

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	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>Our curricula and teaching in the MA/M.Phil/Ph.D. levels have been adapted to global debates in geography through the involvement of faculty in various international programs and bodies. Due to this international exposure of our faculty through programmes such as DAAD, Linneaus Palme, participation in IGU, and national geographical associations such as NAGI, IIG etc. key debates in the discipline globally and national level have been brought into the ambit while teaching. Apart from these, curriculum has been expanded to include a new course ‘Geography in India’. A complete revision of the syllabus is also currently underway. In this revision, the specific goals are to adapt the syllabus to address local/national and global needs.</p> <p>[SUPPORTING DOCUMENTS: Dept. circulars and minutes regarding introduction of new courses and syllabus revision, correspondence with university regarding participation in international programs and question papers as well as tutorial exercises assigned to students]</p>

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>Supporting Documents required:</p> <p>A description of courses which address Gender, Environment and Sustainability, Human Values and Professional Ethics List in not more than 200 words.</p> <p>Integration of cross cutting issues relevant to gender, environment and sustainability is reflected in several core and optional courses offered by the Dept in the Master’s programme. The following core courses 101: Geographical Thought, 201: Environment and Ecology, 202: Contemporary Human Geography, in particular addresses these issues more directly.</p> <p>In addition, the following optional courses offered in semester 3 and 4 address also these issues 302: Natural Resource Management, 304: Systematic Agricultural Geography, 305: Social Geography of India, 307: Regional Development, 411: Hydrology and Water Resource Management, 412: Geography of Energy, 413: Environmental Impact Assessment, 414: Natural Hazards and Disaster Management, 415: Urban Impacts on Natural Resources and Environment, 426: Gender and Space with reference to India.</p> <p>At the M.Phil. level a course on Gender and Development too reflects these issues.</p> <p>Overall the issues of human values, gender and environment thus find resonance in our curriculum.</p> <p>[<u>SUPPORTING DOCUMENTS</u>: Copy of the syllabus document with detail of courses]</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 align="center">The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners</p>	<p align="center">Supporting Document required:</p> <p>Describe the initiatives taken by the Department in not more than 200 words.</p> <p>Initiatives taken by the department to assess and address diversity of the students include holding tutorial classes group wise for each paper offered for students to address and remedy their difficulty in following the course content. Other than this Department appoints a faculty to address issues related to gender as well as a nodal person to be contacted by students from North-East region of India. Students are also encouraged to attend the Departments’ Geo-research forum and participate in department seminars both of which allow them space to engage in academic discussions.</p> <p>An MA/Mphil/PhD in-charge is also appointed specifically to coordinate the Masters and research programmes and is available for discussion in case of any difficulty a student might face specific to these programmes.</p> <p>[<u>SUPPORTING DOCUMENTS</u>: Dept. time table showing distribution of lectures and tutorials, notices for seminars and Georesearchforum, minutes of DC showing appointment of faculty in-charge for MA MPhil/PhD as well as Gender issues and nodal person for students from NE]</p>
<p align="center">Key Indicator-2.3 Teaching- Learning Process</p>		

2.3.1	<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>Experiential learning is encouraged through field survey mechanisms and students are encouraged to undertake primary surveys for their Masters and M. Phil. dissertations as well as Ph.D work.</p> <p>Student centric measures such as setting up of Geo-research forum along with facebook page as well as holding regular meetings with research scholars is a hallmark of the Dept.</p> <p>[<u>SUPPORTING DOCUMENTS</u>: Georesearchforum notices, notices for dissertation meetings, abstracts of Mphil and Phd research to show inclusion of primary survey, copy of syllabus to show goals of course 401]</p>
<p>Key Indicator- 2.6 Student Performance and Learning Outcomes</p>		
2.6.1	<p>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>	<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 style="text-align: center;">ANNEXURE-I</p> <p>Department regularly updates and displays all current and archival information on its website. We circulate all the notices to the concerned faculty/supporting staffs/students/research scholars through email as well as in Departmental Notice Board regularly.</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 style="text-align: center;">ANNEXURE-II</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	Extension activities in the neighbourhood community, if any, in terms of impact and	Supporting Document Required:

	sensitising students to social issues and holistic development during the last five years.	<p>A Description in not more than 200 words mentioning the impact of the activities in sensitizing students to social issues and holistic development.</p> <p>Faculties of the department have been engaged in various extension activities related to sensitizing students to social issues and holistic development. These include preparation of tactile maps to asses' accessibility to visually impaired students, tree census, mapping aura of university of Delhi and gender audit of Department.</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	Facilities for teaching - learning available in Dept. / Centre as per the minimum specified requirements by the statutory bodies.	<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 is currently equipped with two lecture halls (size: 81m² and 63m²) for accommodating 80 and 40 students for lectures. These are well equipped with ICT Projector, Smart board, multimedia, internet etc. In addition a special Remote sensing &GIS lab (size: 60m²) for 30 students with 30 computers is operational.</p>

		<p>Faculty rooms provide space for individual research of faculty and are equipped with computers with printers. However, the Department has highlighted space constraints and sought additional classrooms and faculty rooms.</p> <p>[SUPPORTING DOCUMENTS: Photographs of classrooms and labs as well as faculty rooms. Copies of correspondence between HOD and Director DSE for release of faculty rooms]</p>
4.1.2	<p>The institution has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.) and cultural activities.</p>	<p>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>Students registered with the Department can access the sports complex university of Delhi for gym, track and playing courts. The sports complex was modified and refurbished for the commonwealth games 2010. In addition, students can also access gym and sports facilities in their respective hostel. Yoga classes for students are held at Gandhi Bhavan.</p>
<p>CRITERION V: STUDENT SUPPORT AND PROGRESSION</p>		
<p>Key Indicator- 5.4 Alumni Engagement</p>		
<p>Metric No. (as per NAAC Manual)</p>	<p>Description (as per NAAC Manual , July 2017, for Reference purposes)</p>	<p>Data Requirement from Department (For Academic years 2012-13 to 2016-17)</p>

5.4.1	<p>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>	<p style="text-align: center;">Supporting Document Required:</p> <p>A Description in not more than 200 words on how the alumni association contributes to the institution</p> <p>Alumni of the Department are included in the alumni association of the University. Notable women alumina and notable alumni have been felicitated on the Founders Day of the Delhi School of Economics. These occasions provide our alumni opportunities to re-connect with the Department and Delhi School of Economics.</p>
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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 style="text-align: center;">Supportive Documents Requirement:</p> <p>Describe any one case study of practicing decentralization and participative management in the institution in not more than 200 words.</p> <p>An example of decentralization and participatory management can be seen in the day to day running and management of the Departments’ Geo-research forum. In this the student’s representatives plan and execute the semester long programme taking care of each and every aspect from selection of theme, invitation to speaker, floor management etc.</p> <p>Various departmental committees function in a decentralize manner to look after the different aspects such as gender issues, issues related to NE students, and other welfare committee. All departmental decision is taken after discussion in free and fare manner in the departmental council meeting.</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 b) Counselling c) Common Room</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 reflects gender sensitivity and inclusive approach by assigning a faculty to take care of gender related issues. In addition the UGC mandate of appointing a gender champion to create awareness and sensitize students to issues related to gender is also implemented. Within the purview of this a sensitization programme was held on international women’s day 8th March 2017 with lectures and discussions related to women’s safety and feminist jurisprudence along with an awareness program on menstrual management called ‘<i>ChuppiTod: Breaking the Silence on Menstruation</i>’ by Goonj a civil society organization. On 8th March 2018 the theme of discussion was ‘Gendered Lives and Everyday Spaces’ with focus on access to facilities in public spaces, safework spaces and equal access within home spaces.</p> <p>[<u>SUPPORTING DOCUMENTS</u> : Minutes of DC meetings showing appointment of faculty to take care of gender issues, posters and notices relating to Womens day program and Gender champion activities]</p>
7.1.2 Environmental Consciousness and Sustainability		
7.1.2.3	Waste Management steps	<p>Supporting Document Required:</p> <p>The Department has provided dustbins in key areas along with signage to reflect ideals of Swacch Bharat. Attempt is made to keep the campus litter free. A programme was also organized at the launch of Swachch Bharat Abhiyan to sensitize and build awareness on the issue.</p>

		[SUPPORTING DOCUMENTS: Photographs of campus and signage]
7.1.2.4	Rain water harvesting structures and utilization in the department	<p>Supporting Document Required: Provide a description of efforts towards rain water harvesting on the department in not more than 200 words.</p> <p>Rainwater harvesting is an important consideration at the University level. Selected faculty has been appointed to the University level committee for rainwater harvesting to coordinate efforts with National Green Tribunal on this issue.</p>
	Green Practices	<p>Supporting Document Required: 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>With support from the Director, Delhi School of Economics, a lawn and landscaped garden has been developed in the area in front of the Department. Such Green landscaping with trees and plants has increased aesthetic appeal and contributed to greening the area. Teaching and non-teaching staff uses digital technology to avoid paper work and save environment. This is move towards environment friendly paperless office.</p> <p>[SUPPORTING DOCUMENTS: Photographs, correspondence between Head and Director DSE regarding development and maintenance of the lawns. Appointment of garden committee representative from faculty]</p>
Key Indicator - 7.2 Best Practices		
7.2.1	State at least two institutional best practices (as per NAAC format)	<p>Supporting Document Required: 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 best practices Department can list is the regular student teacher interactions through tutorial and compulsory Dissertation at the Masters level. In addition, we would like to list a well-equipped ICT for dissemination knowledge to the students. Organization of a student centric forum “Geo-research forum” with an active facebook page also provides students a platform for discussion and dissemination of emerging research.</p> <p>[SUPPORTING DOCUMENTS: copy of time table, photos of lab, notices for Geo-research forum including link to its fb page]</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>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 aims at occupying a distinctive space in the landscape of teaching and research in both human and physical geography. This is reflected in the thrust areas defined under its SAP programme. Distinctive performance of the Department is evidenced through faculty involvement in international programmes, faculty, publications and syllabus of the Dept.</p> <p>Faculty of the Department has occupied key positions within different global and national bodies associations of geographers such as the IGU, NAGI etc. Faculty has also served in editorial boards of progressive and well regarded geography journals and publishing houses. Publication profile of the faculty collectively in journals with high impact factor shows also a high level of citation and visibility (see h scores). Current syllabus includes new areas of geography and has served as a template for other regional universities where faculty has been involved in preparing curriculum. The dept. also actively engages in international teaching and student exchanges. All these have accorded a very distinct edge to the Department vis a vis other departments in the country.</p> <p>[SUPPORTING DOCUMENTS: Participation of faculty in various international and national geographical associations as office bearers and members of editorial boards, as well as international exchange programmes, copy of syllabus]</p>