

**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**

## 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	<b>Curricula developed/adopted relevant to local/national/global needs; program outcomes, course outcomes.</b>	<p>The Department is a key centre of knowledge production—basic as well as applied—in Political Science discipline. It has immensely contributed towards creating domain knowledge through curriculum development.</p> <p>In the past five years, it has generated twenty-seven courses for the semester system at the undergraduate level; thirty-one courses for the Four-Year-Undergraduate Program; and then, the Choice-Based Credit System program. In fact, the UGC model courses for the undergraduate program in Political Science—prescribed for all colleges throughout India—under this Scheme are predominantly drawn from the above-mentioned syllabi devised by our faculty. It has, for the first time, also developed inter-disciplinary and applied courses like <i>Your Laws Your Rights, Parliamentary and Legislative Support, Public Opinion Research and Democracy, and Conflict and Peace Building</i>, that are offered to students pursuing various other Bachelor degree programs in Social Sciences, Sciences and Commerce.</p> <p>The syllabi of the Masters program is well structured to cover the entire spectrum of sub-disciplines in Political Science: Political Theory, Indian Politics, Public Administration, Comparative Politics, Indian Political Thought and International Relations, allowing students to understand and debate the whole gamut of issues of local, national and global significance. While ten compulsory papers seek to build the foundational knowledge base of students, it is the <i>only</i> Department in India that offers a choice of sixty-eight elective courses to its Masters students</p>

		<p>offering specialised knowledge in local and national issues ranging from development, sustainability, public policy and governance, rural urban development, environment, citizenship, democracy and violence, social exclusion, human rights, ethics and politics, democracy and political institutions and political parties, elections and political process to Indian strategic thought and its foreign policy, issues of international security, international political economy, South Asian politics and understanding international politics of other parts of the world.</p> <p>Supporting Documents provided in Annexure No. 1.1.1 and Annexure 1.1.2</p>
<b>Key Indicator- 1.3 Curriculum Enrichment</b>		
<b>1.3.1</b>	<b>Integration of cross-cutting issues relevant to Gender, Environment and sustainability, Human values, Professional Ethics into curriculum.</b>	<p>The curricula for the Masters and M.Phil/Ph.D programs have been designed to make these issues an integral part of all papers. Many compulsory papers including Debates in Political Theory, Theories of International Relations, Administrative Theory, Interpreting Modern India and Themes in World Politics and International Political Economy, which has major components that deal with issues pertaining to global resource governance, sustainable development and global justice. Other papers debate issues of discrimination and inequalities that persist in the name of gender and resource distribution and offer a critique of anthropocentric processes of development and advocates an eco-centric development.</p> <p>The following Optional papers also engage students in a critical and multi-faceted discussion on these issues: Ethics and Politics, Critical Traditions in Political Theory, The Modern State in Comparative Perspective, Social Movements and Revolutions, Parties, Elections and Political Process in India, Development Process and Politics in India, Democracy and Human Rights in India, Public Policy, Rural-Urban Development and Local Government in India, Environment and Development: Policy and Politics, Peace and Conflict in International Politics, India and the World, State and Society in South Asia, South Asia and the World, State and Society in Pakistan, State and Society in Africa, Social Exclusion: Theory and Practice, Gender in International Relations, Indian</p>

		<p>Strategic Thought, International Security, State and Society in Canada, State and Society in the US, Gandhi, autonomy and discourse, Ambedkar in Contemporary India, Contemporary Explorations in Tagore, Identities and Political Transformation in India, Themes in Citizenship, Institutions, Development &amp; Poverty, Environmental Policies &amp; Politics, Theory Practice of Democracy and Contemporary Critical Theory.</p> <p>Professional values and ethics are shared and discussed at the orientation programs for Masters and M.Phil/Ph.D students. The compulsory course on Research Methodology has special lectures devoted to this issue and the Ph.D thesis of all students is subjected to the plagiarism checks before final submission.</p> <p>Supporting Documents provided in Annexure No. 1.1.1 and Annexure 1.1.2</p>
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## 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	<b>The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners</b>	<p>The social and geographic diversity of our student's body creates opportunities for pedagogical innovations. On the one hand, it provides opportunity to the faculty to translate various disciplinary concepts in vernaculars to help students understand them better and on the other, class-room engagements often spur new research agendas. The Department caters to a wide variety of student groups who belong to multiple social backgrounds with different learning abilities.</p> <p>*At Masters level, the Department provides remedial classes for students in English and Hindi languages to address any limitations of linguistic abilities.</p>

		<p>*The students are given a Readings Materials Pack for each course that contains basic foundational readings as well as the cutting-edge work in the area or topic to be taught. This is done to overcome any limitations of availability of the prescribed books and journals in the university library.</p> <p>*The department is trying to set up a web based resource centre where all the readings are uploaded to address the special needs of visually challenged students.</p> <p>*Faculty members are also available for student consultations for those who may require individual support and guidance.</p> <p>*Through class room teaching along with regular seminars and workshops, the department endeavours at building an atmosphere of inclusion and cohesion among the students.</p> <p>*The advanced learners are provided ample opportunities to achieve new milestones by getting involved in research projects and programs led by the Departmental faculty.</p> <p>* Some students of MA and M.Phil program are also selected for international programs like the U-21, which Department conducts every year with University of Melbourne and University of Birmingham.</p> <p>Supporting Documents provided in Annexure No. 5.1.3</p>
<b>Key Indicator-2.3 Teaching- Learning Process</b>		
<b>2.3.1</b>	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</b>	<p>*Teachers deploy varied pedagogical techniques including class projects (in individual and group mode), term papers, class presentations and field research to create a participative learning environment in the classes.</p> <p>*In some courses such as Ethics and Politics, the students are given space to articulate their views through posters, cartoons, photographs and multimedia presentations, including short films. Students of elective course on Parties and Elections are trained in undertaking election surveys.</p> <p>*Students are encouraged to actively participate in the national and international workshops and conferences and attend Weekly Seminars organized by the</p>

		<p>Department which provides opportunities for students to learn from visiting scholars across India and the globe with different genres and experience.</p> <p>*Research students of M.Phil/Ph.D programs are expected to present their research work in an annual or bi-annual ‘work-in-progress’ workshops. This provides an opportunity for peer learning as well as continuing feedback from the faculty members.</p> <p>*Research students not only work with the Departmental faculty on their research projects but are also actively encouraged to take up research assignments with other research institutions such as the Centre for Studies of Developing Societies and Observer Research foundation and, other governmental bodies such as the Parliament, National Human Rights Commission and various non-governmental bodies.</p> <p>*Many students volunteer to help faculty members organize conferences giving them an opportunity to learn from this interaction.</p> <p>Supporting Documents provided in Annexure No. 5.1.3</p>
<b>Key Indicator- 2.6 Student Performance and Learning Outcomes</b>		
<b>2.6.1</b>	<p><b>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</b></p>	<p>*Outcomes of Masters in Political Science Program and Individual courses are clearly specified in the syllabi which is available in the University website.</p> <p>*Students are familiarized with expected outcomes of different courses and papers during the orientation program at the outset of the classroom teaching in every semester.</p> <p>*The overall objective of the Masters Program is to train students, develop knowledge, enable them to critically engage with their societal environment at different levels and impart skills that empower them to bring about transformations in their lives as well as that of the larger society.</p> <p>*Tutorials in Hindi and English equip students in enhancing analytical and writing skills that is continuously monitored through class presentations.</p> <p>*Students are sensitized towards marginalized sections of society so that they feel</p>

		empowered to challenge power hierarchies based on caste, gender, religion, language and region.
2.6.2	<b>Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution</b>	<p>The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams. These include:</p> <ul style="list-style-type: none"> <li>*The communication and analytical skills of students are evaluated through regular class presentations and group discussions.</li> <li>*Term papers and field work in various optional courses provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non-governmental sector and learn skills to undertake future research.</li> <li>* Research students’ presentations in the annual or bi-annual workshops on their research proposals and ‘work-in-progress’ workshops, which provides an opportunity to the faculty as well as the peer groups for evaluating their work.</li> <li>*Another important evaluative technique for the Ph.D students are their pre-submission seminars that help them to address any remaining gaps and limitations of their research work.</li> <li>*Viva Voice for P.hD students in which external examiners are invited also help judge their research skills.</li> </ul>

## 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	<b>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.</b>	<p>*Both the Masters and Research students are actively engaged in various social and community projects, details of which are provided in Annexure No. 5.1.3</p> <p>*Students in the Department independently organize academic events including film screenings by inviting documentary film makers, panel discussions and workshops with activists and workers in governmental and non-governmental organizations.</p> <p>*Many students who are actively engaged in field research acquire lasting life skills to engage, interact and work with people at the grassroots levels especially the vulnerable and marginalized sections.</p>

## Criterion IV – Infrastructure and Learning Resources

### Key Indicator - 4.1 Physical Facilities

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)
4.1.1	<b>Facilities for teaching - learning available in Dept. / Centre as per</b>	The Department makes optimum use of the resources available. It tries to create a

	<p><b>the minimum specified requirements by the statutory bodies.</b></p>	<p>student-friendly and research-enabling environment.</p> <p>*It has well-stocked library with around five thousand books including both primary and secondary sources which may be consulted and issued by students, researchers and faculty. It also stocks M.Phil dissertations submitted by the the Department’s students.</p> <p>*The Department has internet connectivity in the library, administrative office as well as Wi-Fi facility accessible to students, researchers and the faculty.</p> <p>*There are separate rooms for each faculty member, however, this is sufficient only for the current faculty strength of the department. All the rooms are well-equipped with computers, printers and air-conditioners and are well-furnished enabling the faculty to conduct their research work and in helping them organize individual academic sessions with their research students.</p> <p>*The Department has been allocated two big lecture halls in the Faculty of Social Sciences building which are utilized for conducting M.A. Previous classes. Four classrooms have been allocated to the department in the Satyakam building where M.A. Final year classes are held. In addition, there is one classroom and one committee room for conducting M.Phil and PhD classes.</p> <p>*All the classrooms have ICT facilities albeit with persisting maintenance issues.</p> <p>*Since there is no room dedicated for the purposes of holding seminars, these are held in classrooms, lecture halls and committee room which, at times, poses challenges to ensure there is no clash of lecture schedules.</p>
4.1.2	<p><b>The institution has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.) and cultural activities.</b></p>	<p>None</p>
<p><b>CRITERION V: STUDENT SUPPORT AND PROGRESSION</b></p>		
<p><b>Key Indicator- 5.4 Alumni Engagement</b></p>		

<b>Metric No.</b> (as per NAAC Manual)	<b>Description</b> (as per NAAC Manual , July 2017, for Reference purposes)	<b>Data Requirement from Department</b> (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	None
<b>Criterion VI: Governance, Leadership and Management</b>		
<b>Key Indicator - 6.1 Institutional Vision and Leadership</b>		
<b>Metric No.</b> (as per NAAC Manual)	<b>Description</b> (as per NAAC Manual , July 2017, for Reference purposes)	<b>Data Requirement from Department</b> (For Academic years 2012-13 to 2016-17)
6.1.2	The institution practices decentralisation and participative management	<p>The Department of Political Science is connected to around fifty colleges in the university through institutional mechanisms that evolve modalities of academic programs. Apart from framing of courses and conducting of under graduate exams, the teachers from colleges have been provided a platform in the form of teachers general body to discuss common issues relating to research and teaching.</p> <p>The college teachers are also collaborating with colleagues in the postgraduate departments for both teaching and research. In this line, several research groups have been formed around relevant themes in political science. Some of them</p>

	<p>include: Intellectual History of Ideas, South-east Asia Research Group, Feminist Engagements with Law and State, Research Group on Global Justice, and Comparative Federalism Group.</p> <p>The Department meets its research scholars, both M.Phil and PhD, once every month and secures their inputs in organizing research seminars and workshops. For both the research scholars and the young faculty, the Department holds once every year a research workshop, and this at times is extended to include postgraduate students, under the aegis of Young Scholars Conference with an interdisciplinary thrust.</p> <p>Committed to capacity building of the Political Science faculty, the Department remains open to co-organizing seminars and workshops with Colleges.</p>
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## 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 style="text-align: center;"><b>Institution shows gender sensitivity in providing facilities such as:</b></p> <p style="text-align: center;">a) Safety and Security b) Counselling c) Common Room</p>	<p>*The Department has an Anti-Sexual Harassment Committee to deal with the complaints pertaining to sexual harassment and to counsel the aggrieved student and to redress their grievances.</p> <p>*The Department tries to inculcate the values of gender equality among students by organizing seminars and conferences on such issues.</p>

		<p>*It has ensured that feminist theory and gender issues are an integral part of the curricula in most of its courses for Masters programme.</p> <p>*There is no separate common room as such that is available in the department but there are common spaces available to students of both genders.</p>
<b>7.1.2 Environmental Consciousness and Sustainability</b>		
<b>7.1.2.3</b>	<b>Waste Management steps</b>	<p>The Department has a waste management system which is done in coordination processing unit of the University. List of the unusable materials are prepared and sent to the University and all such wastes products are disposed of by following due procedures.</p> <p>Day-to-day waste management is done through the staff dedicated for this purpose, and requisite dustbins have been put for such purposes.</p>
<b>7.1.2.4</b>	<b>Rain water harvesting structures and utilization in the department</b>	The University has centralized mechanisms for rain water harvesting.
<b>7.1.2.5</b>	<b>Green Practices</b>	<p>The Department is taking all efforts towards paperless interaction for all purposes. Majority of the circulars and notices are issued online.</p> <p>All efforts are taken by all colleagues to ensure the papers are used to the optimum, and the precise for recycling is followed by use of shredder.</p> <p>Many faculty members travel by public transport like the metro and e-riksha to commute to the department.</p>
<b>Key Indicator - 7.2 Best Practices</b>		

7.2.1	State at least two institutional best practices (as per NAAC format)	<p>The teaching programs of the Department are designed to help students realize their best academic potential, and train our research students to pro-actively seek and, make best use of opportunities available for their professional growth. Easy access to teachers, remedial classes for those who have special learning needs, class projects and field research-based projects, regular and structured student workshops to facilitate peer learning and to avail consistent teachers’ feedback, and, a rich learning environment that provides additional opportunities to them to interact and learn from the much wider community of scholars and intellectuals India and abroad, who are regularly visiting the Department. Besides, students take lot of initiative in assisting the faculty in planning, holding and participating in various academic programs of the Department.</p> <p>The national and international level collaborations in both the teaching and research domain, with universities, research institutions and other governmental and non-governmental organizations is another core strength of the Department. Such collaborations span the entire range of activities and programs including Public lectures, special lectures and talks by scholars, activists and practitioners belonging to different fields from all parts of India as much as other countries; seminars, workshops and conferences to the collaborative research projects and special teaching programs such as the U-21 program. The Department has also started Research Networks in specialized subject areas such as the Intellectual History of Ideas, South-east Asia Research Group, Research Network on Feminist Engagements with the Law and State; Comparative Federalist Research Group and Research Group on Global Justice.</p>
<b>Key Indicator - 7.3 Institutional Distinctiveness</b>		
7.3.1	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust.	<p>The Department provides academic leadership to the single largest body of students and faculty studying and teaching Political Science at the postgraduate level in India. This includes about 1000 postgraduate students in the Department; 112 under the non-collegiate system and another 3000 Masters students enrolled in the School of Open Learning—alone speaks volumes. With nearly one hundred</p>

		<p>doctoral students on our rolls, the Department's record of having produced 58 doctorates in the last five years is equally difficult to match. <b><i>The unique, federal character of the Delhi University has placed the Department in a distinctive position to shape the way the discipline of Political Science is understood and taught in India in a foundational manner.</i></b></p> <p>In disciplinary terms, the Department's faculty has sought to de-centre the notions and practices of the political from its conventional moorings in Eurocentric thought and history. While engaged in moving away in its research agenda from dominantly European models for some time now, the Department has also insisted on learning and undertaking research on western thought and institutions as well, so that the mutual-imbrication of Europe and the non-West, especially India, may be studied more seriously. The relationships of exchange as well as asymmetry between the West and the non-West is of course critical to understanding the current thrust area of our Department, namely that of democracy, norms and institutions. The need for research on this area is intensified by a number of important global challenges that require more democratic initiatives than are currently available; and these have to be thought in terms of both national and extra-national institutions. Work on the thrust area also benefits from the critical investigations that we conduct in Indian Politics that reveal both new and old forms of (among other things) inequality, justice, discrimination and institutional processes in the larger context of the global developments in this domain.</p>