

Guidelines for the Creation of the
Internal Quality Assurance Cell (IQAC)
and Submission of Annual Quality Assurance
Report (AQAR) in Accredited Institutions
(Revised in October 2013)



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission
P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

NAAC

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

- ☞ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- ☞ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*
- ☞ To encourage self-evaluation, accountability, autonomy and innovations in higher education;*
- ☞ To undertake quality-related research studies, consultancy and training programmes, and*
- ☞ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Value Framework

To promote the following core values among the HEIs of the country:

- Contributing to National Development*
- Fostering Global Competencies among Students*
- Inculcating a Value System among Students*
- Promoting the Use of Technology*
- Quest for Excellence*

Contents

	Page Nos.
1. Introduction	..... 4
2. Objective	..... 4
3. Strategies	..... 4
4. Functions	..... 5
5. Benefits	..... 5
6. <i>Composition of the IQAC</i>	..... 5
7. The role of coordinator	..... 6
8. Operational Features of the IQAC	..... 6
9. Monitoring Mechanism	..... 7
10. Mandatory submission of AQAR by NAAC	..... 7
11. The Annual Quality Assurance Report (AQAR) of the IQAC	..... 8

Part – A

11. Details of the Institution	..... 9
12. IQAC Composition and Activities	..... 12

Part – B

13. Criterion – I: Curricular Aspects	..... 14
14. Criterion – II: Teaching, Learning and Evaluation	..... 15
15. Criterion – III: Research, Consultancy and Extension	..... 17
16. Criterion – IV: Infrastructure and Learning Resources	..... 20
17. Criterion – V: Student Support and Progression	..... 22
18. Criterion – VI: Governance, Leadership and Management	..... 24
19. Criterion – VII: Innovations and Best Practices	..... 27
20. Abbreviations	..... 29

Document revised by: Dr. Ganesh Hegde, Deputy Adviser and B. S. Ponmudiraj, Deputy Adviser, NAAC

Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions

Introduction

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies to remove deficiencies and enhance quality like the "Quality Circles" in industries.

Objective

The primary aim of IQAC is

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Strategies

IQAC shall evolve mechanisms and procedures for

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;

- b) The relevance and quality of academic and research programmes;
- c) Equitable access to and affordability of academic programmes for various sections of society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of evaluation procedures;
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions

Some of the functions expected of the IQAC are:

- a) Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;
- b) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- c) Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters of higher education;
- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- f) Documentation of the various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- i) Development of Quality Culture in the institution;
- j) Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

Benefits

IQAC will facilitate / contribute

- a) Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement;
- b) Ensure internalization of the quality culture;
- b) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
- c) Provide a sound basis for decision-making to improve institutional functioning;

- d) Act as a dynamic system for quality changes in HEIs;
- e) Build an organised methodology of documentation and internal communication.

Composition of the IQAC

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One member from the Management
5. One/two nominees from local society, Students and Alumni
6. One/two nominees from Employers /Industrialists/stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution. It helps the institutions in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institution's quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities.

The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

- ♦ It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- ♦ It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination and planning and development.

- ♦ The management representative should be a person who is aware of the institution's objectives, limitations and strengths and is committed to its improvement. The local society representatives should be of high social standing and should have made significant contributions to society and in particular to education.

The role of coordinator

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior person with expertise in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is preferable that the coordinator may have sound knowledge about the computer, its various functions and usage for effective communication.

Operational Features of the IQAC

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for “education” is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinator of the IQAC and the secretary will have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

Monitoring Mechanism

The institutions need to submit yearly the Annual Quality Assurance Report (AQAR) to NAAC. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle's accreditation. During the institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well quality sustenance initiatives undertaken by them.

The Annual Quality Assurance Reports (AQAR) may be the part of the Annual Report. The AQAR shall be approved by the statutory bodies of the HEIs (such as Syndicate, Governing Council/Board) for the follow up action for necessary quality enhancement measures.

The Higher Education Institutions (HEI) shall submit the AQAR regularly to NAAC. The IQACs may create its exclusive window on its institutional website and regularly upload/ report on its activities, as well as for hosting the AQAR.

The NAAC Accredited institutions need to submit only the soft copy as word file (.doc/.docx) through e-mail (capuaqar@gmail.com). The file name needs to be submitted with Track ID of the institution and College Name. For example MHCOGN16601-Samudra Arts and Science College, Taliamegu-Maharashtra.doc or EC_32_A&A_143 dated 3-5-2004-Samudra Arts and Science College, Taliamegu-Maharashtra.doc. The Higher Education Institutions need not submit the printed/hard copy to NAAC. The acknowledgements would be sent to the institutions through e-mail.

Mandatory Submission of AQAR by IQAC

So far submission of AQARs was not a Mandatory requirement for Institutions applying to NAAC 2nd and subsequent cycles of Assessment and Accreditation (A&A). It has now been decided by the Executive committee of NAAC that **regular submission of AQARs should be made mandatory for 2nd and subsequent cycles of accreditation.**

In view of the decision of **Executive Committee of NAAC** the following will be the pre-requisites for submission of LOI for all Higher Education Institutions (HEIs) opting for 2nd and subsequent cycles of A& A **with effect from 16th September 2016:**

- Having a functional IQAC.
- The minutes of IQAC meeting and compliance to the decisions should be uploaded on the institutional website.
- Mandatory submission of AQARs on a regular basis for institutions undergoing the second and subsequent cycles of Assessment and Accreditation by NAAC.
- Upload the AQAR's on institutional website for access to all stakeholders.

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

Part – A

I. Details of the Institution

1.1 Name of the Institution

Department of Geography

1.2 Address Line 1

Delhi School of Economics

Address Line 2

University of Delhi

City/Town

Delhi

State

Delhi

Pin Code

110007

Institution e-mail address

geographydse2012@gmail.com

Contact Nos.

27666491

Name of the Head of the Institution:

Prof. S.C.Rai

Tel. No. with STD Code:

91-11-27666491

Mobile:

9868943593

Name of the IQAC Co-ordinator:

DR NETRANANDA SAHU

Mobile:

9910850478

IQAC e-mail address:

babunsahu@gmail.com

1.3 NAAC Track ID (For ex. MHCOGN 18879)

1.4 NAAC Executive Committee No. & Date:

(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

1.5 Website address:

<http://geography.du.ac.in>

Web-link of the AQAR:

NA

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details:NA

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle				
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC :

DD/MM/YYYY

NA

1.8 AQAR for the year (for example 2010-11)

2016-17

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR _____ (DD/MM/YYYY)
 ii. AQAR _____ (DD/MM/YYYY)
 iii. AQAR _____ (DD/MM/YYYY)
 iv. AQAR _____ (DD/MM/YYYY)

1.10 Institutional Status

University State ☐ Central ☒ Deemed ☐ Private ☐

Affiliated College Yes ☐ No ☒

Constituent College Yes ☐ No ☒

Autonomous college of UGC Yes ☐ No ☒

Regulatory Agency approved Institution Yes ☐ No ☐

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education ☒ Men ☐ Women ☐

Urban ☐ Rural ☐ Tribal ☐

Financial Status Grant-in-aid ☐ UGC 2(f) ☐ UGC 12B ☐

Grant-in-aid + Self Financing ☐ Totally Self-financing ☐

1.11 Type of Faculty/Programme

Arts ☐ Science ☐ Commerce ☐ Law ☐ PEI (Phys Edu) ☐

TEI (Edu) ☐ Engineering ☐ Health Science ☐ Management ☐

Others (Specify)

SOCIAL SCIENCE

1.12 Name of the Affiliating University (*for the Colleges*)

NA

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme

DRS III

DST-FIST

UGC-Innovative PG programmes

Any other (*Specify*)

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers

13

2.2 No. of Administrative/Technical staff

5

2.3 No. of students

200

2.4 No. of Management representatives

NA

2.5 No. of Alumni

21

2.6 No. of any other stakeholder and
Community representatives

NA

2.7 No. of Employers/ Industrialists

NA

2.8 No. of other External Experts

2.9 Total No. of members

2.10 No. of IQAC meetings held 4

2.11 No. of meetings with various stakeholders: No. Faculty

Non-Teaching Staff Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? Yes ☐ No ☒

If yes, mention the amount

2.13 Seminars and Conferences (only quality related) NA

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality Enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
NA	

* Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body Yes ☐ No

Management ☐ Syndicate ☐ Any other body

Provide the details of the action taken

Part – B
July, 2016 to June, 2017

Criterion – I

I. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year (Nil)	Number of self-financing programmes (Nil)	Number of value added / Career Oriented programmes (Nil)
PhD	Yes			
PG	Yes			
UG				
PG Diploma				
Advanced Diploma				
Diploma				
Certificate				
Others (M.Phil.)	Yes			
Total	03			
Interdisciplinary	PG			
Innovative	M.Phil./P.hD.			

- 1.2 (i) Flexibility of the Curriculum: CBCS/Core[√] / Elective option[√] / ~~Open options~~
(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	Yes
Trimester	N.A.
Annual	N.A.

- 1.3 Feedback from stakeholders* Alumni ☐ Parents ☐ Employers ☐ Students ☒
(On all aspects): Yes

Mode of feedback : Online ☐ Manual ☒ Co-operating schools (for PEI) ☐

**Please provide an analysis of the feedback in the Annexure*

- 1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

- Paper on 'Geography in India' for M.A. student introduced in 2014

- 1.5 Any new Department/Centre introduced during the year. If yes, give details.

N.A.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
13	07	03	03	00

2.2 No. of permanent faculty with Ph.D.

13

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
00	01	00	03	00	01	00	00	00	04

2.4 No. of Guest and Visiting faculty and Temporary faculty

0

0

0

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	0	0	0
Presented papers	16	08	0
Resource Persons	0	0	0

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Use of ICT/Smart board in class room teaching/learning sessions; Remote Sensing & GIS laboratory for geographic/spatial data analysis; Automatic Weather Station for Climate data analysis; Field based exploration for Postgraduate/Research Students and faculty members; Georesearch Forum for active engagement of research students with researchers/experts/geoscientists.

2.7 Total No. of actual teaching days during this academic year

166

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Theory: Descriptive & single examiner; Practical: Three examiners

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

All faculty members

85 percent (PG Students)

2.10 Average percentage of attendance of students

95 percent (M.Phil. Students)
95 percent (Ph.D. Students)

2.11 Course/Programme wise distribution of pass percentage (2016-2017):

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
M.A.	74	Nil	55	44	1	100
M.Phil. [†]	15					100
Ph.D. [‡]	13					100

[†]09 M.Phil. Result declared with one student who got distinction; [‡]05 PhD Students Viva-voce held.

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

IQAC helps in regular monitoring of the teaching/learning and research activities. In addition, also assists in identifying issues of immediate academic concerns and its addressals.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	01
UGC – Faculty Improvement Programme	0
HRD programmes	0
Orientation programmes	01
Faculty exchange programme	0
Staff training conducted by the university	0
Staff training conducted by other institutions	0
Summer / Winter schools, Workshops, etc.	01
Others	0

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	02	01	0	01
Technical Staff	01	04	0	0

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Faculty members motivated to undertake major/minor research projects;
Joint research supervision with other institutions from India & abroad;
Invited lectures from experts/eminant researchers (about 25 per year)

3.2 Details regarding major projects: None

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

3.3 Details regarding minor projects: None

	Completed	Ongoing	Sanctioned	Submitted
Number	--	--	--	--
Outlay in Rs. Lakhs	--	--	--	--

3.4 Details on research publications (2016-17)

	International	National	Others
Peer Review Journals	16	09	--
Non-Peer Review Journals	--	--	--
e-Journals	--	--	--
Conference proceedings	--	--	--

3.5 Details on Impact factor of publications:

Range 0.90-3.76 Average 1.54 h-index 5-14 Nos. in SCOPUS 05

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations: NA

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	--	--	--	--
Minor Projects	--	--	--	--
Interdisciplinary Projects	--	--	--	--
Industry sponsored	--	--	--	--
Projects sponsored by the University/ College	--	--	--	--
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)	--	--	--	--
Total			--	

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution	Level	International	National	State	University	College
	Number	--	01	--	--	--
	Sponsoring agencies		UGC-SAP-DRSIII			

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University

Total

3.16 No. of patents received this year	Type of Patent		Number
	National	Applied	Nil
		Granted	Nil
	International	Applied	Nil
		Granted	Nil
	Commercialised	Applied	Nil
		Granted	Nil

3.17 No. of research awards/ recognitions received by faculty and research fellows

Total	International	National	State	University	Dist	College
-------	---------------	----------	-------	------------	------	---------

02	02	0	--	--	--	--
----	----	---	----	----	----	----

 Of the institute in the
year

3.18 No. of faculty from the Institution who are Ph. D. Guides 13
and students registered under them 46

3.19 No. of Ph.D. awarded by faculty from the Institution (2016-17) 05

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF 10 SRF 04 Project Fellows Nil Any other† 13

† Includes Non-NET fellowship for M.Phil./Ph.D. students from University of Delhi.

3.21 No. of students Participated in NSS events: N.A.

University level		State level	
National level		International level	

3.22 No. of students participated in NCC events: Nil

University level		State level	
National level		International level	

3.23 No. of Awards won in NSS: Nil

University level		State level	
National level		International level	

3.24 No. of Awards won in NCC: Nil

University level		State level	
National level		International level	

3.25 No. of Extension activities organized

University forum	01	College forum	
NCC		NSS	
		Any other	

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Field Work by Postgraduate/Research Scholars to spread the message of educational attainment and livelihood opportunities in various communities.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities (2016-17):

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	Part of DSE			
Class rooms	02	0		02
Laboratories	01	0		01
Seminar Halls	00	0		00
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	00	94105/-UPS (25)	DU	94105/-
Value of the equipment purchased during the year (Rs. in Lakhs)	00	954030/- Computer (30)	DU	954030/-
Others				10,48135/-

(See annexure for details)

4.2 Computerization of administration and library

Office and technical staff are using computer for routine work; Ratan Tata library is common for DSE

4.3 Library services: Ratan Tata library is responsible for details.

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books						
Reference Books						
e-Books						
Journals						
e-Journals						
Digital Database						
CD & Video						
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	49	12	yes	0	0	00	00	0
Added	30	21	yes	0	0	00	00	0
Total	79	33	yes	0	0	00	00	0

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

GIS/RS training for MA/M.Phil./PhD students.

4.6 Amount spent on maintenance in lakhs (2016-17) :

i) ICT

--

ii) Campus Infrastructure and facilities

--

iii) Equipments

--

iv) Others

--

Total :

Rs. 93, 325/-

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

Access to internet facilities to MA, M.Phil. and PhD students for learning/research activities; Georesearch forum organized by research students and guided by teachers.

5.2 Efforts made by the institution for tracking the progression

Through Georesearch forum meetings and lectures.

5.3 (a) Total Number of students
(2016-17)

UG	PG	Ph. D.	Others (M.Phil.)
--	177	13	15

(b) No. of students outside the state M.A. M.Phil. Ph.D.

(c) No. of international students M.A. M.Phil. Ph.D.

Men

	No	%
M.A.	110	62
M.Phil.	10	67
PhD	08	61

Women

	No	%
M.A.	67	38
M.Phil.	05	33
PhD	05	39

	Last Year (2015-16)						This Year (2016-17)					
	General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
M.A.	41	12	09	22	01	85	34	14	07	26	01	82
M.Phil.	8	03	01	05	01	18	07	02	01	04	01	15
PhD	06	01	01	02	00	10	0	0	0	0	0	0

Demand ratio: 1:17 (M.A.)

Dropout % : 2 percent (M.A.)

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Not applicable

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET SET/SLET GATE CAT
IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

Georesearch forum organises lectures on career guidance, counselling and exposure for research opportunities etc.

No. of students benefitted

All M.Phil./PhD Students

5.7 Details of campus placement: Not applicable

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed

5.8 Details of gender sensitization programmes:

Committee on Gender issues in the Department & DSE.
Department organizes women's year

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events: Nil

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events: Nil

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	13	
Financial support from government	14	
Financial support from other sources	--	
Number of students who received International/ National recognitions	--	

5.11 Student organised / initiatives :

Fairs : State/ University level National level International level
Exhibition: State/ University level 01* National level International level

*Antardhawani, University of Delhi.

5.12 No. of social initiatives undertaken by the students

Swachh Bharat Abhiyan by Students

5.13 Major grievances of students (if any) redressed: Complaint box; M.A. student advisor & M.Phil./PhD incharge.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

The Department of Geography, Delhi School of Economics is premier Geography Department of the Country. The Department leads in strengthening the discipline of **Geography in India through its emphasis on Interdisciplinarity, Innovation and Inclusiveness**. The Department of Geography through its teaching and research activities aims for bridging the gap between the physical sciences and social sciences. Through our several initiatives, the Department is capable to reject dichotomy between natural sciences and human sciences.

6.2 Does the Institution has a management Information System

Department has its website through which notices and circulars are being disseminated.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

The Department has developed flagship courses in the area of Gender and Space, Geography of Landscapes, Environment and Resource and Urban and Regional Planning. It is the first Geography Department in the country to offer a course on the Geography of Gender. Department actively participated in the Four Year Undergraduate Programme (FYUP) and incorporated courses like Disaster Management, Geography of Tourism, Advanced Spatial Information Technology and Climate Change: Vulnerability and Adaptation.

6.3.2 Teaching and Learning

Master Field work, LCD Projector in all classes, Smart board, GIS lab.

6.3.3 Examination and Evaluation

Examination and evaluation conducted by the Department for Master and M.Phil. students. Preparation of question papers for under graduate classes is done under guidance of the Department.

6.3.4 Research and Development

UGC-SAP programme is being run in the department to provide assistance to researchers. Department provides GIS lab facilities to all researchers. Geo Research Forum provides platform for researchers to discuss and enhance the research quality.

6.3.5 Library, ICT and physical infrastructure / instrumentation

RTL , DSE manage library facilities, RS&GIS Lab

6.3.6 Human Resource Management

Department organise weekly seminars under Geo-Research Forum, and invited lectures from time to time.

6.3.7 Faculty and Staff recruitment

NA

6.3.8 Industry Interaction / Collaboration

The Department is actively engaged in research collaboration with international partners in the Netherlands, Finland, Sweden, Norway, Germany. This includes joint research projects, co-supervision of PhD work and curriculum development.

6.3.9 Admission of Students

M.A., M.Phil./PhD admission is done through all India level entrance test.

6.4 Welfare schemes for: University is responsible for welfare of all teaching and non-teaching staffs

Teaching	
Non teaching	
Students	

6.5 Total corpus fund generated

Nil

6.6 Whether annual financial audit has been done: N.A.

☐

Yes

☐

No

6.7 Whether Academic and Administrative Audit (AAA) have been done? : N.A.

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic				
Administrative				

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes

Yes

☐

No

☐

For PG Programmes

Yes

☒

No

☐

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Department follows the rules framed by the University

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?:
N.A.

NA

6.11 Activities and support from the Alumni Association

Alumni association established and DSE honoured
aluminise of concerned departments every year.

6.12 Activities and support from the Parent – Teacher Association: N.A.

NA

6.13 Development programmes for support staff

Tranining arranged by the University for technical and
office staff.

6.14 Initiatives taken by the institution to make the campus eco-friendly

Swachh Bharat Abhiyan Committee
Cleanliness drive in 2016-17

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

Automated Weather Station installed in 2015
Remote Sensing and GIS Laboratory
Preparation of Innovative Atlases
The Department has been associated with the preparation of at least three innovative atlases/census on socially relevant themes.

Advanced technology used for teaching (Smart board, LCD Projector)

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

All actions have been completed.

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

- Capacity Building for Researchers and teachers particularly SC and ST through Research Methodology Course in 2013 together with training programme for researchers and college teachers on recent techniques and software related to RS/GIS.
- Dissemination of Research Findings through workshops and seminars to larger academic community, policy makers and community groups.

7.4 Contribution to environmental awareness / protection

- Teaching of Environmental Issues at Postgraduate
- Department framed syllabus for Environment for Undergraduate students of colleges under Delhi University

7.5 Whether environmental audit was conducted? Yes ☐ No ☒

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

<p>Strengths:</p> <ul style="list-style-type: none"> • Faculty published 14 research papers in peer-reviewed international journal; also published 20 research papers in peer reviewed national/other journals. • Diversity of Teaching programme with 6 specialized groups. • Faculty received several prestigious Awards and Grants • Established International Collaboration with Canada, Netherlands, UK, Japan and USA. • Engage with national and international Geography Associations occupying post of Vice-President, IGU and Secretary General, NAGI. 	<p>Weakness:</p> <ul style="list-style-type: none"> • Vacant Teaching/Non-teaching posts. • Lack of space and Lab facilities needed particularly for weather and environment Lab.
<p>Opportunities:</p> <ul style="list-style-type: none"> • Department is home of Indian Geography as NAGI headquarter. • Regular publication of Annals of NAGI (Journal). • Good quality of students coming from all parts of the country. • Young and energetic staff. 	<p>Challenges:</p> <ul style="list-style-type: none"> • Disproportionate ratio of Non-Teaching Staff in the context of increasing students. • Lack of space with increasing students after OBC expansion. • Lack of sitting space for research students. • Lack of funding for field excursions for PG students and researchers.

8. Plans of institution for next year

Research Plans

Future plans for the Department are presented in line with the identified thrust areas and available expertise within the department proposed under UGC DRS III. The thrust areas identified are the following:

I. Environment and Resources.

The thrust area will focus on the following specialized themes:

- a) Climate Change Analysis in selected Indian Geosystems i.e., Mountain, Arid Regions and Megacities (using UHI)
- b) Hazard, Risk and Vulnerability mapping and modeling
- c) Ecological Footprint Analysis in Critical Regions

II. Urban and Regional Planning.

The thrust area will focus on the following specialized themes:

- a) Urban Health and Well-being
- b) Gender, Space and Development
- c) Regional Development , Policy Analysis and Assessment of Development Programs

Proposed Future Facility Development for achieving goals of thrust areas in coming years:

- **D-GPS:**

A pair of single frequency D-GPS instrument will enable high accuracy ground control data acquisition.

- **Upgradation of Computers.**

Replacement of old computer systems/new mapping software.

- **Upgradation of Computer Lab.**

20 KVA UPS for running 35 computers in the Lab.

- **Remote Sensing/other digital Databank.**

High resolution data for selected Mountain, Megacities & Arid Regions. Census (2011) and other statistical database

- **Climate Databank.**

Systematic climate database for last 100 years from IMD/IITM Pune.

- **Automated Weather Station.**

Complete and comprehensive weather station having measurement instruments of rainfall, temperature, humidity, wind speed, evaporation etc. to be established at the Department premises.

- **Building of one more storey is required immediately to solve the acute space problem of the department.**

Name _____

Name _____

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

_____*_*_*____

Annexure I

Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission
