Department of Sociology and Social Work

CHRIST (Deemed to be University)

Bangalore

Policy Document

Revised Version

September 2021

Department of Sociology and Social Work, CHRIST (Deemed to be University), Bangalore

PREFACE

The Department of Sociology and Social Work offers Undergraduate and Postgraduate courses besides PhD programmes. Being one of the oldest departments of the university, the department has a well-established system of governance. Well thought out policies covering all aspects of teaching, practice and research are instituted. Unique practices such as service learning, skill labs, practice seminars are well designed and implemented.

This revised version of the Policy document spells out the quality practices related to the different activities, including research, academic integrity and professional ethics. The assessment and evaluation practices of the department are elucidated clearly. The norms related to extension and consultancy practices are presented lucidly. The Protocols related to the conduct of workshops, seminars and conferences are highlighted. The role of alumni association in supporting the department efficiently is also brought out. This document will help the faculty members and students to understand the policies and procedures in the department, and thus execute the activities effectively.

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- **Admission to Sociology programmes**
    ● BA
    ● Master of Applied Sociology
    ● Doctor of Philosophy in Sociology (PhD)
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    ● Master of Social Work (MSW-CCP/HRDM)
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DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

CHRIST (Deemed to be University), Bangalore

SECTION- I

INTRODUCTION

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The Department of Sociology and Department of Social Work at CHRIST (Deemed to be University) emerged as a single Department by the merger of Department of Sociology, which was one of the oldest Departments in the University and Department of Social Work. The Department offers two Postgraduate programmes in Applied Sociology and Social Work.The Department offers two specializations in Social Work - Social Work in Clinical and Community Practice and Social Work in Human Resource Development Management.It also offers Undergraduate programmes under the triple major system with the departments of Psychology, Economics and Journalism. The Department also facilitates Doctoral and Post-Doctoral Fellowship programmes for aspiring research scholars.

The Department works towards the pursuit of excellence in academics and skill training of students of sociology as well as those aspiring professional Social Workers. In addition to its focus on academic engagement, the department strives to engage in providing services to society through student-led projects for communities in need of support under the realm of Service Learning. Inspired by the ever-changing social context and the needs of people, the department initiates programmes that cater to the emerging needs of the society. The department organisesresearch, educational programs, seminars, workshops and immersion camps as part of its curriculum. The value of learning through service is significantly incorporated in the academic programmes. The curriculum offered by the department provides opportunities for the holistic development of the students and blends learning from the classroom with experiential learning.

Vision

Sustainable Development Ethos and Glocal focus on service, research, and innovation.

Mission

Nurturing students as responsible citizens with a global perspective and local action through critical academic and field engagements aimed at competence building in research, community service and leadership that contribute to sustainable development

Department objectives

❖ Provide a sound foundation in Sociology and Social Work, its theoretical frameworks and perspectives

❖ Learn and apply the Methods of Social Research

❖ Inculcate technical skills and mastery over software packages such as SPSS that are important for social science research

❖ Enhance academic Writing skills

❖ Encourage lateral and analytical thinking

❖ Hone soft skills such as presentation skills and interpersonal skills

❖ Foster management and administrative abilities

Aspiration Statement

To become a leading Centre of Sociology and Social Work Education at the national and international level that nurtures responsible academicians and professionals through innovative engagement in competency building, service, research, development, leadership and knowledge dissemination.

The department aspiration includes the following:

- To position the Department of Sociology and Social Work as a Thought-leader and dynamic actor in the higher education sector.
- To develop and impart service based, contemporary innovative and research-oriented pedagogy and curriculum.
- To imbibe in students discipline specific ethical standards.
- To inculcate accountable and ethical standards.
- To develop personal and professional competences through integration of knowledge and practice.
- To develop indigenous knowledge and intervention strategies in social work.
- To develop as a Resource Centre for research, consultancy, training and skill development.

Emerging Trends - Next Generation Professionals

This strategic plan is developed keeping in view next generation graduates with an aim to make them competent and capable for integrating and applying the Knowledge and values in a purposeful and professional manner for the well-being of the society. In this context, the emerging **trends** or the **changes** that have been identified by the department are as follows:

- Globalization/ Localization: Local-Global cultural continuums in 21st century
- Expectations from the Department and the University
  - Cognitive Flexibility
  - Innovative interventions
  - student and stakeholder expectations
  - o   Critical engagements with knowledge domains: new epistemic horizons
  - o   Focus on research and publica
  - Focus on knowledge sharing and knowledge translation
  - Internationalization
- Mapping social change(s):
  - ★ Revisiting the methodological devices
  - ★ Rethinking the corporate-academia connections
  - ★ Innovations in curriculum and pedagogy
  - ★ Enhance learner, educator and community partnership
  - ★ Incorporating sustainability in teaching and learning
  - Demonstrating local knowledge globally
  - Facilitate
  - Indigenization and decolonization of practice and theory: Emerging Indigenous knowledge systems and re-imagining the   grassroots: Critical social interventions

SECTION- II
GRADUATE ATTRIBUTES

The department of Sociology and Social work at Christ University trains students to demonstrate effective integration of Knowledge, Attitude and Skills (KAS) to fulfill his / her learning at the predetermined proficiency level. Graduate attributes developed by the department expect that the students must be culturally competent in cognitive and non cognitive skills and become advocates for social development and excellence in community training and participation. They must develop broader understanding about the social perspectives of society in problem solving skills through analytical and creative approaches.

2.1 At the University level, following attributes are expected to be inculcated by the graduates:

Theme	Sub-Theme	Attributes
Academic	Academic Excellence	**Academic Excellence**
		Domain Expertise
		Problem Solving Skills
		Knowledge Application
		Self-Learning and Research Skills
	Professional Excellence	**Professional Excellence**
		Practical Skills
		Creative Thinking
		Employability
		Entrepreneurship
		Continuous Learning
		Analytical Skills
		Critical and Solution-Oriented Thinking
		Global Perspective
		Innovativeness
Personal	Personality	**Personality**
		Self-Awareness
		Emotional Self-Regulation
		Self-Esteem
		Humility
		Accessibility
		Positive Attitude
		Personal Integrity
		Adaptability
		Tolerance
		Respect for Peers
		Sense of Transcendence
		Compassion

Theme	Sub-Theme	Attributes
Interpersonal	Leadership	**Leadership**
		Logical Resolution of Issues
		Self-Confidence
		Initiative
		Dynamism
		Empathy
		Inclusiveness
		Team Building Skills
		Facilitation
		Consultative Decision Making
	Communication	**Communication**
		Verbal Skills
		Non-Verbal Skills
		Respect for Others
		Listening
		Clarity and Comprehensiveness
		Assertiveness
Societal	Social Sensitivity	**Social Sensitivity**
		Respecting Diversity
		Civic Sense
		Law Abiding
		Cross-Cultural Understanding
		Knowledge Sharing
		Environmental Sensitivity
		Social Awareness and Contribution

A. Graduate Attributes for Sociology UG & PG

Expected outcomes

1. Social Sensitivity
2. Critical Thinking
3. Respect for Cultural Diversity
4. Creativity and Passion
5. Sociological Imagination
6. Research Skills
7. Soft Skills and Technical Skills

B. Graduate Attributes for Social Work – Clinical and Community Practice (CCP)

Expected outcomes - competencies for basic practice

The clinical and community practice social work students will be able to:

1. Assess and diagnose psychosocial issues affecting individual functioning
2. Facilitate group interaction that directs change.
3. Identify community developmental needs; mobilize community resources involving community to strategize community developmental initiatives and strengthen community action.
4. Work in alignment with aims and objectives of welfare agencies and collaborate with Proactive community partners.
5. Nurture creativity, critical thinking and resilience.
6. Be accountable, with supervision and support, for social work practice.
7. Professional development and follow standards and ethics of general social work and clinical social work guidelines.
8. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
9. Work effectively with a Multidisciplinary approach with beneficiaries to deal with distress and psychosocial issues at various stages.
10. While working with client systems students will learn Simplicity, Morality, Accountability, Responsibility and Transparency approach (SMART)

Expected outcomes - competencies for advanced practice

The clinical and community social work students will showcase the capacity to:

1. Collaborate and network with health care and Community - Based Organization, government and non-government organizations.

2. Resolve conflicts in relationships.

3. Adapt and work in difficult settings such as communal conflicts, trauma and disasters, diverse cultures.

4. Communicate and inform professional judgments effectively with stakeholders.

5. Apply Information Communication Technology (ICT) in social work practice and research.

6. Formulate clinical psychosocial management based on clinical diagnosis.

7. Formulate research problems and elicit empirical evidence for practice and evaluation.

8. Design, implement and evaluate welfare projects to provide preventive service at community level

C. Graduate Attributes for Social Work – Human Resource Development and Management (HRDM)

Expected outcomes / competencies for basic practice

The Social Work HR Students will be able to:

1. Demonstrate flexibility while working with Multiple professionals

2. Adapt to different situations

3. Accountable to the organization

4. Gain technical skills- Excel, HR softwares

5. Utilize the available resources

6. Develop good Interpersonal and Intrapersonal Skills

7. Develop good Presentation Skills

8. Work in alignment with aims and objectives of industries

9. Nurture Creativity, Critical thinking and Resilience.

10. Be accountable, with supervision and support, for social work practice.

11. Ensue professional development and follow agreed standards and ethics of social work.

12. Demonstrate effective oral and written communication in working in industrial settings

13. Focus on Planning Organizing, Implementation, Monitoring and Evaluation

14. Uphold transparency, responsibility and accountability

15. Develop Documentation ability

Expected outcomes / competencies for advanced practice

The Social Work HR Students will showcase the ability to:

1. Adapt and work in different settings – Manufacturing, Retail, IT, Hospitality, Banking, Service Industries, Agricultural Industries, Local Administrative System etc.

2. Engage diversity and differences in practice.

3. Foster teamwork in achieving complex goals

4. Manage stress in fulfilling role demands

5. Influence and Motivate skills for better performance

6. Develop grievances handling techniques and skills

7. Formulate research problems and elicit empirical evidence for practice and evaluation.

8. Plan, Implement, Monitor and Evaluate Employee Social Security Welfare Projects.

9. Plan and prepare programmes for organizations/ corporate on social responsibility.

SECTION- III

STRATEGIC PLAN - DEPARTMENT FOCUS AREAS

Strategic Plan of the Department of Sociology and Social Work determines and opens up the diverse areas in which the Department engages to fulfill its mission and vision in strengthening not only the Department in reference to the students and faculty members but also to connect with the larger societal communities. The following are the departmental processes and plans in achieving its mission through continuous engagement, evaluation and interventions to connect theory with practice.
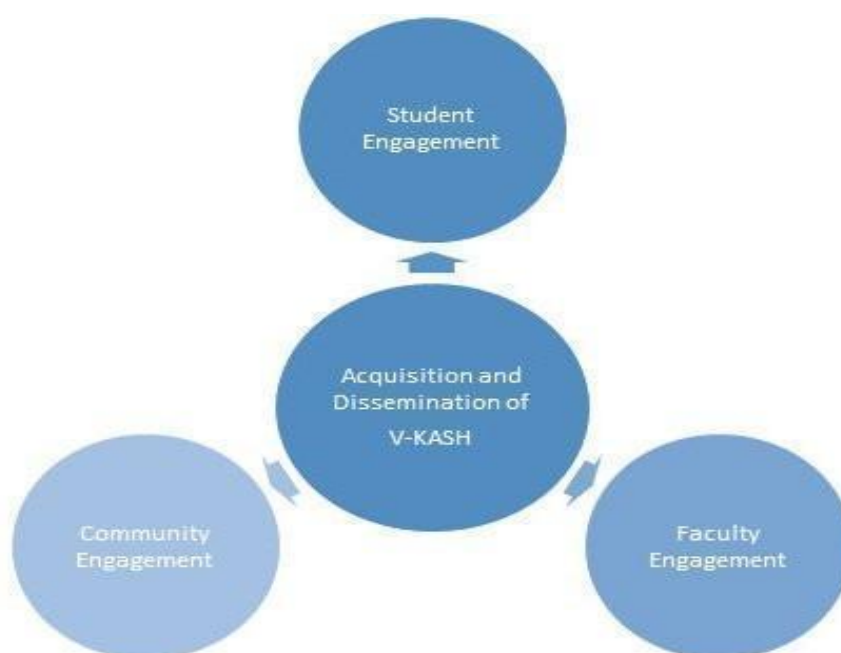
V-KASH: Values- Knowledge, Attitude, Skill, Habits

Student Engagement:

Non-Traditional internships, Innovative Curriculum, Mentoring and Research support, Associations, Seminars and conferences organized by students, Scholarship for International Internships, Class to Field and Field to Class, Reflection, Peer learning, Library usage, Result analysis, Cultural &Sports activities, MOOC, Rural Camp, Internships Holistic education, Service learning and Alumni Connect

Teacher Engagement:

Teaching and Research Support, Mentoring, Faculty Exchange programme, Support for publication, CAPS, Innovation and Consultancy Cell, Faculty development programme, Major Research project, Opportunity for Joint research, MOOC, Publication, Participation in various committees/associations, Consultancy and extension activities, and Student Support Systems, Peer Mentoring and Support, Examiner, and Board of Studies (member from other universities), Participation in various conferences, seminars and advisory bodies of other universities.

Community Engagement:

Alumni events, NGO /Industry partnerships, Practitioners meet, Associations, Creative projects and extension activities, Curriculum Development, Fund Development, Events, Field supervisors and collaborative projects through support to CSA, engagement through local self-governing bodies (Panchayat Raj), Seminars and Conferences.

Highest priority goals

- Enhance faculty research and publication culture
- Participatory and sustainable leadership models
- Capacity building of the faculty in Curriculum Development, Research and case study- based Pedagogy
- Strengthen the use of technology in Teaching and Assessment
- Strengthen self-learning modules
- Strengthen internal (interdepartmental) and external collaboration
- Enhance service learning

Strategic Plan Method - Appreciative Inquiry (AI)

Department of Sociology and Social Work would practice the philosophy of Appreciative Inquiry (AI)*,[1] while implementing the strategic plan from 2018 to 2023.

[1] *This was developed by David L Cooperrider and Suresh Srivastava at Case Western Reserve University's Department of Organizational Behavior.**

Strategic Plan Objectives

- Develop and demonstrate high standards of teaching and learning practices
- Promote Research, Consultancy, Publication, and Extension activities
- Enhance core competencies- Graduate attributes
- Develop a globally competitive curriculum.
- Increased focus on quality assessment practices –Capacity building of teachers on quality assessment
- Focus on student development activities- Theme-based association activities (example AHTC), conferences /workshops, guest lectures, Academia-Industry connects.
- Ensure effective use of technology and learning resources
- Teamwork- Inculcate value-based and participatory leadership qualities.

SECTION- IV

PROGRAMMES OFFERED BY THE DEPARTMENT

Doctoral (Ph.D.)

- Doctor of Philosophy (Ph.D.) in Social Work
- Doctor of Philosophy (Ph.D.) in Sociology

Postgraduate Courses

- Master of Science (MSc) in Sustainable Development
- Master of Arts (MA) in Applied Sociology
- Master of Social Work (MSW) Clinical and Community Practice
- Master of Social Work (MSW) Human Resource Development and Management

Undergraduate Courses

- BA EPS-Bachelor of Arts (BA) in Economics, Political Science, Sociology
- BA PSEng-Bachelor of Arts (BA) in Psychology, Sociology, English
- BA PSEco-Bachelor of Arts (BA) in Psychology, Sociology, Economics

Diploma Course

- Post Graduate Diploma in Disaster Management

Generic Electives

- Community-Based Participatory Research
- Social Change and Modernity
- Methods of Social Research
- Women Issues
- Sociology through Cinema
- Sociology and Culture
- Sociology of Science and Technology

Odd Semester

- Social Welfare and Services
- Adolescent well being
- Substance and Technology Addiction
- Child Rights & Protection

Even Semester

- Corporate Social Responsibility
- NGO Administration
- Labour Legislations
- Substance and Technology Addiction
- Green Social work

Admission to the Sociology and Social Work Courses

Admission to Sociology programs

❖ **BA**

- Academic orientation –Minimum 50% aggregate marks for Plus two level examination.

    i. Written Test

    ii. Personal Interview

❖ **Master of Applied Sociology**

- Academic orientation –Minimum 50% aggregate marks for the undergraduate examination.

    i. Written Test

    ii. Personal Interview

❖ **Doctor of Philosophy in Sociology (Ph.D.)**

- Academic orientation – Minimum 55 % in Masters programme and M. Phil.

    i. Entrance test

    ii. Personal interview

    iii. Academic scores

    iv. NET/JRF

Admission to Social Work Programmes

❖ **Master of Social Work (MSWCCP/MSW HRDM)**

- Academic orientation –Minimum 50% aggregate marks for the qualifying examination.

    i. Skill Assessment

    ii. Personal interview

Doctor of Philosophy in Social Work (Ph.D.)

- Academic orientation – Minimum 55 % in Masters programme.

      i. Entrance test

      ii. Personal interview

      iii. Academic Scores

      iv. NET/JRF

Programme Outcomes

BA PSEco

PO1. Demonstrate knowledge of the discipline, identify, explain, and analyse seminal pieces of work in Psychology, Sociology, and Economics and apply disciplinary concepts in real-world situations

PO2. Conceptualise, design and conduct research based on academic inquiry drawn from their study of Psychology, Sociology, and Economics

PO3. Communicate effectively based on the context within which one is operating

PO4. Evaluate issues with an emphasis on awareness of initiatives that encourage equity and growth for all

PO5. Use awareness of local, regional, national, and global development needs in their academic engagement and analysis of social phenomena

MA Applied Sociology

PO1 Demonstrate knowledge about the dynamics of social systems

PO2 Apply Sociological theories and perspectives to social reality

PO3 Analyze and engage with the social surroundings, problematise and raise questions AND Apply their knowledge for welfare initiatives

PO4 Demonstrate awareness of local, regional, national and global socio-cultural environmental needs and concerns

PO5 Engage in lifelong learning

PO 6 Ability to conduct Social Research AND Will have technical skills and mastery over software packages such as SPSS

PO 7 Exhibit academic Writing skills

PO 8 Demonstrate soft skills such as presentation skills and interpersonal skills. AND Exhibit lateral and analytical thinking skills.

MSW Clinical and Community Practice (MSW CCP)

PO 1 Exhibit professional demeanour with requisite skills, attitudes and knowledge

PO 2 Demonstrate critically evaluated research based practices.

PO 3 Integrate indigenous with global practices within the ambit of ethics to exhibit cultural sensitivity

PO 4 Students will exhibit leadership roles in development, social, health and industrial sectors

PO 5 Work at the Micro, mezzo and macro levels to achieve sustainability and create holistic growth

PO6 Global citizenship

PO 7 Self-directed and lifelong learning

PO8: Exhibit competence in clinical and community practices by applying values, principles and ethics of the Social Work Profession.

PO9: Demonstrate adequate expertise and skills in decision making, problem solving, critical, creativity, networking, collaboration, resource mobilization, and resource utilization.

PO10 : Demonstrate research demeanor and fervour

PO11: Demonstrate self and social awareness, self-management, adaptability, positive attitude and respect for fellow-beings in professional, social and personal attributes

PO12 :Develop a sense of social responsibility among students through their active participation and involvement in the curricular and co -curricular activities

MSW Human Resource Development and Management (MSW HRDM)

PO 1 Exhibit professional demeanour with requisite skills, attitudes and knowledge.

PO 2 Demonstrate critically evaluated research based practices.

PO 3 Integrate indigenous with global practices within the ambit of ethics to exhibit cultural sensitivity

PO 4 Students will exhibit leadership roles in development, social, health and industrial sectors

PO 5 Work at the Micro, mezzo and macro levels to achieve sustainability and create holistic growth

PO 6 Global citizenship

PO 7 Self directed and lifelong learning

PO 8 Equips the students with knowledge, skills and attitudes to function in Human resource management, Industrial relations, Corporate social responsibility fields.

PO 9 Cultivates a culturally competent persona

PO 10 Upholds employee empowerment practices

PO 11 Technical and communication skills

PO 12 Corporate citizenship

SECTION- V

QUALITY PRACTICES

Curriculum

Key features:
- The curriculum is Annually updated
- National and global perspectives in Sociology and Social Work education and training are included.

Curriculum updating process
- The curriculum that requires change goes for feedback to students, parents of students, alumni, practitioners & academicians from National and International Universities, and subject teachers.
- The changes are consolidated by the curriculum development cell (CDC) in the department.
- The changes are approved by members in the Board of Studies (external and internal members) and Academic Council, CHRIST (Deemed to be University).

Curriculum Development cell works for the development and updating of the Sociology and Social Work curriculum**.**
- This cell consists of three faculty members and the head of the department.
- The functions of the members are:
  - o Updating the syllabus as per emerging needs
  - o Contact experts for validating changes.
  - o Maintain documents of curriculum details.
  - o Meet frequently to discuss the changes required in the syllabus

Teaching and Learning

Course Plan

- Course plans to be drawn up and submitted before the commencement of the semester which is reviewed by the peer faculty.

- Course plans for triple majors to be drawn through a consultative process to ensure that portions are covered simultaneously across classes as much as possible
- Course plans to be shared with the students at the beginning of the semester
- Course plans should include:
  - Course Details
  - Course Description
  - Learning outcomes defined in terms of knowledge, skills and attitude
  - Primary and recommended texts
  - Course plan on a week/ day mode
  - Pedagogy
  - CIA details
  - Pattern of assessment

Procedure:

- Learning outcomes: are student-oriented, referring specifically to what students are expected to achieve or learn at the end of the course. Objectives are usually used to describe course design in terms of what teachers want to teach or how they view the course as contributing to the content areas covered by the entire programme.
- Learning activities: Meaningful activities relevant to current needs have to be worked into the pedagogy used
- Essential readings and recommended learning resources: A well-structured set of learning resources are provided in the course plan to students. These are usually in the form of reading lists and references. They may also include sets of links to online resources, e-books, essential reading, and recommended reading.

Guidelines to be followed

a. CIA documents format, Citations, and References in APA 7th Edition format
b. MOOC courses for self-learning
c. Focus on activities to encourage developing critical and analytical thinking

Key methodologies of teaching and learning are:

Study circle, experiential learning, role-plays- group and individual, field analysis and case study development, e-posters, use and development of ICT materials, organizing programmes in the campus and outside the campus.

- The students are also encouraged to self-learn through projects.
- Practice learning is a component in every paper.
- Moodle and Learning Management Systems are also used for teaching-learning purposes.
- Learning is integrated with graduate attributes

Value added Programme

The Department of Sociology and Social Work provides a nurturing ground to each student for their holistic development.

- Holistic education to develop soft skills, personal, interpersonal, and societal skills.
- Training on Life skills, Participatory Rural Appraisal (PRA), Statistical Package for Social Sciences (SSPS), Disaster Preparedness and Management, Human Rights, and 21st-century skills.

Field Work Supervision

Fieldwork supervision helps in moulding the Social Work professionals. Fieldwork supervision ensures;

- Regular and timely feedback to students on their performances.
- Positive and comprehensive learning environment to enable student development within the core competencies required for practice.
- A weekly meeting between student and faculty supervisor.
- Individual and group-based conferences/discussions.
- Supervisory visits to agencies to monitor and guide the performance.
- Coordination of placement matters with the agencies.
- Development of learning contract in consultation with the agency supervisors.
- Development of awareness about one's strengths, weaknesses, opportunities and threats to build professional competencies.
- Documentation and submission of reports.

- Monitoring and evaluation of student training in professional development

Dissertation/Manuscript

The Research Project is common to all students of Social Work and MA Applied Sociology. Students conduct research and submit the dissertation/manuscript to the department for evaluation.

- The research work is spread across one and a half years, starting from the second semester and ending with the fourth semester.
- Every student is required to complete the research project under the guidance and supervision of a faculty at the department, who will guide the student on areas related to Sociology and Social Work education and practice.
- Guidelines are provided to students, and research progress is assessed/reviewed periodically.

Team Teaching

- This allows two teachers to engage the class together.
- Helps students to learn from two teachers about the same topic, each teacher makes supplementary points to the classes.
- Teachers engage with the guest lecturers and also during holistic education.

Guest Lectures/Visiting Scholars

The Department of Sociology and Social Work encourages its faculty members to invite experts as well as alumni working on areas related to the courses that they are handling. These experts provide a welcome source of information and knowledge for our faculty and students and they also help the department to grow. Given below are some guidelines that the faculties follow while arranging these lectures.

Policy:

- Faculty members can invite scholars as per their course requirements
- Prior permission has to be sought from the Head of the Department
- The Guest Lecture should be included in the course plan as far as possible
- List of resource people to be compiled
- Reports have to be submitted within one week following the lecture

- Accounts also have to be settled with a copy given to the Head of the Department after the program.

Evaluation

- The Sociology and Social Work Department follows an Internal Assessment scheme with equal weightage given to formative and summative assessments.

  - CIA I   10%
  - CIA II (Mid Semester Exam)   25%
  - CIA III   10%
  - End Semester Examination   50%
  - Attendance   05%

- Assessment has to establish clear relationships between course objectives, course learning outcomes and assignment design.

- Assessment has to focus on
  - Academic integrity in terms of focus on academic honesty
    - Plagiarism will not be tolerated
    - Submissions will be run through Ouriginal or other similar authorized platforms for similarity check

  - Plagiarized work will incur penalties, which will be decided by the department committee.
  - Transparency in terms of criteria for evaluation
  - Accountability to stakeholders

- CIA marks will be validated by HOD and cluster coordinators before submission to the students and the Office of Examinations

Procedure:

Assessment is a part of the learning process and as such is embedded within the curriculum and the pedagogy adopted. The Department maps its assessment strategies with the graduate attributes defined as well as the learning outcomes for the course keeping the instructional strategies in mind.

- **CIA I and CIA III**

    o These rounds of internal assignments are designed keeping learning strategies and outcomes in mind

    o Assignments cater to different levels of learning in the following domains

      ▪ Cognitive (Based on Revised Bloom's Taxonomy)
        o Remember
        o Understand
        o Apply
        o Analyze
        o Evaluate
        o Create

      ▪ Affective
      ▪ Psychomotor

    ○ Assignments are part of the course plans

    o Assignments have to include assessment strategies such as rubrics for assessment or a self-explanatory break up of marks

    o Assignments should include details on the standards expected from the students

    o Have to be reviewed by peer faculties

    o Have to be approved by the Head of the Department

    o Have to be shared with the students at the beginning of the semester

    o Feedback on the assignments submitted will be shared with the students

    o

- **CIA II**

o   Mid Semester Examination

o   Should cover 50% of the syllabus for the course

o   Feedback to be given on the assessment

o   Faculty sharing a paper have to conduct a meeting and discuss the questions to be included before submitting the question paper.

o   Faculty teaching the same subject across classes also have to meet and discuss the questions before submission

- End Semester Examination

o   Question Paper is drawn from Question Bank

o   Question bank to be updated every semester

o   Editing and proofreading of the bank to be undertaken by the initiator and reviewer

o   Faculty sharing a paper have to coordinate with each other

o   Answer schemes for the end-semester exam have to be submitted to the HOD along with a copy to the custodian's office

- Students with a minimum of 85% of attendance are eligible to appear for ESE. Those students who have less than that will have to abide by the rules of the University to become eligible to appear for exams.

- The question papers are set for 50 marks in case of Social Work and 100 marks in case of Sociology.

- Supplementary examinations in case of failure or absence in examinations will be notified by the office of examinations at the beginning of the subsequent semester.

Formative Assessments

▪   The teacher assesses the students' understanding of the concepts and their application in the field through formative assessment.

- Quizzes, presentations, debates, group discussions, role-plays, write-ups, posters, are some of the methodologies used for evaluation.

Viva-voce examinations for Social Work students.

- 50% of the field Work marks are awarded based on the performance of the student in the Viva-voce examination, which is conducted by the Viva-voce committee constituted for the assessment of fieldwork.

- The committee shall consist of the members constituted by the head of the Department which has an internal examiner in the first, second and third semester. Only in the fourth semester, an external examiner will be present.

Internship evaluations

- **Internships** have 50% marks given under internal evaluations. Percentages of marks are given for Learning contract, attendance, Attendance report, and Weekly report; Social Work methods; Organizational study; case studies; practice; action projects/ mini projects, competencies, and skills acquired, etc.

- **Rural camp:** Daily evaluations on the performance of students will be undertaken by the faculty members coordinating the camp. A written report on the reflections about the rural camp will also be evaluated.

Committees

The main committees of the department are:

1. **Curricular: Curriculum Development Cell**
2. **Teaching-learning**
3. **Research, consultancy & extension**
4. **Governance, leadership & management**
5. **Student support**
6. **Innovation & best practices**
7. **Infrastructure & learning resources**
8. **Library Advisory Committee:**

   Library Advisory Committee comprises three members from the Department. The Library Policy is as follows:

- Procuring of learning resources such as Books, Journals, and Research Reports
- Advising for upgrading the library resources.
- Increasing library usage by students through library-based assignments.
- Conduct training programme for students in the usage of online library resources.
- Training faculty and students in the usage of resources management tools such as Mendeley.

9. **Resource Management Committee**:

- A two-member committee to monitor the whole process of resource management at the Department level. This committee will include the Head of the Department and one faculty member appointed for this role.
- This committee will monitor the Budget of the department and work on the same every financial year.
- It will also monitor the funding through internal and external projects.
- It will ensure optimum utilization of resources as approved in the budget. This will be done through a quarterly review of the budget.
- One copy of the expenses (of any activity conducted) needs to be submitted to the committee by the faculty in charge.

Human resource policy and strategies

The department recognizes the contributions of the faculty members, and research scholars and treats each individual fairly and consistently in all matters, with a uniform application of the following human resources practices:

• Faculty members are allocated to achieve optimum performance and efficiency of the department.

• Faculty members are always encouraged to well-equip themselves for their present job and future development. They are encouraged to attend internal and external training programmes. Funding for the same is available based on merit.

• All other rewards are based on merit. High performers are given priority to take up more responsible positions. Faculty members with high potential are identified and given additional responsibility.

• Two-way communications between HOD, Coordinators, and faculty members are promoted as a means of building mutual understanding and trust. Weekly meetings, cluster

level meetings, and meetings with HOD are organized on a continual basis to clarify professional roles, job performance, meeting targets, and other routine affairs.

• Workplace safety (physical, mental and emotional) is given top priority to enable faculty members and research scholars to deliver their best performance

Talent acquisition

The department recruits faculty members on a regular basis. All the University norms related to selection are followed. Human resource analysis and future requirements are kept in view before the recruitment drive and selection process is undertaken. Effective interview session, level 1 (subject experts and HOD) level 2(personnel office), Level3 (with Vice-chancellor) is carried out meticulously.

Similarly, Adjunct faculty are chosen on the basis of merit and the professional observations of senior faculty members. These are carried out for subject-specific requirements.

Faculty members are encouraged to organize guest sessions/workshops to meet the subject requirements after the approval of the HOD.

Onboarding

New faculty members are inducted through a centrally organized process. Senior members and external experts are involved in the Onboarding process. At the departmental level, HOD conducts formal as well as informal orientation sessions. Senior faculty are identified to act as professional mentors to support new faculty.

Talent management processes

Faculty members have to adhere to the following Practices

- · University work timings and work schedules
- · University and department timetables
- · Management of class attendance
- · Management of the course plans and validation
- · Organize and participate in joint teaching/Co-teaching assignments with the permission of the HOD.
- · Keep the HOD informed about new pedagogic practices and Involve outside experts
- · Schedule time individually and group-wise for research, internship, counseling, and mentoring sessions.

Retention policy

The department is growing in leaps and bounds on the basis of the performance of its highly talented faculty members. The department will make every effort the retain the services of the staff members. Additional assignments, projects, and other forms of recognition will be available to all the faculty members. On a rotational basis, faculty members are sent to foreign universities to enhance their professional strengths. There are sent to national institutions of

repute to build their professional resumes. Similarly, other national and international assignments are made available to faculty members in recognition of their contributions to the department.

Performance management

The performance of the faculty members is assessed through a 360-degree appraisal format designed by the university. The performance of the faculty in classrooms, research supervisory sessions, mentoring sessions, and internship mentoring sessions are reviewed periodically by HOD. This process allows for continuous improvements as well as modification of faculty performance.

Performance review meetings will be scheduled to correct/modify/enhance the performance of faculty members. Documentary evidence of these meetings with the agenda and proceedings will be maintained at the departmental level.

When problems involving unprofessional behavior within and outside the classroom, around the faculty cabins, and other venues of the university, are reported, HOD will take appropriate action.

In spite of all of the processes mentioned in the previous paragraphs, if faculty members are found unable to meet departmental requirements, action will be taken according to university norms.

Faculty Development

Quality Improvement Programme (QIP):

The Quality Improvement Programme (QIP) is about domain knowledge, aimed at capstone area(s). To upgrade the knowledge and skills of faculty members working in departments/functional areas/clusters the short-term QIP programmes in the emerging areas of subject/discipline are encouraged.

The main objective of the programme is to upgrade the expertise and capabilities of the faculty members. The other objectives are:

1. To understand the subject from a broader perspective,

2. To discuss scope, depth & breadth in understanding the subject,

3. To identify the research areas, &/or methodology of research through an experiential discussion/analysis/visit, etc., and

4. To build subject/discipline-specific competencies.

Modalities of Courses:

Course	Stage/ Position	No. of Hrs.	Conducted by
Quality Improvement Programme	All Faculty Members-Department level	3 QIPs of 3 days or 2 QIPs of 5 days equal to One Refresher	CU-Academic Staff College

Teacher Empowerment Programmes

- Faculties in the department are encouraged to involve in programmes that enhance their capacities as teachers, researchers, and practitioners.

- Teachers in the department are encouraged to do one online course in a year as part of developing their capacities and engaging them in regular updations the professional realm.

- They make periodical presentations in the department as well as in the University as part of faculty development programmes.

- Topics are allotted to the faculties based on their interest, knowledge, and their area of research. They bring the latest information on the topic for deliberations.

Faculty exchange programmes

- Faculty members are encouraged to visit International Universities as part of faculty exchange programmes
- They are also encouraged to visit National institutes and Universities

Student support

Academic Mentoring

The Department of Sociology and Social Work will assign students to all the faculty members during the first week of the I Semester of the program. These students will work with the faculty members assigned for the next two or three years.

These faculty members will be their guides for internships and dissertations (as applicable as for PG) and will also be their academic mentors throughout their academic tenure.

The mentors are requested to maintain mentor diaries/registers with separate sections for each ward. This diary will be used to document all meetings with the wards as well as to note down the discussion points.

The mentors will work with the class teacher/s and Head of the Department on issues of attendance and any other disciplinary concerns. The guides will have to confer with the class teacher and/or Head of the Department in the case of any noncompliance.

The department helps the students to gain perspective on how their discipline operates academically, socially, and emotionally. Mentoring helps them to deal more confidently with challenging intellectual work.

Mentors help mentees gain the skills and confidence required for their future academic and professional life.

Helps students develop several aspects of character dimensions (Self-Directedness, Cooperativeness, and Self-Transcendence) to develop a holistic personality.

Students are advised to take mentoring services from faculties for problem-solving, decision making as well as for bringing more positive changes and insights.

Remedial Classes for slow learners
- Each mentor along with the class teacher will identify slow learners and suggest remedial classes.
- Teachers organize remedial classes for the students who perform low in academics.
- Students are identified at the end of a written exam.
- Guidance, special coaching, and clarifications are given to increase the performance level of weaker students.

- Teachers conduct remedial classes after 4.00 pm on mutually convenient days.

Advance students

- Scholarships for meritorious students from each batch
- Opportunities of International student exchange programmes for competent students.

Placements

- The job placements at the Department are coordinated with the University Placement office.
- Two students from the outgoing batches are nominated as student co-coordinators.
- A placement brochure is developed by the students.
- The department prefers a soft copy to a hard copy of the placement brochure to be sent to different organizations and industries.
- The placement committee, consisting of the HOD, faculty members, and two students, who coordinate with the Placement office of the University to find the best organizations for the students.
- The brochure is sent to the best of the organizations, hospitals, and industries. These organizations are encouraged to come to the campus for the selection process.

Student clubs and specific action projects in the Department

AHTC - The Anti-human Trafficking Club is an initiative to create a common platform for researchers, scholars, students, leaders, activists, social workers, NGOs, and others to share their experiences and data with contemporaries who are and have been fighting human trafficking in India and abroad. Students are involved in activities on campus to spread awareness on the ill effects of Human Trafficking and the role of students in prevention and control measures.

Think Pink Bengaluru. - Think Pink Bengaluru is an initiative to make young men and women aware of their role to prevent the occurrence of breast cancer as it is a major fatal illness. Activities include empowering young people in taking responsibility for their own as well as their relatives' health by being aware of the risks and warning signs of breast cancer.

Youth Involvement in Substance Abuse & Addiction Prevention (Y-I-SAAP): This is an initiative to prevent and intervene in an early onset of abuse patterns of psychoactive substances across age groups especially among the youths. The club was founded in 2017.

Youth Involvement in Technology Addiction Prevention (Y-I-TAP): This is an initiative to prevent and intervene in an early onset of abuse and addiction to technology across age groups especially.

Counselling Service Learning: This is an initiative to provide psychosocial counseling to individuals, families, and groups who require psychosocial intervention for better functioning. This club was founded in March 2020 to provide counseling services to individual clients who are in distress and are also clinically diagnosed with mental health issues. The club has formulated a training program module for Social work students in clinical and community practice.

Migrants, Child Rights, Human Rights & Wellbeing (MCRH&W): This is an initiative to provide psychosocial services for migrants and also to empower them about their rights.

Youth Voice For Life Even After Death (Y-V-4-LEAD)- Organ Donation: This is an initiative to create awareness on the importance of organ donation and also to provide psychosocial services for those who are going to be an organ donors as well as the organ receiver.

Workplace and Wellbeing: This is an initiative by faculty clinical social work to create awareness, training and services on workplace and wellbeing across sectors.

Environmental Justice Club

The concept of environmental justice is not yet fully integrated into the language and spirit of the SDGs. This club parts from the premise that "many 'environmental' problems are, by their very nature, problems of justice." Committing to the realization of the Sustainable Development Goals -Agenda 2030, the Environmental Justice Club will initiate discussions

and debates to understand the intersection of environmental and social issues. The club will provide a platform for students to transform into environmental justice leaders and advocates for those affected by ecological injustice.

Objectives

1. To facilitate a platform for interdisciplinary conversations on environmental justice and raise awareness of environmental justice issues

2. To train students to become advocates for environmental justice issues

3. To promote sustainability on campus and actively support the efforts taken by the administration, faculty, and student community in sustaining a green campus

The **Gender Club** formed under the Sociology and Social Work Association is an initiative to contribute to the achievement of SDG Goal 5 - Gender Equality. The club will commit its activities for the academic year 2020-21 to organize activities that initiate discussion on some of the crucial issues in establishing a sustainable pathway toward achieving gender equality.

The specific Objectives of the club are

1. To facilitate a platform for discussions on the importance of gender equality in achieving sustainable development

2. To encourage individuals to take action that redress long-standing inequalities by organizing awareness campaigns and programmes

3. To document, analyze, and understand gender data on COVID19 (objective specific to the current academic year)

Book Club is formed to enhance the interest in reading and a peer community of readers are established in the department.

Objectives

1. To create a peer community of readers and those looking to develop an interest in reading

2. To encourage critical analysis, appreciation, and discussion of different literary types and genres

3. To facilitate a platform for young and upcoming writers within the university to read their

works and initiate conversations

Media Club

Learning from various mediums of expressions has been an integral part of education. With this understanding, Film Club is formed under the Department Sociology and Social Work, CHRIST(Deemed to be University). The purpose of this club is mainly collaborative learning through interaction and discussion. The Film Club aims to bring a collaborative atmosphere that aids learning, understanding, exploring through screening of films and other activities. The activities carried out by the Movie Club will aid in the knowledge about films, understand the background and foreground works involved in film creation and encourage students to develop a different perception towards films and thereby their life endeavors. The movies screened include films

from different arenas.

Objectives

1. Screening movies/documentaries from different arenas

2. Screening interesting & unique films to acquaint the students with various cultural backgrounds
3. Conduct open forum discussions based on films and find theoretical implications and inspirations in movies
4. Encourage discussion and analysis from various perspectives bringing students together to share experiences.

Christite Against Substance Abuse (CASA)

Christite Against Substance Abuse (CASA) is an initiative by the Sociology and Social Work Association to contribute to the measures taken by the university to prevent substance abuse among the students. The Association proposes that CASA should consist of four student coordinators, 2 faculty coordinators and the counsellors of the respective classes within the department. The student coordinator will be selected from UG and PG classes (2 from each)

through the Statement of Purpose submitted by them which will be followed by an interview. Any student of the department can be a volunteer of CASA to initiate and actively take part in the various efforts of the cell.

Objectives

1. To build an active community of volunteers, peer educators, faculties, and counsellors, dedicated to raise awareness about issues involving substance abuse

2. To create a safe environment that can facilitate discussions on substance abuse and addiction

3. To encourage and support various student initiatives and projects aimed at substance abuse prevention interventions as part of their research and service learning.

EKATVA (we are all the same): This is an initiative to create a better environment for the Transgender Community Spreading awareness about the Transgender Community within the society Empowering the Transgender Community

The student chapter of NIPM - The student chapter of NIPM was inaugurated on 8 March 2018 with elective members from MSW/BBA student community and NIPM officials. Regular activities include talk by HR Professionals to the students and aspirants of Human Resource Management and Development from various colleges and organize conferences.

Academic Guidelines for Student Presentations
Academic Presentations

Given below are the details for the academic presentations that the students of the Department can organize and participate in.

Colloquium

A colloquium is a platform that enables the sharing of research work. It enables researchers to share their research work and helps them to gain guidance and feedback on their work in progress. It usually involves the participation of one researcher who presents their ongoing work.

Conference

A broader platform than the others described here, a conference can include a few or contain combinations of the others. This provides a platform for academicians and researchers to present their research work and enable discussions on the same. They provide a vital space for debates which are crucial for academic enhancement and growth.

Conferences are increasingly making use of technological innovations as they are using the virtual space to bring scholars and academicians together from across the world.

Panel Discussion

A Panel Discussion provides a platform for experts to share their expertise on particular areas. The format of a Panel Discussion enables the experts to share their expertise and engender dialogue between the experts on the panel and discussion with the audience.

A Panel Discussion requires the presence of a moderator to guide and if necessary, direct the discussions. The moderator also needs to maintain the schedule and ensure adherence to the timeline given. The role of the moderator is also to introduce the speakers, summarize the discussion and provide his/her expertise on the topic.

Seminar

A seminar offers a platform for researchers to come together and share their research findings. It entails the submission of research papers at a prior designated date. These papers then form the foundation for the presentations made by the paper presenters. The papers usually focus on a chosen theme and all the participants take part in the discussions that follow presentations.

A seminar familiarizes the participants with contemporary research work in the chosen area as well as research methods that enable them to conduct minor research on these areas. Seminars provide a platform for active academic exchange and encourage dialogue and debates.

A seminar requires the presence of a chairperson who chairs the sessions during the seminar. The responsibilities of the Chair are to introduce the theme of the session, introduce the speakers and their papers, and ensure adherence to the timeline. The Chair also guides the discussions following the presentations.

Symposium

A symposium is a platform for multiple experts to present and discuss their work. Multiple resource people are part of a symposium and the experts are invited to speak on particular topics.

Workshop

A workshop incorporates a hands-on collective and collaborative work on a particular area. Workshops usually have one or more facilitator/s to provide direction to and guide the group. A workshop is thus defined in terms of the particular identified outcomes that it hopes to attain. It culminates in the creation of a report/document that will record the details and the outcomes of the workshop.

The vision for CHRIST (Deemed to be University) states, "CHRIST (Deemed to be University) is a nurturing ground for an individual's holistic development to make effective contributions to the society in a dynamic environment." The Department of Sociology and Social Work in its attempt to fulfill this vision encourages its students to actively participate in multiple curricular and co-curricular platforms.

Academic engagements are part of this endeavor and the Department encourages its students to participate in multiple Panel Discussions, Seminars, Colloquia, and Symposia. It also encourages its students to organize and participate in Workshops that act as a learning ground for them.

Requirements:

All the students of MA Applied Sociology, BA(Sociology), and MSW (CCP & HRDM) are encouraged to participate in at least two Academic exercises such as Panel Discussions, Seminars, Colloquia, and Conferences with their role in at least one being that of a paper presenter.

Roles and Responsibilities:

The students will be expected to ensure the quality of the organization, conduct, and the high caliber of the papers presented on the various academic platforms.

Process Guidelines for organizing events:

The following stages will have to be taken care of by the students in consultation with the class teacher:

- Deciding on the kind of academic platform
- Identifying the participants and the organizing committee (OC)
- Booking of the venue by the OC
- Conceptualization of the theme
- Determining the individual topics for presentation
- Submission of a minimum of the following to the class teacher for approval within 3 days of finalizing the topic:
  - 3 books with relevant research
  - 6 relevant articles from journals

- Submission of complete paper 3 weeks before the presentation
- Invitations to be given out to the guests/dignitaries by the OC
- Submission of the ppt or Prezi to be used 1 week before the presentation
- Final presentation during the Seminar/Colloquia/Panel Discussion
- The following functions will be taken care of the OC
  - Venue arrangements
    - Lamp, if required
    - Seating
    - Dias arrangement
    - Background ppt
    - Ensuring that microphones are working prior to the event

  - MC
  - Invocation
  - Welcome speech
  - Moderator
  - Time keepers
  - Vote of thanks
  - Photographs of the event

  o Report of the event (to be submitted within 1 day of the event)

Schedule:

The events will be announced at the beginning of each academic semester. It is the student's responsibility to ensure that the timelines given in the process guideline above are adhered to.

Paper Submission

Format

The paper has to be submitted in the APA style as per the sixth edition of the APA guidelines.

Research Requirements

The students are expected to ensure the minimum requirements:

- Academic honesty: The Department of Sociology will not tolerate plagiarism and any other forms of academic honesty. Plagiarism is defined as the act of taking someone else's work without acknowledging them or giving them credit for it. It includes but is not limited to all acts such as copying, cheating and not including in text citations and references.

- Empirical research (unless the area for presentation is a conceptual one in which case prior permission for exemption has to be taken from the class teacher/ teacher in charge)

- Secondary research. The minimum requirements are the following:

  o 3 books with relevant research

  o 6 articles from journals

- The students are expected to go over and beyond the above-mentioned criteria.

Citation Style

APA 7th Edition has to be adhered to for citations. Students can refer to the Online Writing Lab at Purdue University or to the guidelines shared by the Christ University Online Writing Lab for further information

Presentation Guidelines

The presentation has to be mailed to the class teacher/ teacher in charge at least 1 week before the presentation is scheduled. The presentation has to include the following:

- Title slide with the topic, the title of the seminar, register number, class
- Introduction to the area
- Need for the study
- Review of Literature
- Objectives of the study
- Research Methodology
- Data collection
- Interpretation
- Analysis
- Relevance of the study
- Concluding remarks and suggestions for further research

The presenters have to tailor their presentations for a 15-20-minute slot and be prepared to handle questions on their research area.

These presentations aim to enhance learning and presentation skills. Hence active participation is necessary from all the students. All students will be expected to familiarize themselves with the broad area of presentation to better equip themselves to grasp the topics under discussion.

Grievance Redressal

Faculty Grievance
- Grievances have to be submitted via email or letter to the HOD. The first level of redressal is with the Head of the Department

- If the grievance is with the HOD, the teacher may direct the concerns to the Dean or concerned Director depending on the merit of the grievance.
- It is the responsibility of the HOD/Coordinator to create a space for open communication and address the issue in a conducive manner.
- Grievances have to be addressed within thirty working days of reporting
- The Staff Grievance Redressal Committee (SGRC) may be addressed through the Personnel Officer in case of dissatisfaction with the resolution
- The Vice-Chancellor is the final appellate authority.

Student Grievance

- Grievances have to be submitted via email or letter to the class teacher. The first level of redressal is with the class teacher of the class.
- Class teachers may direct the concerns to the Head of the Department if the grievance cannot be resolved at that level.
- HOD may forward the grievance to the Director or the Dean depending on the merit of the grievance.
- If the grievance is with the class teacher, students may direct the concern to the HOD.
- The Departmental Grievance Redressal Committee (DGRC) will consist of the Dean, Head of the Department, Coordinator and the concerned class teacher.
- The Centre for Counseling and Health Services has to be consulted
- Grievances have to be addressed within ten working days of reporting
- The Central Grievance Redressal Committee (CGRC) is the final appellate body

*Refer to the Regulations for Grievance Management-Staff and students for further details

Skill Enhancement Programmes for students and faculty members
Skill lab
This paper provides an opportunity for the students to develop skills required to begin their professional life. The units will be taken in skill labs where learning happens through practice. This course follows an assessment that consists of a demonstration of skills by students.

This is also an opportunity to build confidence in all teachers as trainers

Practice seminar

Practice seminars will enable the students to review and reflect as professionals and set their plans.

In the fourth semester, each student identifies himself/herself as a professional social worker and submits a report on the entire training he/she received for the two years. Students will be given the opportunity for conducting sessions by themselves during the semester. Submission of a reflective essay and presentation is made by the student on individual professional development. Students meet and take feedback from a faculty mentor and faculty internship supervisor, class teacher, and internship supervisor at industry to prepare the seminar.

Journal Club

Journal club is considered as an academic exercise intended to develop student abilities and attitudes towards empirical academic activities. By being part of this club, the students are expected to get oriented about research work and research writing.

- Every student is expected to make 2 reviews in each semester.
- The student selects articles (1 printed and 1 online/digital, published on or after 2010, National or International) and gets consent from the teacher in charge to proceed further (to ensure articles are *research-based and relevant*).

The review and presentation (10 minutes) focus on:

- Introduction of the area/topic/concept
- The research method used to include designs, sampling, tools (adequacy, relevance) and procedures of data analysis
- Results
- Implications (Education, social work practice, and further researches)
- Critical comments (Usefulness, relevance, application)
- Personal learning

Faculty supervisors

- Meet the group of students regularly and guide the learning process of students

- Help students to identify articles which are relevant

- Create research interest among students

- Conduct the presentation sessions and give constructive feedback to students

- Keep a record of all the journal club proceedings and submit the same to the documentation in charge at the end of the semester

University resources

   ❖ **CAPS (Centre for Academic and Professional Support)**

CAPS, an open platform that attempts to bridge the gap between classroom-based theoretical learning and career-based applicable knowledge. It is an initiative that facilitates the free exchange of knowledge and sharing of experiences to strengthen students and professionals, providing them access to a learning experience that is not readily available in a classroom environment or a library. At CAPS, they not only aim to bring about a more holistic development at the individual level but also a greater interaction and sharing of resources at the university level.

   ❖ **Training under Centre for Advanced Research Training (CART)**

   - Centre for Advanced Research and Training [CART] is an active network of experts cutting across different faculties engaging in pure and applied research who come together to offer effective mentoring to researchers, help them evolve continuously by answering substantive questions and acquiring cutting edge research methods to further academic development through knowledge creation, meet industry requirements by offering consultancy services and promoting societal development through knowledge dissemination.

   - The teachers do basic, intermediate as well as advanced courses on Statistical Package for Social Sciences (SPSS). CART designs teacher development

programmes and each teacher in the department is encouraged to participate in such programmes.

Organizing Programmes

Students organize various programmes in the department under the supervision of faculty members to develop organizing skills. Various student committees are formed, and responsibilities are delegated for organizing activities. Documentation of the programme and submission of reports on time is entrusted to student committees.

Service Learning

Through Service-learning, students will get an opportunity to build capacity in the areas of Service Learning. They will be trained in the areas of assessing the community needs, developing intervention projects, implementation of those projects, and evaluation of the results and impacts.

This project will be carried out in all four semesters and the progressive outcome among the students will be assessed. Each student will be placed under a faculty mentor for support and reflection on the servicelearning activities.

Action Lab

The Department of Social Work as part of its Academic Intellectual Entrepreneurship (AIE) efforts and Strategic plans has started an Action Lab. The objectives of the Lab are as follows:

- To develop skills and competencies among social work students in preparing them towards action-oriented practices in social work.
- To expose students of social work and other streams like Sociology, Psychology, Education etc. to various social realities in society and help them imbibe social responsibility.
- To serve as an action Centre for working in communities, forming student volunteers and developing programmes to cater to the needs of the community in collaboration with Centre for Social Action (CSA).

- To design and develop community outreach activities in connection with other departments, especially Students of Applied Sociology in slums in LR Nagar and Janaki Ram Layout.

Social Work Practicum skills:

There are six levels of skill development in the Department of Social Work. At every level of social work practicum, students should demonstrate various skill sets.

- I semester Field work
- II semester Field work
- Summer Placement
- III semester Field work
- IV semester Field work

(Details are given in Annexure-I)

Online course materials

- Centre for Concept Design (CCD) at CHRIST (Deemed to be University) is into instructional technologies, content creation, broadcast production, classroom A/V support, digital archiving and academic training.
- Teachers engage in making video-based classes and video libraries for topics in the syllabus.
- A few topics in the open elective courses have video online developed by the department.

Internship

Internship is the most important aspect of professional social work training. The objectives of the practical are to develop positive aptitude, knowledge and competence for the practice of

social Work and Sociology. The students develop various skills in working with clients and professionals. They are exposed to connect classroom learning in their field work practice through constant supervision of faculties. The integration of theories into practical is the major advantage of internship work in the course of learning.

Sociology:

MA Applied sociology students take up a 4 to 6 week internship between the second and third semesters.

Social Work:

Orientation Visits

- *I Semester:* The students of first semester are required to undergo an orientation visit programme before starting their continuous fieldwork. They visit industries, communities, health settings and agencies working for special groups. All orientation visits are arranged under professional guidance.

Continuous Field Work

- **Learning requirements for the fulfillment of the field work practicum in the I semester:**

Students shall put at least 20 days in a month with 7 hours on internship days with a total of 140 hours of training. Department will give the detailed guidelines for Internship. Learning requirements for the fulfillment of the social work practicum in the first semester are the following.

a. Two case work (Process of study and assessment to be undertaken by the student. On the basis of the assessment, the student is expected to develop an intervention plan for the client.)

b. Completed 08 sessions of group work (Suggested to have the recreational group)

c. One community organization activity.

d. Other learning based on the goals in discussion with the agency and faculty supervisor.

- **Learning requirements for the fulfillment of the field work practicum in the II semester:**

The student during his/her second semester undergoes the first field placement in HR/CCP setting. Students shall put at least 40 days in a month with 7 hours on internship days with a total of 280 hours of training. The field of Internship could be chosen from Industries, Service Providers, Hospitals, or NGOs.

In the case of MSW-HRDM, the student prepares case studies related to the place of internship. Students have to complete five case studies in the areas of HR acquisition-selection, induction, occupational health, and compliance with the basic laws.

In the case of MSW-CCP, for Health setting, 04 case works, Group interventions (2 sets of 08 sessions using any two different models of group work- therapeutic/ educational/ empowerment models with different client groups.), Involvement in the administrative function, one community-based programme to be conducted in collaboration with internship agency, and Other learning activities based on the objectives in discussion with the agency and faculty supervisor.

For Development setting, Preparation of one Working paper, Preparation of one Project proposal, conducting one community-based programme, Evaluation of CSR or Agency Projects/Programs, Involvement in administrative functions, and Preparation of one Memorandum of Association

- **Learning requirements for the fulfillment of the field work practicum in the III semester:**

Students shall put at least 25 days in a month with 7 hours on internship days with a total of 175 hours of training.

In the case of MSW-HRDM, the student prepares case studies related to the place of internship. Students have to complete three case studies in the areas of human resource management, industrial relations, employee welfare and allied areas.

In the case of MSW-CCP, for Health setting: Mini survey, Review of Hospital service administration policies, one Case work, and one group work, Case studies of best practices and other learnings based on the goals in discussion with the agency and faculty supervisor

For Development setting: Community Activity, training module development, case study on sustainable development programme, Evaluation of projects and policies of government implemented in communities and other learning based on the goals in discussion with the agency and faculty supervisor

- **Learning requirements for the fulfillment of the field work practicum in the IV semester:**

Students shall put at least 40 days in a month with 7 hours on internship days with a total of 280 hours of training.

In the case of MSW-HRDM, the field could be chosen from industries, service providers, Hospitals, or NGOs. During the two-month placement, the student prepares case studies/carry out surveys related to the place of internship. Students have to complete five case studies in the areas of HR acquisition selection, induction, occupational health, and compliance with the relevant laws.

In the case of MSW-CCP, for Health setting, student needs to complete 5 case works, conduct Group interventions, understand the Work culture and involve in the administrative function

For the Development setting, students need to take up a working paper, prepare a project proposal, organize one community-based programme, understand Work culture, Evaluate CSR Projects, get involved in administrative functions, and Develop a Memorandum of understanding.

Rural camp

The rural camp programme is designed to introduce the living experience of the rural community given the social work philosophy and principles. The rural camp facilitates social work trainees to practice and integrate Social Work in tune with their personal and societal expectations. The cross-cultural field study is held for a period of 7 days for the first semester Social Work students in a rural area identified by the department and held under the leadership of Camp facilitator.

- The key objective of rural camp is to help students understand rural social systems, community need assessment, approaches and the strategies of intervention used by the various organizations working for the welfare of the rural community.
- The rural camp provides an opportunity for the students to experience group living to appreciate the value in terms of self-development, interpersonal relationship and sense of organization, management and taking responsibility.
- The camp helps students develop capacity to critique the intervention of both the voluntary organization and the government agencies in relation to the specific poverty group.

Rural Exposure

BA Sociology and MA Applied Sociology students are also taken to rural communities as rural exposure programme.

SECTION- VI

ACADEMIC INTEGRITY, CODE OF ETHICS, RESEARCH AND PUBLICATION

1. Academic Integrity:

The Department of Sociology and Social Work upholds the standards and expectations of academic integrity from all its students and research scholars. According to the Department, this incorporates the ideas of honesty, integrity, accountability, responsibility, and respect, as derived from the work done by Donald McCabe. Students are expected to adhere to these principles and work with them in their academic endeavours.

Policy for assessment and evaluation

Assessment is process-oriented and is formative while evaluation is product-oriented and associated with the final grades that are assigned to students. It is a summative procedure indicating the eligibility of the student to move to the next level of his/her academic career. Assessment has to establish clear relationships between course objectives, course outcomes, and the assignment designed for Continuous internal assessment, mid-semester, and end semester examinations. The Department has adopted a system where all assessments have to focus on academic rigour and academic honesty.

These are the UGC guidelines for research scholars:

Plagiarism would be quantified into the following levels in ascending order of severity for its definition:

- Level 0: Similarities up to 10% - Minor similarities, no penalty
- Level 1: Similarities above 10% to 40% - Such students shall be asked to submit a revised script within a stipulated time not exceeding 6 months.
- Level 2: Similarities above 40% to 60%- Such students shall be debarred from submitting a revised script for one year.
- Level 3: Similarities above 60% -Such student registration for that programme shall be canceled

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Academic integrity focuses on the **academic honesty** of the learner. The department is cognizant of issues of similarity and plagiarism related to the submissions made by students for assessment. The department distinguishes these concepts.

Given below is a brief overview of how the Department has defined the two concepts:

Similarity: Overlap between text, ideas, images, data with other sources contributes towards similarity readings. This may happen even when these excerpts are correctly cited and attributed to the authors. High readings of similarity are not acceptable as it is expected that students should be able to construct their arguments without undue reliance on other sources. The Department considers similarity readings over 25% on platforms like Ouriginal to be unacceptable and guidelines are given below for the action to be taken.

Plagiarism: Work that has excerpts taken from the work of others including ideas, text, images, research design, and data, without acknowledging these sources will be considered as plagiarised. Paraphrasing without citations would also be considered to be plagiarism. Plagiarism is not acceptable and has serious consequences. The department also acknowledges the existence of **contract cheating** where third parties are contracted by students to work on their assignments and this too, if discovered, will be treated with zero tolerance.

The department trains the students and research scholars on these matters continuously to ingrain academic honesty. Here is a student handout consolidated by Turnitin to clarify these concepts.

In pursuance of this policy, submissions made to the department will be run through Ouriginal or other platforms. Plagiarized work will incur penalties of rejection and resubmission. The department has set thresholds as follows.

- Similarity: less than 25% on Ouriginal or other similar approved and authorized platforms- no penalty, the student has to resubmit if citations are incorrectly formulated
- Similarity: 25%-40% on Ouriginal or other similar approved and authorized platforms- Student has to resubmit with a 25% grade penalty. The resubmitted assignment will be graded out of 75% of the original maximum grade
- Similarity: 40% plus on Ouriginal or other similar approved and authorized platforms -Student has to resubmit with a 50% grade penalty. The resubmitted assignment will be graded out of 50% of the original maximum grade
- If the similarity reading for the resubmitted assignment is beyond the acceptable limit (after removal of the original submission as a source on the checking platform) the student will have to forego the grade and may face disciplinary action

- **NOTE:** The similarity limit for PhD theses submitted at the Department of Sociology and Social Work is 20% on Ouriginal or other other similar approved and authorised platforms

The department has zero tolerance for intentional dishonesty, plagiarism, the use of paraphrasing software, and the use of third parties for writing for academic submissions. Students/Scholars will incur grade penalties (ranging between 25% and 100%) and will have to resubmit the assignment if allowed to do so by the faculty member concerned. In case of persistent wrongdoing, the department may decide to debar the student in consultation with DAIP (Department Academic Integrity and Plagiarism Cell). Students will be issued warnings and allowed to resubmit by the faculty members concerned.

2. Code of Ethics

Codes of ethics are self-regulatory guidelines for making decisions and form key features of any discipline and profession. Applied Sociology being courses that train students on practice-based profession and career, have certain ethical responsibilities towards stakeholders, community and organisations as well as professional colleagues. Social Work as a profession trains the social work trainees on providing professional services to individuals, families, groups, and communities across settings using NASW, IFSW, and national standards and guidelines prescribed by the Government. Students have the responsibility in adhering to national values and complying with legislation. By establishing these ethical codes, the Department of Sociology and Social Work at CHRIST (Deemed to be University) defines the expected conduct of faculty and students to protect their discipline-specific interests. The ethical standards set for research work carried out by students and faculty members are also clearly stated in this document. Teachers follow the guidelines from Teacher's handbook provided by CHRIST (Deemed to be University) that encourages professional approach, conduct and ethics in work. However, department-specific code of Ethics and guidelines are specified below:

2.1 **Academic and Professional Ethics**

2.1.1 Responsibilities towards Self and the Profession

- Be aware of oneself and change their attitudes and behaviour which negatively affect their work

- Are sensitive to and respect the feelings and thinking of others, understand behaviours, avoid stereotypes and recognize the uniqueness in every person

- Accept with humility and openness, the need to learn and imbibe the spirit of inquiry to constantly update their knowledge base and intervention strategies

- Review and work towards the development of the discipline/profession, to ensure its credibility, integrity, and relevance

- Work to promote networking among social work professionals, other professionals, and like-minded individuals and organizations, at the micro- and macro levels, for people-centered development.

- Work towards promoting and strengthening professional associations, which are committed to the improvement of the standards of professional practice, through active membership and participation.

- Work towards the promotion of social justice by consistently denouncing all kinds of oppression and discrimination.

- Respect people's right to self-determination and ensure their participation in decision-making about their life situation.

- Facilitate people's access to opportunities and resources and empower them to work towards their goals by encouraging the formation of people's organizations.

- Share with people, accurate and relevant information regarding the extent and nature of help available to them, which includes opportunities, rights, strengths, limitations, and risks associated with the intervention

- Use their knowledge, authority, and status as professionals, for the well-being of people and not misuse these for personal gains

2.1.2 Responsibilities towards People in Need

- Committed and accountable to the marginalized and disadvantaged people.
- Empathize with people, they work with, and thereby respect and give credence to their life experiences.

- Intervene into the personal affairs of another individual only with his/her consent, except when they must act to prevent injury to him/her or others, following the legal provisions
- According to the Draft National Policy on Ethics 2019
  - Academic communities are enriched by the presence of people of different ethnicities, genders, religions, castes, tribes, socioeconomic strata, affiliations, backgrounds, and sexual orientations. There must be no direct or indirect bias or discrimination against any individual based on the above categories. Members should pro-actively strive to improve the balance of under-represented sections.
  - The nation should aim for the full and equal participation of women in all academic activities. It is everyone's responsibility to support a gender-neutral and supportive environment to achieve this goal. Gender sensitivity should form an essential part of direct ethical training.
- Respect other cultures and maintain confidentiality and boundaries
- Facilitate people's access to official records concerning them, and while doing so, take due care to protect the confidence of others covered in these records
- Ensure that if there is any payment for the services rendered, it is fair and commensurate with the intervention provided, and within the capacity for such payment of the people served
- Inform the people with whom they work and seek transfer or referral, with consideration to their needs and preferences, when discontinuation of intervention is anticipated
- Ensure that interactions are not coercive, for instance, do not pursue a relationship or use any coercive means to continue services, which the people served wish to terminate

2.1.3 Responsibilities towards Society and the State

- Promote awareness and implementation of the Fundamental Rights and the Directive Principles of State Policies of the Indian Constitution, as laid down by its founders.

- Promote awareness and implementation of the United Nations Human Rights instruments, ratified by India.
- Advocate changes in social systems and the State policies, programmes, and legislation to promote the values of good governance, accountability, transparency, and a people-friendly approach.
- Encourage informed participation by the people in the formulation of the State policies, legislation, and programmes.
- Promote professionalism in the development, implementation, monitoring and evaluation, and the dissemination of the reports of all development and welfare programmes by government departments.
- Respond and offer professional services in events of emergencies at micro-and macro-levels.

2.1.4 Responsibilities to Co-Workers and Employing Organisations

- Respect co-workers/colleagues, which include professional and paraprofessionals, other professionals, volunteers, and all those involved in the development process, within and across organizations.
- Contribute to working as a team, accepting and respecting personal and professional differences, through the process of collective reflection and democratic decision-making.
- Respect confidences shared by co-workers in the course of their professional relationships and transactions.
- Acknowledge coworkers' attributes and achievements and are willing to learn from them.
- Promote a practice of mutual evaluation with co-workers for each other's professional development.
- Facilitate the development of new entrants to the profession.
- Ensure clarity of goals in the delegation of roles and responsibilities, provide growth opportunities, and give due recognition to subordinates.
- Ensure that students are provided the necessary learning opportunities.

- Ensure that the organization's resources are used judiciously and for the purpose, they are intended.
- Periodically monitor and evaluate the organization's policies and programmes, as an administrator, by using the records and feedback from people with whom they work.

2.1.5 Responsibilities to Sociology and Social Work Education

- Eliminate subjectivity in the selection processes adopted in the selection of candidates for a programme
- Be conversant with the learners' needs, readiness and goals, when teaching and training.
- Regularly update knowledge in general and the subjects taught, through field experience, update reading, and training.
- Impart knowledge, inculcate attitudes and develop skills within the value framework of the profession, while teaching and training.
- Recognize the importance of partnership between practitioners and educators for education and training.
- Develop a nurturing relationship with students, encouraging openness, critical inquiry, and self-study.
- Undertake people-centered field action projects as a demonstration of innovative initiatives to promote the well-being of people and for research and documentation, training, and replication, whenever possible.
- Expose the students to the professional associations and orient them about their role in developing and strengthening them.
- Ensure that high standards of academic integrity guide the activities undertaken by both faculty and students
- Educate students on the fact that plagiarism and malpractice will be dealt with strongly as per Department and University norms
- Note on plagiarism from the Draft National Policy on Academic Ethics July 2019
  - It is the practice of using ideas/words/data from other sources, in a manner that conveys a false impression that they are original. Publishing one's results more than once as if they are new, is "self-plagiarism". Plagiarism is relevant not

only for published papers but also for project reports, textbooks, and grant proposals.

o   Plagiarism of any kind is unacceptable. The ethical practice is to use only a limited amount of ideas and words by other authors in one's writing and with proper acknowledgment.

o   While plagiarism is always wrong, the extent of it can be variable, and sometimes it can also be unintentional. Text-matching software can only alert us that plagiarism might have taken place, but this has to be verified by a qualified human being familiar with the area. Authors are responsible for learning about correct writing practices, and institutes also should impart training in this direction.

o   When plagiarism is detected, it must be corrected by immediately publishing a retraction or revision. Deliberate and/or serious forms of plagiarism should entail strict punishment.

2.1.6 Ethics in Clinical Social Work:

Clinical social work practice deals in the assessment, diagnosis, treatment, and prevention of psychosocial issues related to mental illness, emotional, behavioral, and other life disturbances. Trained clinical social workers provide individual, group, and family therapy while dealing with service users. Clinical Social Work Practice set by NASW Practice Standards & Guidelines.

@https://www.social workers.org/LinkClick.aspx?fileticket=YOg4qdefLBE%3d&portalid=0

2.2 Ethics in Research activities

●   Carefully select the topic for research considering its possible consequences for those studied, when conducting research

●   Contribute to the knowledge base of Sociology and Social Work education through practice wisdom, documentation, as well as research.

●   Do not cause the respondents any physical or mental discomfort, distress or harm, through research.

- Consider the informants of the research as co-partners in understanding the phenomenon.

- Share their research objectives with them and get their informed and voluntary consent, respect their knowledge and attitude about their life situation, and share/interpret the findings with them.

- Inform people and obtain their consent before observing, recording, or reporting their life situation, except in impossible circumstances

- Protect the confidentiality of the information shared by them and use the findings for their benefit, by recommending and promoting policies and programmes concerning them.

- Provide information and referral services to them, as and when necessary, during the process of data collection.

- Dissociate from or do not engage in any research activity, which requires manipulation, distortion, or falsification of data or findings.

- Acknowledge in their written work, published as well as unpublished material and discussions that have directly contributed to it.

- Ensure that the standards of academic integrity are upheld

The profession of social work has been following an established code of ethics set by international bodies such as the National Association of social workers and the International federation of social workers.   The ethical standards stated above are an adaptation of these international ethical standards. These standards can be accessed @https://www.ifsw.org/global-social-work-statement-of-ethical-principles/
As well
ashttps://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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3. Research and Publication

Faculty members take up MRPs, monographs, guide research scholars, take up external funded projects and also publish actively.

a. Major Research project and Monograph

- The Department promotes advanced research and encourages faculty members to take up contemporary, applied, and emerging importance and significant topics through the Centre for Research Project.
- Centre for Research supports researchers by providing technical as well as financially.

b. **PhD**

- The Department will follow the regulations shared by the Center for Research
- The programme covers a comprehensive package of training for research students which includes a solid grounding in research methods in general and in specific to social work research, writing articles for publications in peer-reviewed journals, and communicating research findings to academic and other audiences.
- In addition, students are encouraged to focus on Individualized research in specialized areas.
- Monthly reviews (presentations and progress report submission) with collective guidance of the members in the faculty is in place to promote quality of research
- The Ph.D. programme of the department has a rigorous course plan followed by the preparation of a research dissertation.
- Research guides are empaneled at CHRIST (Deemed to be University) for guiding the research scholars.
- This is a centralized course under the Centre for Research, CHRIST (Deemed to be University).

c. **External funded projects**

- Department takes up projects funded by external agencies/ organizations.

d. **Book of Abstracts**

It is the collection of student's research dissertation abstracts that gets published.

- The abstract includes the study background, methodology, results, implications to the social work profession, and keywords.
- All final year students contribute to this publication.

e. Other Publications

Conference proceedings: The conferences and seminars that the department organizes are also published on occasions in the form of conference proceedings.

Social Work Practice: Social Work students can write their internship reflections for publications. It can be based on a single internship or multiple internship experiences.

Service Learning: The 4th-semester students can write their service-learning initiatives for publications. This will be the consolidation of their 4 semesters of work in the community.

SECTION- VI

GENERAL

Interface with Centre for Social Action (CSA)

CSA is committed to community development through student engagement is a space for teaching and learning of practice and theory in Sociology and Social Work. great source of technical support and field base department. The Department collaborates with CSA for various activities such as:

- Field Work placements
- Extension Activities
- University Social responsibility Week
- Rural camp Collaborations
- Service learning and student volunteerism

International Collaboration

- To include a global perspective and realize the University's goal of a global Knowledge society, the Department has developed policies on MOU with International Universities.
- The department explores possibilities for knowledge sharing and Faculty and student exchange programmes.

Consultancy programmes

As an extension of the Department's collaboration and partnership with the Government, NGOs, and corporate entities, it initiates and undertakes consultancies and projects. It is to strengthen partnership which is also a key SDG as well as the institution's research capacities.

Department of Sociology and Social Work as Resource Centre

Department of Social Work is a **Resource Centre with** academicians with expertise on Family and child mental health, counseling, adoption, adolescent health, community development, disability studies, and corporate social responsibility.

- Consultancy services are extended in the form of providing training and undertaking projects.

- Training programmes are organized for Government Departments like Women and Child, ICPS.

- Teachers provide training sessions for Central government employees of NSSO, Ministry of Statistics, NIPCCD, BOSCH, Social Welfare department.

Workshops, Network meetings & Seminars

Workshops & Seminars

The department organizes workshops and seminars regularly. They are exclusively organized by the department and also in association with various other institutes.

NGO Meet

- This programme is organized under the guidance of a faculty by the students.

- To maintain standards, the organizers invite professional organizations that have marked credentials at the national and international levels.

- Local NGOs are also considered provided they have made their credentials in best indigenous practices.

- A minimum of 10 NGOs needs to be registered for this program.

- Ngo meet allows interaction of students in their stalls about the agencies and activities.

Capacity building programmes

- Capacity building programmes are conducted for researchers and practitioners in Social work

- Academicians are engaged in developing skills

- Conferences, seminars, and panel discussions are organized.

- The Department conducts seminars and workshops in association with the *National Human Rights Commission* (NHRC), *Indian Council of Social Science Research (*ICSSR), Indian *Council of Medical Research* (ICMR), NIMHANS, and ICPS.

Administration

Class teacher Responsibility

Each class will have a class teacher for one whole year. Class teachers are selected on a rotation basis.

(Details are given in Annexure-II)

Staff meetings

- The Department conducts a staff meeting every week on Monday at 3 PM.
- One of the faculty members will coordinate the meeting and will be in charge of recording the minutes of the meeting.
- The agenda for the meeting is sent to the faculty in advance.
- At the beginning of every meeting, the previous meeting's minutes are reviewed.
- Other Mondays, committee meetings, or capacity-building activities can be organized.
- Knowledge-sharing sessions are organized within the Department once a month. Faculty members are encouraged to present on topics related to their area of interest, research/ research projects, MOOC courses, etc.

Alumni

Alumni Meet:

- Alumni meet is organized on the 26 January every year by the Department of Sociology and Social Work.
- It will be organized before the commencement of the Institutional Alumni celebrations.
- This programme includes a re-union of the alumni members and their union with the present final year students.
- International Alumni Chapters are being formed to contribute to the department's vision in empowering the people globally. This will provide the current batch of students to interact with various alumni groups of the department and gain insights on various topics.
- Currently, the New Zealand Alumni chapter is inaugurated. There are four (4) more chapters (USA, UK, AUS, and Canada) to be inaugurated in the coming months.
- Any mode of fund mobilization in the international alumni engagement will be done with a clear understanding of the Head of the Department.

- This provides a platform for the alumni members to understand the changing scenario in Sociology and Social Work education and to receive their feedback in improving the curriculum further.
- Understanding the needs and challenges of the job market and creating a connection for the outgoing batch with the resourceful alumni members is the very essence of this programme
- The alumni association of the department requires new members and Selection of office bearers of the Alumni to be undertaken by November 2021.

Contribution:

- Alumni members will be invited to the department at a regular interval to engage with the current batch of students and to engage in expert sessions.
- They are encouraged to take sessions/workshops for the present students during induction programmes.
- They are also encouraged to take classes on any specific topics.
- Alumni members help the students in their internship and job placements.
- International Alumni chapters will conduct a mandatory knowledge-sharing session precisely focusing on the developments in the specific countries.
-

ANNEXURE 1

Skills demonstration requirements during Masters Programme

Skills to be demonstrated at the end of I semester fieldwork

- Understanding client systems-needs
- Differentiating empathy and sympathy
- Creating a rapport and establishing a relationship
- Communication skills- oral and written
- Develop skills to write verbatim reports (simple forms)
- Leadership skills
- Interpersonal skills such as working with teams
- Record-keeping skills
- Reflective processes evident in the reports and during conferences
- Using supervision creatively.
- Skills in handling group processes

Skills to be demonstrated at the end of II semester fieldwork

- Interviewing skills
- Using different types of questions
- Prompting
- Probing
- Allowing and using silences
- Using self-disclosure
- Ending an interview
- Initiating Client interactions
- Giving advice
- Providing information,
- Providing explanations
- Offering encouragement and validation
- Providing reassurance
- Observation Skills

- Organizing communities, mobilizing resources

Skills to be demonstrated at the end of summer placement

- Basic survey skills, developing tools, Data collection process, compilation, data cleaning, Analyzing data, and reporting.
- Understanding organizations, structures, interconnectivity between structure and strategies adopted by the organizations
- Understanding job descriptions – designations of functions of officials in the organizational structure
- Understanding the helping process- rapport building, problem analysis, interventions, evaluations, Reporting & Documentation skills
- Advocacy

Skills to be demonstrated at the end of III semester fieldwork

- Counseling skills- through a workshop mode later this is practiced in the field and recorded during fieldwork
- Practice in specialized fields – working with groups and cases/ case studies/working papers/monographs
- Using observation skills in specific situations understanding professional roles
- Conduct semi-structured interviews with officials/ authorities
- Develop skills to reflect and be self-critical

Skills to be demonstrated at the end of IV semester fieldwork
- Empowerment and enabling skills
- Negotiating skills
- Contracting skills
- Networking skills
- Mediation skills
- Administrative skills

- Developing project proposals
- Budget preparation / cost estimates
- Training skills
- Developing training modules

Skills to be demonstrated at the end of Block Placement

- Ability to understand agencies and departmental guidelines and independently develop Learning contracts
- Conduct mini project/ action projects
- Managing professional boundaries
- Understanding self as a professional - self-evaluation and identification of gaps in professional conduct
- Writing articles

ANNEXURE II

Class Teacher responsibilities

Effective organization and management of class activities is a key factor to ensure the overall quality of the teaching and learning process. The Class teacher is responsible for effective management of the class which is allotted to him/her. In coordination with other faculty members in the Dept. of Social Work, the class teacher will ensure proper development of intellectual competence, personal skills, interpersonal skills, and societal skills among the students.

Concerning the job description of faculty members that is given in section 2.2.1 (page No. 21) of the staff handbook, certain additional responsibilities are planned for the class teachers based on experience and suggestions from various stakeholders.

1) To be responsible for all matters concerning class under charge- more specifically;
   a) Attendance (Daily monitoring of attendance and weekly review with students who have low attendance. status of attendance will have to be collected from IPM)

b) Attitude, dress code, conduct, behavior, academic performance, extra and co-curricular activities of the students.

c) Identification of non/under-performing students and ensuring their improvement by suitable measures. All such students must be directed to meet the coordinator for counseling / appropriate action.

d) Allot students for remedial education Programmes to the teacher concerned.

e) Assist in choosing class representatives (one for girls and one for boys) and delegate roles and responsibilities.

f) Interact with students discreetly and with the class representatives, to know difficulties experienced by the students in the class for its rectification.

2) To interact with other faculty members of the class for feedback on student performance and ensure appropriate corrective action.

3) Consolidate period-wise attendance data for the class daily for necessary follow-up on habitual latecomers and absentees.

4) Consolidate and review marks details of the students of the class for internal assessments/mid-semester examinations to initiate steps on underperforming students.

5) Mentor students on:

a) Academic Matters (evaluation of CIAs and ESE performance of students

b) Personal Mentoring (meeting the weak students at least once in a month, organize their meeting with the coordinator if required.)

c) Guidance for weak students.

d) Programmes for advanced learners.

6) Refer students to appropriate centers (student counselor in the university, coordinator, doctors, or counselors who will help the students appropriately for issues that affect the academic performances).

7) Identify students and facilitate university scholarship programmes.

8) Organize and monitor activities

a) Skill development Programmes (identify hours in the timetable and organize such activities)

b) Journal Club (Monitor the attendance, review periodically, and bring necessary changes in consultation with HOD).

c) Conducting activities (cultural activities, and any student-centric Programmes, Send the students to participate in Programmes organized by other reputed institutions.
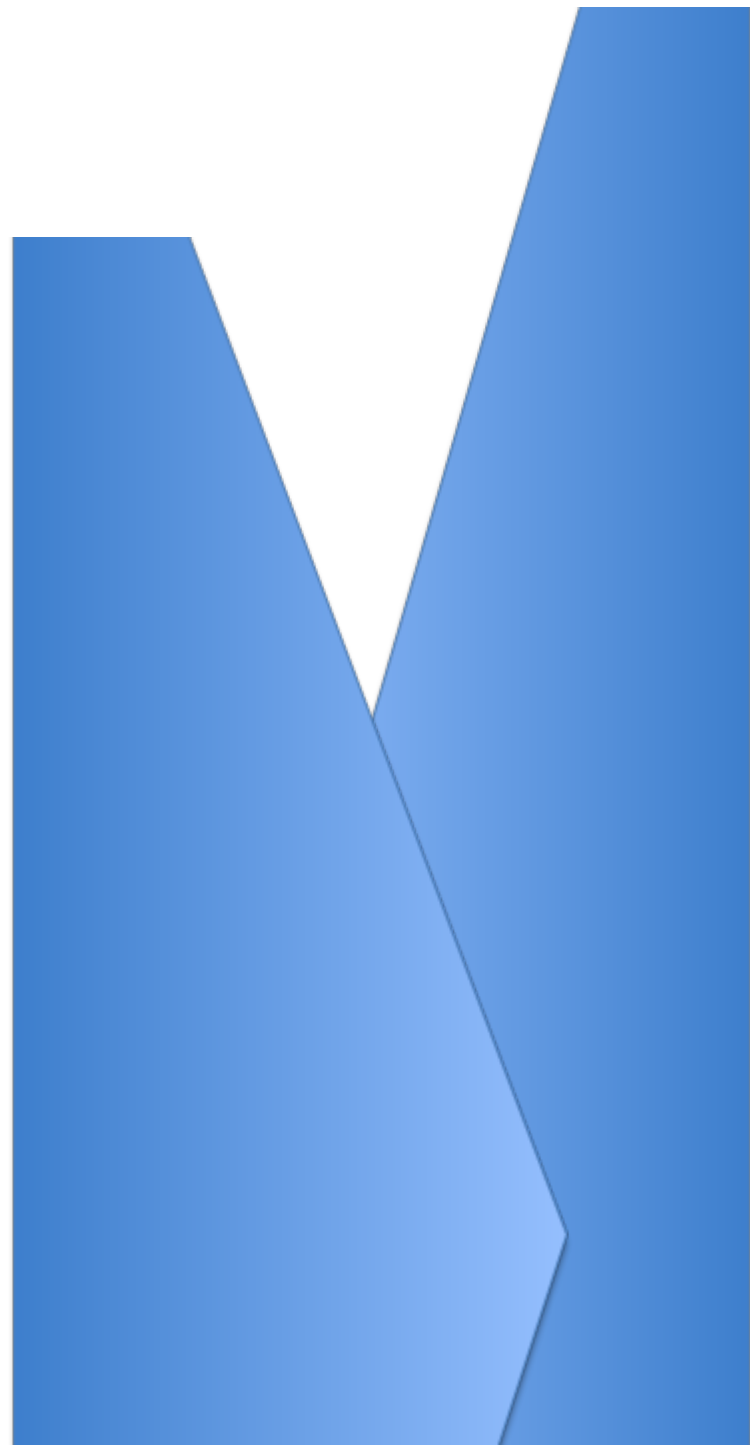
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