partnerships between corporations and NGOs.
- CSR in education, healthcare, and environmental sustainability.
- Employee volunteering and skill-based CSR.

Unit 4: Monitoring and Impact Assessment

- Tools for monitoring CSR projects.
- Social Impact Assessment (SIA) methodologies.
- Sustainability reporting and GRI standards.
- Career opportunities for social workers in corporate sectors.

References (APA Style):

- Baxi, C. V., & Prasad, A. (2005). *Corporate social responsibility: Concepts and cases*. Excel Books India.
- Government of India. (2013). *The Companies Act, 2013*. Ministry of Corporate Affairs.

Course: MINOR-6
Title of the Paper: Human Resources Management

Marks/Credits: 100/4

Core Objectives	Learning Outcomes	Course Evaluation
- To get the knowledge and acquaintance regarding human factory in the Organization. - To Understand the Crucial role of H.R.M. as the Unique Coordinator of manpower, machine & Money - To understand the changing role of H.R.M. in the context of changing global scenario.	Students get the knowledge about HRM Students get knowledge about Health and Safety.	Total Mark: 100 External Evaluation: 50 mark Internal Evaluation: 50 mark

Unit - 1: Introduction of HRM

• Definition, concept and Scope of Human Resource management
• Nature and Principal of Human Resource management
• HRM objective and Evolution of HRM

Unit - 2: HRM functions

• Human Resource Planning
• Analyzing work & Designing Job
• Recruiting Human Resources
• Selecting Human Resource
• Indicting and Planning new Hires
• Training, Development and Career Management
• Appraising and Managing Performance
• Incentives and performance-based Payments
• Motivation, Empowering Employees

Unit – 3: Maintenance of Human Resource

• Promotion
• Transfer and Separations
• Labour Welfare
• Health and Safety

Unit – 4: Human Relations and Human Utilization

• Concept of Human Relations
• Human Relations and Industrial Relations
• Dynamics of inter relations
• SWOT Analysis Practical implementation of Organization

References (APA Style):

- Flippo, E. B. (2014). *Personnel management*. McGraw-Hill.
- Misra, K. K. (2016). *Labour welfare and social security in India*. Deep & Deep Publications.
- Monappa, A. (2018). *Personnel management*. Tata McGraw-Hill.
- Sarma, A. M. (2019). *Aspects of labour welfare and social security*. Himalaya Publishing House.
- Verma, P. (2017). *Personnel management in Indian enterprises*. Academic Publishers.

Course: OJT-1

Title of the Paper: Block Placement (Industry Sector)

Marks/Credits: 150/6

Core Objectives	Learning Outcomes	Course Evaluation
To provide hands-on exposure to industrial workflows, factory welfare audits, and labor laws. To introduce documentation protocols for statutory compliance (PF, ESIC, Leave registers).	Students will demonstrate competencies in Industrial Case Work (tackling absenteeism/addiction), handling labor grievances, and surveying CSR program impacts.	Total Mark: 150 External Evaluation: 75 mark Internal Evaluation: 75 mark

Focus: Industrial Social Work & Human Resource Operations

PHASE 1: Observation & Industry Mapping (Week 1)

1. Organizational Tour:

Students shall visit different departments of the plant/factory and prepare a Workflow Chart illustrating the production and operational process.

2. Hierarchy Study:

Study the organizational structure of the company, from the CEO/Managing Director to the shop-floor workers, and understand the reporting hierarchy.

3. Welfare Facilities Audit:

Prepare a checklist to assess whether welfare facilities such as the canteen, drinking water, rest room, first-aid box, and sanitation facilities comply with the provisions of the Factories Act.

PHASE 2: Labour Laws & Documentation Skills (Week 2)

1. Register Maintenance:

Learn how statutory records such as the Muster Roll (Attendance Register), Overtime Register, and Leave Register are maintained.

2. Social Security Forms:

Practice filling and understanding forms related to Provident Fund (PF), Employees' State Insurance Corporation (ESIC), and Gratuity.

3. Statutory Compliance:

Examine and document the statutory labour law compliances maintained by the company.

PHASE 3: Core Social Work Interventions (Weeks 3–4)

1. Industrial Case Work (Individual):

Conduct counselling sessions with at least two workers facing issues such as frequent absenteeism or substance abuse.

Identify the root causes of their problems and prepare detailed case reports.

2. Industrial Group Work:

Organize a group session with a specific category of workers (e.g., women workers or helpers) on topics such as Workplace

Safety or Financial Literacy.

3. Grievance Handling:

Observe and participate in the company's grievance redressal process, including the registration, handling, and resolution of workers' complaints.

PHASE 4: Corporate Social Responsibility (CSR) & Extension (Week 5)

1. Field Visit:

Visit a village or community adopted by the company and observe ongoing CSR projects related to education, health, environment, or community development.

2. Impact Assessment:

Conduct a brief survey to assess the impact and benefits of CSR initiatives on the local community.

3. Event Planning:

Assist in planning and organizing a social, cultural, or employee welfare programme within the industry.

Course: MDRC - 1

Title of the Paper: Social Anthropology

Marks/Credits: 100/4

Core Objectives	Learning Outcomes	Course Evaluation
To explore the convergence of anthropology and social work, focusing on family systems, kinship, culture, and tribal classifications in India. To study constitutional safeguards for Scheduled Tribes and evaluate the impacts of modernization.	Students will learn how to apply ethnographic field methods and utilize anthropological insights within modern social welfare practices.	Total Mark: 100 External Evaluation: 50 mark Internal Evaluation: 50 mark

Unit 1: Basics of Anthropology

- Meaning and branches of Anthropology.
- Relationship between Anthropology and Social Work.
- Concepts of culture, society, and civilization.
- Fieldwork methods in Anthropology (Ethnography).

Unit 2: Social Institutions

- Marriage, family, and kinship patterns.
- Religious systems: Beliefs, rituals, and magic.
- Economic anthropology: Reciprocity and redistribution.
- Political systems in tribal societies.

Unit 3: Tribal India

- Classification and problems of Indian tribes.
- Constitutional provisions for Scheduled Tribes.
- Tribal movements and development programs.
- Impact of modernization on tribal culture.

Unit 4: Applied Anthropology

- Use of anthropological knowledge in social welfare.
- Culture change: Acculturation and assimilation.
- Urban and industrial anthropology.
- Ethical issues in anthropological research.

References (APA Style):

- Madan, T. N., & Majumdar, D. N. (1988). *An introduction to social anthropology*. National Publishing House.
- Ember, C. R., & Ember, M. (2011). *Anthropology*. Pearson Education.

Course: SEC - 1

Title of the Paper : Labour Welfare and Social Work

Marks/Credits: 50/2

Core Objectives	Learning Outcomes	Course Evaluation
To understand the concept of labour welfare To understand the labour welfare process To understand the concept of Labour Organization	Understand the concept, objectives, and importance of labour welfare. Explain the labour welfare process, policies, and welfare measures adopted in organizations. Understand the concept, structure, functions, and role of labour organizations and trade unions.	Total Mark: 50 External Evaluation: 25 mark Internal Evaluation: 25 mark

Unit 1 Industrialization and labour

1. industrialization and labour meaning and definition
2. Characteristics of industrialization
3. Meaning and concept of labour
4. Meaning and definition of unorganized field
5. Various unorganized fields

unit 2 labour welfare

1. Meaning and labour welfare
2. importance of labour welfare
3. principals of labour welfare
4. rolls and responsibility of labour welfare officer
5. schemes of Gujarat Unorganized Workers Welfare Board

References (APA Style):

1. Personnel Management and Industrial Relations – P. C. Tripathi.
2. Dynamics of Industrial Relations – C. B. Mamoria & S. V. Gankar.
3. Industrial Relations and Labour Laws – S. C. Srivastava.
4. Industrial Relations, Trade Unions and Labour Legislation – S. N. Maheshwari.
5. Human Resource Management – C. B. Gupta.
6. શ્રમ કલ્યાણ અને શ્રમ કાયદા – ડૉ. સી. બી. મામોરિયા
7. ઔદ્યોગિક સંબંધો – ડૉ. પી. સી. ત્રિપાઠી
8. માનવ સંસાધન વ્યવસ્થાપન – ડૉ. સી. બી. ગુપ્તા
9. શ્રમ અર્થશાસ્ત્ર – ડૉ. એમ. એલ. ઝીંગન
10. ઔદ્યોગિક સંબંધો અને શ્રમિક સંગઠનો – ડૉ. એસ. એન. મહેશ્વરી

Effective from June, 2026

Sr. No.	Sem.	Course Type	Title of the Paper	Instruction Hours per week	Exam Type	Max. Marks			Credits
						CCE	SEE	Total	
1	8	Major-20	Psychiatric Social Work	4	Theory	50	50	100	4
2	8	Major-21	Clinical Social Work	4	Theory	50	50	100	4
3	8	Major-22	Family Life Education	4	Theory	50	50	100	4
4	8	Minor-7	Palliative Care in Social Work	4	Theory	50	50	100	4
5	8	OJT-2	Block Placement (Medical Sector) OR	30 Working Days	Viva Voce	75	75	150	6
		MDRC – II	Child Psychology	4	Theory	50	50	100	4
6	8	SEC - 2	Family Life Education	4	Theory	25	25	50	2
								550	**22**

Course: MAJOR-20

Title of the Paper: Psychiatric Social Work

Marks/Credits: 100/4

Core Objectives	**Learning Outcomes**	**Course Evaluation**
To clarify psychiatric classification paradigms (ICD/DSM) and delineate multi-disciplinary responsibilities in clinical institutions. To review major adult mental disorders (Schizophrenia, OCD, Mood disorders) and childhood conditions (ADHD, Autism). To contextualize the Mental Healthcare Act, 2017.	Students will master psychiatric history taking, carry out mental status examinations (MSE), assist in individual/group therapeutic interventions, and lead stigma-reduction campaigns.	Total Mark: 100 External Evaluation: 50 mark Internal Evaluation: 50 mark

Unit 1: Introduction to Mental Health

- Historical development of psychiatric social work in India.
- Mental health vs. mental illness.
- Classification systems: ICD and DSM.
- The multidisciplinary team in a psychiatric hospital.

Unit 2: Major Mental Disorders

- Etiology and symptoms of Schizophrenia and Mood disorders.
- Anxiety disorders, Phobias, and OCD.
- Personality disorders and Substance abuse.
- Childhood psychiatric disorders (Autism, ADHD).

Unit 3: Practice in Clinical Settings

- Psychiatric case history taking and mental status examination.
- Psychosocial assessment and diagnosis.
- Individual and group therapy in psychiatric wards.
- Rehabilitation and community-based mental health services.

Unit 4: Legal and Ethical Issues

- The Mental Healthcare Act, 2017.
- Rights of mentally ill persons and advocacy.
- Stigma reduction and community awareness.
- Ethics in psychiatric social work practice.

References (APA Style):

- Verma, R. (1991). *Psychiatric social work in India*. Sage Publications.
- Government of India. (2017). *The Mental Healthcare Act, 2017*. Ministry of Law and Justice.

Course: MAJOR-21

Title of the Paper: Clinical Social Work

Marks/Credits: 100/4

Core Objectives	Learning Outcomes	Course Evaluation
To distinguish clinical social work from generalist practice using the Person-in-Environment (PIE) model. To study therapeutic methodologies including Cognitive-Behavioral Therapy (CBT), Crisis Intervention, and Solution-Focused Brief Therapy (SFBT).	Students will learn how to practice in specialized clinical spaces (addiction centers, domestic violence shelters, schools) using evidence-based records.	Total Mark: 100 External Evaluation: 50 mark Internal Evaluation: 50 mark

Unit 1: Foundations of Clinical Practice

- Definition, scope, and objectives of Clinical Social Work.
- Differences between Generalist and Clinical Social Work.
- The therapeutic relationship: Empathy, boundaries, and ethics.
- The assessment process: Person-in-Environment (PIE) perspective.

Unit 2: Theoretical Approaches

- Psychodynamic, Cognitive-Behavioral (CBT), and Humanistic theories.
- Crisis Intervention and Task-Centered models.
- Solution-Focused Brief Therapy (SFBT).
- Systemic and Ecological perspectives in clinical practice.

Unit 3: Specialized Clinical Settings

- Clinical work in hospitals and medical settings.
- School-based clinical interventions for emotional issues.
- Working in correctional facilities and addiction centers.
- Clinical practice with victims of trauma and domestic violence.

Unit 4: Therapeutic Techniques and Evaluation

- Individual, group, and family therapy techniques.
- Use of play therapy and expressive arts in clinical work.
- Documentation and clinical recording standards.
- Evaluating clinical outcomes and evidence-based practice.

References (APA Style):

- Payne, M. (2014). *Modern social work theory*. Palgrave Macmillan.
- Walsh, J. (2013). *Theories for direct social work practice*. Cengage Learning.

Course: MAJOR-22

Title of the Paper: Family Life Education

Marks/Credits: 100/4

Core Objectives	Learning Outcomes	Course Evaluation
To establish program planning guidelines for family wellness, human sexuality, and relationship hygiene. To address life transitions (adolescence, empty nest syndrome), parenting styles, and legal intersections like divorce or domestic violence.	Students will become skilled family life educators capable of executing targeted outreach programs for community subgroups.	Total Mark: 100 External Evaluation: 50 mark Internal Evaluation: 50 mark

Unit 1: Concept of FLE

- Meaning, goals, and philosophy of Family Life Education.
- Need for FLE in modern society and urban contexts.
- Principles of program development in FLE.
- Role and skills of the Family Life Educator.

Unit 2: Marriage and Relationships

- Preparation for marriage: Premarital counseling and readiness.
- Factors affecting marital harmony and conflict resolution.
- Human sexuality: Biological and social aspects.
- Communication patterns and emotional bonding within the family.

Unit 3: Parenting and Lifecycle Management

- Parenting styles and child-rearing practices.
- Managing transitions: Adolescence and empty nest syndrome.
- Family health: Nutrition, hygiene, and reproductive health.
- Social work intervention in domestic violence and divorce.

Unit 4: Implementation and Outreach

- Techniques of FLE: Workshops, seminars, and mass media.
- FLE for diverse groups: Youth, couples, and the elderly.
- Evaluation of FLE programs and community feedback.
- The future and trends of Family Life Education in India.

References (APA Style):

- Arcus, M. E. (1993). *Handbook of family life education*. Sage Publications.
- Keim, R. E. (2010). *Family life education: Working with families across the lifespan*. Waveland Press.

Course: MINOR-7

Title of the Paper: Palliative Care in Social Work

Marks/Credits: 100/4

Core Objectives	Learning Outcomes	Course Evaluation
To separate palliative intent from curative intervention by learning the "Total Pain" philosophy (encompassing physical, social, and spiritual pain). To analyze complex end-of-life choices and caregiver burnout vulnerabilities.	Trainees will possess active listening skills needed for breaking bad news, administering grief counseling, and mobilizing financial health resources.	Total Mark: 100 External Evaluation: 50 mark Internal Evaluation: 50 mark

Unit 1: Introduction to Palliative Care

- Definition, principles, and philosophy of palliative care.
- Difference between Curative and Palliative care.
- Hospice care: Concept and historical development.
- The multidisciplinary team approach in end-of-life care.

Unit 2: Pain and Symptom Management

- Total Pain concept: Physical, social, and spiritual pain.
- Psychosocial assessment of terminally ill patients.
- Communication skills: Breaking bad news and active listening.
- Ethical issues: Euthanasia and informed consent.

Unit 3: Psychological and Spiritual Support

- Grief and bereavement counseling for families.
- Working with caregivers: Stress and burnout management.
- Spiritual needs of the dying and cultural sensitivity.
- Pediatric palliative care: Support for children and parents.

Unit 4: Role of Social Worker

- Counseling techniques for life-limiting illnesses.
- Resource mobilization and financial assistance.
- Community-based palliative care models.
- Advocacy for integrating palliative care in public health.

References (APA Style):

- World Health Organization. (2020). *Integrating palliative care into primary health care*.
- Oliviere, D. (2011). *Social work in palliative care*. Oxford University Press.

Course: OJT-2

Title of the Paper: Black Placement (Medical Sector)

Marks/Credits: 150/6

Core Objectives	Learning Outcomes	Course Evaluation
To immerse students in professional medical departments (OPD, Emergency, Pediatrics). To practice navigating administrative health cards and welfare schemes (Ayushman Bharat/PM-JAY, BPL subsidies).	Students will develop professional medical intake skills, isolate socio-economic roadblocks to patient recovery, deliver pre-surgery counseling, and engineer safe discharge plans.	Total Mark: 150 External Evaluation: 75 mark Internal Evaluation: 75 mark

Practical Training Syllabus: Medical Social Work
Target: Professional Training for Junior Medical Social Workers
Focus: Clinical Skills, Patient Care, and Welfare Administration

Phase 1: Induction & Clinical Integration (Week 1)
Role Identification: Understanding the specific duties assigned to the trainee within the Hospital Social Service Department.
Ward Postings: Rotational shifts in OPD (Out-Patient), Emergency/Trauma, and Pediatrics to understand different patient needs.
Learning Protocol: Training on hospital ethics, patient privacy (confidentiality), and sterilization/safety protocols (wearing aprons, masks, etc.).

Phase 2: Direct Patient Intervention Skills (Week 2-3)
Intake Interviews: The trainee will independently conduct Initial Intake for new patients to assess their socio-economic status.
Psychosocial Diagnosis: Identifying "Social Roadblocks" to recovery (e.g., poverty, lack of family support, or superstitious beliefs).
Counseling Practice: * Pre-Surgery Counseling: Preparing patients for operations.
Treatment Adherence: Counseling patients who want to leave against medical advice (LAMA).

Phase 3: Welfare & Resource Linkage (Week 4-5)
Scheme Processing: Hands-on training in filling out forms for:
Ayushman Bharat (PM-JAY) and State-specific health cards.
Disability Certificate applications.
Free medicine or diagnostic schemes for BPL (Below Poverty Line) patients.
Resource Mapping: Identifying and contacting local NGOs/Trusts that provide free food (Annakshetra), shelter (Dharmshala), or medical equipment (wheelchairs, oxygen) for patients.

Phase 4: Specialized Social Work Methods (Week 6-8)
Grief & Bereavement Counseling: Learning how to support families during the death of a loved one.
Discharge Planning: Coordinating with the family to ensure the patient has a supportive environment at home after leaving the hospital.
Health Awareness Campaigns: Organizing a "Bedside Education" program on topics like Breastfeeding, Immunization, or Seasonal Diseases (Dengue/Malaria).

Course: MDRC-2

Title of the Paper: Child Psychology

Marks/Credits: 100/4

Core Objectives	Learning Outcomes	Course Evaluation
To understand developmental milestones and child developmental theories (Piaget's cognitive, Erikson's psychosocial, and Kohlberg's moral reasoning). To investigate behavioral aberrations, learning disabilities, and home environment stressors.	Students will be capable of deploying observational diagnostic methods within child guidance clinics and specialized welfare organizations.	Total Mark: 150 External Evaluation: 75 mark Internal Evaluation: 75 mark

Unit 1: Fundamentals of Child Development

- Scope and importance of Child Psychology in social work.
- Principles of growth and development.
- Heredity vs. Environment: Factors influencing behavior.
- Methods of studying children: Observation and Case Study.

Unit 2: Stages and Theories of Development

- Prenatal development and neonatal characteristics.
- Infancy and Childhood: Physical and motor development.
- Cognitive development theory (Piaget) and Psychosocial theory (Erikson).
- Language development and emotional milestones.

Unit 3: Social and Emotional Growth

- Attachment theory and the role of the caregiver.
- Socialization process: Role of family, peers, and school.
- Development of self-concept and moral reasoning (Kohlberg).
- Play and its significance in child development.

Unit 4: Behavioral and Psychological Issues

- Common behavioral problems: Aggression and temper tantrums.
- Learning disabilities and developmental delays.
- Impact of family environments (divorce, abuse) on child psychology.
- Role of Social Workers in child guidance clinics.

References (APA Style):

- Hurlock, E. B. (2001). *Child development*. McGraw-Hill Education.
- Santrock, J. W. (2011). *Child development*. McGraw-Hill.

Course: SEC - 2

Title of the Paper: Family Life Education

Marks/Credits: 50/2

Core Objectives	Learning Outcomes	Course Evaluation
To understand the concept, philosophy, goals, and framework of Family Life Education (FLE). To study human development stages, marital readiness, sexual health, and parental dynamics across life transitions. To build skills for creating, evaluating, and running FLE programs for diverse population brackets.	Students will be able to design lifecycle-specific curriculums for family life and relationship education. Students will provide counseling on pre-marital preparedness, family planning, and parenting challenges. Students will run educational workshops regarding sexual health, gender respect, and domestic wellness.	Total Mark: 50 External Evaluation: 25 mark Internal Evaluation: 25 mark

Unit 1: Family Life Education: Overview and Framework

1. Definition, concept, philosophy, goals, and core values of Family Life Education (FLE).
2. Historical developments and operational paradigms of FLE in India and global systems.
3. Institutional agencies implementing FLE: Schools, colleges, religious bodies, and NGOs.
4. Role and professional ethics of a Family Life Educator.
5. Theoretical models of FLE: Operational frameworks, resource tracking, and field dynamics.

Unit 2: Human Development, Sexuality and Health

1. Biological basis of human life: Anatomy, physiology, and human reproduction overview.
2. Stages of human development: Infancy, childhood, adolescence, adulthood, and senescence.
3. Psychosexual development: Understanding sexual orientation, healthy boundaries, and safe choices.
4. Reproductive and Child Health (RCH): Family planning methods, safe motherhood, and STI/HIV preventions.
5. Nutritional education, healthy lifestyle practices, and home healthcare management basics.

References (APA Style):

- Arus, R. M. (2016). *Family life education: Principles and practices*. Harper & Row.
- Darling, C. A., & Cassidy, D. (2018). *Family life education: Working with families across the lifespan*. Waveland Press.
- Desai, M. (2015). *Family social work in India*. Tata Institute of Social Sciences.
- Thomas, J. (2017). *Human sexuality and family life education*. Rawat Publications.
- Duncan, S. F., & Goddard, H. W. (2021). *Family life education: Integrating theory and practice*. Sage Publications.