

NAAC

Revised Format of Self-Study Report

(As per the NAAC Manual for Universities effective from July, 2017)

**Qualitative Metrics to seek Descriptive data from
Department of Sociology
University of Delhi**

CRITERION I – CURRICULAR ASPECTS

Key Indicator- 1.1 Curriculum Design and Development

Metric No. (as per NAAC Manual)	Description (as per NAAC Manual, July 2017, for Reference purposes)	Data Requirement from Department (For Academic years 2012-13 to 2016-17)
1.1.1	Curricula developed/adopted relevant to local/national/global needs; program outcomes, course outcomes.	<p style="text-align: center;">Supporting Document required:</p> <p style="text-align: center;">A description in not more than 200 words of any Curricula developed/adopted from 2012-13 to 2016-2017 in the Department/Centre which is relevant to local / national / global needs.</p> <p>At the MA level all our courses are relevant to the understanding of society and culture generally and to Indian society in particular. We teach two special courses on India (SOC 107 and SOC 108) and other courses on gender, development, population, agrarian structure, medical sociology and urban sociology which pertain to national and global concerns. We also have special area studies courses such as South West Asia (SOC 219) which look at regions in the neighbourhood of India.</p> <p>M.Phil courses are revised from time to time keeping in mind sociological relevance as well as relevance to India as such (see Archeology of Caste, Texts in Modern Indian Social Thought, Sociology of Schooling, Gender in Contemporary India, Biopolitics and Social Life and Studying the State etc.)</p>

		All our courses are comparative in nature and try to enhance the understanding of Indian institutions through a comparison with institutions elsewhere. (See appendix – MA and M.Phil syllabii).
Key Indicator- 1.3 Curriculum Enrichment		
1.3.1	Integration of cross-cutting issues relevant to Gender, Environment and sustainability, Human values, Professional Ethics into curriculum.	<p style="text-align: center;">Supporting Documents required:</p> <p style="text-align: center;">A description of courses which address Gender, Environment and Sustainability, Human Values and Professional Ethics Listin not more than 200 words.</p> <p style="text-align: center;">The list of Core Courses offered by the Department.</p> <p>M.A. core courses SOC 103, (Sociology of Kinship), SOC 105 (Political Sociology), SOC 105 (Religion and Society) address these issues as do most of the MA elective courses such SOC 211 (Sociology of Development), SOC 214 (Gender and Society), SOC 215 (Sociology of Education), SOC 216 (Sociology of Organisations), SOC 217 (Population and Society), SOC 218 (Urban Sociology), SOC 221 (Agrarian Sociology), SOC 222 (Sociology of Law), SOC 223 (Medical Sociology) and SOC 225 Ecology and Society.</p> <p>M.Phil courses such as Rethinking the Family in Contemporary Society, Gender in Contemporary India, Agrarian Structure, Nature, Society, Environment, Sociology of Schooling and Studying the State are among the courses that are relevant to these issues.</p>

Criterion II-Teaching -Learning and Evaluation

Key Indicator - 2.2 Catering to Student Diversity

Metric No. (as per NAAC Manual)	Description (as per NAAC Manual , July 2017, for Reference purposes)	Data Requirement from Department (For Academic years 2012-13 to 2016-17)
2.2.1	<p>The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners</p>	<p style="text-align: center;">Supporting Document required:</p> <p>Describe the initiatives taken by the Department in not more than 200 words.</p> <p>The MA tutorial programme in which small groups of students are assigned a tutor who meets them once a week to discuss a topic pertaining to a course and then submit a written assignment based on the discussions is designed to help students maintain a regular course of study through the semester. The progress of each student is also reviewed by the tutorial board twice every semester. Over the years we have found this the best way to implement the continuous internal evaluation scheme of the University.</p> <p>We also have a special mentoring programme for academically weaker students as well as reading and writing workshops conducted on an annual basis. Volunteers from among our senior research students' meet and advice their juniors on a variety of issues relating to academic work. Typically, these issues include reading complex texts, writing academic essays, referencing and citation guidance, researching an issue or advice on how to prepare for exams.</p> <p>Meetings are usually one-on-one between mentors and advisees and mentors are given adequate guidance on how to proceed with their mentoring activities. The programme is open to all students at the Master's level.</p>

		<p>In 2012 the department was also able to organize a special bridge course for students who had difficulty with English with funds made available by the University but this programme had to be discontinued because of the non-availability of funds from the University in subsequent years.</p> <p>Student seminars and presentations in class are also encouraged.</p> <p>We have two research scholars’ workshops annually for M.Phil and Ph.D. students. This is apart from the pre-Ph.D. submission seminar which is mandatory for all students at various levels of their research beginning with research proposals and going on to drafts of chapters are encouraged to present their work and feedback from teachers and fellow students (see also 2.2.1.).</p>
<p>Key Indicator-2.3 Teaching- Learning Process</p>		
<p>2.3.1</p>	<p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</p>	<p style="text-align: center;">Supporting Document required:</p> <p>Describe the student centric methods taken by the Department in not more than 200 words.</p> <p>The M.A. tutorial programme is based on student presentations and discussions. Student presentations in the classroom are also encouraged to complement regular lectures.</p> <p>The twice yearly research scholars’ workshops held for M.Phil and Ph.D. students encourage students in formulating their arguments and writing their chapters. (see also 2.2.1)</p>

Key Indicator- 2.6 Student Performance and Learning Outcomes		
2.6.1	Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students	<p style="text-align: center;">Supporting Documents required:</p> <p>(i) COs for all courses (Examples can be seen from attached Glossary-Notes) (ii) A description of Mechanism of Communication in not more than 100 words.</p> <p>See appendix for MA and M.Phil syllabii</p> <p>Course outcomes for MA courses involve the continuous internal evaluation implemented through the weekly tutorial programme of students’ discussion and writing as well as classroom lectures and presentations by visiting faculty, special film screenings and field visits and report writing that is a compulsory component of the course on research methodology (SOC 209).</p>
2.6.2	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution	<p style="text-align: center;">Supporting Documents required:</p> <p>A description of the method of measuring attainment of POs, PSOs and COs and the level of attainment of POs, PSOs and COs in not more than 200 words.</p> <p>At the M.A. level PO is measured through the continuous internal assessment implemented through the weekly tutorial programme as well as through the two student performance reviews held each semester and the end semester examination.</p> <p>At the M.Phil level POs are measured through 1) course work and end semester evaluation of all students by the M.Phil Committee. 2) the joint</p>

		<p>examination of the M.Phil dissertation by the external and internal examiners.</p> <p>At the PhD level POs are assessed through regular meetings of research students with supervisors and advisory committees as well as presentations at the twice yearly research scholars' workshops.</p>
Criterion III- Research, Innovations and Extension		
Key Indicator - 3.6 Extension Activities		
Metric No. (as per NAAC Manual)	Description (as per NAAC Manual , July 2017, for Reference purposes)	Data Requirement from Department (For Academic years 2012-13 to 2016-17)
3.6.1	<p>Extension activities in the neighbourhood community, if any, in terms of impact and sensitising students to social issues and holistic development during the last five years.</p>	<p style="text-align: center;">Supporting Document Required:</p> <p>A Description in not more than 200 words mentioning the impact of the activities in sensitising students to social issues and holistic development.</p> <p>The research conducted by the faculty and students of the department is always field based and has an intrinsic component of community outreach built into it.</p>
Criterion IV – Infrastructure and Learning Resources		
Key Indicator - 4.1 Physical Facilities		
Metric No. (as per NAAC	Description (as per NAAC Manual , July 2017, for Reference purposes)	Data Requirement from Department (For Academic years 2012-13 to 2016-17)

Manual)		
4.1.1	<p>Facilities for teaching - learning available in Dept. / Centre as per the minimum specified requirements by the statutory bodies.</p>	<p style="text-align: center;">Supporting Document Required:</p> <p>A Description in 200 words on the adequacy of facilities for teaching learning as per the minimum specified requirements by statutory bodies.</p> <p>Facilities may include Classrooms (mention number and room size in mtr. / square, Laboratories (mention number and room size in mtr. / square), Computing equipment (mention only number), etc.</p> <p>The Department has two large classrooms (11x7 mt), One small classroom (7x5 mt), one seminar room (11x7 mt). There is one resource centre, 15 large faculty rooms, 10 smaller rooms and cubicles, one computer lab. for students. The faculty rooms are well equipped for holding small classes of up to eight students.</p>
4.1.2	<p>The institution has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.) and cultural activities.</p>	<p style="text-align: center;">Supporting Document Required:</p> <p>A Description in not more than 200 words on adequate facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate.</p> <p>The Department does not have separate sports, games, gym and Yoga facilities. However, the students can use the facilities available in the University.</p> <p>The Department has a seminar room, a spacious back lawn and also uses regularly the Vivekananda Hall which is a large auditorium in the Delhi School of Economics campus.</p>

CRITERION V: STUDENT SUPPORT AND PROGRESSION

Key Indicator- 5.4 Alumni Engagement

Metric No. (as per NAAC Manual)	Description (as per NAAC Manual , July 2017, for Reference purposes)	Data Requirement from Department (For Academic years 2012-13 to 2016-17)
5.4.1	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non-financial means during the last five years	<p style="text-align: center;">Supporting Document Required:</p> <p style="text-align: center;">A Description in not more than 200 words on how the alumni association contributes to the institution</p> <p>The Department does not have a formal alumni association. However, the alumni regularly visit the Department. Illustrious alumni were also felicitated at the DSE annual day in 2017. The Department holds a Department day every year in February on the day M.N.Srinivas had established the Department. This is also an occasion for the old and new students to meet and interact. The Department saw a large turnout of alumni for the M.N.Srinivas memorial event held in the Department in 2016. Many alumni have participated in the Department’s research colloquium over years. The Department plans to consolidate its data on alumni in future.</p>

Criterion VI: Governance, Leadership and Management

Key Indicator - 6.1 Institutional Vision and Leadership

Metric No. (as per NAAC Manual)	Description (as per NAAC Manual , July 2017, for Reference purposes)	Data Requirement from Department (For Academic years 2012-13 to 2016-17)
------------------------------------	---	---

6.1.2	<p>The institution practices decentralisation and participative management</p>	<p>Supportive Documents Requirement:</p> <p>Describe any one case study of practicing decentralisation and participative management in the institution in not more than 200 words.</p> <p>The Department has an elaborately decentralized system of managing all its activities. Apart from the statutory committees, the Department has a large number of other committees such as the Tutorial Committee, Information Committee, Admission and Exam related committees, Committees which organize Research colloquium and research Scholars workshops, committees addressing issues of sexual harassment, ragging and needs of differently abled students and committees which look after the visiting fellows program. There are also committees to activate processes of syllabi revision and look after the resource centre, website, occasional paper series, student exchanges, scholarships, computers, buildings and equipments of the Department. Almost no activity in the Department is done without a consultative process with the faculty or a duly organized committee.</p> <p>The committee work is allocated via a democratic process considering peoples aptitude as well as to ensure that no one is over burdened and the committees are formally reconstituted every year.</p>
-------	---	---

Criterion VII – Institutional Values and Best Practices

Key Indicator - 7.1 Institutional Values and Social Responsibilities

Metric No. (as per NAAC Manual)	Description (as per NAAC Manual , July 2017, for Reference purposes)	Data Requirement from Department (For Academic years 2012-13 to 2016-17)
7.1.1.2	<p>Institution shows gender sensitivity in providing facilities such as:</p> <p>a) Safety and Security</p>	<p>Supporting Document Required for uploading: A Description of gender equity initiatives undertaken by the Department on the specified areas in not more than 200 words.</p> <p>The Department is committed to ensuring an environment that provides equal</p>

	<p>b) Counselling c) Common Room</p>	<p>opportunity for women and men and a safe environment for students, teachers and non-teaching staff to carry out their work/study. The Faculty in charge of the Committee against sexual harassment ensures every year that a poster is prominently displayed that gives her email address and phone number in case anyone in the Department would like to seek help or file a complaint. Gender sensitization work takes many forms in the Department. Gender and gender violence is a subject that is addressed in several of the courses taught in the Department at the MA and MPhil level. In addition to this there are film screenings and talks organized in the Department that address Gender equality.</p>
<p>7.1.2 Environmental Consciousness and Sustainability</p>		
<p>7.1.2.3</p>	<p>Waste Management steps</p>	<p style="text-align: center;">Supporting Document Required:</p> <p>A Description of efforts towards waste management in departments in not more than 200 words. This may include Solid waste management, Liquid waste management and E-waste management.</p> <p>The Department undertakes periodic stock taking and disposal of unusable furniture and other non-consumable items. We follow the University guidelines in this regard. We also repair and reuse materials wherever possible.</p> <p>The Department does not produce any liquid and e-waste as it does not have lab based research.</p>
<p>7.1.2.4</p>	<p>Rain water harvesting structures and utilization in the department</p>	<p style="text-align: center;">Supporting Document Required:</p> <p>Provide a description of efforts towards rain water harvesting on the department in not more than 200 words.</p> <p>The Department does not have the technical, financial and human resources for this but would be very keen to do so if facilities are provided.</p>

7.1.2.5	Green Practices	<p style="text-align: center;">Supporting Document Required:</p> <p>A Description of efforts towards green practices in departments in no more than 200 words .It may include students and staff using Bicycles, Public Transport, Pedestrian Friendly Roads, Plastic free campus, Paperless office, Green landscaping with trees and plants.</p> <p>The staff and students of the Department regularly use bicycles and public transport for commuting to and fro from the Department. A lot of information in the department is circulated via the website which is regularly updated and helps in reducing waste of paper and postage costs. The office and the staff make sustained attempts to reduce the wastage of paper and we have also tried to involve NGOs who recycle paper.</p> <p>The Garden of the Department of Sociology is its pride. Faculty of the Department take personal interest in the upkeep of the Garden and we regularly mark key events through tree plantation activities. We also regularly participate in the University flower show.</p>
Key Indicator - 7.2 Best Practices		
7.2.1	State at least two institutional best practices (as per NAAC format)	<p style="text-align: center;">Supporting Document Required:</p> <p>A Description in not more than 200 words on any two best practices successfully implemented by the Department as per NAAC format.</p> <p>Two of the student centred best practices of the Department of Sociology are its Tutorial Programme and the Research Scholars Workshop.</p> <p>The tutorial programme for MA students is a unique and integral part of our MA teaching. While being linked to the Internal assessment makes it significant for the overall learning outcomes of the students; the manner in which it is structured allows for a very sustained interaction and exchange between faculty and and each and every student of the MA program, something which is ruled out in the larger composition of the MA lecture class. The tutorial groups and typically made up of 5-7 students who have to regularly read and meet their tutor in groups which engage in a detailed discussion of prescribed readings on a specific topic. This exercise allows for attention to individual students whose writing and arguing skills are honed in the process.</p>

		<p>The Research Scholars Workshop is held once or twice every year in the Department. It offers a unique opportunity to the budding young scholars in the Department to showcase their research to their peers and teachers. In exposing them to the necessarily social character of the research enterprise and trains them in the skills required for presenting one's work to the larger community. The workshop is a mechanism via which research scholars receive valuable feedback which allows them to sharpen their research skills.</p>
Key Indicator - 7.3 Institutional Distinctiveness		
7.3.1	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust.	<p style="text-align: center;">Supporting Document Required:</p> <p style="text-align: center;">A Description of the Department's performance in any one area distinctive to its vision, priority and thrust in not more than 200 words.</p> <p>The Department of Sociology prides itself for the field based research it trains its scholars to pursue and conduct. Almost all PhD scholars in the Department conduct intensive field based research which is a unique resource for the understanding of varied dimensions of Indian and non-Indian societies. This emphasis of the department is in consonance with the vision of its founder, Professor M.N.Srinivas who was a well known proponent of the 'field view' of society.</p> <p>Another very significant and long standing institution established in the Department is the Sociological Research Colloquium which is held on every Friday during the teaching sessions in Department. The colloquium is a unique opportunity for the students and faculty of the Department to listen to and interact with scholars of all kinds, ranging from those who are internationally recognized to those who are just beginning to step into the academic world. A two hour long activity, the colloquium enlivens the intellectual atmosphere of the Department and enables a unique and continuous exposure to a range of social questions.</p>