

DEPARTMENT OF SOCIOLOGY

BEST PRACTICE

Best practice 1: SOCIOFIESTA

Department: SOCIOLOGY

1. Title of the Practice

SOCIOFIESTA: WHERE SOCIOLOGY IS ALIVE

2. Objectives of the Practice

The aim of the Sociofiesta is to help the students to relate Sociology to their day to day lives. The Sociofiesta helps the students and teachers to innovate ways to make Sociology relevant to the students by sensitizing them towards various issues in the society. It also aims at helping students to relate to the various papers, concepts and theories of Sociology. The Sociofiesta also has another important goal, which is to develop soft skills i.e. facing the audience, speaking in the public, event management, collaboration with their fellow students and overall organization skills.

3. The Context

*The most important goal of Sociofiesta being to help students relate sociology to their day to day lives, attempts are made every year to achieve this goal. The Sociofiesta is being organized for the last **TEN** years. i.e. 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19. In order to make the Sociofiesta relevant to the students, every year different themes are chosen i.e. 2009-10: Traditional Goa, 2010-11: Unity in Diversity in India, 2011-12: Goa Then and Now, 2012-13: Social Problems in Goa. These themes have been chosen so as to make students feel enthusiastic about participation. As students participation is paramount.*

Constraints/ Limitation: *There have been no major constraints although generating funds is a constraint the college management partly funds and the rest of the funds are generated through fundraising drives and organizing food stalls by the students. Further, the constraint of participation is taken care of by making the theme of the Sociofiesta appealing and also by ensuring that the Sociofiesta does not clash with the academic activity of CA'S.*

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

The Sociofiesta refers to an activity, where all the students and teachers of sociology of Goa relate sociology to mundane daily acts and processes within the social sphere. The Sociofiesta is called so because, it is like a fair (fiesta) of young budding sociologist to come and depict their understanding of sociology through the stalls (platform) provided with the help of various competitions. The Sociofiesta has been evolving for the last four years. It is growing bigger and bigger in terms of participation from students and colleges.

In order to make the Sociofiesta relevant to the students, every year different themes are chosen i.e. 2009-10: Traditional Goa, 2010-11: Unity in Diversity in India, 2011-12: Goa Then and Now, 2012-13: Social Problems in Goa, 2013-14: Women and Issues in India, 2014-15: Social Problems in India, 2015-16: Bringing Pioneers Back to life, 2016-17: Revisiting Goa in Contemporary Times, 2017-18: Resurrection of Women Sociologist, 2018-19: Embracing the other, Progressing together. These themes have been chosen so as to make students feel enthusiastic about participation. As students participation is paramount.

Every year in accordance to the theme competitions are designed, planned and executed. For Example, this academic year 2012-13, the theme being; social problems in Goa, various competitions were organized. The Subthemes were Prostitution, Corruption, Garbage Problem, Mining, Rape, Female Infanticide, Drug Addiction, and Alcoholism. Therefore in accordance to these sub-themes, several competition were organized i.e. Mono-act: An skit focusing on the above themes, Wealth out of Waste: Creating something of use out of the waste, Poster competition: On the themes, Social Advertisement: Advertisement to create awareness about the different issues, Dance Competition: Dance depicting the various issues , Singing Competition: A song had to be composed by the students and sung, the song should have lyrics that talks about any of the problems listed above, Problem Plan: This was based on the philosophy ask not what your country can do for you, but what you can do for your country, students had to come up with plans to deal with any one of the problem, Quiz Competition: This involved quiz on the Pioneers of Sociology (Comte, Durkheim, Spencer, Marx, Ghurye, Srinivas, A.R Dessai, Documentary: The students had to prepare documentaries on any one of the problem faced by the Society, Paper Presentation: Papers had to be presented on the basis of the T.Y.B.A projects and Mr and Mrs Montri (Politician, Minister): This competition was organized so as to make students think on the prospects of getting in to politics, as every time everyone is involved in condemning the politicians but we never think of becoming one.. Each of these competitions sensitized the students of our college as well as the participating colleges to the various issues facing the society. A total number of 86 students and 6 faculty representing 6 colleges and one university participated this year. A total number of 65 students from our college were involved in organizing the Sociofiesta and another 15 as a part of the audience. Thus all of this ensures us in achieve our goal.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

The Evidence of success can be drawn by the fact that every year the number of participants has been increasing, there has also been frequent request by the other colleges to increase the intake of participants. When we began the Sociofiesta there were only 5 colleges that participated with 5 students from each college. Then in 2010-11 there were request to increase the intake of participants from 5 to 10, but we limited it to 7 and continued the same in 2011-12. In 2011-12, the students again requested to increase the intake and also to have the Sociofiesta for two days instead of one day. Thus, in 2012-13 the intake of students per college was increased to 12 and also for the first time it was held for two days. Now there have been demands to increase it to 15. In fact in some colleges 30-40 students want to take part, however such a large number of students from all colleges cannot be accommodated. Nevertheless, the Sociofiesta has been able to live up to the expectation of the students. That is the reason why every year students and teachers of Sociology keep asking about ‘when is the Sociofiesta will be held?’

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

The students being the main driving force guided by the faculty there have been no major problems encountered. The response has been good. There has been positive feedback on time management, food management and overall organization. This reinforces us to continue with this practice. The management has always been encouraging to organize such events. However, the major problem encountered in the last four years has been capital resources. We definitely need a stable flow of capital.

7. Notes (Optional)

We can provide valuable guidance as part of consultancy if any other institution wants to replicate the same in their department.

Any other information regarding Institutional Values and Best Practices which the Autonomous College would like to include.

Best practice 2: GOENKARPONN Department: SOCIOLOGY

1. Title of the Practice

GOENKARPONN: CREATE, RELIVE AND APPRECIATE GOAN CULTURE

2. Objectives of the Practice

Create, Relive and Appreciate the Goan Culture; unleash the hidden talents of the students through Sociology; create a spirit of competition; and foster sister/brotherhood among the Goan students. The Goenkarponn also has another important goal, which is to develop soft skills i.e. facing the audience, speaking in the public, event management, collaboration with their fellow students and overall organization skills.

3. The Context

*The most important goal of Goenkarponn being to help students create, live and appreciate the Goan culture, attempts are made every year to achieve this goal. We live in an age where trees are uprooted completely from its roots and when new saplings are planted they have no idea of their foundation. This event "Goenkarponn" was a humbled attempt by the Department of Sociology, Parvatibai Chowgule College of Arts & Science Margao - Goa to help the saplings (youngsters) to connect with their roots. "Goenkarponn" means "Goanness" which will be seen through the creation of the Goan culture through the several competitions during the "Goenkarponn". The Goenkarponn is being organized for the last **FOUR** years. i.e. 2016-17,*

2017-18, 2018-19, 2019-20. Every year we have been keeping the same theme is because to understand Goan culture in depth, this event is organized for higher secondary students to invite them to understand society in more detail.

Constraints/ Limitation: *There have been no major constraints although generating funds is a constraint the college management partly funds and the rest of the funds are generated through fundraising drives and organizing food stalls by the students.*

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

The highlights' of the event are on stage- Goencho Nach (Folk dance), Goenche Nesvonn (Fashion show), Goenche Porbo (Feast and Festivals), Goencheo Gajali (Current Issues) and Khell (Street play). Off stage- Prashanmanjusha (Quiz), Goenche Godsan (Goan Sweets) and Goencho Baoto (Flag painting).

To rediscover the Goan, based on the different multicultural dressing styles of Goa, Goenche Nesvonn (Fashion Show) was organised to showcase the various dressing styles found in Goa and explain its social significance.

Goa known for its varied culture, art and traditions. In order to re-witness its culture and traditions, Goenche Porbo (Feast and Festivals) and Goencho Nach were held to create and depict the festivals and connect our roots through the folk dance of Goa.

The Goencheo Gajali (Current issues) was to test once owns hold over Konkani Language and how fluent the Goenkar can speak in Konkani without use a single word of other languages.

Khell (street play) as a form of drama was popular during the time of carnival and is still performed in Goa to amass the Goan Khell culture.

Keeping in mind, Goan famous identity of preparing sweets during various festivities and occasions, an event, Goenche Godson (Goan Sweets) was arranged and the team were asked to pick any two sweets and explain the social significance and technical aspects of its preparations.

Prashanmanjusha (Quiz) was conducted to know the pioneers of sociology and their major contributions to the sociological field

Goa as a state, to recognise its own culture in the form of painting Goencho Baoto (Flag painting), to see what signifies the Goan culture and how it would look on flag?

Thus all of this activities ensures us in achieve our goal of create, relive and appreciate Goan culture.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

The Evidence of success can be drawn by the fact that every year the number of participants has been increasing, there has also been frequent request by the other higher secondary to increase the intake of participants. We began the Goenkarponn in 2016-17 there were five institutions participated for the event, with the total of 50 participants and along with seven accompanied teachers. There were request to increase the intake of participants, and then in 2017-18 nine institutions participated for the event, with the total of 108 participants and along with nine accompanied teachers. Students wait for this event with great enthusiasm and spirit.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

Students play a very vital role during the organising of such events form compare to the photographer everything is handled by the students under the guidance of faculty members. It's very enriching experience for students and also faculty to understand the opportunities and challenges during the events. The response for higher secondary to participate in the event is overwhelming. Our college makes it a point that the event is well managed and also its organization. These practices keep us going very strong every year. The college management is always encourages in these regards but the major problem our department faces is the monitory gains college partly helps but other than that we fully depend on the students for the fundraising.

7. Notes (Optional)

We can provide valuable guidance as part of consultancy if any other institution wants to replicate the same in their department.

Best Practice No-3: Connecting the Book-View to the Field through Experiential learning

Department: SOCIOLOGY

1. Title of the Practice

Teaching Learning: Connecting the Book-View to the Field.

2 Objectives of the Practice

- To understand the society from the perspective of the actors
- To experience social reality through the field
- To find solution to the problems
- To grow as a better informed and skilled student

Further: The objective of the practice is course and unit specific

Example 1: The TYBA students demonstrated social issues: The topics assigned were gender discrimination, substance abuse and AIDS.

Objective:

- To gain empathy towards the socially deprived groups

- To encourage and engage students to critically think on social issues through sociological perspective: Labelling theory, sub-cultural theory, structural theories etc.

Example 2: The students of SYBA were told to literate the illiterates under the paper title ‘Sociology of education’. The students had to go to marginalised group or those people who are illiterate and teach them some basics like their names, signature, filling bank forms, etc.

Objective:

- To teach basic things to the section who is unprivileged.
- To encourage students to mingle with poor people.
- To get the understanding how to collect people when they require.
- To understand learning by doing.

Outcome:

3. The Context

- *Sociology is the study of society, society cannot be trapped in the book, we at the department felt it was important to connect the book with the field so as to give the students the grasp of reality. The department made use of experiential learning in varied courses.*
- *Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Felicia, Patrick (2011). Handbook of Research on Improving Learning and Motivation. p. 1003. ISBN 1609604962.*

Constraints/ Limitation:

4. The Practice



- The above Cycle was used exactly in some courses and modified in others.

What was required?

- Kolb states that in order to gain genuine knowledge from an experience, the learner must have four abilities:

- The learner must be willing to be actively involved in the experience;
- The learner must be able to reflect on the experience;
- The learner must possess and use analytical skills to conceptualize the experience; and

The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience

Courses executed

1. literate the illiterates' under the paper titled 'Sociology of Education
 2. SYBA had to do 'Young Sociologists Awareness Drive' under the paper title 'Family, Kinship and Marriage in India
 3. SYBA/TYBA as part of the course 'Rural Sociology' created a 'Rural Newsletter' documenting the various aspects of rural life in Goa.
 4. SYBA/TYBA as part of the course 'Women and Society in India documented the 'Unsung Heroines' in society
 5. Role Play Fyba: Sociology of Religion
 6. Teaching Sociology: Theory and Practice
 7. Interview as Part of Qualitative Research Methods
 8. Field Visit: Participant Observation and Interviews
 9. Classical Sociology: Karl Marx
 10. Social Concerns: Measures to deal with population problem and Problems facing Goa
5. Evidence of Success
 - While it is the learner's experience that is most important to the learning process, it is also important not to forget the wealth of experience a good facilitator also brings to the situation.
 - However, while a facilitator, or "teacher", may improve the likelihood of experiential learning occurring, a facilitator is not essential to experiential learning. Rather, the mechanism of experiential learning is the learner's reflection on experiences using analytic skills. This can occur without the presence of a facilitator, meaning that experiential learning is not defined by the presence of a facilitator.
 - Yet, by considering experiential learning in developing course or program content, it provides an opportunity to develop a framework for adapting varying teaching/learning techniques into the classroom

(see Rodrigues, C. A. (2004). The importance level of ten teaching/learning techniques as rated by university business students and instructors. Journal Of Management Development, 23(2), 169-182

Example

Outcome 1:

- *The students were be able to visualize social issues by being an active participant in the role play*
- *The students were able to encounter issues through different perspectives*
- *The students got sensitive and sensitize the viewer's on socially deprived group*

Picture-1



Picture-2



Outcome-2

- *Students gathered lot of students who don't go to school because of poverty and to teach them some basics.*
- *Students used different ways to teach the small kids.*

Picture-1



Picture-2



Picture-3



6. Problems Encountered and Resources Required

Time and resources were a major constraint, however the students managed well.