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SILIGURI

Salesian College

(Autonomous)

UGC certified College with Potential for Excellence (CPE)
Accredited by NAAC with Grade 'A' (Third Cycle)
Affiliated to University of North Bengal

UG BOARD OF STUDIES IN BACHELOR OF BUSINESS ADMINISTRATION

Minutes of the Meeting

Date: 03.06.2024

Minutes of the Third Meeting of the UG Board of Studies (BoS) in Bachelor of Business Administration (BBA) held on 03.06.2024 (Monday) at 1:30 P.M. in the A.V. Hall, Savio Block at Salesian College (Autonomous), Siliguri Campus.

Agenda:

1. To approve the minutes of the meeting of the UG Board of Studies in BBA held on February 29, 2024.
2. To place the AICTE Model Curriculum for UG Degree Programme in BBA/BBA (Honours)/ BBA (Honours with Research), 2024 for consideration.
3. To prepare a list of Paper setters, Moderators, Examiners, Pre-Publication Scrutinizers, Head Examiners, Post-Publication Reviewers, and Third Examiners for upcoming BBA First Semester Examinations, 2024 and BBA Third Semester Examinations, 2024.
4. To consider proposal for admitting new industry expert in place of Ms. Priyanka Singhal in the board.
5. Miscellaneous.

Members present:

Mr. Anirban Ghosh
Dean (Commerce, Management &
Vocational Studies)

- Chairperson

Dr. Dipankar Rudra
Assistant Professor & Head, Department
of Management Studies

- Vice-Chairperson

Ms. Shradha Sharma
Assistant Professor, Department of
Management Studies, SCSC

- Secretary

Prof. (Dr.) Pradipta Banerjee
Professor and Dean (Faculty council of
PG studies in Commerce),
Sidho-Kanho-Birsha University, Purulia,
West Bengal

- External Member

Mr. Abhijit Roy
Associate Professor- in –Commerce,
Coochbehar College, Coochbehar, West
Bengal - External Member

Mr. Patrick Johnson
Assistant Professor, Department of
Management Studies, SCSC - Internal Member

Mr. Rupam Majumdar
Assistant Professor, Department of
Management Studies, SCSC - Internal Member

Ms. Debarati Deb
Assistant Professor, Department of
Management Studies, SCSC - Internal Member

Mr. Rajeev Dutraj
Assistant Professor, Department of
Management Studies, SCSC - Internal Member

Ms. Sunita Sherpa
Assistant Professor, Department of
Management Studies, SCSC - Internal Member

Mr. Nihel Thapa
Assistant Professor, Department of
Management Studies, SCSC - Internal Member



Zero Hour:

At the outset, the Chairperson extended hearty welcome to all the members of the Board of Studies. Subsequently, the Vice-Chairperson placed the agenda before the Chairperson for the deliberation.

Agenda 1: To approve the minutes of the meeting of the UG Board of Studies in BBA held on February 29, 2024.

Discussion: The Vice Chairperson presented the minutes of the meeting of the UG Board of Studies in BBA held on February 29, 2024.

Decision: The board unanimously approved the minutes of the meeting of the UG Board of Studies in BBA held on February 29, 2024 with no ratification.

Agenda 2: To place the AICTE Model Curriculum for UG Degree Programme in BBA/BBA (Honours)/ BBA (Honours with Research), 2024 for consideration.

Discussion: With the permission of the house, the Vice-chairperson placed the Curriculum for consideration before the board. The board suggested the following changes:

- Prof. Pradipta Banerjee opined to introduce *Indian Knowledge System/Indian Constitution* as VAC in the first semester.
- Mr. Abhijit Roy agreed to the proposal placed by Prof. Pradipta Banerjee.
- Prof. Pradipta Banerjee suggested renaming *Production Management* in the Curriculum to *Production and Operations Management* in the sixth semester.
- Prof. Pradipta Banerjee and Mr. Abhijit Roy jointly suggested the following changes in the syllabus of 'Business Mathematics' in BBA semester 1:
 - a) To accommodate differential and integral calculus in unit 2 under the heading "Calculus".
 - b) Unit 3 shall contain the following topics in addition to unit 4 of the existing curriculum 2024 – *Arithmetic, Geometric and Harmonic Progression; Permutation and Combination.*
 - c) Unit 4 shall consist of 'Coordinate Geometry'.
 - d) The following topics shall be taught as a part of application as case study – *Maxima and Minima of functions (involving second order derivatives) relating to cost, revenue and profit; Partial Derivatives: Euler's theorem and its application; and applications of Integrals.*
- To put 'Cost Accounting' as a major course in place of minor in the third semester in BBA Curriculum 2023.

Decision: Resolved that the AICTE Model Curriculum for UG Degree Programme in BBA/BBA (Honours)/ BBA (Honours with Research), 2024 and BBA Curriculum 2023 be approved with the said changes.

Agenda 3: To prepare a list of Paper setters, Moderators, Examiners, Pre-Publication Scrutinizers, Head Examiners, Post-Publication Reviewers, and Third Examiners for upcoming BBA First Semester Examinations, 2024 and BBA Third Semester Examinations, 2024.

Discussion: Both the external members Prof. Pradipta Banerjee and Mr. Abhijit Roy suggested having the presence of at least one external member in the entire process of examination.

Decision: Resolved that the list of Paper Setters, Examiners, Pre Publication Scrutinizers, Head Examiners, Post Publication Reviewers, Third Examiners, and Board of Moderators for upcoming BBA First Semester Examinations, 2024 and BBA Third Semester Examinations, 2024 be approved. (Annexure II)

The suggestions made by the members were duly acknowledged.

Agenda 4: To consider proposal for admitting new industry expert in place of Ms. Priyanka Singhal in the board.

Decision: Resolved that the Chairman shall initiate the process of admitting new member subject to the approval of the Principal.

Agenda 5: Miscellaneous.

Prof. Pradipta Banerjee suggested conducting a one/two day/s workshop with all the members of the board to discuss the BBA Curriculum and its various aspects in order to reduce the industry-academia gap.

Resolutions:

Based on the suggestions given by the members, it is resolved to approve the syllabus with the following modifications:

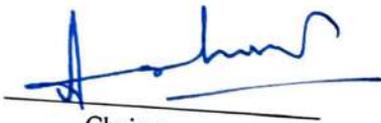
1. The board unanimously approved the minutes of the meeting of the UG Board of Studies in BBA held on February 29, 2024 with no ratification.
2. 'Indian Constitution' shall be placed as VAC in BBA first semester.
3. 'Production Management' shall be renamed as 'Production and Operations Management' in BBA sixth semester.
4. The syllabus of 'Business Mathematics' shall be revised to accommodate the changes as suggested by the members.
5. 'Cost Accounting' shall be put as a major course in place of minor in the third semester in BBA Curriculum 2023.
6. The list of Paper Setters, Examiners, Pre Publication Scrutinizers, Head Examiners, Post Publication Reviewers, Third Examiners, and Board of Moderators for upcoming BBA First Semester Examinations, 2024 and BBA Third Semester Examinations, 2024 is approved.

Action Taken Report:

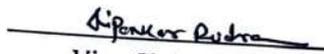
1. Necessary modifications were made in the BBA Curricula of 2023 and 2024.
2. The Chairman shall initiate the process of admitting new member subject to the approval of the Principal.
3. The list of the Paper Setters, Examiners, Pre Publication Scrutinizers, Head Examiners, Post Publication Reviewers, Third Examiners, and Board of Moderators for upcoming BBA First Semester Examinations, 2024 and BBA Third Semester Examinations, 2024 was duly forwarded to the office of the Controller of Examinations, Salesian College (Autonomous).

Vice-Chairperson informed the board that in case of any matter of urgent discussion, an emergency meeting of the BoS may be convened by serving 24 hours' notice in advance to transact any such agenda.

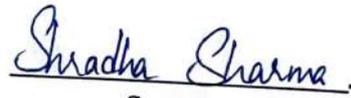
As there was no other business to consider, the meeting ended with a vote of thanks to the Chair.



Chairperson



Vice-Chairperson



Secretary

CHAIRPERSON
Board of Studies
Department of Management Studies
Salesian College (Autonomous)
Sonada & Siliguri

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Minutes of the Second Meeting of the UG Board of Studies (BoS) in Bachelor of Business Administration (BBA) held on 29.02.2024 (Thursday) at 2:00 P.M. in the JPM Hall, Don Bosco Block at Salesian College (Autonomous), Siliguri Campus.

The following members were present:

Mr. Anirban Ghosh	Dean (Commerce, Management & Vocational Studies) – Chairperson
Dr. Dipankar Rudra	Assistant Professor & Head, Department of Management Studies – Vice-Chairperson
Ms. Shradha Sharma	Assistant Professor & Secretary
Prof. Dipen Roy	Professor, Department of Commerce, University of North Bengal
Prof. (Dr.) Pradipta Banerjee	Professor and Dean (Faculty council of PG studies in Commerce), Sidho-Kanho-Birsha University, Purulia, West Bengal
Mr. Abhijit Roy	Associate Professor- in –Commerce, Coochbehar College, Coochbehar, West Bengal
Mr. Patrick Johnson	Assistant Professor, SCSC
Mr. Rupam Majumdar	Assistant Professor, SCSC
Ms. Debarati Deb	Assistant Professor, SCSC
Mr. Rajeev Dutraj	Assistant Professor, SCSC
Ms. Sunita Sherpa	Assistant Professor, SCSC
Mr. Nihel Thapa	Assistant Professor, SCSC

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Dipankar Rudra
Shradha Sharma.

[Signature]
Dipen Roy

[Signature]
Rupam Majumdar
Debarati Deb.
Rajeev Dutraj
[Signature]

Zero Hour:

At the outset, the Chairperson extended hearty welcome to all the members of the Board of Studies, with a special mention to the newly admitted member Prof. Dipen Roy. Subsequently, the Vice-Chairperson placed the agenda before the Chairperson for the deliberation.

Agenda:

1. To confirm the minutes of the first UG Board of Studies meeting in Bachelor of Business Administration (BBA) under NEP.

Discussion: With the permission of the house, the Vice-chairperson presented the minutes of the first UG Board of Studies meeting in Bachelor of Business Administration.

Decision: Resolved that the minutes of the first UG Board of Studies meeting in Bachelor of Business Administration be confirmed.

2. To approve the curriculum of Semester III and IV for the Four Year Bachelor of Business Administration (FYBBA) under NEP.

Discussion: The following suggestions and observations were made by the members:

- a) Prof. Dipen Roy advised to place *Organizational Behaviour* as a major subject and *Cost Accounting* as a minor subject in semester III of the curriculum. Prof. Roy also opined to change the course title *Marketing Management* to *Fundamentals of Marketing* in the MDC. Prof. Roy further advised to replace the nomenclature *Operations Research* with *Quantitative Techniques in Management*.
- b) Mr. Abhijit Roy suggested to include the Test of Hypothesis in the statistics curriculum or to include the same in the *Research Methodology* paper. Mr. Roy also advised to include a topic Activity Based Costing in the *Cost Accounting* paper.
- c) Mr. Abhijit Roy suggested excluding the topic Network Analysis from the *Operations Research* paper.

Decision: Resolved that the curriculum of Semester III and Semester IV of FYBBA under NEP be approved with ratifications. (Annexure I)

3. To prepare a list of Paper Setters, Examiners, Pre-Publication Scrutinizers, Head Examiners, Post-Publication Reviewers, Third Examiners, and Board of Moderators for upcoming BBA Second Semester Examinations, 2024.

Decision: Resolved that the list of Paper Setters, Examiners, Pre Publication Scrutinizers, Head Examiners, Post Publication Reviewers, Third Examiners, and Board of Moderators for upcoming BBA Second Semester Examinations, 2024 be approved. (Annexure II)

4. Miscellaneous:

Mr. Abhijit Roy suggested including a paper on Cost Accounting with title *Strategic Cost Management* in the subsequent semester.

Vice-Chairperson informed the board that in case of any matter of urgent discussion, an emergency meeting of the BoS may be convened by serving 24 hours' notice in advance to transact any such agenda.

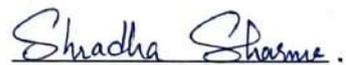
As there was no other business to consider, the meeting ended with a vote of thanks to the Chair.



Chairperson



Vice-Chairperson



Secretary

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Board of Studies
Department of Management Studies
Salesian College (Autonomous)
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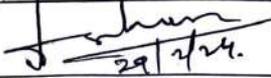
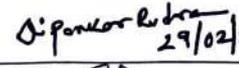
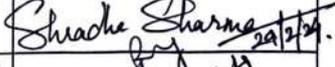
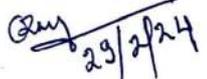
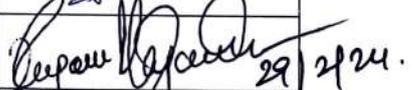
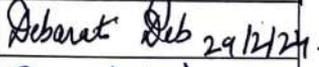
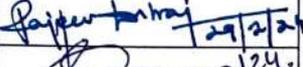
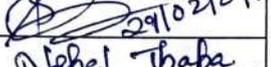
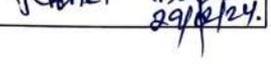
Salesian College (Autonomous)
Sonada and Siliguri

**MEETING OF THE SECOND UG BOARD OF STUDIES IN BACHELOR OF
BUSINESS ADMINISTRATION**

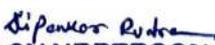
Date: 29.02.2024

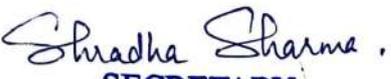
Time: 2:00 p.m. Venue: JPM Hall, Don Bosco Block

Members present:

	Name	Designation	Signature
Chairman	Mr. Anirban Ghosh	Dean, Deanery of Management Studies	 29/2/24.
Vice-Chairman	Dr. Dipankar Rudra	Head, Department of Management Studies	 29/02/2024
Secretary	Ms. Shradha Sharma	Assistant Professor	 29/2/24.
University Nominee	Prof. Dipen Roy	Professor, Department of Commerce, University of North Bengal	 29.2.24
External Members (Subject Expert)	Prof. (Dr.) Pradipta Banerjee	Professor and Dean (Faculty council of PG studies in Commerce), Sidho-Kanho-Birsha University	Attended Online. 
	Mr. Abhijit Roy	Associate Professor, Department of Commerce, Coochbehar College	 29/2/24
Industry Expert	Ms. Priyanka Singhal	Systems Analyst, Qualcomm	ABSENT.
Alumni	Mr. Akash Poddar	Proprietor, Sava Industries	ABSENT.
Internal Members	Mr. Patrick Johnson	Assistant Professor	 29/2/24
	Mr. Rupam Majumdar	Assistant Professor	 29/2/24.
	Ms. Debarati Deb	Assistant Professor	 29/2/24.
	Mr. Rajeev Dutraj	Assistant Professor	 29/2/24
	Ms. Sunita Sherpa	Assistant Professor	 29/02/24.
	Mr. Nihel Thapa	Assistant Professor	 29/2/24.


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Department of Management Studies
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UG BOARD OF STUDIES IN BACHELOR OF BUSINESS ADMINISTRATION IN TOURISM & HOSPITALITY MANAGEMENT

Minutes of the Meeting

Date: 03.06.2024

Minutes of the Third Meeting of the UG Board of Studies (BoS) in Bachelor of Business Administration in Tourism & Hospitality Management (BBATHM) held on 03.06.2024 (Monday) at 1:30 P.M. in the A.V. Hall, Savio Block at Salesian College (Autonomous), Siliguri Campus.

Agenda:

1. To approve the minutes of the meeting of the UG Board of Studies in BBATHM held on February 29, 2024.
2. To place the revised curriculum for UG Degree Programme in BBATHM/BBATHM (Honours)/ BBATHM (Honours with Research), 2024 for consideration.
3. To prepare a list of Paper setters, Moderators, Examiners, Pre-Publication Scrutinizers, Head Examiners, Post-Publication Reviewers, and Third Examiners for upcoming BBATHM First Semester Examinations, 2024 and BBATHM Third Semester Examinations, 2024.
4. To consider proposal for admitting new alumni in place of Adv. Madhulika Sharma in the board.
5. Miscellaneous.

Members present:

Mr. Anirban Ghosh
Dean (Commerce, Management &
Vocational Studies)

- Chairperson

Dr. Dipankar Rudra
Assistant Professor & Head, Department
of Management Studies

- Vice-Chairperson

Ms. Shradha Sharma
Assistant Professor, Department of
Management Studies, SCSC

- Secretary

Prof. (Dr.) Pradipta Banerjee Professor and Dean (Faculty council of PG studies in Commerce), Sidho-Kanho-Birsha University, Purulia, West Bengal	- External Member	
Dr. Nirmal Chandra Roy, Assistant Professor, Department of MBA (HR), University of Burdwan	- External Member	
Mr. Patrick Johnson Assistant Professor, Department of Management Studies, SCSC	- Internal Member	
Mr. Rupam Majumdar Assistant Professor, Department of Management Studies, SCSC	- Internal Member	
Ms. Debarati Deb Assistant Professor, Department of Management Studies, SCSC	- Internal Member	
Mr. Rajeev Dutraj Assistant Professor, Department of Management Studies, SCSC	- Internal Member	
Ms. Sunita Sherpa Assistant Professor, Department of Management Studies, SCSC	- Internal Member	
Mr. Nihel Thapa Assistant Professor, Department of Management Studies, SCSC	- Internal Member	
Ms. Aparna Moktan Assistant Professor, Department of Management Studies, SCSC	Internal Member	

Zero Hour:

At the outset, the Chairperson extended hearty welcome to all the members of the Board of Studies. Subsequently, the Vice-Chairperson placed the agenda before the Chairperson for the deliberation.

Agenda 1: To approve the minutes of the meeting of the UG Board of Studies in BBATHM held on February 29, 2024.

Discussion: The Vice Chairperson presented the minutes of the meeting of the UG Board of Studies in BBATHM held on February 29, 2024.

Decision: The board unanimously approved the minutes of the meeting of the UG Board of Studies in BBATHM held on February 29, 2024 with no ratification.

Agenda 2: To place the revised curriculum for UG Degree Programme in BBATHM/BBATHM (Honours)/ BBATHM (Honours with Research), 2024 for consideration.

Discussion: With the permission of the house, the Vice-chairperson placed the Curriculum for consideration before the board.

- Prof. Pradipta Banerjee opined to introduce *Indian Knowledge System/Indian Constitution* as VAC in the first semester.

Decision: Resolved that the revised curriculum for UG Degree Programme in BBATHM/BBATHM (Honours)/ BBATHM (Honours with Research), 2024 be approved with the said changes.

Agenda 3: To prepare a list of Paper setters, Moderators, Examiners, Pre-Publication Scrutinizers, Head Examiners, Post-Publication Reviewers, and Third Examiners for upcoming BBATHM First Semester Examinations, 2024 and BBATHM Third Semester Examinations, 2024.

Discussion: Both the external members Prof. Pradipta Banerjee and Dr. Nirmal Chandra Roy suggested having the presence of at least one external member in the entire process of examination.

Decision: Resolved that the list of Paper Setters, Examiners, Pre Publication Scrutinizers, Head Examiners, Post Publication Reviewers, Third Examiners, and Board of Moderators for upcoming BBATHM First Semester Examinations, 2024 and BBATHM Third Semester Examinations, 2024 be approved. (Annexure II)

The suggestions made by the members were duly acknowledged.

Agenda 4: To consider proposal for admitting new alumni in place of Adv. Madhulika Sharma in the board.

Decision: Resolved that the Chairman shall initiate the process of admitting new member subject to the approval of the Principal.

Agenda 5: Miscellaneous.

Prof. Pradipta Banerjee suggested conducting a one/two day/s workshop with all the members of the board to discuss the BBATHM Curriculum and its various aspects in order to reduce the industry-academia gap.

Resolutions:

Based on the suggestions given by the members, it is resolved to approve the syllabus with the following modifications:

1. The board unanimously approved the minutes of the meeting of the UG Board of Studies in BBATHM held on February 29, 2024 with no ratification.
2. 'Indian Constitution' shall be placed as VAC in BBATHM first semester.
3. The revised curriculum for UG Degree Programme in BBATHM/BBATHM (Honours)/BBATHM (Honours with Research), 2024 is approved.
4. The list of Paper Setters, Examiners, Pre Publication Scrutinizers, Head Examiners, Post Publication Reviewers, Third Examiners, and Board of Moderators for upcoming BBATHM First Semester Examinations, 2024 and BBATHM Third Semester Examinations, 2024 is approved.

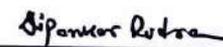
Action Taken Report:

1. Necessary modifications were made in the BBATHM Curriculum of 2024.
2. The Chairman shall initiate the process of admitting new member subject to the approval of the Principal.
3. The list of the Paper Setters, Examiners, Pre Publication Scrutinizers, Head Examiners, Post Publication Reviewers, Third Examiners, and Board of Moderators for upcoming BBATHM First Semester Examinations, 2024 and BBATHM Third Semester Examinations, 2024 was duly forwarded to the office of the Controller of Examinations, Salesian College (Autonomous).

Vice-Chairperson informed the board that in case of any matter of urgent discussion, an emergency meeting of the BoS may be convened by serving 24 hours' notice in advance to transact any such agendum.

As there was no other business to consider, the meeting ended with a vote of thanks to the Chair.


CHAIRPERSON
Board of Studies
Department of Management Studies
Salesian College (Autonomous)
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VICE CHAIRPERSON
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VICE CHAIRPERSON
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Minutes of the Second Meeting of the UG Board of Studies (BoS) in Bachelor of Business Administration in Tourism & Hospitality Management (BBATHM) held on 29.02.2024 (Thursday) at 3:00 P.M. in the JPM Hall, Don Bosco Block at Salesian College (Autonomous), Siliguri Campus.

The following members were present:

Mr. Anirban Ghosh	Dean (Commerce, Management & Vocational Studies) – Chairperson
Dr. Dipankar Rudra	Assistant Professor & Head, Department of Management Studies – Vice-Chairperson
Ms. Shradha Sharma	Assistant Professor & Secretary
Prof. Dipen Roy	Professor, Department of Commerce, University of North Bengal
Prof. (Dr.) Pradipta Banerjee	Professor and Dean (Faculty council of PG studies in Commerce), Sidho-Kanho-Birsha University, Purulia, West Bengal
Dr. Nirmal Chandra Roy	Assistant Professor, Department of MBA (HR), University of Burdwan, West Bengal.
Mr. Patrick Johnson	Assistant Professor, SCSC
Mr. Rupam Majumdar	Assistant Professor, SCSC
Ms. Debarati Deb	Assistant Professor, SCSC
Mr. Rajeev Dutraj	Assistant Professor, SCSC
Ms. Sunita Sherpa	Assistant Professor, SCSC
Mr. Nihel Thapa	Assistant Professor, SCSC
Ms. Aparna Moktan	Assistant Professor, SCSC
Mr. Hemant Agarwal	Proprietor, Suvidhaa Aapki, Siliguri

[Handwritten signatures and names next to the table entries]
Anirban Ghosh
Dipankar Rudra
Shradha Sharma
Dipen Roy
Pradipta Banerjee
Nirmal Chandra Roy
Patrick Johnson
Rupam Majumdar
Debarati Deb
Rajeev Dutraj
Sunita Sherpa
Nihel Thapa
Aparna Moktan
Hemant Agarwal

Zero Hour:

At the outset, the Chairperson extended hearty welcome to all the members of the Board of Studies, with a special mention to the newly admitted member Prof. Dipen Roy. Subsequently, the Vice-Chairperson placed the agenda before the Chairperson for the deliberation.

Agenda:

1. To confirm the minutes of the first UG Board of Studies meeting in Bachelor of Business Administration in Tourism & Hospitality Management (BBATHM) under NEP.

Discussion: With the permission of the house, the Vice-chairperson presented the minutes of the first UG Board of Studies meeting in Bachelor of Business Administration in Tourism & Hospitality Management.

Decision: Resolved that the minutes of the first UG Board of Studies meeting in Bachelor of Business Administration in Tourism & Hospitality Management be confirmed.

2. To approve the curriculum of Semester III and IV for the Four Year Bachelor of Business Administration in Tourism & Hospitality Management (FYBBATHM) under NEP.

Discussion: The following suggestions and observations were made by the members:

- a) Mr. Nirmal Chandra Roy suggested to include Industrial Relations in *Human Resource Management in Tourism* in 4th semester.
- b) Dr. Dipankar Rudra suggested to replace *Operations Research* paper with *Fundamentals of Cost Accounting*.

Decision: Resolved that the curriculum of Semester III and Semester IV of FYBBATHM under NEP be approved with ratifications. (Annexure I)

3. To replace the course title *Travel Agency and Tour Operations Management* with *Hospitality Management* from the Curriculum Framework.

Decision: Resolved that the course title *Travel Agency and Tour Operations Management* be replaced with *Hospitality Management* from the Curriculum Framework.

4. To replace the course title *Financial Accounting for Managers* with *Financial Accounting in Tourism* from the Curriculum Framework.

Decision: Resolved that the course title *Financial Accounting for Managers* be replaced with *Financial Accounting in Tourism* from the Curriculum Framework.

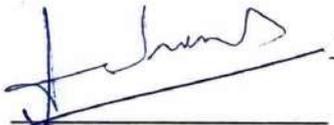
5. To prepare a list of Paper Setters, Examiners, Pre-Publication Scrutinizers, Head Examiners, Post-Publication Reviewers, Third Examiners, and Board of Moderators for upcoming BBATHM Second Semester Examinations, 2024.

Decision: Resolved that the list of Paper Setters, Examiners, Pre Publication Scrutinizers, Head Examiners, Post Publication Reviewers, Third Examiners, and Board of Moderators for upcoming BBATHM second Semester Examinations, 2024 be approved. (Annexure II)

6. Miscellaneous:

Mr. Hemant Agarwal advised to provide Internship opportunities in every semester so as to enable the students to gain in-hand experience and higher industry exposure. Further, Mr. Agarwal proposed to conduct workshops related to soft-skill development.

As there was no other business to consider, the meeting ended with a vote of thanks to the Chair.


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Department of Management Studies
Salesian College (Autonomous)
Sonada & Siliguri


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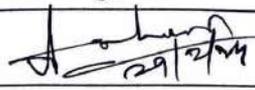
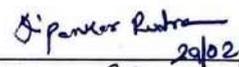
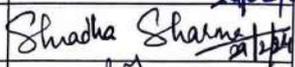
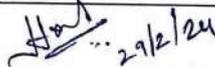
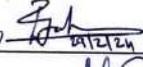
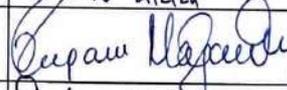
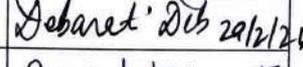
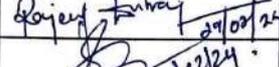
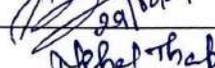
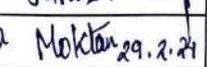
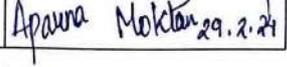
**MEETING OF THE SECOND UG BOARD OF STUDIES IN BACHELOR OF
BUSINESS ADMINISTRATION (TOURISM & HOSPITALITY
MANAGEMENT)**

Date: 29.02.2024

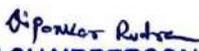
Time: 3:00 p.m.

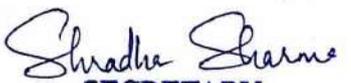
Venue: JPM Hall, Don Bosco Block

Members present:

	Name	Designation	Signature
Chairman	Mr. Anirban Ghosh	Dean, Deanery of Management Studies	
Vice-Chairman	Dr. Dipankar Rudra	Head, Department of Management Studies	 29/02/2024
Secretary	Ms. Shradha Sharma	Assistant Professor	 29/02/24
University Nominee	Prof. Dipen Roy	Professor, Department of Commerce, University of North Bengal	 29.2.24
External Members (Subject Expert)	Prof. (Dr.) Pradipta Banerjee	Professor and Dean (Faculty council of PG studies in Commerce), Sidho-Kanho-Birsha University	Joined Online 
	Dr. Nirmal Chandra Roy	Assistant Professor, Department of MBA (HR), University of Burdawan	Joined Online.
Industry Expert	Mr. Hemant Agarwal	Proprietor, Suvidhaa Aapki, Siliguri	 29/2/24
Alumni	Adv. Madhulika Sharma	Advocate	ABSENT.
Internal Members	Mr. Patrick Johnson	Assistant Professor	 29/2/24
	Mr. Rupam Majumdar	Assistant Professor	 29/2/24
	Ms. Debarati Deb	Assistant Professor	 29/2/24
	Mr. Rajeev Dutraj	Assistant Professor	 29/02/24
	Ms. Sunita Sherpa	Assistant Professor	 29/02/24
	Mr. Nihel Thapa	Assistant Professor	 29/02/2024
	Ms. Aparna Moktan	Assistant Professor	 29.2.24


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DEPARTMENT OF SOCIAL WORK

Undergraduate Course in Social Work

Under Credit Based Choice System (CBCS)

Ordinance and Syllabus

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CBCS Undergraduate Programme in Social Work

Preamble

The main purpose of the Undergraduate Programme in Social Work is to develop and disseminate knowledge, skills and values through education, field training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. The programme is strongly committed to a diverse learning environment, in which respect for dignity and worth of all human being and understanding of diverse conditions are practiced. The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).As per UGC guidelines, courses in a programme may be of three kinds: Core, Elective and Foundation.

1. Core Course:- There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

2. Elective Course:- Elective course is a course which can be chosen from a pool of papers. It may be:

- Supportive to the discipline of study
- Providing an expanded scope
- Enabling an exposure to some other discipline/domain
- Nurturing student’s proficiency/skill.

An elective may be “Generic Elective” focusing on those courses which add generic proficiency to the students. An elective may be “Discipline centric” or may be chosen from an unrelated discipline. It may be called an “Open Elective.”

Core Courses-I (14)

Since, social work is a practice based profession; hence, the courses offered are of vital significance in overall learning process of the students. Under this programme, students will have to study total 14 major subjects at a deep level for Bachelor with Honours in Social Work which are called Core Courses (CC). These major subjects include theory, methods and areas of social work and research based project. In the research based project, students will be offered to learn research methodology and prepare a small dissertation. In addition, field work practicum is the back bone of the social work education which involves multiple learning pedagogies and activities in real life situations.

Ability Enhancement Compulsory Course (AECC) (2)

In the CBCS scheme of Undergraduate Programme, students will choose total 2 mandatory subjects of their liking for additional knowledge and building their competencies outside their main subjects of study. These subjects are called AECC shall have courses in English/MIL Communication, and Environmental Science.

Skill Enhancement Course (SEC) (2)

The social work stream offers a wide variety of courses as minor subjects those will help the students to learn about the national and global scenario of social work in an interdisciplinary mode and enhance their knowledge for getting employment or initiating for self-employment related to social welfare, development and allied areas.

Elective: Discipline Specific (DSE) (4)

Students will choose total 4 skill based subjects that will give practical knowledge which are called Discipline Specific (DSE). Social work itself is the applied stream of social science, which provides its students planned opportunities to apply theory in to actual field situations, which in turn enhances their learning. Hence, these DSE courses are value addition to the students of social work in strengthening their knowledge and skills and bringing about high quality standards in practice learning. Thus, the outcomes of these DSE courses are very useful for producing well trained professional social workers on the one hand and getting employment or initiating for self-employment in the field of social work and allied areas on the other.

Elective: Generic (GE) (4)

The “Generic Elective” focusing on those courses which add generic proficiency to the students and also engages interdisciplinary character of the subject.

Undergraduate Course in Social Work under CBCS

1. Title of the Degree in Social Work

The nomenclature of the degree shall be Bachelor with Honours in Social Work (After 3 years)

2. Affiliation

The proposed programme shall be governed by the North Bengal University.

3. Mission

To ensure that Bachelor students have the knowledge, skills, techniques and attitude necessary for taking up the responsibilities both at grass-root and junior level management of social welfare and developmental services.

4. Objectives

- To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare and development.
- To familiarize the students and develop competencies with knowledge, skills and attitudes required for social work intervention.
- To develop the students as professional social worker with sensitivity towards social concerns and problems through inculcation of democratic and humanitarian values.

5. Programme Structure

The undergraduate programme is divided into three years and each year will consist of two semesters to be known as Odd Semester and Even Semester which are as follows:

Year	Semester-Odd	Semester-Even
First Year	Semester – 1	Semester - 2
Second Year	Semester – 3	Semester - 4
Third Year	Semester – 5	Semester - 6

6. Distribution of Credits under CBCS for B.A. (Hons.) Social Work

The structure of the programme shall be as follows:

	Core Course (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific (DSE) (4)	Elective: Generic (GE) (4)	Field Work
I	C 1	(English/MIL Communication) Environmental Science			GE-1	6 credits (210 Hrs)
	C 2					
II	C 3	(English/MIL Communication) Environmental Science			GE- 2	6 credits (210 Hrs)
	C 4					
III	C 5		SEC-1		GE-3	8 credits (210 Hrs)
	C 6					
	C 7					
IV	C 8		SEC-2		GE-4	8 credits (210 Hrs)
	C 9					
	C 10					
V	C 11			DSE-1		8 credits (240 Hrs)
	C 12			DSE-2		
VI	C 13			DSE-3		8 credits (240 Hrs)
	C 14			DSE-4		
CREDITS	14x4 =56	2x2= 4	2x2= 4	4x4= 16	4x4= 16	44

TOTAL CREDIT: 140

7. Schedule of Papers for Various Semesters

The schedule of papers prescribed for various semesters shall be as follows:

Semester -1	Semester -2
C-1: SW 101 Fundamentals of Social Work	C-3: SW 201 Contemporary Social Concerns
C-2: SW 102 Introduction to Society for Social Work	C-4: SW 202 Understanding Psychology for Social Work
AECC 1*: As per University	AECC 2*: As per University

Decision	Decision
GE-1 Paper 1 : Any one of the followings: SW 111: Social Work with Youth SW 112: Disability and Social Work	GE-1 Paper 2: Any one of the followings: SW 211: Social Work Response to Health Care SW 213: Criminal Justice Social Work
FW 1: SW 106 (6 credits)	FW 2: SW 206 (6 credits)

Semester -3	Semester -4
C-5: SW 301 Working With Individuals	C-8: SW 401 Working With Communities
C-6 : SW 302 Working With Groups	C-9: SW 402 Social Psychology For Social Work
C-7: SW303 Social deviance and Social problems	C-10: SW 403 Areas of SW Practice
SEC Paper 1: Any one of the followings SW 311: Communication for Development SW 312: Programme Media in Social Work	SEC Paper 2: Any one of the followings SW 411: Application of Programme Media SW 412: Skill and Technique of Field Work Practice.
GE2-Paper 1 : Any one of the followings SW 321: Integrated Methods In Social Work Practice-I SW 322 : Palliative Care in Social Work	GE2-Paper 2: Any one of the followings Any One of the two SW 421: Social Work with Older Persons SW 422: International Social work
FW3: SW306 (8 credits)	FW 4: SW406 (8 credits)

Semester -5	Semester -6
C-11: SW 501 Social Policy and Development	C-3: SW 601 Social Welfare Administration
C-12 : SW 502 Social Action and Movements	C-4: SW 602 Research in Social Work
DSE Paper 1 & Paper 2: Any two of the followings:	DSE Paper 3: Any one of the followings:
DSE 1: Social Legislation and Human Rights	DSE 3: Social Work Practice in Different Settings
DSE 2: Health and Social Work	DSE 3: Counselling Skills in Social Work Practice
DSE 1: Social Work Intervention in Disaster	DSE 3: NGO Management
DSE 2: Social Work Response to Social Concerns	DSE 4: Project Work/Dissertation
FW5: SW 506 (8 credits)	FW6: SW 606 (8 credits)

Note: *The details of AEC courses to be added as decided by University;

**For theory papers: 60 marks for External evaluation and 15 marks for internal assessment;

*** For Field Work Practicum: 70 marks by internal college supervisors/instructors and 30 marks for Field Work Viva Voce by external examiner.

8. Eligibility

Admission to the undergraduate programme in Social Work course shall be open to both boys and girls having completed the XII standard examination or its equivalent. The eligibility criteria are as follows:

- a. Any person with minimum 55 % marks in the aggregate of best four subjects including English in XII standard examination or its equivalent examination recognized by North Bengal University in any discipline shall be eligible to apply for this course.
- b. Candidates belonging to SC/ST categories shall be allowed 5% relaxation in the eligibility requirement.

9. Admission Procedure

Admission procedure will take place as per North Bengal University's decision.

10. Schedule for Theory Classes and Field Work

Four days for theory classes and two days for concurrent field work will be required in all the semesters. Concurrent field work shall be organized on Wednesdays and Fridays. These field work days may be changed as per the convenience of the respective College and field work agencies. During the theory classes, besides lectures, individual and/or group conferences will be held regularly in the afternoons.

11. Field Work Practicum

Field work practicum in social work is different from other social sciences. It is an integral part of social work education. Thus, field work practicum is comprised of at least one-third weightage of the total marks scheme. Field work is a practical experience which is deliberately arranged for the students. In field work, field will be a situation (a social welfare and/or development agency or open community) which offers avenues for students' interaction with client and client system, where they will apply social work methods, principles, skills and techniques under the guidance of faculty of the respective college and practitioner of the agency.

Objectives of Field Work Practicum

The field work practicum has been developed to achieve the following objectives:

Semester-1

1. To Orient students with social work lexicon and prepare the students with requisite value orientation
2. To develop understanding of field and field work; and attaching the students various types of agency
3. Develop understanding of social structure and social systems.

Semester-2

1. Place the students various types of agency , communities and with professionals
2. Give exposure to the students to various social welfare and development programmes and services.
3. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
4. Develop an understanding of agency's structure, function and service delivery system.

Semester-3

1. Provide an opportunity to practice the methods of working with individuals, groups and communities. to learn to make use of professional relationship and referrals to deal with human problems.
1. Imbibe the ethics and values of social work profession including attributes for the same.
2. Develop an ability to narrate of experience/learning, assessment of services & resources and participate in service delivery.

Semester-4

1. Learn to mobilize clients/beneficiaries to utilize the services provided by the agency.
2. Coordinate the services provided by governmental and non-governmental organizations in meeting the additional needs of the clients/beneficiaries.
3. Learn to apply theoretical base i.e. principles, approaches and skills of social work while working in the field.
4. Develop ability to assess own performance and improve it accordingly.
5. Develop capacity to prepare process/method-oriented records.

Semester-5

1. Develop sensitivity towards the issues related to social justice and human rights for marginalized groups.
2. Develop ability to critically analyze the service delivery system of agency, problems and issues in execution.

3. Develop ability to plan, organize and implement the activities within agency/community framework.

Semester-6

1. Develop ability to effect changes in improving service delivery by introducing innovations in practice.
2. Improve skills in communication and networking with other organizations.
3. Learn to make use of practice-learning instructions.

11.2 Components of Field Work

Field work in social work educational programme involves multiple learning pedagogies and activities. The components of field work are:

A. Observation Visits: Students of semester-1 will be given an opportunity to visit and observe various agency/community setting in order to know about the initiatives of governmental and non-governmental organizations towards social problems.

B. Orientation Programme: Three-day orientation programme will be organized at the commencement of the course of the semester-1 of first year and at the beginning of semester-1, , semester-3, and semester-5 of second, and third years respectively before starting concurrent field work. No student will be admitted after the commencement of the orientation programme. Orientation visits to welfare agencies/communities will be an integral part of the orientation programme. Attendance in orientation programme is compulsory.

C. Concurrent Field Work: Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of all the semesters (both odd and even) of all three year and shall continue till the preparation leave before the commencement of the examinations. Two days in a week will be allotted to the students to perform concurrent field work. The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery. A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student. On the basis of 14 weeks of field experience per semester, the students should accumulate minimum 200 hours each semester or a total of 400 hours for two consecutive semesters.

D. Rural Camp: Five-day rural camp will be organized for the students of semester-5 & 6 of third year (preferably for semester-5 students) to provide exposure to the students about the socio-economic, political and cultural situations and problems of rural life. The rural camp will be organized under the guidance of the faculty members. Attendance of rural camp is compulsory. There shall be 20 marks for performance, behavior and learning in rural camp which shall be awarded by camp in charge and faculty supervising camp activities.

E. Block Field Work: At the end of semester-6 of third year, students will be required to undergo four- week block field work training in a social welfare agency or project. It is treated more as pre-employment experience. The block field work agencies/projects will be selected with the consent/choice of students. A student must be placed under the supervision of professionally qualified social worker in the agency.

A student has to start the block field work on the date specified by the department of respective College in the placement letter. Any unreasonable delay in joining block field work or discontinuation will be treated as misconduct. If a student leaves block field work agency without prior approval of agency and/or Department or if his/her performance is found to be unsatisfactory, then he/she will have to repeat the block field work.

During block field work, a student will be expected to submit weekly reports to the Department of respective College in a prescribed manner. Leave will be allowed during the entire period of block field work mainly on the ground of sickness. Successful completion of block field work is mandatory before the Bachelor with Honours in Social Work degree can be awarded.

F. Skill Development Workshops: The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

11.3 Criteria for Selection of Field Work Agencies

Only faculty of the college and/or agency personnel can initiate the process to become a field work setting. The following criteria will be used for screening and selecting organizations for field work setting:

1. The agency's philosophy of service must be compatible with the values and ethics of the social work profession and the objectives of field work practicum.
2. The Agency must be willing to accept and follow the requirements of the College for participation in the field work practicum.
3. The agency must provide experienced staff to act as field work supervisor/instructor and provide them with the time and resources necessary to fulfill his/her roles.
4. The agency must be willing to provide a comprehensive learning opportunity for the students including orientation and learning assignments.

11.4 Field Work Placement

Placement process will be initiated soon after admissions are over. The students of all the semesters of will be placed under the supervision of a faculty member of the department of the respective College. One or two students will be placed with a field work agency by the college supervisor/instructor and a list of the same will be displayed accordingly. In the field work placement, preference of the students or faculty members for each other will not be considered. During the placement process, each student is required to attend pre-placement counseling with his/her respective college supervisor/instructor. Following points should be taken into consideration during the field work placement:

- a. Gender considerations;
- b. Agency's concerns/expectations about the placement; and
- c. Constraints of students such as - disability, language barrier etc.

Placement of students under the college supervisors/instructor will be done as per following modalities:

- a. Placement of students under the college supervisor/instructor should be done as per the 1:10 teacher-learner ratio;
- b. Ratio of girls and boys students should be appropriately distributed among all the college supervisors (in case of co-educational College);
- c. Student should not repeat the college supervisor/instructor; and
- d. Equal numbers of students from each class should be given to all the college supervisors/instructor.

The field work agency of the students will remain the same for two consecutive semesters of a year.

11.5 Change of Field Work Agency

Generally, a student should complete two consecutive semesters in the same agency. If a change of field work agency is needed, it should be done early in the beginning only in extreme circumstances for the betterment of student, agency and the college. Any such change can be made after discussion in the departmental meeting. The students are not allowed to change a placement in any circumstances.

11.6 Field Work Supervision/Instruction

Supervision is the most significant aspect of field work practicum. In fact, the goal of field work is achieved by placing the students under the supervision of a faculty member in the college as well as professionally trained social worker in the agency. The college supervisor/instructor must strive to:

1. Prepare a schedule of meeting with students;
2. Help the students in preparing learning plan;
3. Help the students to develop maturity in dealing with different circumstances and learn to appreciate and respect multiplicity and diversity of society, culture and communities;
4. Help them to grow as professional social workers, conscious about the demands of the profession and develop capability to handle situations independently;
5. Monitor continuously the progress of students and provide feedback to them about the

- performance;
6. Arrange periodic visits and meetings with agency supervisor/instructor wherein the proposed course of action by the student is discussed and an affirmative response is obtained from the agency ;
 7. Read and check the field work reports and provide necessary guidelines to the students regarding report writing;
 8. Develop insight into the process of social work intervention using social work philosophy, principles methods and skills;
 9. Provide regular, timely and systematic inputs; and
 10. Assessment of performance of students with a pass/fail recommendation.

Field work supervision inputs are made at different levels. Each student should get at least one hour of supervision per week with the respective college supervisor/instructor on a well planned basis and without any interruption. These hours of supervision will be essentially calculated in total teaching hours of a college supervisor/instructor as per the placement of students under him/her. Generally three major method of supervision/instruction are: Individual Conference; Group Conference; and Agency Visits.

Individual Conference is a tutorial approach to field work supervision. It is a medium through which the college supervisor/instructor provides the individually planned educational experience. Group Conference is organized with the intention to increase the knowledge of students by learning from experience of other students. It is held with a group of students with their respective supervisors. A schedule of group conference should be announced by the department of the college. The college supervisors/instructors must get in touch with the field work agencies under their supervision by making regular visits in order to be vigilant on the students' field work tasks and to meet agency supervisor (at least one visit per month to each agency under their supervision and more if necessary). The goals of such agency visits are to: (i) Review the students' assignments and tasks; (ii) Provide support for the students; (iii) Discuss students' learning experience with agency supervisor; (iv) Monitor that the students are receiving quality field work training; (v) Facilitate the integration of theory and practice; and (vi) Know about the performance of the students.

It is the responsibility of the college supervisor/instructor, in consultation with the agency supervisor, to assess the students' performance with a pass/fail recommendation.

11.7 Administration of Field Work

The administration of field work programme of the college will be ultimately responsibility of the field work coordinator. Any official correspondence with the field work agencies, agency supervisors/instructor, students, college etc. regarding all the aspects of field work programme will be done by the field work coordinator. Field work coordinator should be nominated through the unanimous decision of the departmental meeting of the respective College to be held with completing the corium. He/she will be responsible for organizing, implementing, coordinating, guiding, monitoring and evaluating the entire field work programme. The position of field work coordinator shall be honorary and will keep on rotating among the faculty members of the department one year interval.

11.8 Field Work Attendance

The students in this course are being trained to become professional social workers. They are expected to meet the following responsibilities related to attendance:

1. The Department expects from students to be regular and punctual in the field work. Only in special cases, there is a provision of leave of absence from field work on the grounds of sickness or important personal reasons. Leave from field work should generally be applied in advance. All leave applications should be addressed to the college supervisor/instructor. In case, a student is unable to attend field work due to physical problem, he/she must arrange to send message as soon as possible to the agency as well as college supervisor/instructor.
2. A student is not required to attend field work on college holiday, however, it may be utilized as per the instructions of the college supervisor/instructor and all such days will be called additional field work.
3. Eighty percent (80%) attendance in the concurrent field work and seventy five percent (75%) attendance in theory classes is compulsory.
4. Attendance of all the components of field work i.e. orientation programme, individual conferences, group conferences, rural camp, workshops, special lectures and seminars is also compulsory.
5. In case, a student is unable to attend scheduled thirty days of concurrent field work in a semester, he/she is expected to compensate the same and this option should be exercised with prior intimation to and approval of the college supervisor.

If the required hours of field work and its components are not completed by any student by the end of the semester in which he/she is studying, an assessment of the performance of the student with a 'fail' recommendation will be issued by the respective college supervisor/instructor. After receiving 'fail' recommendation in the field work assessment, the student will be deemed to have failed in both theory and field work.

11.9 Submission of Field Work Records/Assignments

The students are expected to meet the following responsibilities related to submission of records/assignments:

1. To prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor/instructor.
2. To maintain a cumulative record of actual hours spent at the field work.
3. To complete and submit weekly records of concurrent field work in a prescribed manner.
4. To prepare and submit records of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately.
5. To complete and submit field work self-assessment form after termination of field work.

11.10 Discipline at the Field Work

The students of social work are expected to behave with maturity, have respect for human beings, exhibit responsibility, decency and work towards maintaining the dignity and worth of individuals.

Following acts may be treated as misconduct during the field work:

1. Frequently late at the field work without intimating college and agency supervisors;
2. Absent from field work and/or individual or group conference without intimating college and agency supervisor;
3. Frequently late in completion of task assigned by agency and/or the college;
4. Missing appointments with the clients or agency supervisor without intimation;
5. Exploiting clients or client's family;
6. Breaching client's confidentiality;
7. Initiating physical confrontation with a client, client's family members, agency supervisor or agency staff;
8. Acting in a discriminatory manner towards a client;
9. Falsifying documentation in agency records and field work reports;
10. Exploiting the agency by misuse of agency services/resources;
11. Engaging in behavior that would constitute malpractice;
12. Engaging in abusive or degrading behavior towards a client, client's family, agency supervisor or agency staff;
13. Exhibiting disruptive or harmful behavior; acting in an unprofessional or inappropriate manner while at the field work such as – inappropriate display of emotions or immature behavior; and
14. Dressing in an inappropriate and or unprofessional manner.

If the complaint is received by the college supervisor against a student or if he/she feels or is confirmed that a student is involved in any of the above mentioned misconduct, then the procedure of disciplinary proceeding will be as follows:

1. Issuing show-cause notice to the student duly signed by college supervisor, field work coordinator and Teacher Incharge of the college;
2. Receiving written explanation from the student;
3. Holding inquiry into complaints by the Principal, field work coordinator and college supervisor (if not satisfied with the explanation);
4. Making decision for disciplinary action against the student including dismissal from the course; and
5. Issuing punishment order.

11.11 Assessment of Field Work

At the end of all the semesters, a field work assessment will be done both internally and externally. The students will submit all the reports to the respective college supervisors/instructors after the termination of field work. Students will have to prepare a field work self-assessment report as per the guidelines in a prescribed form and submit the same to the respective college supervisors/instructors. The college supervisors/instructors will also prepare an assessment report regarding the performance of the concerned students using the following:

Assessment of field work shall be on the basis of:

Field Work (Internal supervisors)	70 marks
Viva-Voce (External examiner)	30 marks

12 Internal Assessment of Field Work:

The student should be assessed for effort and progress towards task assigned from one point of stage to another in the learning process during the field work. The department supervisor is required to select the tasks systematically for the students. Then, the students with assistance from their respective college supervisor/instructor will develop a learning plan for field work that encompasses the activities those are specific to that agency. At the end of each semester, the students and their college supervisors/instructors will meet to review the students' progress and accomplishment. The marks should reflect the students' achievements in terms of completion of the tasks and assignments and demonstration of proficiencies required for field work. The marks of 'pass' or 'fail' will be recommended by the college supervisor/instructor as per merit of the performance.

The following are the parameters of internal assessment of field work:

S. No.	Parameters	Reflections
1.	Personal Traits (0.5% weightage)	Honesty, sincerity, ability to establish and maintain professional relationship with clients, agency staff, co-workers etc.
2.	Attendance (2.5% weightage)	Attentiveness in field work, individual & group conferences, workshops, submitting reports along with log-sheets, maintaining percentage of attendance in overall field work activities etc.
3.	Theoretical Knowledge (1.0% weightage)	Understanding about the fundamental concepts, philosophy, ethics & values, methods, principles, skills & techniques of social work etc.
4.	Knowledge about Agency/Community (1.0% weightage)	Knowledge about agency and/or community, structure, functioning, policies, programmes & activities, services, clients, networking with other organizations etc.
5.	Performance in the Field (2.0% weightage)	Identification and assessment of needs/problems; ability to integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques)in accordance with learning plan; ability to utilize administrative skills etc.
6.	Professional Development (1.0% weightage)	Development of professional attitude towards assigned tasks, programme planning and management, decision making, ability to work within agency limitations, willingness to accept mistakes and ready to remove them with use of practice learning instructions, sense of responsibility and professional commitment, ability to adjust with co-workers, agency staff, clients and/or community people, ability to work co-operatively etc.
7.	Quality of Reports (1.5% weightage)	Clarity of learning plan, agency/community profile; Narration of incidences, presentation of facts, mode of presentation of facts, ability to observe and analysis of given situations, language and style of report writing etc.

8.	Group Conferences (0.5% weightage)	Quality of content of the group conference paper, language, presentation style, clarity of the theme, tackling clarifications and level of participation etc.
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Viva Voce: Viva-Voce will be conducted jointly by the Department of Social Work, North Bengal University and the respective college. Viva-voce will be held in the presence of Teacher-in-charge, Field Work Coordinator and one External Examiner appointed by the North Bengal University. The minimum marks required to pass in the field work will be forty (40%) percent. While awarding marks, the college supervisor/instructor and external examiner or both should place reasons on record for awarding less than 45% marks or more than 75% marks to the students.

13. Scheme of Examination

Examination shall be conducted at the end of each Semester as per the academic calendar notified by the North Bengal University.

14. Promotion Rules :

1. The University shall make rules in this regard. However, Minimum marks required for passing each subject is 40 percent of the total marks.

2. A student should have cleared at least half of theory papers in the preceding semester for promotion to the next semester. A student who has failed to clear minimum three theory papers in a semester will be detained and will have to clear that semester for promotion to the next semester. Students failing in a paper in any semester will have an opportunity to clear the same when North Bengal University holds examination for that semester. There will be no separate supplementary examination arrangement other than the regular examination schedule. A student will be declared passed only if he/she has cleared all the papers in all the semesters.

3. Students will have to pass in all theory papers and field work separately to be declared passed. In case of failure in less than three theory papers and pass in field work, students will be promoted to the next semester. In case of failure in field work, even if the student clears all theory papers, the student has to repeat both practical and all theory papers of that semester for promotion to the next semester. In case of failure in a semester students will have to repeat all theory papers and field work of that semester by attending regular classes.

However, a candidate who has secured the minimum marks to pass in each paper but has not secured the minimum marks to pass in aggregate may reappear in any of the paper/s of his/her choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate.

4. No student would be allowed to avail of more than 3 chances to pass any paper inclusive of the first attempt.

5. **Semester to Semester:** Students shall be required to fulfill the year to year promotion criteria. Within the same year, students shall be allowed to be promoted from a semester to the next semester, provided she/he has passed at least three of the papers of the current semester.

6. Year to Year (First to second, and second to third): Admission to second year of the course shall be open to only those students who have successfully passed at least half of the papers offered for the first year comprising of Semester-I and Semester-II taken together. However, he/she will have to clear the remaining papers while studying in second year of the course. Student who failed in the field work shall not be promoted from second to third year.

15. Division Criteria

As per University decision

16. Infrastructural Requirement

1. The lack of infrastructure and facilities in the Department reduces college supervisor's interest in developing and implementing the field work programme. As a result, they may become demotivated after a few years. Ultimately this becomes a problem of the faculty members, students and also the Department. Therefore, the respective college should try to fulfill requirements such as- separate space for supervision, time and ratio requirements etc.
2. All the forms required for field work such as log-sheet, attendance sheet, self-assessment form will be made available by the respective College at the Department.
3. The College should help its Department develop community development projects so that students could be placed in these projects for field work training.
4. The facility of four wheeler vehicle may be made available to the Department. This vehicle will help the Department in organizing orientation visits, study tours, rural camps etc.
5. The Department should have its own magazine or periodical and the students should be encouraged to contribute their field experiences. Such collections will be useful for future students and will encourage them and boost their self-confidence.

17. Miscellaneous

1. Sometimes it is found that the agency takes the student as visitors in the organization and puts them in some clerical/ record keeping jobs as engagement and the student in social work find it easy to satisfy the agency staff to obtain a good feedback about them. The college supervisors have to keep a vigil on such unholy compromises and resolve such issues with the concerned agency administrative head in consultation with the agency supervisor.
2. There is a need to find out the right agencies providing a congenial environment for field work.

In addition, the Department of the college will organize seminars, workshops, cultural programmes, special lectures and skill building sessions for the students to develop professionalism among them.

SEMESTER I

LEVEL	: SEMESTER I
COURSE	: SW-101 (Core Course 1)
TITLE OF PAPER (C-1)	: FUNDAMENTALS OF SOCIAL WORK
MARKS	75
CREDITS	4

Objectives

- Understand the basic concepts of social work
- Give an overview of history of social work
- Provide orientation about professional social work

Course Contents:

Unit-1: History and Basic Concepts of Social Work

Concept and definitions of social work
Emergence of professional social work in Europe, U.S.A. and UK
Emergence of professional social work in India

Unit-2: Social Work and Inter-related Concepts

Social welfare and social development
Social service and social reform
Scope and concerns of social work practice

Unit-3: Fundamentals of Social Work

Values and Principles of social work
Basic skills of social work practice
Functions of social work

Unit-4: Professionalization and Challenges

Attributes of a profession
Social work as a profession and challenges
Roles of professional social worker

Readings:

- Adams, Robert et al. (2002): Social Work: Themes, Issues and Critical Debates. Second Ed. Sage London.
- Chatterjee, Pranab (1996): Approaches to the Welfare State. National Association of Social Workers (NASW. Washington DC.
- Desai, Murli (2005): Ideologies and Social Work: Historical and Contemporary Analysis. Rawat Publication.
- Dubois, Brenda and Kalra, Krogurnd, Micky (2011): Social Work: An Empowering Profession 7th Edition. Pearson.

- Farley, W, Larry, L.S. and Scott, B.W. (2003): Introduction to Social Work. Allyn and Bacon.
- Higham, Patricia (2004): Social Work: Introducing Professional Practice. Sage.
- Kumar, Hajira (1994): Social Work: An Experience and Experiment in India. Gitanjali Publishing House
- Morales, A.T., Sheafor, B.W. and Scott, M.E. (2010): Social Work: A Profession of Many Faces. London. Allyn and Bacon.
- National Association of Social Worker (NASW). (1999): Code of ethics. Available at www.socialworkers.org/pubs/code/code.asp.1996; revised

LEVEL : SEMESTER I
COURSE : SW-102 (Core Course 2)
TITLE OF PAPER (C-2) : INTRODUCTION TO SOCIETY FOR SOCIAL WORK MARKS
75
CREDITS 4

Objectives:

- Understand and develop insight about sociological concepts for social work education and practice
- Inculcate skills among students to understand and analyze social structure and social system

Course Contents:

Unit-1: Basic Concepts

Social Groups, Community, Association and Institution
 Culture: Meaning, components and relationship with individual and society
 Social Structure

Unit-2: Understanding Society

Society: meaning and characteristics
 Approaches to understanding of society
 Relevance of Understanding Sociology for Social Work

Unit-3: Social Process

Meaning and types of social process
 Social Control: Concept, Theories and Agencies
 Socialization: Meaning and Agencies

Unit-4: Social Stratification

Concept and theories of social stratification
 Forms of stratification: Caste, Class, Power, Gender
 4.3 Social change and social mobility

Readings:

- Abraham, M. Francis (2010): Contemporary Sociology: An Introduction to Concepts & Theories. Oxford University Press.

UNIT – III

Problems of urban and rural youth. Alcoholism and drug dependency among youth –youth and crime – Exploitation of youth for communalism and terrorism – special problems of female youth – Youth and mass media – Role of youth against the social evils

UNITS -IV

National youth policy,– National youth welfare organizations, Government programmes- NCC,NSS, and NYK ; Youth movement - youth hostels and youth clubs ; Leadership training for youth Counselling services, Social work interventions with youth Global and Regional level initiative towards Youth issues. Role of Social Workers in Youth welfare

Required Reading

Gore, M.S.(1977) : Indian Youth: Process of Socialisation, Vishwa Yuva Kendra, NDelhi,
Havighurst, R. J.: Youth; University of Chicago Press, Chicago,1975.

John, V.V. : Youth and National Goals, Vishwa Youva Kendra,New Delhi,1974.

Brew, J.M. : Youth and Youth Groups, London,1968

Fuchs, E.(ed) : Youth in changing World: Cross-cultural Perspective on Youth
Mouton, The Hague, 1976

Ross, Aileen D: Student Unrest in India- A Comparative Approach , McGill-
Queen’s University Press, London, 1969.

Erikson, E.H : Youth, Change and Challenge, Firma KLM Pvt. Ltd. Calcutta, 1977.

OR

LEVEL	: SEMESTER I
COURSE	: SW- GE 112 (GENERIC ELECTIVE COURSE) TITLE OF
THE PAPER	: (GE 1) DISABILITY AND SOIAL WORK
MARKS	: 75 MARKS
CREDITS	4

Course Contents:

Unit- 1: Understanding Disability

Impairment, Handicap, disability & differently abled meaning nature and type.

Models of disability: The charity model, bio-centric model, functional model and human rights model, inclusive education models

Incidence and prevalence of disability: National and international perspectives, extent of disability in India

Various categories of persons with disability: Physical, orthopedic, visual, motor & sensory, mental and multiple disability

Unit-2: Needs, Problems and Services

Needs and problems of persons with disability Disability movement-historical perspective, national and international milestones, from welfare to right based approach, PWD as consumer.

Institutional and non-institutional services for various groups, social institution in different phases- ancient, medieval, modern and contemporary India and worldwide.

Causation of disabilities, disabled people in the society and societal responses.

Unit 3 Prevention and Rehabilitation

- Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion
- Prevention of disease causing disability and safety measures to avoid disability.
- Rehabilitation- concept nature and efforts by government and nongovernmental organization, Community based rehabilitation

Unit-4 Disability: rights based perspective

Human rights and person with disability- UN Declaration of human rights of disabled persons

Human rights violations and protection of rights of differently abled

Mainstreaming: Philosophy and strategies.

Influencing societal attitudes: Empowerment ideology as social work intervention

References:

- Barlow H. David and Durand, V.(2009) Abnormal Psychology: An Integrated Approach, Wardworthcongage Learning, publication., Canada.
- Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001), Handbook of Disability Studies. California: Sage Publications.
- Oliver, M. (1996) ,Understanding Disability: From Theory to Practice.Basingstoke, New York: Pal grave.
- Rothman, J.C. (2003),Social Work Practice Across Disability. Boston: Allyn& Bacon.
- Robert, P., Marinelli, R.P. & Dell Orto, A.E. (1999),he Psychological and Social Impact of Disability. New York: Springer.
- Kundu C.L (ed) (2003), Disability status India, New delhi, Rehabilitation Council of India.
- Puri, M. & Abraham, G. (eds.) (2004) Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.
- World Health Organization (1980) International Classification of Impairments, Disabilities and Handicaps (A Manual of Classification Relating to the Consequences of Diseases), Geneva: World Health Organization.
- Oliver, M., & Sapey, B. (eds.) (1998)Social Work with Disabled PeopleLondon: Palgrave Macmillan.
- Karna, G.N. (2001),Disability Studies in India: Retrospect and Prospects,New Delhi: Gyan Publishing House.
- Karna, G.N.(1999),United Nations and the Rights of Disabled Persons: A Study In

Indian Perspective. New Delhi:

- Sen, A. (1988), Psycho-Social Integration of the Handicapped: A Challenge for Society. New Delhi: Mittal Publishers.

LEVEL	: SEMESTER I
COURSE	: SW 106
TITLE OF THE PAPER (FW)	: FIELD WORK PRACTICUM-
I MARKS	100
CREDITS	6

Objectives

- To Orient students with social work lexicon and prepare the students with requisite value orientation
- To develop understanding of field and field work; and attaching the students various types of agency
- 3.To Develop understanding of social structure and social systems.

Activities:

Plan orientation programme

Agency/ Community Visit

Placement for learning Agency Structures, Organisational Activities

Perspectives Building Workshop

Social Sensitisation Workshop

SEMESTER II

LEVEL	: SEMESTER II
COURSE	: SW 201 (Core Course3)
TITLE OF PAPER (CC-3)	: CONTEMPORARY SOCIAL CONCERNS MARKS
	75
CREDITS	4

Objectives:

- Understand contemporary social concerns
- Understand Genesis and Manifestation of social problems
- Develop an understanding on role of social work in dealing with contemporary social concerns..

Course Contents:

Unit-1: Understanding Social Problems

Social problems: Concept and Nature

Types of social problems: Genesis and Manifestation

Social work response to social problems

Unit-2: Gender and Related Concerns

Understanding gender

Gender discrimination

Gender based violence: Domestic Violence, Sexual Harrasment, Rape.

Unit 3: Marginal and Vulnerable Groups

Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities

Street and working children

Problem of older persons: Nature and extent

Unit 4: Health Issues and Concerns

Reproductive and Child Health

Health education, HIV/AIDS and community health

Mental Health: Issues and concerns

Readings:

- Alvesson M and Billg Y.D.(1997) Understanding Gender and Organization,Sage publication Ltd. London.
- Barlow H. David and Durand, V.(2009) Abnormal Psychology: An Integrated Approach,Wardworthcongage Learning, publication., Canada.
- Becker, H.S. (1966): Social Problems-A Modern Approach, New York, John Wiley & Sons.
- Bhasin, Kamla (2000) Understanding Gender, Published by Kali for women, New Delhi.
- Bottomore, T.B (1971): Sociology: A Guide to Problems and Literature, Blackie and Sons India Ltd.
- Butterflies-Programme with Street and Working Children, QuarterlyJournal “My Name is Today” published by Butterflies
- Byrne, L. (1999) The Human Rights of Street and Working Children.
- Dave A. and Solanki G.(2001) Journey from Violence to Crime.. TISS,Mumbai.
- Madan,G.R.(1966): Indian Social Problems,Allied publication Vol.1to 7(2009)(English and Hindi).
- Merton, R.K. (1971) Contemporary Social Problems, Harcourt Brace JovanovickandNisbet, NewYork
- Nehal, Ashraf (1997): Crime against Women, Commonwealth Publishers, New Delhi.
- Sharma S.L. (2000) Gender Discrimination and Human Rights, K.K. Publication, India
- Sharma, savita (1996): AIDS and Sexual Behaviour, APH Publishing Corporation, New Delhi.
- Thomas Gracious (1997): Prevention of AIDS: In Search of Answers, Shipra Publications, Delhi.
- Verma, R.B.S. & Singh, Atul Pratap (2012): Inclusive Development in India, New Royal Book Company, Lucknow.
- WHO Resource Book on Mental Health (2005): WHO Library Cataloguing in Publication Data.
- Wingood,Gina M.(Eds), (2002): Handbook of Women’s Sexual and Reproductive Health,Springer,India.
- Zastrow, C (1999): Social Problems, Issues and Solution, Wadsworth Thomson Learning Publication, Canada.

LEVEL : **SEMESTER II**
COURSE : **SW202 (Core Course 4)**
TITLE OF PAPER (CC-4) : **UNDERSTANDING PSYCHOLOGY FOR SOCIAL**
WORK MARKS : **75**
CREDITS : **4**

Objectives:

- Understand the basic concepts and processes in psychology for social work practice
- Develop understanding about personality development
- Acquire knowledge for applying concepts of psychology in social work

Course Contents:

Unit 1: Basic Psychological Processes

Relevance of psychological processes for social work practice
Learning and Motivation
Intelligence

Unit 2: Growth and Development

Growth and development: Meaning and differences
Principles of growth and development
Developmental Tasks

Unit 3: Life Span Stages

Childhood
Adolescence
Adulthood

Unit 4: Personality Development

Concept of Personality
Determinants of Personality: Role of Heredity and Environment in Personality Development
Freud's Psychoanalytical Theory

Readings:

- Barbara Rogoff 2003: The Cultural nature of Human Development, New York, Oxford University Press.
- Bcoket, Chris (2002): Human Growth and Development: A Psycho-social Introduction, Sage, London.
- Brown, B. B., Larson, R. W., & Saraswathi, T. S. (Eds.). (2002). *The world's youth. Adolescence in eight regions of the globe*. Cambridge, UK: Cambridge University Press.
- Chowdhary, Richa (2006) "ManovigyanTathaManovagyanikPrakriyaen" New Delhi, Radha Publication.
- Chowdhary, Richa (2010) "VikasatmakManovigyan" New Delhi, NamanPrakashan
- Cicarrlli, S.K. and Meyer, G.E. (2006): Psychology, Pearson Publications.
- Dowling Marion (2005): Young Childre's Personal, Social and Emotional Development, Second Edition, Sage, London.

- Elizabeth B. Hurlock (1976): Personality Development, New Delhi, Tata McGraw Hill Publishing Co. Ltd.
- Gielen, U. P., &Roopnarine, J. L. (Eds.). (2004). *Childhood and adolescence: Cross-cultural perspectives and applications*. Westport, CT: Praeger.
- Hall and Lindzey (2009): Theories of Personality. New York, John Wiley and Sons.
- Hurlock, B. Elizabeth (1981): Developmental Psychology: A Lifespan Approach, Tata McGraw Hill, publishing company Ltd.(Chapter III to VIII)
- Ingleby, Ewen (2010): Applied Psychology for Social Work, Sage Publication.
- Morgan and King (1993): Introduction to Psychology, New Delhi, Tata McGraw Hill, Publishing Company Ltd.
- Wayne Weiten(2013) 9th Edition: Psychology: Themes and Variations Briefer Version, Belmont, CA, Wadsworth /Cengage Learning.

TITLE OF THE PAPER (AECC 2): English/MIL Communication Environmental Science
Syllabi as per University/College Decision
CREDITS 2

LEVEL : SEMESTER II
COURSE : SW- GE: 211 (GENERIC ELECTIVE COURSE)
TITLE OF THE PAPER (GE- 2) : SOIAL WORK RESPONSE TO HEALTH CARE
MARK : 75 MARKS
CREDITS 4

Objectives:

- Build a basic understanding of the concept of health and mental health in the context of development.
- Develop orientation and understanding of the different areas of social work practice in health.
- Develop appropriate skills and approaches towards integrated social work practice in health.

Course Contents:

Unit: 1: Understanding Health

Health and Well-Being: Concepts, components, determinants
 Understanding diseases and its classification
 Indicators of health status of people in a community

Unit 2: Health Care and Development

Health scenario of India: Major health issues, problems and concerns
 Social and cultural changes and its impact on health

Health and Mental Health needs and services

Unit 3: Health Care Social Work

Social work, Health and wellbeing, Public Health, Health education,
Social work intervention in health settings
Roles of social worker in community health settings

Unit 4: Emerging Concerns in Health Care

Environmental issues
Disaster management: Rescue, relief and rehabilitation
Media and Health

Readings:

- Ashdown, M., Brown, S.C., (1953), Social service & mental health, Routedledge&Kegan Paul Ltd., London
- Berkman, B., (2006), Handbook of Social Work in Health and Aging, Oxford University Press, U.S.A.
- Bradley, K., (2011), Encyclopedia of Disaster Relief, Sage Publications, New Delhi
- Chauhan, Devraj,(1997), Health care in India: A profile, Mumbai, Foundation for Research in Community Health, India
- Das, Veena, (2000), Violence and subjectivity, Berkeley, University of California Press
- Dasgupta, R. (1993), Nutritional planning in India, Hyderabad, NIN
- Denner, Bruce; Price, Richard H., (1973), Community mental health : social action and reaction, Routedledge&Kegan Paul Ltd., London
- Dhooper, S.S., (1997), Social work in Health Care in the 21st Century. Thousand Oaks, CA.: Sage Publications, Inc
- Fort Cowles, L. A., (2000), Social Work in the Health Field: A Care Perspective. Binghamton, NY: The Haworth Press, Inc
- Gehlert, S., (2012), Hand Book of health Social Work, John Wiley & Sons, New Jersey
- Ghosh, B.N., (1951). A Treatise on Hygiene and Public Health, 14th edition, Scientific Publishing Co., Calcutta
- Kawta, K. (1961). Environmental Sanitation in India, Lucknow Publishing House, Lucknow.
- Lankenster, T. (1992). A Setting Up Community Health Programme: A Practical Approach for Use in Development Countreries, London, Macmillan
- Mahajan, Guppy, (1991), Preventive and Social Medicine, Jaypee Brothers, New Delhi.
- Park, K., (2006), Preventive and Social Medicine, BanarasidasBhanotPublishers, Jabalpur
- Price,S., Andrew T.,(2002). Health of Nations : Infectious disease environment, Cambridge, MIT Press
- Ramachandras, L. (1990), Health Education: A New Approach, Vikas Publishing House Pvt.Ltd.,New Delhi
- Read, M., (1966), Culture, health and disease: Social and cultural, Tavistock, London
- Ronald H. Rooney, G. [et.al.], (2010), Direct Social Work Practice: Theory and Skills, Cengage Learning, USA
- Seaward, B. L., (1999), Principles and strategies for health and wellbeing, Boston, Jones and Bartlett Publishers.
- Stevenson, George S., (1956), Mental health planning for social action, McGraw Hill Book Company, U. S. A.
- Wallack, L., Media Advocacy and Public Health: Power for Prevention, sage Publications,

New Delhi.

OR

LEVEL : SEMESTER II
COURSE : SW- GE: 212 (GENERIC ELECTIVE COURSE) TITLE OF
THE PAPER (GE - 2) : CRIMINAL JUSTICE SOCIAL WORK
MARK : 75 MARKS
CREDITS 4

OBJECTIVES:

- Develop understanding of the concept and philosophy of social defence and correctional services.
- Develop practice skills in prevention, correction and rehabilitation work in social defence.
- Understand the philosophy, approaches and relevance of community based programmes in social defence.

COURSE CONTENTS:

Unit I: Crime and Correctional Services

- Crime: concept, causation and its relation to social problems
- Theories of crime and punishment
- Changing dimensions of crime
- Correctional services: concept, philosophy and changing perspectives

Unit II: Concept, Nature and Scope of Social Defence

- Social Defence: Concept, Philosophy and changing dimensions
- Children in need of care and protection, Juveniles in conflict with law, Street and working children, older persons, offenders
- Crimes against children, women and older persons
- Alcoholism and drug abuse

Unit III: Social Defence Legislation and Criminal Justice System

- Introduction to Indian Penal Code, Criminal Procedure Code and Indian Evidence Act
- Juvenile Justice (Care and Protection of Children) Act 2000, Immoral Traffic Prevention Act 1986, Probation of Offenders Act, 1958, Beggary Prevention Acts
- Narcotic Drugs and Psychotropic Substances Act 1986, Prisons Act, Prisoners Act
- Criminal Justice System: Components, Processes and Perspectives – Police, Prosecution, Judiciary and Correctional institutions

Unit IV: Correctional services

- A. Institutional Correctional Services-structures, functions and limitations
 - Prisons, Observation Homes, Children homes
 - Special homes, Beggar homes, Rescue homes, Drop-in-shelters
 - Short-stay homes, Protective homes, Half-way homes, De-addiction centres etc.

B. Non-institutional Services

Probation and Parole

Community correction programmes: Role of police, judiciary and voluntary organisations

Community based programmes: Adoption, foster-care, sponsorship, child-guidance, family counselling, crisis intervention centres, helplines, neighbourhood and mutual-help groups.

After care, intensive after care, reintegration and follow up.

Core Readings

1. Valier, C. 2001 Theories of Crime and Punishment. Essex: Longman.
2. Chakrabarti, N.K. 1999 Institutional Corrections in the Administration of Criminal Justice. New Delhi: Deep & Deep Publications.
(ed.)
3. Kumari, V. 2004 Juvenile Justice in India: From Welfare to Rights. New Delhi: Oxford University Press.
4. Devasia, V.V. 1992 Criminology, Victimology and Corrections. New Delhi: Ashish Publishing House.
5. Gaur, K.D. 2002 Criminal Law, Criminology and Criminal Administration. New Delhi: Deep and Deep Publications.
6. Neshla 1997 Atrocities Against Women. New Delhi: Harman Publishing House.
7. Strang, H., & 2001 Restorative Justice and Civil Society. Cambridge
Braithwaite, J. University Press
8. Bhattacharya, S.K. 2003 Social Defence: An Indian Perspective. New Delhi: Regency Publications.
9. Tandon, S.L. 1990 Probation: A New Perspective. New Delhi: Reliance Publishing.
10. United Nations 1985 Alternatives to Imprisonment and Measures for the Social Resettlement of Prisoners. New York: United Nations.
- 11.. United Nations 1980 Principles on Linking the Rehabilitation of Offenders to Related Social Services. New York: United Nations.
12. Sen, M. 2002 Death by Fire: Sati, Dowry Death, and Female Infanticide in Modern India. Rutgers University Press.

LEVEL : SEMESTER II
COURSE : SW 206
TITLE OF THE PAPER (FW): FIELD WORK PRACTICUM-II
MARKS 100
CREDITS 6

Objectives:

- To develop understanding of field and field work
- Place the students various types of agency , communities and with professionals
- Develop understanding of methods and their practice, skills and techniques

Activities:

1. Placement in the communities
2. Village/ communities visit
3. Concurrent Field Work To be decided by Departmental Committee
4. Workshops on Attitude Building, personality development

SEMESTER III

LEVEL : SEMESTER III
COURSE : SW 301
TITLE OF PAPER (C-5) : WORKING WITH INDIVIDUALS
MARKS 75
CREDITS 4

Objectives:

- Understand social case work as a method of social work.
- Develop abilities to critically analyze problems of individuals, families and factors affecting them.
- Enhance understanding of the basic concepts, tools techniques skills and process.
- Develop ability of establishing and sustaining a working relationship with the client.

Course Contents:

Unit-1: Introduction to Social Case Work

Concept of social casework: meaning, evolution, nature and objectives
Principles of social case work
Components of social case work: person, problem, place and process

Unit-2: Understanding Clients

Human needs and problems faced by individuals and families

Factors impacting personality development of individuals
Concept of social role and reasons for poor role performance

Unit-3: Tools, Techniques and Skills of Social Case Work

Client-worker relationship and use of authority
Case work tools: listening, observation, interview and home visits
Skills of case work: communication, resource mobilization, rapport building and case work recording

Unit-4: Process of Social Case Work Practice

Approaches to Case Work: psycho-social, problem solving and task-centered
Phases of case work process: study, assessment, intervention, termination and evaluation
Case work practice in different settings: family, hospital and mental health

Readings:

- Beistek, F.P. (1957): The Casework Relationship. Chicago: Loyola University Press.
- Hamilton, G. (1956): Theory and Practice of Social Casework. New York: Columbia University Press.
- Mathew, G. (1992): An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.
- Pearlman, H.H. (1957): Social Casework: A Problem Solving Process. Chicago: The University of Chicago Press.
- Skidmore, R.A. & Thakary, M.G. (1982): Introduction to Social Work. New Jersey: Prentice Hall.
- Timms, N. (1964): Social Casework: Principles and Practice. London: Routledge and Kegan Paul.
- Timms, N. (1972): Recording in Social Work. London: Routledge and Kegan Paul.
- Werner, H.D. (1965): A Rational Approach to Social Case Work. New York: Association Press
- Younghusband, E. (1966): New Development in Case Work. London: George Allen and Unwin

LEVEL : SEMESTER III
COURSE : SW 302
TITLE OF PAPER (C-6) : WORKING WITH GROUPS
MARKS : 75
CREDITS : 4

Objectives

- Develop understanding of group work as a method of social work.
- Develop knowledge, skills and techniques to be used by the social worker in groups.
- Understanding group as an instrument of change.

Course Contents:

Unit 1: Introduction to Social Group Work

Concept of group work: Evolution, Definition, and objectives
Basic values and principles of group work
Models of group work practice

Unit 2: Group Processes and Dynamics

Group behavior: Interaction patterns and Dynamics
Stages of group work
Role of group worker in different stages of group work practice

Unit 3: Techniques and Skills of Social Group Work

Group work skills: facilitation, analytical thinking, leadership building and recording in group work
Techniques of group work: group counseling, group discussion, group decision-making and Program media.
Programme planning and evaluation

Unit 4: Social Group Work Practice in Different Settings

Application of group work with different groups: children, adolescents, older persons, Women and persons with disability
Areas of group work practice: Health and education
Working with Special Groups: Juvenile in conflict with law and Substance abuse.

Readings:

- Balgopal, P.R.&Vassil, T.V. (1983) Groups in Social Work: An Ecological Perspective. New York: Macmillan.
- Brown, Allan 1994 Group Work. Hampshire:Ashgate.
- Charles D. Gravin, Lorraine M. Gutierrez, Maeda J Galinsky (2004) Handbook of Social Work with Groups, Rawat Publications.
- Chowdhary, Richa (2013) SamajkaryaPrakiya, The Bookline Publications, Delhi
- David Cappuzzi, Douglas R. Gross (2010) Introduction to Group Work, Fourth Edition: Mark D. Stauffer, Rawat Publications.
- Douglas, T. (1972) Group Processes in Social Work: A Theoretical Synthesis.Chicester: Johan Wiley & Sons.
- Geoffrey, L.G. &Ephross, P.H. (1997)Group Work with Population at Risk. New York: Oxford University Press.
- H.Y.Siddiqui(2008) Group Work: Theories and Practices: Rawat, Publications
- Jarlath. F. Benson (1987) Working More Creatively with Groups: New York: Tavistock Publication
- Konopka, G. (1963): Social Group Work: A Helping Process. Eaglewood Cliffs: Prentice.
- Phillips (1957) Essentials of Social Group Work Skills: New York: Association Press.
- Toseland, R.W.& Rivas, R. (1984) An Introduction to Group Work Practice. New York: MacMillian.
- Trecker, H.B. (1972) Social Group Work: Principles and Practice. New York: Association Press.
- Venkatasen,S., (2004), Children with Developmental Disabilities, Sage, New Delhi
- Wilson, G. & Ryland, G. (1949) Social Group Work Practice. Cambridge: Houghton. Mifflin Company.

LEVEL : SEMESTER III
COURSE : SW 303
TITLE OF PAPER (C-7) : SOCIAL DEVIANCE AND SOCIAL PROBLEMS
MARKS 75
CREDITS 4

Objectives:

- Gain insight into the concept of social deviance and social change.
- Identify the major factors contributing to the emergence of social problems.
- Understand the role of social worker in dealing with the social problems

Course Contents:

Social Science Perspective for Social Work

LEVEL : SEMESTER III
COURSE : SW SEC 311 (Skill Enhancement Courses)
TITLE OF PAPER (SEC- 1) : COMMUNICATION FOR DEVELOPMENT
MARKS : 75
CREDITS : 2

Objectives:

- Locating communication in the context of development.
- Acquire skills for effective communication.
- Application of development communication tools in social work practice

Course Contents:

Unit 1: Understanding Communication

Communication: concept, principles and its significance for development
Process of Communication
Forms of communication

Unit 2: Communication Competencies

Self Awareness in communication
Listening- stages, functions, barriers
Develop communication competence to work in diverse settings

Unit 3: Communication in Social Work Intervention

Types of Communication: Intra personal, Interpersonal, group and mass Communication
Barriers in Communication
Information Education and Communication - types, relevance, effective usage

Unit 4: Mass Communication and Development

Means of mass communication

Propaganda, public opinion and role of mass communication in social Change
Development Communication in Social Work Profession

Readings:

- Association of Business, 2010, Self awareness and personal Development British, Partners Business Professional Skills Development
- Bhatnagar, P , 2008, Verbal and Nonverbal Communication Rajat Publications
- Gamble, Gamble , 2010 ,Communication Works.Tata McGraw Hill.
- Hoppe, Michael.H ,2006, Active Listening: Improve your ability and lead. Strategies, AtlanticKaul, A & Gupta, S (2006) (Edtd). Management Communication: Trends and Strategies
- Keynes, Renana , ,2003, HIV/AIDS Communication mapping of IEC Material in Combodia
- Kumar ,Keval J. 2010 Mass Communication in India. Jaico Publishing House.

- Melkote, Srinivas 1991 Communication for Development in the Third World, Theoryand Practice, Sage publications.
- NACO , 2007, IFC Operational Guidelines. Magaminds Communication Pvt Ltd.
- Narula, Uma , 2006, Handbook of Communication: Models, Perspective, New Delhi: Tata McGraw – Hill Publishing Company.
- Owen, Hargie , 2006,,The Handbook of Communication Skills'. Routledge.
- Rai,S.M., Rai,Urmila 2009 Business Communication. Himalayan Publishing House
- Singh , Surendra , 2003, Communication in Organisations ' Bharat Book Centre, Lucknow
- Splichal, Slavanko 1999 Public Opinion: Developments and Controversies in the 20thCentury.Rowman and Littlefields. Inc.USA.

LEVEL : **SEMESTER III.**
COURSE : **SW SEC 312- (SKILL ENHANCEMENT COURSE)**
TITLE OF THE PAPER (SEC-1): PROGRAMME MEDIA IN SOCIAL WORK
MARKS : **75**
CREDITS : **2**

Objectives:

- Understand the concept of programme media and its importance in social work practice.
- Develop an understanding of various types of programme media and their effective use in social work realm.

Course Contents:

Unit -1: Basic Concepts of Programme Media

Programme: Meaning and purpose
Programme media: Concept and significance in social work
Role of social worker in programme planning

Unit- 2: Modes of Programme Media

Types of Programme media: Group discussion, advertisement, flip chart, flash cards, art and craft
Interactive games and outdoor exposure
Application of program media in various settings

Unit - 3: Essentials of Programme Media

People-centered approach to programme media
People/target group participation in programme
Basic principles

Reading List:

- Brown, A. 1994, Group Work, 3rd ed., Ashgate publishing limited, England. Cortright, R. & Hinds, G. 1959, Creative Discussion, TheMacmillian Company, New York.
- Chen, hueyTsyh (2005), Practical Programme Evaluation- Assessing and Improving Planning, Implementation and effectiveness, Sage Publication, California
- Gulley, Halbert E. 1972, Discussion, Conference and group process, 2nd ed., Amerind Publishing Co. Pvt. Ltd., New Delhi
- Phillips, Helen U. 1962 Essentials of group work skills, Association press, New York.
- Trecker, Harleigh B. 1970, Social Group Work- Principles and practices, Association Press, New York.
- Wholey Joseph S.,Hartry, Harry P.,and New comer Kathryn E (2004), Hand Book of Practical Programme evaluation, 2nd edn., Jossey- Bass , A Wiley Imprint
- Wilson, G. & Ryland, G. 1949, Social Group Work Practice, Houghton Mifflin Company, TheRiberside Press Cambridge.

LEVEL : SEMESTER III
COURSE : SW- GE: 321 (GENERIC ELECTIVE COURSE)
TITLE OF THE PAPER (GE 3): INTEGRATED METHODS IN SOCIAL WORK
PRACTICE MARKS 75
CREDITS 4

Objectives:

- Appreciate need for integrated social work practice approach.
- Develop competencies in integrated social work practice.

Course Contents:

Unit-1: Various Approaches to Social Work

Interrelationship between social justice and human rights
Interrelationship between justice, equality and equity
Distinction between social work practice and praxis in social practice

Unit-2: An Empowering Approach to Social Work

Elements of empowering approach
Phases and processes of empowering practice
Social work functions and role in empowering process

Unit-3: Social Work and Social Systems

The Ecosystems Perspective: The Social System View, The Ecological Perspective and the Ecosystem View
Social Functioning: Adaptive, At-risk and Maladaptive
Client System in social work

Unit-4: Contemporary Issues in Field of Practice

Social work and homeless
Social work and poverty
Social Work and family issues

Readings:

- Allen Pincus, Anne Minahan (1973) social work practice-Model and Methods, FE Peacock Publisher, Illinois (Chapter III)
- Dubois, Brenda & Miley, Karla Krogsrud (1999): Social Work: An Empowering Profession. London: Allyn and Bacon.
- Goldstein, H. (1973): Social Work Practice : A Unitary Approach Columbia, University of South Carolina Press.
- Louise C. Johnson (1998): Social Work Practice A Generalist Approach, Allyn Bacon..
- Miley, Karla Krogsrud, O' Melia, Michael and Dubious, Brenda (1998): Generalist Social Work Practice: An Empowering Approach. London, Allyn Bacon.
- Specht & Vickery (1997): Integrating Social work Methods, George Allen & Unwin Ltd., 1977.

OR

LEVEL : SEMESTER III
COURSE : SW- GE 322 (GENERIC ELECTIVE COURSE)
TITLE OF THE PAPER (GE-3): PALLIATIVE CARE IN SOCIAL WORK
MARKS 75
CREDITS 4

Objective:

- To familiarize students with concept, nature and scope of palliative care in India and abroad.
- Learn to recognize and address psycho-social, cultural, spiritual and ethical issues in palliative care.
- To understand the role of different professions for management of common symptoms in progressive incurable or life-threatening disease.
- Learn to develop local palliative care need assessment plan and process of its implementation.

Unit-1: Introducing Palliative Care

Concept, meaning, nature and scope of palliative care.

Origin of palliative care – historical development, international and national instruments ensuring palliative care provisions. Models of palliative care- Western model, Indian model (special reference to Kerala model of palliative care).

Unit-2: Dimensions in Palliative Care

Understanding patient and families -distress, coping, adaptation, truth telling, psycho-social care, culture sensitive needs and care, spiritual care

Ethical and legal issues in palliative care- euthanasia, withdrawal of assistive treatment & devices, preferences for death and dying

Understanding families- caregiving burden, grief, bereavement, supportive interventions for caregivers

Unit-3: Symptoms Management and Interventions

Symptoms and sufferings at the end of life for diseases like- cancer, HIV/AIDS, cardiovascular and respiratory, Intimations of dying

Complex interventions, role of multidisciplinary team

Palliative care outcome evaluation tools- assessment and implementation

Unit-4: Need Assessment and Palliative Care Programme Development

Understanding needs- Maslow, Bradshaw's taxonomy, economist perspective, Approaches to needs assessment- epidemiological approach, corporate approach, comparative approach

Evaluation of quality of care services- Maxwell, check land and Donabedian model

Components of programme development and evaluation

Reading list

- Addington Hall, H & Higginson I.J. (ed.): Palliative care in non-malignant disease. Oxford University Press, Oxford, 2001.
- Cherny, N., Fallon, M., Kaasa, S., Portenoy, R., & Currow, D.(Eds.), Oxford Textbook of Palliative Medicine. Oxford, UK: Oxford University Press, 2015.
- Cobb, M. & Robshaw, V. Spiritual challenge of health care. Churchill- Livingston, 1998.
- Doka, K. : Disenfranchised grief. Lexington books, New York, 1989.
- Greenstreet W. (ed.) Integrating spirituality in health and spirituality care. Radcliffe, Oxford, 2006.
- Hudson, P. Payne (ed): Family carers in palliative care. Oxford University Press, Oxford, 2009.
- Kissane W, Bloch, S. : Family focused grief therapy. Open University press, Buckingham, 2002
- Klass D., Sliverman, P. F., Nickman, S. L. : Continuing bonds :new understanding of grief. Taylor and Francis, Washington, 1996.
- Monreo, B., & Kraus F.: Brief interventions with bereaved children 2nd ed. Oxford university press, oxford, 2010.
- Oliviere, D. Hargreaves, R., Monreo B.,: Good Practice in Palliative care: Psycho-social perspective. Aldershot, Ashgate, 1998.
- Oliviere, D. Monreo B, Payne S. (ed.): Death, Dying and social differences, 2nd edition, Oxford Univesity Press, Oxford, 2011.
- Papadatou, D: In the face of death- professionals who care for the dying and bereaved. Springer, New York, 2009.

- Parkes C.M.: Traditional model and theories of grief. Bereavement Care, 1998, 17(2), 21-23
- Sykes, S. et al.(ed.): Management of advanced disease. Arnold, London, 2004
- Williams M. (ed.): Psychosocial issues in palliative care. Oxford University Press, oxford, 2003.

LEVEL : SEMESTER III
COURSE : SW 306
TITLE OF THE PAPER (FW): FIELD WORK PRACTICUM-III MARKS
100
CREDITS 8

Objectives:

- Give exposure to the students to various social welfare and development programmes and services.
- Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
- Develop an understanding of agency's structure, function and service delivery system.

Course Description:

1. Orientation Programme:

Three-day orientation programme will be organized at the commencement of the course of semester-3 before starting concurrent field work.

Orientation visits to welfare agencies/communities will be an integral part of the orientation programme. Attendance in orientation programme is compulsory.

2. Concurrent Field Work:

Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of second year and shall continue till the preparation leave before the commencement of the examinations.

Two days in a week will be allotted to the students to perform concurrent field work.

The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery.

A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.

4. Skill Development Workshops:

The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including

script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

Note: The field work agency of the students will remain the same for two consecutive semesters of a year.

SEMESTER IV

LEVEL : SEMESTER IV
COURSE : SW 401
TITLE OF PAPER(C-8) : WORKING WITH COMMUNITIES
MARKS : 75
CREDITS : 4

Objectives:

- Develop an understanding of community organization as a method of social work.
- Develop capacity to understand the different aspects of community in the context of community organization.
- Enhance understanding of models, strategies and process involved in working with communities.

Course Contents:

Unit-1: Understanding Community

Concept of community: Meaning and definitions
Types of community
Functions of community

Unit-2: Introducing Community Practice

Concept of community organization: Nature, evolution and characteristics
Principles of community organization
People's participation of community organization

Unit-3: Processes of Community Practice

Steps of community organization
Models: Locality Development, Social Planning and Social Action
Approaches: Welfarist, Social Development and Empowerment

Unit-4: Community organization and development

Community development: Concept, aims & objectives and basic elements
Community organization and community development
Role of community organizer

Readings:

- Giddens, Anthony (1993): Sociology. Polity Press. London.
- Bottommore, T.B (1971): Sociology: A Guide to Problem and Literature, George Allen and Unwin, Bombay.

- Dunham Arthur (1962): Community Welfare Organization: Principles and Practice. New York: Thomas Crowell.
- Gangrade, K.D. (1971): Community Organization in India. Mumbai: Popular Prakashan
- Khinduka, S.K. & Coughlin, Bernard (1965): Social Work in India. New Delhi: KitabMahal.
- Kumar, Somesh (2002): Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Sage Publication (Vistaar).
- Lee, Judith (2001): The Empowerment Approach to Social Work Practice: Building the Beloved Community. Columbia Press.
- Ross, M.G. (1967): Community Organization. Theory, Principles and Practice. New York: Harper & Row.
- Siddiqui, H.Y. (1997): Community Organization in India. New Delhi: Harnam
- Verma, R.B.S. & Singh, Atul Pratap (2015): Samudayik Sangathan EvamAbhyaas. Lucknow: New Royal Book Company (Hindi).
- Weil, Merie (2005): Handbook of Community Practice. New Delhi: Sage.

LEVEL : SEMESTER IV
COURSE : SW-402
TITLE OF PAPER (C-9) : SOCIAL PSYCHOLOGY FOR SOCIAL WORK
MARKS : 75
CREDITS :4

Objectives:

- Understand the fundamentals of social psychology.
- Understand interpersonal and societal issues.
- Gain the theoretical knowledge of relationship of individual to society.

Course Contents:

Unit 1: Nature and Scope of Social Psychology

An introduction to social psychology
 Methods of social psychology.
 Relevance of social psychology to social workers.

Unit 2: Concepts in Social Psychology

Social Perception
 Social Influence
 Interpersonal Attraction

Unit3: Understanding Groups and Crowds

Group: Definition, Types, Process
 Group development and dynamics
 Crowd and mob: Characteristics and dynamics

Unit 4: Social Attitudes and Leadership

Social attitudes: Definition, Features and formation, measurement and change.
 Prejudice and stereotypes
 Leaderships: Traits, styles and types

Readings:

- Aronson, E., Wilson, T.D., & Akert, R.M. 2007 Social Psychology (6th Ed.) Prentice Hall, NJ.
- Baron, R.A & Byrne, D. (2006) Social Psychology (10th Ed.) Pearson Education Inc., New Delh.
- Chowdhary, Richa (2013) Samajik Manovigyan-Ek Parichay. The Book Line Publisher, Ansari Road, Daryaganj, New Delhi. (Hindi)
- Feldman, Robert, S. 2001 Social Psychology (3rd Ed.) Prentice Hall, NJ. (Unit I, II, III, IV, (2nd Edition), Ansari Road, Darya Ganj, New Delhi.
- Franzoi, S. 2009 Social Psychology (5th Ed.) McGraw-Hill, New York.
- Hogg, Michael A. and R. Scott Tindale (eds). 2002 Blackwell Handbook of Social Psychology: Group Process. Blackwell Publishing.
- Kuppaswami, B. 1994 Social Psychology, Asia Publishing House, Bombay
- Lindgren H.C, 1962 Introduction To Social Psychology, John Wiley and Sons
- Myers, D.G. 2010 Social Psychology (10th, Edition) McGraw-Hill, New York.
- Paliwal S., 2002 Social Psychology, RBS Publishers, Jaipur.

LEVEL : SEMESTER IV
COURSE : SW 403
TITLE OF THE PAPER (C10) : AREAS OF SOCIAL WORK PRACTICE
MARKS : 75
CREDITS : 4

Objectives:

- To impart education and training in different areas of social work practice.
- To develop skills required for working in the various areas of social work practice.

Course Contents:**Unit 1: Social Work with Families and Children**

Families and children: Needs and challenges
Policies and programmes related to family and children
Role of a social worker in dealing with families and children in difficult circumstances

Unit 2: Social Work with Women

Women and society: Gender, Gender based Violence and Identity issues
2.2: Protecting the rights of Women: Policies and programmes
Role of a social worker for the empowerment of women

Unit 3: Social Work with Person with Disabilities

Understanding disability
Policies, legislations and programmes for persons with disability in India
Role and challenges of social workers in working with persons with disabilities

Unit- 4: Welfare and Development of Marginalized Groups

Needs and problems of Scheduled castes, Scheduled tribes, Minorities and Other

backward class (OBC)
Policies, legislation and programmes
Role of social workers in the welfare and development of marginalized groups

Readings:

- Aggarwal, N (2002) Women and Law in India, Women Studies and Development Centre, North Bengal University, New Century Publications, Delhi.
- Bhatt Sanjai (2012), Enriching Families, - Harmony, Delhi Family Courts Journal, Vol.1, No.3,
- Gazette of India (1995) The persons with Disabilities-(equal opportunities, protection of rights and full participation), Act.1995.
- Hales, Gerald (2003) Beyond Disability: Towards an enabling society, Sage Publications, London.
- Karna, G.N. (2001) Disability Studies in India: Retrospects and prospects, Gyan Publishing House, New Delhi.
- Mathur, H.M. (1995) Family Welfare Programmes in India, Vikas Publishing house Ltd, Delhi.
- Measham, A. & Heaver, R. (1996) India's Family Welfare Programme, moving to a reproductive a child health approach, World Bank, Washington, D.C.
- Mohanty, B. (2005) Violence against Women: An Analysis of Contemporary Realities, Kanishka Publishers, New Delhi.
- Patel, T. (2011) Bharat mein Parivaar: Sanrachna Avam Vyavhar, Rawat Publications, New Delhi.
- Samanta, R.K. (2005) Rural Women; Issues, opportunities and Approaches, B.K. World of Books, California, New York.
- Sapey, B (1998) Social Work with Disabled People, McMillan, Hampshire
- Sekar, K.(2008) Psychosocial Care for Children in Difficult Circumstances- My Workbook, First Edition Published by: National Institute Mental Health and Neuro Sciences(NIMHANS), Bangalore.
- Singh, Atul Pratap & Singh, Awadhesh Kumar (2013): Care and Protection of Girl Children in India: Status, Emerging Issues, Challenges and Way Forward, Bal Vikas Prakashan, Delhi.
- Tapan, N. (2000) Need for Women Empowerment, Rawat Publications, New Delhi.

LEVEL : SEMESTER IV
COURSE : SW- SEC 411 (SKILL ENHANCEMENT COURSE)
TITLE OF THE PAPER (SEC-2): APPLICATION OF PROGRAMME MEDIA
MARKS : 75
CREDITS : 2

Objectives:

- Understand how individuals participate, respond and react to programme media.
- Develop a critical understanding of Programme Media, its potentialities and impact.
- Encourages students to develop creative ideas and express them through writing.

Course Contents:

UNIT 1: Depiction of Audio-Visual Media in Social Work

Movie screening, discussion and review
Analysis of the changing nature of society
Collage, poster making and exhibition

Unit 2: Creative Writing in Social Work Practice

Short story writing
Transcreations: Converting short stories into screen play, slogans and songs
Persuasive Writing: Brochures, Handouts, And Pamphlets.

Unit 3: Programme Media for Masses

Puppet Shows
Street plays
Role Plays

Readings:

- Aggarwal, G (2001) GyarahNukkadNatak, Diamond Books publishing House
- Balwant, G. (1991) Folk Theater in India, Bombay: Rupa& Co,
- Children of Heaven 1997. Directed by MajidMajidi. Iran: Miramax Films
- Dev, Marwah, Pal (2009) Creative Writing A Beginner's Manual, New Delhi, Pearson Longman
- Dharm. 2007. Directed by BhavnaTalwar.
- Mathur, D (2003) AASHAA, short stories by Indian Women, Odyssey II, Indian Bookshelf, London and Star Publishing, New Delhi.
- National School Of Drama (2006) NukkadNatakRachnaaurPrastuti Delhi.
- Salaam Bombay 1988 Directed by Mira Nair
- Smile Pinky- 2008. Directed by Megan Mylan
- The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
- The White Balloon. 1995. Directed by JafarPanahi. Iranian Film

LEVEL : SEMESTER IV
COURSE : SW- SEC 412 (SKILL ENHANCEMENT COURSE)
TITLE OF THE PAPER (SEC 2): SKILLS AND TECHNIQUES IN FIELD WORK PRACTICE
COURSE : SW (SEC) 412
MARKS : 75
CREDITS : 2

Objectives:

- Add value in strengthening knowledge and skills, bringing uniformity and high quality standards in practice learning.
- Build confidence and develop aptitude and attitudinal base of the students.
- Develop sensitivity towards self-awareness, self-development, goal setting and time management.

Course Contents:

Unit 1: Developing Personal and Professional Self

Understanding perception, self-awareness and sensitivity
 Goal setting and time management
 Ethical concerns: Sense of responsibility, professional commitment and good conduct at field work.

Unit 2: Planning for Field Work Practice

Field work learning plan and strategic planning
 Thematic learning modules for targeted populations
 Social & resource mapping and use of PLA& PRA

Unit 3: Documentation of Various Components of Field Work

Orientation, concurrent and block field work records
 Group/Student conference paper: Preparation and presentation
 Case records, field based assignments and records of rural camps

Unit 4: Essential skills and Techniques

Public relation, advocacy and networking
 Use of simulation exercises, games and role play
 Observation & analysis, counselling and guidance

Readings:

- CIDT. (2001). Participation, Learning and Action. Walsall: University of Wolverhampton.
- Dave, Indu (1983). The Basic Essentials of Counselling. New Delhi: Sterling Publishers Pvt. Ltd.
- Hastakshep: Advocacy Manual (2007). New Delhi: Pairvi (Hindi).
- Jackson, Adrian J. (1995). Leadership Circles from Participatory Learning and Action (PLA). London: IIED.
- Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd
- Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
- Verma, R.B.S. & Singh, Atul Pratap. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company
- Verma, R.B.S. & Singh, Atul Pratap. (2013). Standard Manual for Field Work Practicum in

Social Work. Lucknow: New Royal Book Company.

LEVEL : SEMESTER IV
COURSE : SW- GE 421 (GENERIC ELECTIVE COURSE)
TITLE OF THE PAPER (GE 4): SOCIAL WORK WITH OLDER PERSONS
MARKS : 75
CREDITS : 4

Objectives

- To understand the basic needs and issues of elderly persons in contemporary society.
- To understand the inter-relatedness of biological, psychological, social and cultural aspects of aging.
- Develop critical understanding of the policies and programmes for the elderly at the national and international levels.
- Understand the relevance and nature of social work interventions for the elderly in the contemporary social situation.

Course Contents:

Unit- 1: Understanding Old Age

Introduction to basic terms: elderly, older person, ageing, greying population,
Demography of the Ageing at national and international level and its related implications
Theories of ageing- biological/developmental, psychological, sociological
Needs and problems of elderly: physical, psychological, financial, social and environmental

Unit-2: Issues, Policy, Programmes and Initiatives

Changing family norms, roles, power, status and emerging problems of elderly
Myths and stereotypes to elderly, sexuality in aging, elderly images through media, Intergenerational gap, retirement, death, dying, bereavement and assisted suicide; Family relationships and caregiving issues
Social security measures, Welfare programmes/schemes for the elderly
National Policy for older persons 1999, international resolutions

Unit-3: Strategies for Active and Healthy Ageing

Civil society response: Role of NGOs, police system community groups, safe and group housing
Rights of older persons against neglect, abuse, violence and abandonment
Managing chronic diseases and promoting well-being in old age
Involvement of the elderly in community resource building;
Finance management and wealth creation
Programmes for active ageing: day care center, recreational center, self help/ support groups,

involvement of elderly in community resource building

Unit IV: Social Work Intervention

Empowering elderly: Counselling and guidance services for preparation of old age, lifestyle management, retirement plan, second career, Grief and bereavement counseling

Family Interventions and social support strategies; counselling services for caregivers, sensitizing children/families/ communities, creating favourable/safe environment for the elderly, emergency response systems: Helpline, peer counselling.

Interventions for enhancing wellbeing of the institutionalized elderly

Social work interventions in Hospice and palliative care

Core Readings:

- Bali, A.P. (ed.) 1999 Understanding Greying People of India, Inter India Publication New Delhi.
- Binstock, R.H., & George, L.K. 2001 Handbook of Aging and Social Science, Academic Press New York.
- Birren, J.E., & Schaie, K.W. (eds.), 2001 Handbook of the Psychology of Aging (5th ed.), Academic Press San Diego.
- Hareven, T.K. Adams, K.J. (eds.) 1982 Aging and Life Course Transitions: An Interdisciplinary Perspective, Guilford Press, New York.
- Ramamurthi, P.V., Jamuna, D. (eds.) 2004 Handbook of Indian Gerontology, Serial Publication, New Delhi.
- Rajan, S.I., Mishra, U.S., Sarma, P.S. (eds.) 1999 India's Elderly: Burden or Challenge, Sage Publications, New Delhi.
- Marshall, M. 1983 Social Work with Old People, The Macmillan Press Ltd.
- Cox, E.O., Kelchner, E.S., & Chapin, R.K. 2002 Gerontological Social Work Practice: Issues, Challenges and Potential, Haworth Social Work
- Krishnan, P., & Mahadevan, K. (eds.) 1992 The Elderly Population in Developed and Developing World: Policies, Problems and Perspectives, B.R. Publishing Corporation, Delhi.
- Dhillon, P.K. 1992 Psychosocial Aspects of Ageing in India, Concept Publishing Company, New Delhi.
- Sears, J.T. 2009 Growing older, Routledge, Tylor & Francis Group, USA
- Rabbitt, P. 2009 Psychology of aging, Psychology press, Tylor & Francis Group, USA
- Atchley, R. 1997 Social forces and aging: an introduction to social gerontology, 8th ed., Walsworth Publishing Co., Belmont
- Hooyman, N.R. & Kiyak, H.A. 2001 Social gerontology: a multidisciplinary perspective, 6th ed., Allyn & Bacon, Inc,

OR

LEVEL : SEMESTER IV
COURSE : SW- GE: 422(GENERIC ELECTIVE COURSE)
TITLE OF THE PAPER (GE-4): INTERNAIONAL SOCIAL WORK
MARKS 75
CREDITS 4

Objectives:

- To understand the overall scenario of International social work.
- To know about the descriptions of major International social welfare organizations.
- To understand the various approaches and practice of International social work.

Course Contents:

Unit 1: Introduction to International Social Work

Global spread of social work: origin, expansion and recent trends
International social work: definition, scope, values and ethics
International organizations of social work: International Association of schools of Social Work (IASSW), International Federation of Social Workers(IFSW) and International Council on Social Welfare (ICSW)

Unit 2: International Social Welfare Organizations

UN agencies: UNICEF, WHO and UNDP
International NGOs: Red Cross, Oxfam, YMCA/YWCA
International-domestic practice interface and global interdependence of social work

Unit 3: Integrated-Perspective Approach

Global and human rights perspective
Ecological and social development perspective
Integrated perspective approach

Unit 4: Practice of International Social Work

Global Issues: poverty, child welfare and women issues
Global Issues: environment & climate change and HIV/AIDS
Basic Strategies: empowerment and capacity building, self-help & self-reliance, enhancing social integration, community development

Readings:

- Bennett, A.L. (1988). International Organizations: Principles and Issues (4thed.). Englewood

- Cliffs, NJ: Prentice Hall.
- Bettmann, J., Jacques, G. & Frost, C. (2012). *International Social Work Practice: Case Studies from a Global Context*. Routledge.
 - Cox, David & Pawar, M. (2006). *International Social Work: Issues, Strategies and Programmes*. New Delhi: Vistaar Publications.
 - Elisabeth, R. (2003). *Social Work and Human Rights: A Foundation for Policy and Practice*. New York: Columbia University Press.
 - Healy, L. (2008). *International Social Work*. New York: Oxford University Press.
 - Hokenstan, M. C. & Midgley J. (1997). *Issues in International Social Work: Global Challenges for a New Century* Washington DC: NASW Press.
 - Hugman, R. (2010). *Understanding International Social Work: A Critical Analysis*. New York: Palgrave MacMillan.
 - Lee, J.A. (2001). *The Empowerment Approach to Social Work Practice*. New York: Columbia University Press.
 - Lyons, K, Manion, K. & Carlsen, M. (2006). *International Perspectives on Social Work*. New York: Palgrave MacMillan.
 - Mayadas, N.S., Watts, T.D., & Elliott, D. (Eds.). (1997). *International Handbook on Social Work Theory and Practice*. Westport, CT: Greenwood.
 - Singh, Atul Pratap (2012): United Nations International Children's Fund (UNICEF): An Overview. *Encyclopedia of Social Work in India*. Third Edition. New Royal Book Company. Lucknow.

LEVEL	: SEMESTER IV
COURSE	: SW406
TITLE OF THE PAPER (FW)	: FIELD WORK PRACTICUM -IV
MARKS	100
CREDITS	8

Objectives:

1. Give an opportunity to learn to make use of professional relationship and referrals to deal with human problems.
2. Imbibe the ethics and values of social work profession including attributes for the same.
3. Develop an ability to narrate of experience/learning, assessment of services & resources and participate in service delivery.

Course Description:

1. Concurrent Field Work:

- Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of second year and shall continue till the preparation leave before the commencement of the examinations.
- Two days in a week will be allotted to the students to perform concurrent field work.
- The students may be placed in social welfare agencies or open community settings to initiate

and participate in the direct service delivery.

- A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.

2. Skill Development Workshops:

The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

SEMESTER V

LEVEL : SEMESTER V
COURSE : SW 501
TITLE OF PAPER (C-11) : SOCIAL POLICY AND DEVELOPMENT
MARKS : 75
CREDITS : 4

Objectives:

- Understand the concept, process, indicators and determinants with respect to social development.
- Develop capacity to formulate strategies necessary for social development.

Course Contents:

Unit 1: Understanding Social Policy

Social policy: Concept and significance, Historical perspective
Social policy in relation to the Idea of social justice
Models of Social Policy

Unit 2: Introduction to Social Development

Concept of social development
Theories and models of development and underdevelopment
Perspectives on social development: Gandhi, Ambedkar and Jai Prakash

Unit 3: Understanding Human Development

Human Development and Human Development Index
Human Development and Social Development: Theories
Challenges to Human Development: Contemporary Issues

Unit 4: Social Planning

- : Concept and scope of Social Planning
- : Planning as an instrument of social policy and development
- : Five Year Plans: An overview of social planning

Readings:

- Booth, David, (1994), Rethinking Social Development, Longman London.
- Chopra, P.N., (1991), Development Planning and Policy Making, Galaxy Publication, New Delhi.
- Drez J. and Sen A., (2007), Indian Development, Oxford University Press, New Delhi.
- Dreze, Jean and SenAmritya (eds) 1997, Indian Development: Selective Regional Perspective, Oxford University Press..
- Dyson, T; Cassen, R, Leela ,Visaria (2004), Twenty First Century India : Population, Economy Human Development and the Environment. New York Oxford University Press.
- Fukuda-Parr, Kumar, S., A. K., (2009), Oxford Handbook of Human Development: Concepts, Measures and Policies, Oxford, New Delhi.
- Ghai, Dharam, (2000), Social development and public policy : A study of some successfulexpriencess, UNRISD, Geneva
- Gore, M.S., (1973), Aspects of Social Development, TISS, Bombay
- Kulkani, P.D., (1965), Social Policy in India, Tata Institute of Social Sciences, Bombay
- Kulkarni, P.D., (1979), Social Policy & Social Development in India, ASSWI, Madras
- Kulkarni, P.D.,Nanavatty, M.C., (1997), Social Issues in Development, Uppal Publications, Delhi
- MacPherson, Stewart & James, M. (1987): Comprehensive Social Policy and the Third World, St. Martins Press, New York.
- McMichael, Philip. (2012). Development and Social Change: A GlobalPerspective. 5th Edition.: Sage Publications, Inc, Thousand Oaks, CA
- Midgale, J., (1995), Social Development, Sage Publications, Delhi.
- Miles, Ian, (1985), Social Iindicators for Human Development, Frances Pinter, London
- Pathak, S.,(1981), Social Welfare: An Evolutionary and Developmental Perspective, MacMillan India, Delhi.
- Paul, S., (2010), Social Policy Themes and approaches, Rawat Publications, Delhi.
- Peet, R. (2005), Theories of Development, Rawat Publications, New Delhi.
- Sikka, Pawan, (2012), Planning in India : Scientific developments with national five-year plans, Uppal Publishing House, New Delhi
- Singh, Atul Pratap& Singh, Arun Kumar (2010): Social and Human Development. Lucknow: New Royal Book Company.
- So, A.,(1990), Social Change and Development: Modernization, Dependency and World-System Theories. London: Sage Publications, New Delhi

LEVEL	: SEMESTER V
COURSE	: SW 502
TITLE OF THE PAPER (C-12)	: SOCIAL ACTION AND MOVEMENTS
MARKS	: 75
CREDITS	: 4

Objectives:

- Familiarize with the conceptual issues in defining social action and social movements.
- Acquaint students with various theoretical perspectives on social movement.

Course Contents:

Unit 1: Understanding Social Action

Social action: Concept and meaning.
Models and strategies of social action.
Social action and social change.

Unit 2: Social Work and Social Action

History of radical social work practice
Anti Oppressive Social Work practice.
Structural and Critical Social Work Social Work practice.

Unit 3: Approaches of Social Action

Concept of conscientisation and critical awareness.
Paulo Friere contribution to Social Action.
Saul Alinsky's contribution to Social Action.

Unit 4: Social Movements

Social Movements: Concept, nature and components.
Classification of Social Movements: Peasant, Women, Dalit, Tribal and environmental movements in India.
Understanding Social Movements with Indian perspective.

Readings:

- Alinsky, S. (1972) Rules for Radicals, Random House, New York.
- Bailey, R & Brake, M. (1975) Radical Social Work, Edward Arnold, London.
- Freire, P (1970) Pedagogy of the Oppressed, Continuum, New York.
- Khinduka S.K. & Coughlin, B. J (1975) A Conceptualisation of Social Action, The Social Review, 49(1), 1-14.
- Laird, S. (2007) Anti Oppressive Social Work, London, Sage Publications, New Delhi.
- Lakshmana, C. & Srivastava, R. (1990), Social Action and Social Change, Ajanta Publications,
- Langman, M. Lee, P (Eds) (1989) Radical Social Work Today, Unwin Hyman, Boston.

- Singh, R. (2001) Social Movements, Old and New: A post- Modern Critique, Sage Publications, NewDelhi.
- Siddiqui, H.Y. (1984) Social Work and Social Action, Harnam Publications, New Delhi.
- Siddiqui, H.Y. (1997) Analysis of Literature of Social Action, Indian Journal of Social Work, TISS, Mumbai.
- Shah, G. (2002) Social Movements and the State, Sage Publications, New Delhi.

LEVEL : SEMESTER-V
COURSE CODE : SW DSE-511 (DISCIPLINE SPECIFIC ELECTIVES)
TITLE OF THE PAPER (DSE-1): SOCIAL LEGISLATIONS AND HUMAN RIGHTS
MARKS : 75
CREDITS : 4

Objectives:

- Understand the role and function of legal system and relevant legislation in protecting social justice and human rights.
- Develop insight into social legislations and Human rights in dealing with different vulnerable groups.
- Understand the context of Human Rights and the emergence of rights based perspective in Social Work practice.

Course Contents:

Unit-1: Indian Legal System and Social Work

Law, Society and Social Change

Constitution of India: The Preamble, Fundamental Rights & Duties and the Directive Principles

Social Legislation: Nature, scope and impact

Unit-2: Social Legislations in India

Social Legislation and Personal Laws

Social Legislations for the Women, Children and Elderly

Social Legislation for Marginalized Groups (SC,ST,OBC & Minorities)

Unit-3: Understanding of Human Rights

Concept and Historical Context of Human Rights

The Universal Declaration of Human Rights 1948

UN Convention of Human Rights: Civil, Political, Economic, Social and Cultural

Unit-4: Human Rights in Indian Context

Statutory Provisions- National Human Rights Commission, Protection of Human Rights Act.

Code of Ethics of Social Work and protection of Human Rights.

Initiatives of Civil Society and Social Work practice with Victims of Human rights Violations

Readings:

- Bakshi, P.M., 2007 Constitution of India, Universal Law Publishing House

- Baxi, Upendra, 1988, Law and Poverty – Critical essay, Bombay, M.N. Tripathi PVT. Ltd.
- Diwan, Paras, 1997 Law relating to Dowry, Dowry Deaths, Bride burning, rape and related offences, Delhi, Universal Publishers.
- Elisabeth, Reichert 2003, Social work and Human Rights : A Foundation for Policy and Practice, Rawat Publication Jaipur and, New Delhi
- Elisabeth, Reichert, 2003, Social work and Human Rights: A Foundation for Policy and Practice, Rawat Publication Jaipur and, New Delhi.
- Gangrade, K.D., 1978 Social Legislation in India (Vol. I& II), Delhi Concept Publishing Company
- Indian Bare Acts related to different categories.
- International Federation of Social Workers, 1994 Human rights and Social work -A Manual for School of Social work Profession, Berne International Federation of Social Workers.
- Kohali, A.S. 2004, Human Rights and Social Work Issues Challenges and response Kanishka Publishers Distributors,,New Delhi.
- Naik G. Pandu, 1992 Social Legislation in India, Bangalore Lambani Publishers.
- Neil Stammers, 2004 Human Rights and Social Movements, Pluto Press, London & New York.
- Nirmal C.J., 1999, Human rights in India –Historical, Social and Political Perspectives, Delhi, Oxford University Press.
- Sahai, Shailly, 1996. Social Legislation and status of Hindu Women , Jaipur, Rawat Publication.
- Saraf, D.N. (ed.), 1984, Social Policy Law and Protection of Weaker Section of Society, Lucknow, Eastern Book Company.
- Sinha Manoj K , 1999, Implementation of Basic Human Rights , Manav Publication Pvt. Ltd. , 1999.

LEVEL : SEMESTER V
COURSE : SW- DSE 512 (DISCIPLINE SPECIFIC ELECTIVES)
TITLE OF THE PAPER (DSE-2): MENTAL HEALTH AND SOCIAL WORK
MARKS : 75
CREDITS : 4

Objectives :

- Understand mental health as a positive concept and gain insight into different types of mental disorders, their causes, manifestations and management.
- Understand the relevance, nature and types of social work interventions in mental health.

Course Contents:

Unit I: Concepts of Mental Health and Illness

Definitions and perspectives of mental health;

Mental health as a positive concept, components of mental health; Meaning of normal and abnormal behaviour.

Biological, psychological and sociological approaches to mental illness

Classification of mental and behavioural disorders – DSM-IV and ICD systems

Unit II: Mental and Behaviour Disorders

Epidemiology, aetiology, types, clinical manifestations and management of: -

Psychoactive substance use disorders

Schizophrenia; Mood disorders; Neurotic, Stress related, Somatoform disorders

Unit III: Mental Healthcare Services, Policy and Programmes

Mental Healthcare scenario in India

Community mental health: Primary mental health care, community initiatives, and deinstitutionalisation of psychiatric services

Policy related to mental health, Laws related to mental health

Innovative approaches to mental health care

Unit IV: Social Work Response

History of social work practice in mental health: Historical and evolving roles of social worker in mental health services

Social work applications in mental health: Principles

Family Interventions: Psychoeducational and supportive interventions

Social skills training: Activities of daily living and vocational skills training

Core Readings

- | | | |
|---|------|---|
| Horwitz, A.V., & Scheid, T.L. (eds.) | 1999 | A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems. Cambridge: Cambridge University Press. |
| Sadock, B.J., & Sadock, V.A. (eds.) | 2005 | Comprehensive Textbook of Psychiatry 8 th edition. Philadelphia: Lippincott Williams Wilkins. |
| Carson R.C., Butcher, J.N. & Mineka, S. | 2000 | Abnormal Psychology and Modern Life. Singapore: Pearson Education. |
| Gottlieb, B.H. | 1983 | Social Support Strategies: Guidelines for Mental Health Practice. New Delhi: Sage Publications. |
| Sahni, A. | 1999 | Mental Health Care in India: Diagnosis, Treatment and Rehabilitation. Bangalore: Indian Society of Health Administrators. |

Mane, P., & Gandevia, K.Y. (eds.)	1993	Mental Health In India: Issues and Concerns. Bombay: Tata Institute of Social Sciences.
Sutherland, J.D. (ed)	2003	Towards Community Mental Health. London: Routledge.
Callicutt, J. W., & Lecca, P.J. (eds.)	1983	Social Work and Mental Health. New York: The Free Press.
French, L.M.	1940	Psychiatric Social Work. New York: The Commonwealth Fund.
Patel, V., & Thara, R.	2002	Meeting the Mental Health Needs of Developing Countries: NGO Innovations in India. New Delhi: Sage Publications.
World Health Organization	1990	The Introduction of a Mental Health Component into Primary Health Care. Geneva.
Dhanda, A.	2000	Legal Order and Mental Disorder. New Delhi: Sage Publications.
Gelder, M., Mayou, R., & Cowen, P.	2004	Oxford Textbook of Psychiatry 4th Edition. Oxford: Oxford University Press.
Turner, F. (ed.)	1978	Social Work Treatment: Interlocking Perspectives. New York: The Free Press.
Sheppard, M.	1991	Mental Health Work in the Community: Theory and Practice in Social Work and Community Psychiatric Nursing. New York: The Falmer Press.
Bentley, K.J.	2001	Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Wadsworth Publishing.

OR

LEVEL	: SEMESTER V
COURSE	: SW- DSE 513 (DISCIPLINE SPECIFIC ELECTIVES)
TITLE OF THE PAPER (DSE-1):	SOCIAL WORK INTERVENTION IN DISASTER
MARKS	75
CREDITS	4

Objectives:

- Gain exposure to the key concepts, typologies and impact of disasters
- Understand the processes of disaster mitigation and disaster management
- Acquire critical understanding of the disaster management policy and programmes in India
- Develop capacity to work with different agencies.

Course Contents:

Unit 1: Conceptual Framework

Concept of hazard, risk, vulnerability, and disaster

Types of disasters: Natural and manmade disasters

Impact of disasters: Physical, social, economic, political, psychological, and ecological

Unit 2: Disaster Management and Phases

Pre-disaster: Prevention, mitigation, and preparedness

During disaster: Search and rescue, relief mobilization and management, evacuation and camp management.

Post disaster: Reconstruction, rehabilitation, and recovery

Unit 3: Disaster Management Policy and Programmes

Disaster management policy and programmes in India

National guidelines on psychosocial support and mental health services in disasters

Case reflections from field: UDAI-I, and UDAI-II

Unit 4: Role of social workers and voluntary agencies

Role of social work professionals in different phases

Community Based Disaster Management (CBDM)

Networking with government organisations and civil society

Readings:

- Abarquez, I., & Murshed, Z. (2004). Community-Based Disaster Risk Management: Field Practitioners' Handbook. New Delhi: Asian Disaster Preparedness Center.
- Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (2004). At risk: Natural hazards, people's Vulnerability and Disaster. London: Routledge.
- Carter, I. (2002). Preparing for disaster, PILLARS Guide. UK: Tearfund.
- Carter, I. (2003). Mobilising the community, PILLARS Guide. UK: Tearfund.
- Department of Social Work. Monograph: University for Development and integrated Learning (UDAI-I) 2003 and (UDAI-II) Sahyatri. North Bengal University: Department of Social Work., 2010
- Jamshed JI Tata Centre for Disaster Management Working Papers series 2007-2009, Tata Institute of Social Sciences, Mumbai.
- Joint Assistance Centre. (1980). Natural Disaster, New Delhi: AdhyatmaSadhana Kendra.

- Maskrey, A. (1989). Disaster Mitigation: A Community Based Approach, Oxford: Oxfarm.
- Miller J. L. (2012) Psycho Social Capacity Building in Response to Disasters, Columbia University Press, New York.
- Ministry of Home Affairs, Government of India, (2011) United Nation Development Programmes, Disaster Management in India.
- Mohan, M., Clarke, C. (1992). Disaster Prevention for Sustainable Development, Economic and Policy Issues. Geneva: World Bank
- Parasuraman, S. and Unnikrishnan, P.V. (2000). India Disasters Report: Towards Policy Initiative, New Delhi: Oxford University Press.
- Shaw R. Krishnamurthy, R.R. (2009) Disaster Management –Global Challenges and local Solutions, University Press, Hyderabad
- Singh, Atul Pratap (2013). Community Based Disaster Management: An Initiative of Social Work Professionals in Bihar Fflood, 2008. In Mishra, A., & Singh, A. K. (eds.). New Dimensions of Disaster Management in India. Vol. II. New Delhi: Serials Publications.
- Singh, R.B. (ed.). (2000). Disaster Management, New Delhi: Rawat Publications.
- Siporin, M. (1966). The experience of Aiding the victims of Hurricane Betsy social service review, vol. 10.
- Tata Institute of Social Sciences. (2002). Special Volume on Disaster Management, Indian Journal of Social Work, Vol.63, Issue 2, April.
- United Nation Development Programmes- India & international recovery Platform (IRP), 2010 Guidance Note on recovery : Psycho Social

LEVEL : SEMESTER V
COURSE : SW DSE 514 (DISCIPLINE SPECIFIC ELECTIVES)
TITLE OF THE PAPER (DSE-2): SOCIAL WORK RESPONSE TO SOCIAL CONCERNS
MARKS : 75
CREDITS : 4

Objectives:

- To understand the concepts in various social concerns and social problems
- To understand the factors and dynamics of the social concerns
- Role of social work in dealing with social problems and concerns

Course Contents:

Unit 1: Basic Issues of Society

Social problems: concept and Nature
 Social Concerns Tribes, Caste, Religion, language, family and kinship
 Political Concerns: State, civil society, and communities

Unit 2: Social Conflict in India

Ethnic. Caste and regional conflict
 Communalism and terrorism

Social work initiatives in conflict resolution

Unit 3: Rights of vulnerable groups

Children, women and older persons
Homosexual, Bisexual and Transgender
Persons living with HIV/AIDS

Unit 4: Social Work Intervention in Social Concerns

Response of Government and Non Government Organization to Social Concerns
Social work Response to Social Problems and Social Concerns
Case Reflections from the Field

Readings:

- Balgopal , P .R and Bhatt , Sanjai, (2013), Social work Response to Social realities, New Royal Book company, Lucknow
- Bhattacharya. S.K. (2003). Social Defence: An Indian Perspective, Regency Publications, New Delhi.
- Cohen, A.K. (1968). Deviance and Control, Prentice Hall India, New Delhi.
- Domenech, J.M. *et al.* (1981) Violence and its causes. UNESCO; Paris,
- Panchnanda.R.K (2002). Terrorism and Response to Terrorist Threat, UBS Publishers, New Delhi.
- Pierson, J. (2012). Understanding Social Work, History and Context, Rewat Publications, New Delhi.
- Prasad S.K. (2000). Social Problems in India, Mohit Publications Ltd., India.
- Reddy, G. N., & Reddy, N.S. (2012). Managing Childhood Problems, Support strategies and Intervention, Kanishka Publication, New Delhi.
- Reichert.E. (2003). Social Work and Human Right, Rewat Publication, New Delhi.
- Saxena, S. (2004). Crime against Women and Protective Laws. Deep and Deep Publications, New Delhi.
- Sheafer.B.W. et.al (1997). Techniques and Guidelines for Social Work Practice, Allyn and Bacon, USA.
- Shukla, K.S., (1988). Collective Violence: Challenge and Response, New Delhi, Indian Institute of Public Administration,
- Singh. R. (1988). Collective Violence: Genesis and Response, IIPA, New Delhi.
- Singh.S & Singh.H (2003). Law Relating to Prevention of Terrorism, Universal Law Publisher, New Delhi.

LEVEL	: SEMESTER V
COURSE	: SW- FW 506
TITLE OF THE PAPER (FW)	: FIELD WORK PRACTICUM-V
MARKS	100
CREDITS	8

Objectives:

- Develop sensitivity towards the issues related to social justice and human rights for marginalized groups.
- Develop ability to critically analyze the service delivery system of agency, problems and issues in execution.
- Develop ability to plan, organize and implement the activities within agency/community framework.

Course Description:**1. Orientation Programme:**

- Three-day orientation programme will be organized at the commencement of the course of semester-7 before starting concurrent filed work.
- Orientation visits to welfare agencies/communities will be an integral part of the orientation programme. Attendance in orientation programme is compulsory.

2. Concurrent Field Work:

- Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of third year and shall continue till the preparation leave before the commencement of the examinations.
- Two days in a week will be allotted to the students to perform concurrent field work.
- The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery.
- A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.

3. Skill Development Workshops:

The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counselling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

4, Rural Camp: Five-day rural camp will be organized for the students of semester-5 of third year (preferably for semester-5 students) to provide exposure to the students about the socio-economic, political and cultural situations and problems of rural life. The rural camp will be organized under the guidance of the faculty members. Attendance of rural camp is compulsory. There shall be 20 marks for performance, behavior and learning in rural camp which shall be awarded by camp in charge and faculty supervising camp activities,

Note: The field work agency of the students will remain the same for two consecutive semesters of a year.

SEMESTER VI

LEVEL : SEMESTER VI
COURSE : SW-601 (Core Course 13)
TITLE OF PAPER (CC-13): SOCIAL WELFARE ADMINISTRATION
MARKS : 75
CREDITS : 4

Objectives:

- Understand concept, principles and components of social welfare administration.
- Develop understanding of social welfare administration as a method of social work profession.
- Acquire competence in social welfare and development services.

Course Contents:

Unit I: Social Welfare Administration an Introduction

Concept and nature of social welfare administration
History of social welfare administration
Principles of social welfare administration

Unit II: Structures and Processes

Central and State Social welfare boards, Min of Women and Children, Social welfare Directorate .
Establishment of human service organization
Group processes in welfare administration

Unit III: Organization of Human Services

Management of human service organization
Decision making processes
Role of Communication in administration

Unit IV: Emerging Trends in Welfare Administration

Fund Raising Resource Mobilization, Grant-in-aid
Practice of Social Welfare Administration in different settings.
Social welfare Administration as an instrument of Social Change

Readings:

- Chowdhary, D.P. (1992) Social Welfare Administration in India, Deep and Deep Publication, New Delhi
- Goel & Kumar (2004) Administration and Management of NGOs, Deep and Deep publication, New Delhi.
- Goel, S.L. and Jain, R.K (1988) Social Welfare Administration, Vol. I and II, Deep Publication, New Delhi.
- Kaushik, A (2012) Welfare and Development Administration in India, Global Vision Publishing House, New Delhi.
- Naidu, S.P. (1996) Public Administration Concept and Theories, New Age International Publishers, New Delhi.
- Sachdeva, D.R. (1993) Social Welfare Administration in India, Allahabad, Kitab Mahal.
- Siddiqui, H.Y (1990) Social Welfare in India, Harnam Publications, New Delhi.

Level : Semester VI
Course : SW - 602 (Core Course 14)
TITLE OF PAPER (CC14): RESEARCH IN SOCIAL WORK
MARKS : 75
CREDITS : 4

Objectives:

- Familiarize students with the nature of social science research and its application in the study of social phenomena.
- Help students learn the research process and develop abilities to prepare research design.
- Learn the process of Data collection, organization, presentation, analysis and report writing.

Course Content:**Unit I: Research as Scientific Method**

Basics of Research: Meaning, definition, nature, types of research- Basic and applied, application of research in social sciences,

Social science research and social work research : Meaning, nature, significance and difference

Ethics of social research

Unit II: Research Process

Formulation of research problem

Review of literature

Hypotheses: concept, meaning and process of formulation

Research design: exploratory, descriptive, experimental

Unit III: Sampling framework and data collection

Concept of universe, sample, sampling unit and source list

Types of sampling frame – Probability and non-probability

Sources of data (primary and secondary), Methods of data collection(interview, observation, case study and focus group discussion)

Tools of data collection- interview schedule, interview guide, questionnaire, observation guide.
Data editing management, processing and presentation.

Unit IV: Basic Statistics

Science of statistics- concept, definition, functions and limitations
Descriptive statistics – measures of central tendency (mean, median, mode), Measures of dispersion (range, mean deviation, standard deviation, coefficient of variation)

Readings:

- Gupta, S.C., 2012, Fundamentals of Statistics, 7th revised ed., Himalaya Publishing House, New Delhi.
- Kothari, C. R., ,2004 , Research Methodology –Methods and Techniques, 2nd ed.,
- Kumar, R., 2006 , Research Methodology, 2nd ed., Pearson Education, New Delhi.
- Laldas, D. K., 2000, Practice of Social Research, Rawat Publication, New Delhi. New Age International (P) Ltd., New Delhi.

LEVEL : SEMESTER- VI
COURSE : SW- DSE 611 (ELECTIVE DISCIPLIN SPECIFIC)
TITLE OF THE PAPER (DSE 3): SOCIAL WORK PRATICE IN DIFFERENT SETTINGS
MARKS : 75
CREDITS : 4

- Develop an understanding of the different areas of social work practice.
- Develop skills to work in diverse areas of social work practice.

Course Contents:

Unit-1: Community Development

Concept and evolution of community development
Rural and urban Local Self Government
Rural and Urban community development programmes and role of social worker

Unit-2: Social Work in Industry

Concept of Industry, Labour Welfare, Personnel Management and Industrial Relations
Organized and unorganized labour: Characteristics, needs and problems
Occupational Social Work; Corporate Social Responsibility, Application of social work practice in industries

Unit-3: Social Work in Correctional Settings

Concept of Social Defense and Criminal Justice System
Legislations in correctional settings (J.J Act, PITA, NDPS and Beggary Act).
Correctional services in institutional and non-institutional settings

Unit-4: Social Work in Schools

Overview of School Social work in India

Needs, problems and challenges in school social work practice

Right to Education: *Sarva Shiksha Abhiyan* and Non-Formal Education

Readings:

- Allen- Meares, P, 2007, *Social Work Services in Schools* (5th Edition), Pearson, Boston
- Bare acts-The Juvenile Justice (Care And Protection Of Children) Act, 2000 ,The Immoral Traffic (Prevention) Act, 1956;Narcotic Drugs and Psychotropic Substances Act, 1985;The Bombay prevention of Begging Act, 1959
- Bhatt, Sanjai (2012) *Occupational Social Work in India* , Encyclopaedia of Social Work (Vol III), New Royal Book Company, Lucknow
- Bhattacharya, S. K.1985, *Social Defence in Indian perspective* , Manas Publication, Delhi.
- Chkrabarti, N.K.,1997 *Administration of Criminal Justice* , Deep And Deep Publication, New Delhi
- Dhaliwal.S.S, 2004, *Good Governance in Local Self Government*, Deep and Deep Publications
- Dubey, A., 2007, *Commercialization of Education in India: Policy, Law and Justice*, A P H Publishing Corporation, New Delhi
- Frankel, S. (1993) *Organized Labour in Asia Pacific Region* Ithaca. Ithaks, ILO Press, 1993.
- Gandhi, A. 1990, *School Social Work in India*, Common Wealth Publications. New Delhi
- Henderson, Jones and Thomas 1980 *The Boundaries of Change in Community Work*, George Allen and Unwin, London
- Irl Carter , 1977, *Social work in industry: A history and a viewpoint*,*Journal of Religion & Spirituality in Social Work: Social Thought* ,Vol. 3, Iss. 1, 1977
- Midagley, J and others,1986, *Community Participation, Social Development and the State*, Methuen and Co Limited, New York
- Nalini R, 2011, *Social Work and the Workplace*, Concept Publishing company, Newdelhi
- Pandey, V.C., 2003, *Education: Planning and Human Development*, Isha Books, New Delhi
- Rao, G.S. 2000, *Urban Development with Community Initiatives: Retrospect and Prospect*, Atlantic Publishers and Distributor, New Delhi.
- Sharma, P.D. 1998, *Criminal Justice Administration the Relay Race For criminal justice*, Jaipur, Rawat Publication.
- Singh, S.K., 2002, *Rural Development: Policies and Programmes*, Northern Book Centre, New Delhi
- TISS (1989): *Indian Journal of Social work (Specific Issues)* Vol. L No 4, Bombay
- Verma, R.B.S. & Singh, Atul Pratap (2013): *Sharm Kalian Evam Samajik Surksha*, Lucknow, New Royal Book Company.

OR

LEVEL : SEMESTER VI
COURSE : SW- DSE (ELECTIVE DISCIPLIN SPECIFIC)
TITLE OF THE PAPER (DSE 3): COUNSELLING SKILLS For SOCIAL WORK
PRACTICE PAPER : SW 613
MARK : 75 MARKS
CREDITS 4

Objectives:

- Understanding conceptual and theoretical underpinnings of counseling
- Understand the ethical principles associated with good practice
- Gain knowledge on the use of skills and techniques related to counseling

Course Contents:

Unit 1: Conceptual Framework

Counseling: Concept and elements
Ethical principles for good practice in counseling
Role of counselor

Unit 2: Listening Skills

Developing effective listening skills
The use of questions in counseling
Barriers in listening

Unit 3: Counselling Micro Skills

Reflection and Paraphrasing
Summarising
Confronting

Unit 4: Counselling with Various Groups

Children, Youth, Distressed Women, Unmarried Youth (Pre marital Counseling),
PLWHA, Families, Employees and Disabled, Grief and Bereavement Counseling

Readings:

- Charles R. Ridley, Debra Mollen and Shannon M. Kelly, 2011, Beyond Microskills: Toward a Model of Counseling Competence, The Counseling Psychologist, XX(X) – 40, 2011 SAGE

Publications.

- Dave, Indu (1983). The Basic Essentials of Counselling. Sterling Publishers Pvt. Ltd, New Delhi.
- Egan, G. (2009). The skilled Helper (9th Ed.). Brooks Cole/ Thomson: London
- Gupta, M. (1979) Effective Guidance and Counselling. Mangal Deep Publications, Jaipur.
- Kochhar, S. K. (1979). Guidance in Indian Education. Sterling Publishers Pvt Ltd., New Delhi.
- Nandha, S.K. (1982). Educational and Vocational Guidance. Parkash Brothers, Ludhiana
- NarayanaRao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd.
- Nayak, A. K. (2002). Guidance and Counselling. APH Publishing Corporation, New Delhi
- Sharma, R. N. (2001). Guidance and Counselling. Surjeet Publication, New Delhi.

OR

LEVEL : SEMESTER VI
COURSE : SW/ 612
TITLE OF PAPER (DSE 3): NGO MANAGEMENT
MARKS 75
CREDITS 4

Objectives:

- Develop an understanding of non-governmental organizations
- Acquire skills and competence in managing NGOs

Course Contents:

Unit 1: Conceptual Framework and Historical Development

Basic concepts: Government Organisation, NGOs, Voluntary Organization, Civil Society Organisations
Interface between NGOs and NGOs
Historical development of NGOs in India

Unit 2: Establishing an NGO

Formation, Registration of an organisation and Relevant Legislations
Formulation of project proposal
Project Implementation

Unit 3: Managing NGO.

Planning, Organizing, Staffing, Directing, Coordinating, Reporting & Budgeting, and Monitoring & Evaluation
Training and Development
Capacity Building

Unit 4: Resource Mobilization and Management

Mobilizing human and material resources
Fund raising and Grant-in-aid
Project monitoring and Evaluation

Readings:

- Abraham Anita (2011) Formation and Management of NGOs, Universal Law Publishing Co., India.
- Bhatia S.K. “Training & Development”, Deep & Deep Publication Pvt. Ltd.
- Chandra, S. (2001) NGO: Structure, Relevance and Function. New Delhi: Kanishka Publishers
- Coley, S.M. & Schein C.A. (1990) Proposal Writing (Sage Services Guides). New Delhi: Sage Publication
- Dadrawala, N.H. (2004) The Art of Successful Fund Raising, New Delhi: CA.
- Edwards, Michael R. (2002) The Earthscan Reader on NGO Management, London: Alan Fowler.
- Horton Douglas & Anastasia A. (2003) Evaluating Capacity Development, International Development Research Centre, Canada.
- Indian Center of Philanthropy, 2002, Investing in Ourselves: Giving & Fund Raising In India, New Delhi: Sampradan
- Jackson, J (1989) Evaluation for Voluntary Organisation. Delhi: Information and News Network.
- Levis, David (2001): The Management of NGO Development organization an Introduction, London: Routledge.
- Mukherjee, K.K. (1999) A Guide Book for Strengthening Voluntary Organization. Ghaziabad: Gram Nivajana Kandra
- Norton M. & Murray C. (2000) Getting Started in Fund Raising, Sage Publication Pvt. Ltd..
- Padaki, V. & Vaz, M (2004) Management Development and Non Profit Organisation. New Delhi: Sage Publication.
- Pamecha V.K. (2012) Project Proposal Formulation & Funding of NGOs & NPOs in India, Jain Book Agency, New Delhi.
- Planning Commission, (2007) National Policy on Voluntary Sector, Govt. of India
- PRIA (2001) Defining Voluntary Sector in India: Voluntary Civil or Non-profit, New Delhi.
- Toolkit-A Practical Guide to Planning, Monitoring, Evaluating and Impact assessment (2006), Published by Save Children, London, U.K

COURSE : SW- DSE (ELECTIVE DISCIPLIN SPECIFIC)
TITLE OF THE PAPER (DSE4): PROJECT WORK/DESSERTATION

PAPER : **SW 614**
MARK : **100 MARKS**
CREDITS **4**

Objectives:

- Give exposure to apply research skills and techniques in the real social phenomena.
- Help students to learn the research process and develop abilities to prepare research design in the realm of social work.
- Familiarize students with collection of data, analysis and project report writing.

Course Description:

- The students shall be required to prepare and submit a research project on the theme to be decided in consultation with the faculty. The Department will announce priority areas of research. The Department in consultation with faculty members can frame rules in this regard.
- Each student will be given a research topic from the department of respective colleges at the beginning of the semester 5 or 6.
- The students should prepare a research synopsis/proposal of around 4-5 typed pages in consultation with the respective College supervisor/instructor and submit 2 copies of the same well in advance.
- The students will be guided by their respective field work supervisors/instructors or by a person appointed by the Department regarding the completion of the research project.
- It is expected that each student will submit his/her 2 typed copies of project report of around 80-100 pages along with summary of around 2-3 pages before the commencement of the examinations of semester-8.
- The students should keep in view that presenting and submitting the work of another student(s) as one's own work will be considered as breach of academic integrity and which ultimately may be treated as misconduct.
- The evaluation of this research based project will be done as per University guidelines.

LEVEL : **SEMESTER VI**
Course : **SW FW 606**
TITLE OF THE PAPER (FW) : **FIELD WORK PRACTICUM-VI**
MARKS **100**
CREDITS **8**

Objectives:

- Develop ability to effect changes in improving service delivery by introducing innovations in practice.
- Improve skills in communication and networking with other organizations.
- Learn to make use of practice-learning instructions.

Course Description:

1. Concurrent Field Work:

- Concurrent field work will be required to be done simultaneously with class-room

teaching of theory papers from the very beginning of the semester of year and shall continue till the preparation leave before the commencement of the examinations.

- Two days in a week will be allotted to the students to perform concurrent field work.
- The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery.
- A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.

2. Skill Development Workshops:

The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

3. Block Field Work: At the end of semester-6 of third year, students will be required to undergo four-week block field work training in a social welfare agency or project. It is treated more as pre-employment experience. The block field work agencies/projects will be selected with the consent/choice of students. A student must be placed under the supervision of professionally qualified social worker in the agency.

A student has to start the block field work on the date specified by the department of respective College in the placement letter. Any unreasonable delay in joining block field work or discontinuation will be treated as misconduct. If a student leaves block field work agency without prior approval of agency and/or Department or if his/her performance is found to be unsatisfactory, then he/she will have to repeat the block field work.

During block field work, a student will be expected to submit weekly reports to the Department of respective College in a prescribed manner. Leave will be allowed during the entire period of block field work mainly on the ground of sickness. Successful completion of block field work is mandatory before the Bachelor with Honours in Social Work degree can be awarded.



Salesian College
Sonada | Siliguri

Board of Studies Meeting

Department of Computer Science and Applications

Minutes

The third UG BoS meeting of the Dept of Computer Science & Applications took place on 3rd June, 2024 at 2 pm at EDC Room. The meeting was chaired by Mr. Subhajit Paul, Dean of Science, and moderated by Mr. Tanay Bhadra, Department Head.

Agenda

The agenda for the meeting were listed as follows:

1. Approval of Dual (Double) Major Syllabus of first year for B. Sc (CS) Programme.
2. Approval of list of moderators, paper setters, examiners, pre-publication scrutinisers, head examiners, post publication reviewers, and third examiners for upcoming First Semester and Third Semester Examinations 2024-25.
3. Any other

Attendance

The following members were present in the meeting

Srl #	Name	Designation, Organization / Campus	Presence
1	Fr. C. M. Paul	Vice Principal, Deanery of Sciences, Siliguri	At the venue
2	Mr. Subhajit Paul	Dean, Sciences, Siliguri	At the venue
3	Mr. Tanay Bhadra	Head of Department, Siliguri	At the venue
4	Mr. Dhirodatta Subba	Coordinator, Collaborations & Extensions, Siliguri	At the venue
5	Mr. Subhajit Bose	Assistant Secretary, IQAC, Siliguri	At the venue
6	Mr. Abhijit Dey	Faculty, Siliguri	At the venue
7	Ms. Phudem Bhutia	Faculty, Siliguri	At the venue
8	Mr. Manoj Mahanta	Faculty, Siliguri	At the venue
9	Mr. Debajyoti Chakraborty	IT Coordinator, Siliguri	At the venue
10	Mr. Nikhil Pradhan	Head of Department, Sonada	Online
11	Mr. Rojesh Pradhan	Faculty, Sonada	Online
12	Mr. Vivek Shrestha	Faculty, Sonada	Online
13	Mr. Roshan Kr. Prasad	Faculty, Sonada	Online
14	Mr. Sandeep Sengupta	Managing Director, ISOAH/ ISOEH, Kolkata	Online
15	Dr. Uzzal Sharma	Birangana Sati Sadhani Rajyik Vishwavidyala	Absent

16	Dr. Rebika Rai	Sikkim University	Online
17	Mr. Amit Ghosh Roy	Faculty, Sukanta Mahavidyalaya, Dhupguri	Absent
18	Ms. Drishya Agarwal	Faculty, Maheshwari College	At the venue

Discussions

The meeting started by a short welcome message by Mr. Tanay Bhadra, Head, Department of Computer Science and Applications, Siliguri Campus.

Agenda 1: Dual (Double) Major Syllabus of first year for B. Sc (CS) Programme

Mr. Tanay Bhadra presented the Dual Major matrix proposed by the academic council. He mentioned that the syllabus has been prepared according to the provided template. He then went on to show the detail syllabus for first, second, third and fourth semesters.

There were some observations as follows:

1. Ms. Rebika Rai (Sikkim University, Tadong) raised the following observations

She suggested the contents to be reorganised into lesser number of units for Computational Thinking and Programming Fundamentals course. For the lab section of the same course, some activities pertaining to computational thinking be added.

She also suggested that some uniformity/ balancing be maintained in terms of number of units allotted to courses having the same number of credits as some have quite many units whereas some have less.

She suggested reorganization of Operating System course, especially in regard to the lab component, by including programming related to operating system concepts like deadlock management, mutual exclusion, scheduling algorithms etc.

She also suggested to include basic information on types of operating systems like distributed systems, embedded systems etc.

Regarding Python Programming and Introduction to Artificial Intelligence courses, she suggested to reword some of the practical questions to reflect actual learning (application) as they tended to be more like theoretical questions.

2. Mr. Sandeep Sengupta suggested the following:

The course on Database Management should be started early on. And PL/SQL also needs to be made a part of curriculum for this course as the industry has demand for it.

He suggested that web programming with database component or WordPress based courses be introduced after students get exposure to database programming.

He suggested that the seventh semester be made internship semester.

He also suggested higher components of cybersecurity like ethical hacking, penetration testing be made part of the curriculum eventually. To this Mr. D. Subba replied that it will be there in the third or fourth year.

He asked us to explore the possibility of introducing Prompt Engineering course, which could replace most of the activities we do by making use of Office Tools.

3. Regarding MDC, Mr. Subhajit Paul suggested that what Courses the Department is offering and what courses the department students could take may be kept in separate tables. Two more MDCs need to be identified.

He also suggested that Graphics Design VAC be brought in first semester as it does not have dependency on any course as prerequisite.

4. There were some minor errors in the document like missing titles in the units within course content, incorrect prefix year etc, which were detected during review.

Agenda 2: Approval of list of moderators, paper setters, examiners, pre-publication scrutinisers, head examiners, post publication reviewers, and third examiners for upcoming First Semester and Third Semester Examinations 2024-25.

Mr. Tanay Bhadra mentioned that the list has not been prepared due to very less time after the notification to that effect was received, and that this would be presented in the next BoS which would address the AICTE BCA Syllabus (NEP version, which is due for release by AICTE).

Resolutions

1. The house approved the presented syllabi subject to the implementation of the above-mentioned observations.
2. The house agreed to defer approval of panel of paper-setters, moderators and examiners for the Summative Assessment due in December 2024.

Action taken report

1. The observations to the presented syllabi were incorporated in its revised draft and the latter has been implemented in the Department for the students admitted in the academic year 2024-25.
2. The panel of paper-setter, moderators and examiners for the Summative Assessment will be presented in the next BoS meeting which will be called as soon as AICTE releases NEP BCA syllabus.

Minutes prepared by,

Mr. Dhirodatta Subba

UG BoS, Dept of Computer Science and Applications.

Date: 04-June-2024.



Salesian College, Siliguri
3rd Board Of Studies Meeting, 2024
03.06.2024 15:25
26.74654, 88.44493 (±27m)
Altitude: 104m
PCWW+R56, Ward 42, Don Bosco Colony, Siliguri 734004



Salesian College, Siliguri
3rd Board Of Studies Meeting, 2024
03.06.2024 14:06
26.74636, 88.44492 (±475m)
Altitude: 104m
PCWW+R56, Ward 42, Don Bosco Colony, Siliguri 734004



Mr. Subhajit Paul

Chair Person, BoS

Mr. Dhirodatta Subba

Secretary, BoS

Mr. Tanay Bhadra

Deputy Chair person, BoS

Salesian College (Autonomous) Siliguri
Department of Political Science

3rd BoS Meeting

Minutes of the meeting

The third UG BoS meeting of the Dept of Political Science took place on at 1:30 pm in the JPM Hall. The meeting was chaired by Dr. Ranita Chakraborty and moderated by Mr. Sangam Ghatani.

Agenda

The agenda for the meeting were listed as follows:

1. Approval of syllabi for 1st and 2nd semesters for Dual Major under Regulation 2024 at Salesian College (Autonomous).
2. Approval of Paper-setter, Moderator, and Examiners' panel.

Attendance

The following members were present in the meeting:

Sl. No.	Name	Role	Signature
1	Dr. Ranita Charaborty, Dean & Assistant Professor, Siliguri Campus	BoS Chairman	
2	Prof. Ranjita Chakraborty, Professor, Department of Political Science, University of North Bengal	Subject Expert	
3	Dr. Maidul Islam, Assistant Professor, Centre for Studies in Social Sciences, Calcutta	Subject Expert	
4	Dr. Dipmala Roka, Assistant Professor, Department of International Relations, Sikkim Central University	Subject Expert	
5	Mr. Birendra Rasaily, Advocate, Siliguri Court	Industrial Expert	
6	Mr. Rajyavishek Pradhan, Assistant Professor, Department of Political Science, North Bengal St. Xaviers College	Alumni Member	
7	Mr. Sangam Ghatani, Head & Assistant Professor, Siliguri Campus	BoS Vice-chairperson	

8	Mr. Jeetendra Sah, Programme Coordinator & Assistant Professor	BoS Secretary	
9	Mr. Mingu Sherpa, Assistant Professor	Faculty Member	
10	Ms. Jyoti Gupta, Assistant Professor	Faculty Member	
11	Mr. Nihal Mangrati, Assistant Professor	Faculty Member	
12	Ms. Sumit Lepcha, Assistant Professor	Faculty Member	
13	Ms. Prasanti Pari, Assistant Professor	Faculty Member	
14	Ms. Bijayata Subba, Assistant Professor	Faculty Member	
15	Ms. Treyata Tamang, Assistant Professor	Faculty Member	

Discussions

The discussions in the meeting are recorded here according to the agenda.

The BoS meeting started with the introduction of the BoS members by Mr. Sangam Ghatani followed by presentation of the papers under the Dual Major programme.

Prof. Ranjita Chakraborty suggested changes in Units of the paper Introduction to Political Theory which includes inclusion of topics such as the term political (Unit I), Jean Bodin Unit II, changes in sequence in Unit III, exclusion of elements off State (Unit IV). For the paper Dynamics of Political Theory she suggested the term Liberal instead of Liberalist in Unit II and use of the term Liberty as a title of Unit III instead of Freedom and inclusion of concept and variants of liberty. She suggested to keep only the concept and variants of Justice in Unit IV. She further advised to merge Unit IV and V together which was supported by all BoS members.

Dr. Chakraborty further suggested exclusion of the topic Historical Background of Indian Constitution and exclusion of Unit VI of the paper Introduction to Indian Constitution. For the paper Indian Government and politics she suggested to make changes in the title of Unit I and as Making of Indian Constitution and Features instead of Historical Background.

With regard to the paper Law and Legal Awareness, she suggested change of title of Unit III and giving the basic idea of legal system of India in Unit II.

For the paper International organization she suggested to make the syllabus light and to exclude the topic SDG goals form Unit IV and India's contribution to world peace.

Dr. Maidul Islam, highlighted the nature of students and the academic background which they belong who . He further suggested to keep basic topics for the students regarding the paper Introduction to Political Theory.

With regard to the paper Dynamics of Political Theory, he suggested to change the title of Unit III and exclude the term 'equality of opportunity' from Unit IV. He further clarified the importance of feminism as a tradition of political theory. He further suggested to include a book 'Political theory: Methods and approaches' in the suggested readings.

Dr. Dipmala Roka, suggested to use Determinants of State instead of Elements of state in the paper Introduction to Political Theory.

She suggested exclusion of Feminism as a tradition in Unit II and inclusion of retributive Justice in Unit IV of the paper Dynamics of Political Theory. She further suggested to include ,Contemporary Political Theory: A reader, in suggested readings.

With regard to the Paper Indian Government and Politics she suggested to make it more holistic and to include various commissions and government organizations as a part of syllabus to make it more dynamic.

For the paper International Organizations she suggested to include post cold war era development of United Nations and SDG goals should be removed from unit IV. She further suggested to include 'A world beyond Borders: An introduction to the History of International Organizations'.

Discussions on Approval of Paper-setter, Moderator, and Examiners' panel.

After a thorough discussion on the syllabus for the Dual Major, a list of Paper-setter, Examiner and Moderator was prepared in presence and in consultation with the Board of studies members.

Resolutions

1. The house approved the presented syllabi subject to the implementation of the above-mentioned observations.
2. The house approved the presented panel of paper-setter, moderators and examiners for the Summative Assessment due in December 2024.
- 3.

Action taken report

1. The observations to the presented syllabi were incorporated in its revised draft and the later has been implemented in the Dept for the academic year 2024-25.
2. The panel of paper-setter, moderators and examiners for the Summative Assessment were forwarded to the Controller of Examinations on <date>.

Minutes prepared by,

Jeetendra Sah

UG BoS, Dept of Political Science.

Date: 03/06/2024

Approved by,

Dr. Ranita Chakraborty

UG BoS, Dept of Education

Date: 03/06/2024

Salesian College (Autonomous)
Department of Political Science
2nd Board of Studies (BOS) Meeting
Programme: B.A in Political Science

MINUTES OF BOARD OF STUDIES MEETING

Venue: JPM Hall

Date: 24.02.24

Time: 10:00 AM

The Department of Political Science in following autonomy status of Salesian College Sonada & Siliguri and the directives of the government has framed the curriculum based on NEP, 2020 framework. The faculty members have drafted the new syllabus content and submitted the same for the approval to the Board of Studies. The suggestions made by the Board of Studies have been incorporated in the curriculum for the academic year 2024-2025.

Agenda for BoS Meeting

1. Proposal for the approval of curriculum document drafted, presented and reviewed by the BOS members.
2. Viewpoint of the experts on the newly framed syllabus.

Minutes of the meeting

The BoS meeting started with the introduction of the BoS members by Mr. Sangam Ghatani followed by introductory note by Dr. Ranita Chakraborty (Chairperson & Dean) highlighting the purpose of the 2nd BoS meeting. She briefed about the curricular structure and the credit distribution maintained by the college for each semester and clarified the idea behind the curriculum prepared by the college.

Prof. Dr. Ranjita Chakraborty, highlighted the importance of feedback of the faculty members and students regarding the ongoing syllabus. She also suggested for maintaining a parity in the credit structure for each semester. She suggested to have community outreach programme through which the students can reach out to the grass root level to educate the people and to have field experience for students.

1. She proposed changes in Unit I & Unit II of Western Political Thought and to have original texts of philosophers in reference section.
2. She proposed to include evolution of Comparative Politics and opined necessary changes in Unit II and Unit IV of the paper Comparative Government and Politics. She also proposed to revise the reading list and include books on modern governments.
3. She furthermore briefed the board to be creative in Curriculum for MDC paper by focusing rights of indigenous people and vulnerable section of the society, and environment and to show documentaries on it for making teaching-learning process more interesting.
4. Regarding the Course of Western Political Thought II she suggested to include Hegel in the syllabus and revise the reading list of the paper.
5. She proposed the exclusion of two subtopics and merging of few other sub-topics from Unit II, Unit III and Unit IV of the paper Human Resource Management.

6. For the Paper Political Sociology she asked to include Political Participation and non-participation along with the exclusion of few sub-topics from the Syllabus and suggested to work on the reference section of the paper.

Dr. Maidul Islam, suggested to have equal credit structure for each semester. He also suggested to have practical papers to increase credits for parity in each semester which can be done by providing internships by legal firms and various other related industries.

1. He suggested to have original texts of the philosophers for the Paper Western Political Thought. He suggested to include primary texts in the reference section.

2. The Changes proposed by Dr. Ranjita Chakraborty were welcomed by Mr. Islam for the Paper Comparative Government and Politics and proposed to Include Russia as a topic in Unit V.

3. Dr. Maidul proposed to include Marxism and Idealism. In the course Basic Concepts of International relation.

4. In regard to Western Political Thought II, he opined to change chronological orders of the philosophers in the syllabus and include Hegel as a topic in the syllabus.

5. He suggested to include few relevant books in the reference section of the course Political Sociology and to include Civil Society as topic.

Dr. Dipmala Roka,

1. Proposed to include recent publications in the reference section of every paper proposed in the curriculum She suggested to make necessary changes in the syllabus of MDC paper, International Relation. She proposed to make it more basic for the students and make necessary changes in Units of the paper. She asked to reduce the topics from Unit I and Unit II. She also asked to include basic theories of Liberalism, Idealism and Realism in the syllabus. For further improvement in the syllabus she proposed to make minor changes in the later units of the paper, Basic Understanding of International Relation, and give more emphasis on global south in the study of international relation. To make classes of international more interesting she suggested to have Power Point Presentations during classes.

2. She suggested to include evolution, nature, scope and relevance in Unit I for the Paper Introduction to International Relations. She opined to have some relevant topics in Unit II such as Hegemony, Citizenship, Anarchy, Identity etc. She proposed necessary changes in Unit III and Unit IV related to topics like Feminism, War, Peace, Security etc. Dr. Dipmala also suggested to chronologically design Unit IV and V for establishing relation with the given international events and organizations. She also asked to make necessary changes in the teaching hours after the re-adjustment of topics.

Mr. Subrata Gupta, welcomed the changes suggested by Dr. Ranjita Chakraborty and suggested to add topic like Industrial Legislation and labour laws in India. Apart from it he also reflected the importance of including managerial theories and its basic understanding for giving constructive knowledge in HRM. He also suggested to add a book in the reference section.

Department of Sociology
2nd Board of Studies (BOS) Meeting
Minutes of Board of Studies Meeting
Programme: B.A. in Sociology

Venue: Board Room, Taverna Block
Time: 11: a.m.

Date: 23rd, February, 2024

The Department of Sociology in following autonomy status of Salesian College and the directives of the Government has framed the curriculum based on NEP, 2020 framework. The faculty members have formulated the new syllabus content and submitted the same for the approval for the Board of Studies. The suggestions made by the Board have been incorporated in the curriculum for the academic year 2024- 2025.

A. Agenda for BoS Meeting:

1. Proposal for the approval of the Curriculum Document by the HoD, Sonada Campus and seconding of the proposal document by any one member.
2. Any other.

Members Present

BoS Panel Members		
Sl No.	Name	Role
1.	Ms. Ranita Chakraborty, Dean of Social Sciences, Department of Education, Salesian College, Siliguri.	BoS Chairperson
2.	Mr. Vivek Kalikotay, HoD, Department of Sociology, Salesian College, Siliguri Campus	Vice Chairperson
3.	Ms. Pratishtha Dewan, Assistant Professor, Department of Sociology, Siliguri Campus	Secretary, Faculty Member
4.	Dr. Saswati Biswas, Professor, Department of Sociology, University of North Bengal	Subject Expert
5.	Dr. Kumar Chhetri, Assistant Professor, Department of Sociology, Raiganj University	Subject Expert
6.	Mr. Bappi Singha, Assistant Professor, Department of Sociology, University of Gour Banga	Subject Expert
7.	Mr. Rahul Amulya Pradhan, Founder & President of the Trust- "Mukh Bandh Kaam Suru"	Industrial/Organizational Expert
8.	Mr. Anmol Rai, B.Ed., Pragati College of Education	Alumni Member
9.	Ms. Chunku Lepcha, Assistant Professor, Department of Sociology, Salesian College, Siliguri Campus	Faculty Member

10.	Dr. Shilpita Gine, Assistant Professor, Department of Sociology, Salesian College, Siliguri Campus	Faculty Member
11.	Ms. Malati Dixit, Assistant Professor, Department of Sociology, Siliguri Campus	Faculty Member
12.	Ms. Sophia Rai, Assistant Professor, Department of Sociology, Salesian College, Sonada Campus	Faculty Member

13.	Ms. Sumina Chettri, Assistant Professor, Department of Sociology, Salesian College, Sonada Campus	Faculty Member
14.	Ms. Ragini Chhetri, Assistant Professor, Department of Sociology, Salesian College, Sonada Campus	Faculty Member
15.	Ms. Aswini Lama, Assistant Professor, Department of Sociology, Salesian College, Sonada Campus	Faculty Member

Welcome and Opening Remarks

Ms. Pratishtha Dewan, Secretary, opened the meeting with a welcome address to the members. The introduction of the Board of Members and presentation of the Curriculum document was done by Ms. Sophia Rai, the Head of the Department of Sociology, Sonada Campus.

The following Matrix mentions the required changes to be made/ suggestions given by the panel:

SEMESTER – III			
Course Code	Course Type	Title of the Course	Suggestions/ Corrections to be made
23SOCMAJ201	Major	Sociology of Kinship	a. Add a section on Gender and Kinship as Unit four. b. Additional References of Leela Dube "Women and Kinship" to be added.
23SOCMAJ202	Major	Social Stratification	a. Additional references by Dipanker Gupta are to added. b. Keep mobility, remove Sanskritization.
23SOCMIN201	Minor	Sociology of Gender	
23SOCMDC201	MDC	Disaster and Social Crisis	a. Gender and Disaster as a sub theme can be added unit four.
23AECE100	AEC	Compulsory English	N/A
23SOCSEC201	SEC	Sociology of Mass Media	
VAC	VAC	A. Service learning in Sociology- I	

SEMESTER – IV

Course Code	Course Type	Title of the Course	Suggestions/ Corrections to be made
23SOCMAJ203	Major	Research Methodology- I	a. Add 'Logic of scientific enquiry in social research'. b. Add a unit on social survey, observation and interview.
23SOCMAJ204	Major	Sociology of Religion	
23SOCMAJ205	Major	Contemporary Sociological Thoughts and Theories	a. Add Introduction on the contemporary theories- Framework as Unit – I. b. Merge Post Structuralism and Post Modernist units. c. Include Foucault's Power, Knowledge, Discourses. d. Include Gidden's Work on New Rules of Sociological Theories and Structuration Theory. e. Number of classes for Unit IV requires revision.
23SOCMIN202	Minor	Sociology of Gender	
23AEAE102	AEC	Alternative English	N/A
23SOCSEC202	SEC	Working with Communities	
VAC	VAC	Service learning in Sociology- II	

The meeting was concluded by vote of thanks extended by Ms. Pratishtha Dewan, BoS Secretary, Department of Sociology.


24/2/24
SECRETARY
Board of Studies
Department of Sociology
Salesian College (Autonomous)
Sonada & Siliguri

Salesian College (Autonomous), Siliguri
Department of Sociology
Third Board of Studies Meeting (Double Major)

Minutes of the BoS

The third UG BoS meeting of the Dept of Sociology took place on 3rd May, 2024th at 2 pm in JPM Hall. The meeting was chaired by Dr. Ranita Chakraborty and moderated by Ms. Chunku Lepcha.

Agenda:

The agenda for the meeting were listed as follows:

1. Approval of syllabus for 1st and 2nd semesters for Dual Major under Regulation 2024 at Salesian College (Autonomous).
2. Approval of Paper-setter, Moderator, and Examiners' panel.

Attendance:

The following members were present in the meeting:

1. Dr. Ranita Chakraborty	Dean and Chairperson	Present at the venue
2. Ms. Chunku Lepcha	Head and Vice Chairperson	Present at the venue
3. Ms. Pratishtha Dewan	Assistant Professor and Secretary	Present at the venue
4. Dr. Saswati Biswas	Professor	Absent
5. Dr. Kumar Chhetri	Assistant Professor	Present online
6. Mr. Bappi Singha	Assistant Professor	Present online
7. Mr. Rahul Amulya Pradhan	President and Founder of Trust "Mukh Bandh Kaam Suru"	Absent
8. Mr. Anmol Rai	Alumni	Absent
9. Mr. Mingma Wangdi Sherpa	Assistant Professor	Present at the venue
10. Dr. Shilpita Gine	Assistant Professor	Absent
11. Ms. Malati Dikshit	Assistant Professor	Present at the venue
12. Ms. Sophia Rai	Assistant Professor	Present at the venue
13. Ms. Sumina Chettri	Assistant Professor	Present online
14. Ms. Ashwini Lama	Assistant Professor	Present online
15. Ms. Ragini Chhetri	Assistant Professor	Present online

The discussions in the meeting are recorded here according to the agenda-

Discussions on approval of the curriculum document:

a. Major 101-

- The title for the paper needs to be replaced by 'Introduction to Sociology – I.

- Under Unit three, the experts suggested to make a minor change for the unit's theme as 'Comparison between Sociology and Social Sciences.
- The panel recommended adding the topic 'social groups' in addition to the existing sub – topics for unit IV.

MDC 101-

- The panel recommended to club the sub – topics 'Individual, Group and Community as a single sub – topics under Unit I.

Major 102 –

- The panel recommended to remove the terms 'Hindu' and 'Muslim' from Unit IV while retaining the contents mentioned earlier.

d. Major 103-

- The experts recommended to reframe the title for Unit I, sub -topic two, into 'Contributions of Harriet Martineau in Sociology'.
- Sub topic 'Ideas of Socialism' is to be added under Unit II.
- The experts recommended to remove the sub topic of Weber's methodology and add just the conceptual term 'Verstehen'.

e. VAC

- Need to mention paper I and II for the respective courses of VAC.
- VAC credits need to be changed from 1 to 2 credits.

Discussions on approval of Paper – Setter, Moderator, Examiner's panel

The Vice Chairperson presented the panel of paper – setters, moderators and examiners for the Summative Assessment for the first and second semester Double Major to the members.

Resolutions:

1. The house approved the presented syllabi subject to the implementation of the above-mentioned observations.
2. No changes were recommended for SEC courses.
3. The house approved the presented panel of paper-setter, moderators and examiners for the Summative Assessment due in December 2024.

Action Taken:

1. The observations to the presented syllabi were incorporated in its revised draft and the later has been implemented in the Dept for the academic year 2024-25.
2. The panel of paper-setter, moderators and examiners for the Summative Assessment shall be forwarded to the Controller of Examinations.

Minutes prepared by,

Ms. Pratishtha Dewan

UG BoS, Dept of Sociology

Date: 9th May 2024

[Signature]
SECRETARY
 Board of Studies
 Department of Sociology
 Salesian College (Autonomous)
 Sonada & Siliguri

Approved by,

Dr. Ranita Chakraborty

UG BoS, Dept of Sociology

Date: