

**CRITERION I:**  
**CURRICULAR ASPECTS**



## **1.1 CURRICULUM PLANNING AND IMPLEMENTATION**

### **1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.**

Established as an institution of higher learning in line with the Nehruvian model of 'a temple of modernity', Kirori Mal College embodies the ideal of a public funded higher education with equity, quality and access for all.

#### **VISION**

- a) To promote the principle of nation building through higher education.
- b) To generate a liberal, progressive and inclusive worldview with a scientific temper.
- c) To inculcate critical thinking among all stakeholders especially teachers and students.
- d) To uphold the principles of cultural diversity, democratic values, pluralism and tolerance among all communities.
- e) To underline the inclusive principles of higher education based on equity, quality and access for all.
- f) To create individuals with humane qualities of empathy, compassion and sensitivity towards the deprivation around.

#### **MISSION**

- a) To disseminate an affordable and quality education among all sections of the student community.
- b) To uphold the law of the land as enshrined in the Constitution of the country.
- c) To train young minds to develop critical thinking in order to realize their intellectual potential.
- d) To equip students with the latest technological and other learning resources available to prepare them to cope with the emerging demands of a digitized world.
- e) To create a conducive atmosphere for students from diverse backgrounds to mingle with each other in a milieu of composite culture.
- f) To ensure affirmative action in favour of the underprivileged social groups both in students' intake and teachers' recruitment.

#### **OBJECTIVES**

- a) Knowledge with human values.
- b) A rational and scientific temper.
- c) A competitive spirit with ethical qualities.
- d) Inclusive policies with equality and social justice
- e) Commitment towards creativity and innovative practices.
- f) A student-friendly environment.

The college strives hard to translate the above-mentioned vision, mission and objectives into a reality through formal processes like the classroom teaching or tutorials and also through informal mechanism like cultural activities. These are communicated to the stakeholders like the students, teachers and the non-teaching employees of the college through the college prospectus/ information bulletin, college website, orientation programmes organized at the college level as well as the department level.

**1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).**

Kirori Mal College is fully governed and maintained by the University of Delhi for all academic and administrative purposes and hence is duty bound to adopt and follow the curriculum adopted by the University. The college deploys the following mechanism for effective implementation of the curriculum:

- a) The University notification on the academic curriculum and other guidelines, once received by the college office, is communicated to the respective departments and is uploaded on the college website.
- b) The workload committees of individual departments and the college, under the supervision of the Staff Council, determine the workload and recommend recruitment of teachers before the beginning of each session for a smooth organization of the teaching-learning process.
- c) The timetable of the entire college is prepared before the beginning of each semester at the level of each department and is uploaded on the college website.
- d) For interdisciplinary courses like BA Programme and BSc Programme, a committee with a representative from each department teaching the course is formed to prepare the time table to avoid any clash or error in allotting classes.
- e) The monthly attendance and the internal assessment marks of the students are uploaded on the college website at the end of each semester to ensure transparency in the entire process.
- f) The Student-Faculty Committee is formed at every department level to address the academic grievances of students along with complaints related to the internal assessment marks.
- g) The teaching-learning process is organized through a rigorous schedule of lectures, tutorials, laboratory practical, preceptorials and other modes of academic exchange.
- h) The evaluation and assessment of a student's performance is monitored through a well-placed mechanism of tutorials, class test, assignments, projects and other methods.

**1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?**

The teachers of Kirori Mal College receive both academic and logistical support from the college and the University in the following manner:

**Support from the University:**

- a) The syllabus for each subject is prepared by the respective departments of the University of Delhi with active participation and inputs provided by the teachers across colleges and disciplines.
- b) The structure and content of the curriculum of each subject, including the number of lectures, tutorials and practical periods, are decided by the respective departments and then ratified by the statutory bodies of the University of Delhi, namely, the Academic Council and the executive council.
- c) The teaching methods and guidelines for each course along with the pattern of examination are prepared by respective department committees constituted of

teachers across colleges and then circulated among colleges to ensure uniformity in the teaching-learning process across the University.

- d) The rules of internal assessment meant for evaluation of students by teachers in colleges are amended periodically by the statutory bodies of the University, that is, the AC and the EC, and are circulated among the colleges at the beginning of the academic session.
- e) The examinations in various courses of each curriculum, including the setting of question papers and the evaluation of answer scripts, are organized in a centralized manner by the University to ensure uniformity and transparency in the system.
- f) The University departments organize Workshops, Orientation and Refresher Courses regularly for teachers to upgrade their teaching methodologies and also to apprise themselves of the latest researches in their fields.
- g) The Institute of Life Long Learning or ILLL prepares e-resources and online materials for students and teachers across disciplines which are uploaded on the University website and are made available for teachers.
- h) The University has provided around 1350 laptops and around 30 LCD Projectors to the college to promote teaching and learning through ICT.

#### **Support from the College:**

- a) The college organizes special orientation programmes and workshops for teachers to apprise them about revised curriculum along with its structure and overview with details of core papers, interdisciplinary courses, discipline-centred elective courses and language options before the beginning of the teaching session.
- b) The Staff Council of the college, which is the statutory body of the institution, constitutes committees of teachers to organize the teaching-learning process right from the beginning of the session for an effective implementation of the curriculum.
- c) Each department conducts Orientation Programmes for students to inform them about the choices to be offered by the institution in the form of the core papers, the interdisciplinary papers and the elective papers so that the students can make a conscious and informed choice of subject.
- d) Teachers are granted academic leaves to attend seminars and conferences, workshops, Refresher and Orientation Courses to upgrade their pedagogical methods.
- e) The college liberally grants study leaves to teachers to complete their PhD or other research projects to equip themselves with the latest research in their areas of specialization.

#### **Infrastructural Support from the College**

- a) The entire college campus is Wi-Fi enabled.
- b) There is a room allotted to each department to conduct meetings, tutorials and other interactive sessions with students to enhance the academic performance of the department.
- c) Around 25 classrooms, both big and small, are equipped with LCD projectors to facilitate teaching through ICT.
- d) There is a separate building dedicated only to the Science courses which includes big lecture theatres and science laboratories with the latest equipments for science students.

- e) The college has a well-stocked library which continuously updates its collection by purchasing new arrivals and the latest editions of books etc. recommended by teachers.
- f) The library is connected to the University network for easy access to reputed e-books, journals and magazines.

(Q)Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

#### **1.1.4 Details enumerated in 1.1.2.**

#### **1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?**

a) Kirori Mal College has a rich network of eminent academicians, scientists, administrators, political leaders and activists, film directors and creative artists in its repertoire who have visited the college for lectures, workshops, seminars, other performing activities organized in the college premises from time to time.

b) The college strongly advocates the policy of learning both within and without the classroom space. Hence the talks, lectures and workshops by experts in their respective fields of eminence are meant to supplement theoretical learning and also to expose students to advanced levels of research and expertise.

c) The college also regularly invites its distinguished alumni in various fields of research, industry, corporate sector and performing arts to interact with students in order to encourage and inspire them to pursue different areas of higher study.

d) Kirori Mal College has an active Placement Cell, *The Avenues*, which acts as a platform for students, teachers and representatives of industry and corporate houses to interact and create employment opportunity for students. The Placement Cell acts as a facilitator for students to get employment in companies as well as procuring short-term internship in organization for practical training and experience to supplement classroom learning.

e) The college organizes field trips for students, especially by departments like Geography, Botany, Zoology, History and others to provide practical understanding of skills in addition to theoretical knowledge.

f) Kirori Mal College encourages students to participate in the DU project of 'Learning on Wheels', that is, Gyanodaya Express. Every year the college students submit their proposals which then get selected by a selection committee of the University.

g) Since 2012, the college has participated in the annual festival of the University of Delhi – the Antardhwani – to showcase the best practices, innovative ideas and the achievements of the institution.

#### **1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.**

The teachers of Kirori Mal College have always made valuable contribution towards the curriculum revision and development undertaken by the University of Delhi. The details are as follows:

**Membership of the Academic Council:** The Academic Council is the highest statutory body of the University solely authorized to formulate or effect changes within the curriculum. The following faculty members of the college have been elected members of the Academic Council from time to time during precise moments of major revision of the curriculum:

1. Dr Sundaram Shukla, Associate Professor, Department of History, was an elected member of the Academic Council, University of Delhi, in 2002-06 when a massive revamp took place of the curriculum in all Honours and Programme course in 2004-05. She was in fact a member of the Standing Committee, Academic Affairs – a committee constituted by the DU Academic Council to deliberate on academic matters – to formulate the revised structure of all these new courses of the time.
2. Mr Rajib Ray, Assistant Professor, Department of Philosophy, was an elected member of the DU Academic Council in 2006-08 when different new courses were introduced in the University across colleges. He was also the elected member of the Executive Council – the highest statutory body to administer academic changes -- from December 2008 to January 2013 when the University of Delhi went for large scale reforms in Undergraduate curriculum by first introducing semester system across courses in 2010-11 and then the FYUP in 2013.
3. Mr Sanjay Verma, Associate Professor, Department of History, was an elected member of the DU Academic Council from Dec 2008 to Jan 2013 when structural reforms took place in the University in the form of introducing the semester system in the undergraduate courses in 2010-11 followed by the Four year Undergraduate Programme (FYUP).
4. Mr Rudrashish Chakraborty, Assistant Professor, Department of English, has been an elected member of the Academic Council, University of Delhi, from January 2013 to 2017 when the Four Year Undergraduate programme (FYUP) was approved by the DU AC in 2013 and introduced in the undergraduate courses of DU. He was part of the AC in June-July 2014 when FYUP was withdrawn by a DU notification and the course was recast into a Three Year Undergraduate Programme (TYUP). He was again in the Academic Council when the Choice-Based Credit System (CBCS) was introduced in the University of Delhi from the academic session 2015-16.
5. Dr M Ramananda Singh, Assistant Professor, Department of Chemistry, has been an elected member of the Academic Council from January 2015 to 2017 when the Choice Based Credit System (CBCS) was introduced by the University of Delhi in July 2015.

**Member of Board of Research Studies, Committee of Courses and Faculties in DU:**

The following teachers of Kirori Mal College have been members of different Boards of Research Studies, Committee of Courses and different Faculties of DU:

1. Dr Alka Rakesh has been a member of the Committee of Courses, Department of English from 2014-15.
2. Mr Rudrashish Chakraborty was a member of the Committee of Courses, Department of English from 2009-11 and contributed to the revision of the MA English curriculum during this period.

3. Dr Firdos Anwer, Associate Professor, Department of History, was a member of the Faculty of Social Science, University of Delhi, in 2013-14.
4. Dr Mahesh Kumar, Associate Professor, Department of Hindi, was a member of the Faculty of Arts, University of Delhi, in 2013-14.
5. Dr Sundaram Shukla, Associate Professor, Department of History, was a member of the Faculty of Social Sciences, University of Delhi, in 2014-16.

#### **Teachers Involved in Framing Curriculum:**

1. Mr Rudrashish Chakraborty, Assistant Professor, Department of English, was a member of the BA Programme Committee, University of Delhi, to draft the revised course content of the Foundation Course and Application Course in BA Programme.
2. The entire Statistics department of Kirori Mal College, namely, Ms Savitri Sharma, Dr Vandana Sarin Walia, Ms Rashmi Goel, Dr Gopa Karmakar, Dr Alka Sabharwal and Mr Shravan Kumar, all Associate Professors in the department, have been part of the committees to draft revised syllabus of undergraduate papers of Statistics in the FYUP and CBCS structures.

#### **Teachers involved in Developing Course Content**

1. Mr Deb Dulal Halder, Department of English, has been actively involved in the content development of revised English papers in the University of Delhi, especially papers on Technical Writing and Communication as well as Translation: Theory and Practice in the Foundation course of FYUP.
2. Dr Someshwar Sati, Department of English, has just come out with his edited book on Postcolonial Literatures (Worldview Publications) for the students of BA(Honours) English III year in both FYUP and CBCS structures.
3. Mr Dhananjay Kapse, Department of English, is about to publish an edited volume of anthology of Indian Poetry (Worldview Publications: forthcoming) for the students of BA (Honours) English III year in both FYUP and CBCS curriculum.
4. Dr Rasal Singh, Department of Hindi, has been involved in the preparation of e-learning materials in ILL, DU.

#### **Feedback of teachers and students on the Curriculum**

Though there is no formal system of feedback on the curriculum as per the statutory provisions of the University, Kirori Mal College has evolved informal structures of feedback within the institution in the following manner:

- 1) Each department has a student-faculty committee which is mandatory as per the statutory provisions of the University. This committee meets periodically to take stock of the syllabus and its effective dissemination and also deliberates on ways and methods to improve the teaching-learning process.
- 2) Teachers across colleges belonging to the same discipline or even different ones meet periodically to discuss problems and glitches being faced in implementing the curriculum. The same is being communicated to the respective University departments or the concerned committees for immediate redressal of problems.

The Staff Council of the college meets periodically to review the implementation of the curriculum and the feedback generated in the process is communicated to the concerned authorities of the University for their cognizance and action.

**1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating)?**

Kirori Mal College is the only college which offers BSc Programme Analytical Chemistry at the undergraduate level. This course is designed by our college teachers in consultation with the Committee of courses in the University of Delhi. The committee revises this course periodically as per the requirements of revision in undergraduate curriculum to include new researches and innovation in that particular field.

**1.1.8 How does institution analyse/ensure that the stated objectives of curriculum are achieved in the course of implementation?**

According to the statutory provisions of the University of Delhi mandated by its Academic and Executive Council which are meant to govern the academic administration of the college, there is no formal procedure to analyse the curriculum. The college is duty bound to implement the curriculum and to organize the teaching and learning of those papers which are approved by the statutory bodies of the University, i.e., the Academic and the Executive Council.

However the college has put in place informal mechanisms within the various departments as well as within the institution as a whole to develop a holistic academic culture which are as follows:

1. The Staff Council of the college constitutes committees of teachers to prepare time table as well as to formulate policies and mechanisms to teach interdisciplinary papers to students across disciplines without any logistical difficulty.
2. The Academic Calendar of the University is strictly followed by all the departments of the college to ensure expeditious completion of the syllabus before the examination.
3. There is a rigorous schedule of lectures, tutorials and practical classes followed by the institution to ensure a timely completion of the syllabus.
4. Earlier (before 2012) the results of the entire college as well as the result of a particular course across all colleges in the University were available in the University website for teachers to do a comparative analysis of results. Now that facility has been withdrawn by the University of Delhi. Hence the results are analysed by teachers by collating data from students.

**1.2 ACADEMIC FLEXIBILITY**

Kirori Mal College is one of the biggest institutions in terms of students' intake and the number of courses offered to students in terms of variety and range. The college offers courses in Humanities, Social Sciences, Mathematics, Physical Sciences and Biological Sciences at both the Honours and the Programme levels. The college also offers admission to various postgraduate courses across disciplines and coordinates with the respective University departments for the tutorials and the internal assessment marks of these postgraduate students. The college takes pride in offering the maximum number of elective papers to students to enable them to exercise an informed choice.

**1.2.1 Specifying the goals and objectives give details of the certificate/diploma/skill development courses etc., offered by the institution.**



Being a fully maintained and governed college of the University of Delhi for all academic purposes, Kirori Mal College is committed to offer all the skill development courses approved by the statutory bodies of the University according to the newly introduced Choice Based Credit System in the University of Delhi. The Skill Enhancement Courses which form part of the CBCS are to be offered as part of the Honours and the Programme courses offered in the college.

**1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.**

No provision of twin degree exists in the Ordinances of the University of Delhi.

**1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability.**

Issues may cover the following and beyond:

**Range of Core / Elective options offered by the University and those opted by the college**

**Choice Based Credit System and range of subject options**

**Courses offered in modular form**

**Credit transfer and accumulation facility**

**Lateral and vertical mobility within and across programmes and courses**

**Enrichment courses**

The college offers the following Honours courses to its undergraduate students for the award of BA/BSc/BCom (Honours) degree in the semester system:

**BA Honours:** English, Hindi, Sanskrit, Urdu, Economics, History, Geography & Political Science.

**BSc Honours:** Physics, Chemistry, Mathematics, Botany, Zoology & Statistics.

**BCom Honours.**

All the above mentioned undergraduate programmes are structured in a manner that students are offered various choices in the form of **Interdisciplinary Courses, Discipline Centred Concurrent Courses, Language Credit Course** and also a **Language Qualifying Course**. This promotes academic flexibility for students' progression and improves their aptitude across disciplines.

The following **Interdisciplinary Credit Courses (IDCC)** are offered by the college for students of BA (Honours) courses in their III semester:

1. Ethics in Public Domain.
2. Environmental Issues in India
3. Reading Gandhi

4. The Individual and Society
5. Hindi Language, Literature and Culture.
6. Gender and Society
7. Mathematical Awareness

Students of BA (Honours) can opt for any one of the above mentioned courses in their III semester.

The following **Discipline Centred Concurrent Courses** are offered by the college for the students of BA (Honours) courses in their IV and VI semester:

1. Modern Literatures (English).
2. Cultural Diversity, Linguistic Plurality & Literary Traditions in India.
3. Principles in Economics
4. Formal Logic (Philosophy)
5. Symbolic Logic (Philosophy)
6. Medieval Delhi.
7. Modern Delhi
8. Citizenship in a Globalised World

Students of BA (Honours) need to opt one course from those mentioned above in their semester IV and another course from a different discipline in their semester VI to complete their requirement of interdisciplinary and multidisciplinary courses leading to the award of their degree.

In BCom Honours, students are required to opt for papers also from subjects outside their core discipline Commerce. The following subjects are offered to the students of BCom (Honours) for their degree requirements:

1. Business Communication
2. English Language
3. Hindi or Modern Indian Language
4. Political Science
5. Philosophy

### **Language Options**

Kirori Mal College rigorously follows the two language formula of the UGC and the Government of India and offers the same to the undergraduate students. The students can opt for English and one Indian language from the ones offered in the college, namely, Hindi, Sanskrit, Urdu and Bengali.

The students of BA (Honours) study two language courses depending on their proficiency at the school level:

1. Students studying any of the Languages mentioned above at the +2 level are required to study that language as a Credit course in their BA (Honours) semester II.
2. Students studying any of the Languages mentioned above at the matriculate level (Class X) are required to study that language as a Qualifying (Higher) course in their BA (Honours) semester I.
3. Students studying any of the Languages mentioned above at a level lower than that of matriculate (Class X) have the option of studying that language as a Qualifying (Lower) course in their BA (Honours) semester I.

4. The foreign students or those from the North-East, in case of not studying any of the four Indian languages offered by the college till the matriculate level (Class X), are given the choice of studying any one of the several Interdisciplinary courses offered by the college in lieu of a Qualifying Language Course.
5. The students of BA (Honours) English and Hindi are offered a different combination of Language courses for both Credit and Qualifying purposes. Since these students must have done English or Hindi compulsorily till +2 level and have opted for Honours in those very subjects, they are exempted from opting for the Language Credit Course in English or Hindi. These students opt for the following course in lieu of the Language Credit Course:

- a) **BA (Honours) English students: The Individual and Society**
- b) **BA (Honours) Hindi students: Hindi Language, Literature and Culture.**

6. The students of BA (Honours) English, in case not studying any of the four Indian Languages till the matriculate level (Class X) offered by the college, are given the option of studying any one of the several Interdisciplinary courses offered by the college in lieu of a Qualifying Language Course.

### **BA / BCom / BSc Programme: Structure and Contents**

The college also offers BA, BCom & BSc Programme courses which are interdisciplinary in nature and where students study different subjects of variable weightage to develop interest in various disciplines. The Programme courses allow students to study at least two disciplines in adequate depth in the Humanities and Social Sciences and at least three disciplines in Sciences so that students become eligible to pursue postgraduate courses in more than one discipline.

### **BA Programme Course: The Structure**

#### **1. Core Disciplines**

The students of BA (Programme) are required to opt for any two of the following subjects offered by the college as core discipline papers:

History  
Political Science  
Economics  
Philosophy  
English Discipline  
Hindi Discipline  
Sanskrit Discipline  
Urdu Discipline  
Bengali Discipline

Once a student opts for any two subjects out of the ones mentioned above as core discipline courses, s/he has to complete six papers in each of these subjects across six semesters to fulfill the requirements of a BA (Programme) degree.

#### **1. Language Courses**

The students of BA Programme study the following Language courses across six semesters:

**English Language Course (Compulsory):**

The students are required to do 4 courses in English Language: 2 courses across the first two semesters in Part I and two courses across the last two semesters in Part III.

The students need to opt for any one of the following levels of English Language courses:

1. English A or Advanced English: for students qualifying English at the +2 level (Class XII).
2. English B or Intermediate English: for students qualifying English at the matriculate level (Class X).
3. English C or Preliminary English: for students studying English till a level lower than the matriculate (Class X).

**Hindi/Modern Indian Language Course:**

The students are required to study four courses in either Hindi or any one of the Modern Indian Language, namely, Sanskrit/Urdu/Bengali offered by the college: 2 courses across the first two semesters in Part I and two courses across the third and the fourth semesters in Part II.

The students of BA (Programme) need to opt for any one of the following levels of the Hindi/Modern Indian Language courses:

1. Hindi A / MIL A at the Advanced level: for students qualifying Hindi or MIL at the +2 level (Class XII).
2. Hindi B / MIL B at the Intermediate level: for students qualifying Hindi or MIL at the matriculate level (Class X).
3. Hindi C / MIL C at the Preliminary level: for students studying Hindi / MIL till a level lower than the matriculate (Class X).

Those students of BA (Programme) who have not studied any of the languages offered by the college till Class X level are given the choice to opt for any core discipline courses out of the subjects mentioned above in which they have to opt for four papers across the first four semesters of their undergraduate programme.

**2 Foundation Courses**

The students of BA (Programme) are required to opt for a Foundation Course out of the following courses offered by the college in their semester III and IV:

1. Contemporary India
2. Human Rights, Gender and Environment.
3. Language, Literature and Culture (English)
4. Hindi Bhasha, Sahitya and Sanskriti.

These Foundation Courses are interdisciplinary in nature and are taught by teachers of the departments of Economics, Political Science, History, Philosophy, English and Hindi.

**3. Application Courses**

The students of BA (Programme) are also required to choose one Application Course out of the following courses offered by the college in semester V and VI:

1. Mass Communication (English)
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2. Mass Communication (Hindi)
3. Globalisation
4. Voluntary Organisation

These Application Courses are again interdisciplinary in nature and are taught by teachers across disciplines.

### **CHOICE BASED CREDIT SYSTEM**

In 2015, the **Choice Based Credit System** or **CBCS** has been introduced in the University of Delhi as per the direction of the UGC to all the Central Universities of the country. Accordingly Kirori Mal College has implemented the CBCS in letter and spirit for the first batch of students who have taken admission in the college in 2015. In CBCS, the students of BA/ BCom/ BSc (Honours) programmes are supposed to do the following courses:

1. **Core Papers:**

The students of Honours programmes in any discipline are required to study 14 core papers in the main Honours subjects across six semesters of their undergraduate studies.

2. **Discipline Specific Elective Papers:**

The students of Honours programme in any discipline can opt for any two elective papers out of the minimum four offered by the concerned honours subject per semester in their V and VI semester.

3. **Ability Enhancement Compulsory Course:**

The students have to do two compulsory credit courses under the category Ability Enhancement Credit Course or AECC. This includes the following:

- a) Environmental Studies
- b) English/ MIL Communication

4. **Generic Elective Papers:**

The Generic Elective papers are the biggest draw in the CBCS structure as evident in the stupendous response of the students to these papers across disciplines. These are interdisciplinary in nature and are offered by different departments to students of other disciplines. The students have to do four such papers in their first four semesters of their UG programme. The students have the option of either doing four papers of different disciplines or they can do four papers of the same subject across four semesters. These papers of Generic Elective are standalone papers and students can exercise their choice of mapping their UG degree by planning their GE courses according to their convenience.

Kirori Mal College offers the following GE courses to its students in the first year of the implementation of CBCS:

1. Media and Communication Skills
2. Academic Writing and Composition
3. Contemporary India, Women and Empowerment
4. Formal Logic
5. Symbolic Logic

The BA Programme in the Choice Based Credit System or CBCS has the following structure:

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**Discipline Core Papers:**

The students of BA Programme in CBCS are required to opt for two core Discipline subjects of four papers each across the first four semesters of their curriculum. The students can opt for any two of the following Discipline subjects offered by the college:

1. History
2. Political Science
3. Economics
4. Philosophy
5. English Discipline
6. Hindi Discipline
7. Sanskrit Discipline
8. Urdu Discipline
9. Bengali Discipline

**Discipline Specific Elective Papers:**

In their semester V and VI of CBCS, the students can opt for one elective paper out of at least two per core discipline. These elective papers are in the same subject chosen by the student as the core discipline in the earlier semesters.

**Core Language Papers**

The BA Programme students are required to study two papers each of two core language courses, both English and Hindi/MIL. The levels of these language courses are decided by the competence level of students, that is, Class XII, X and lower.

**Ability Enhancement Compulsory Course:** The students of BA Programme study the same courses as done by the Honours students as AECC Courses. They are:

1. English/MIL Communication
2. Environment Studies.

**Skill Enhancement Course**

The CBCS stipulates that the students are supposed to opt for four Skill Enhancement Courses in the last four semesters of their course in their second and third year. Accordingly the college is committed to offer a variety of skill development courses in various subjects to enable the students to exercise an informed choice.

**Generic Elective Course**

These are interdisciplinary courses offered to the students of BA (Programme) in their last two semesters of the course. The students are required to opt for two such Generic Elective courses out of the many offered by the various departments of the college.

**B.Sc. Programme**

With the introduction of CBCS in 2015, the BSc Programme course has been restructured to give students more options to choose from the range of Core and Elective subjects. Kirori Mal College takes this opportunity to offer a wide array of subjects to students of BSc

Programme in order to exercise a choice for their core disciplines as well as the Elective papers. The BSc Programme in CBCS has the following structure:

### **Core Discipline Papers:**

The students of BSc Programme in CBCS are required to opt for three core Discipline subjects of four papers each across the first four semesters of their curriculum. The students can opt for any three as core Discipline subjects from the following offered by the college:

1. Physics
2. Chemistry
3. Mathematics
4. Botany
5. Zoology
6. Computer Science
7. Analytical Chemistry

### **Discipline Specific Elective Papers**

In their semester V and VI of CBCS, the students of BSc Programme are required to opt for two elective papers per Discipline out of the ones offered by the college. These elective papers are in the same subjects chosen by the student as the core disciplines in the earlier semesters.

### **Ability Enhancement Compulsory Course**

The students of BSc Programme study the same courses as done by Honours students in Ability Enhancement Compulsory Courses. They are the following:

1. English/MIL Communication
2. Environmental Studies

### **Skill Enhancement Courses**

According to the CBCS structure, the students of BSc Programme are supposed to opt for four papers as Skill Enhancement Courses in the last four semesters of their course. Hence the college is committed to offer a variety of skill development courses from various subjects to provide a wide range of choice to students.

**1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.**

None

**1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.**

There is no separate course offered as additional skill oriented programme to supplement the regular and existing courses. From the academic session 2015-16, the Choice Based Credit System (CBCS) has introduced Skill Enhancement Courses as compulsory courses at the undergraduate level in all disciplines which students need to opt for as and when they are offered in the duration of their course structure.

**1.2.6 Does the University provide for the flexibility of combining the conventional face-**

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**to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?**

The Ordinances of the University of Delhi do not allow the kind of flexibility to its affiliated college to combine distance mode education with the conventional face-to-face classroom teaching. However the students are free to access the e-lectures and other web material on DU portals like ILLL.

### **1.3 CURRICULAR ENRICHMENT**

**1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?**

The College ensures that the mission, vision and objectives of the Institution are widely disseminated among the principal stakeholders. In order to produce well-informed citizens for the future and also to ensure the holistic development of the students the college has always emphasized on the following points:

1. At the academic level, all the departments conduct several enabling programmes like workshops, seminars, lectures from visiting faculty etc., to supplement the existing pedagogic practices meant for the students and the faculty members in the respective departments.
2. The departments have always encouraged the traditions and good academic practices like field trips, excursions, heritage walks, visit to museums, summer camps etc. to develop practical knowledge.
3. The college rigorously maintains a robust schedule of tutorials which are meant to address individual problems, clear doubts and develop writing skills in small groups. Teachers and students of various departments often come together to form collaborative study or discussion groups on various issues cutting across disciplines.
4. The college organizes regular interaction sessions and programmes with other institutions, both within and without the University, to expose the students to a bigger world and to ensure their development of a broader vision.
5. Kirori Mal College takes pride in its rich and diverse traditions of co-curricular activities which have brought laurels to the institutions for so many decades. These activities not only showcase the talents of the students and teachers but also underline an interface with the curricular requirements in the form of events on social issues, literary or cultural meets, poetry sessions or competitions, science exhibitions etc.
6. The college organizes special programmes and drives related to community and extension activities like Blood Donation Camp, Sahyog to teach underprivileged children and others to sensitise students to social needs and to make them humane and tolerant towards society.

**1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?**

Kirori Mal College, being an institution of higher learning for the last sixty years, has witnessed and withstood epochal changes in the employment market. It has been always

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successful to fulfill the demands of the job sector without diluting or compromising on its core values of a liberal and an inclusive education. The college encourages students not only to excel in academics but also to become an exemplary performer in their respective professions. The college has taken the following steps in this direction:

1. Placement Cell: The placement cell of the college, The Avenues, has evolved as one of the most vibrant and dynamic platform for students to have an interface with potential employers including blue chip companies. It also organizes interactions with other institutions and organizations to enable students to attain summer training programmes, internships, apprenticeships and other short term employment opportunities to prepare well for the employment sector.
2. The college has played a pioneering role in promoting inter-departmental Innovation Projects, sponsored by the University of Delhi, involving both teachers and students of various disciplines. These interdisciplinary projects, while giving practical training to students, have contributed immensely to create new horizons for young minds and also to expand their vision beyond the limits of their disciplines.
3. The college organizes various competitive events like that of sports, cultural meet, symposia, exhibitions etc. to generate various job opportunities for exceptional performers who are often spotted by potential employers in these events.

### **1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?**

Kirori Mal College, as a leading institution of the University of Delhi, is acutely aware of its social and pedagogic responsibility to integrate important multidisciplinary issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc. into the teaching curriculum. The college has taken the steps enumerated below to address the above mentioned concerns:

#### **Gender**

Being a co-educational institution, Kirori Mal College is constantly engaged with the issues related to gender as a cultural construct in society. The teachers and the students of the college are actively involved in organizing programmes like seminars, talks, panel discussions, workshops, awareness drives, signature campaigns etc. to underline the issues arising out of gender discrimination in society.

**Women's Development Centre:** The college has a vibrant and active Women's Development Centre to undertake programmes of gender sensitization for its students, teachers and non-teaching staff. *Parivartan*, the Gender Forum of the college, organizes workshops, seminars and other programmes throughout the year for this purpose.

The college also offers the following interdisciplinary courses on gender to students of various disciplines:

1. Gender and Society is offered as an interdisciplinary credit course to students of BA (Honours) courses.
2. Contemporary India, Women and Empowerment is offered as a Generic Elective course, which is interdisciplinary in nature, to students of all Honours courses who have been admitted in 2015 under CBCS.
3. Women's Writing is offered by the English department of the college as a compulsory paper in the core discipline to its students in BA (Honours) English programme.

### **Climate Change and Environmental Education**

Being a staunch advocate of an eco-friendly environment, Kirori Mal College has taken the following initiatives to address the twin issues of climate change and Environmental education:

1. The college has rigorously implemented the UGC mandated course on Environmental Studies as a compulsory paper to be taught for one full semester in the undergraduate level. While this was a non-credit course in the earlier semester system, it has now become a compulsory credit course for all students taking admission in CBCS from 2015.
2. The college offers an interdisciplinary course titled 'Environmental Issues in India' offered for the students of different courses by the History department of the college.
3. The Staff Council of the college, in its capacity as a statutory body, has constituted the 'Eco-Club' of the college comprising of students and teachers of different departments to address numerous related environmental issues in a feasible and sustained manner.
4. The Garden Committee of the college is entrusted with the responsibility of maintaining the flora and fauna of the institution to ensure a green campus within the premises.

### **Human Rights**

Kirori Mal College takes pride in its record of upholding the human rights of all stakeholders not only within its community but also outside its precincts among the society at large. The college has taken the following initiatives on the matter:

1. **Equal Opportunity Cell:** The Equal Opportunity Cell of the college functions as a vibrant institution to address the various issues of discrimination within the institution.
2. **Prayas**, or the society for the differently-abled students and teachers in the college, is very active to take up matters relating to the problems faced by such teachers and students in this city.
3. The college is committed to create space and infrastructure customized for the differently abled members like teachers and students within the college premises. Work is going on at war footing to transform the campus into a disabled-friendly one with ramps, lifts and other essential infrastructure.
4. The college offers an interdisciplinary Foundation Course titled Human Rights, Gender and Environment to the students of BA Programme II year as a pedagogic intervention to generate awareness among students on such matters.

#### **1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students? a) moral and ethical values, b) employable and life skills, c) better career options and d) community orientation**

Kirori Mal College, being an institution maintained by the University of Delhi for all academic and administrative purposes, is bound by the University Ordinances to implement only the courses approved by the statutory bodies, namely, the Academic Council and the Executive Council of the University. Hence the college is not authorized to introduce any value-added course outside the curriculum apart from the approved papers in various courses which are as follows:

1. Ethics in Public Domain is offered by the Philosophy department as an Interdisciplinary course for the students of BA (Honours).
2. Politics and Ethics in Business is offered jointly by the Philosophy and the Political Science departments as an interdisciplinary course to the BCom students.
3. Corporate Social Responsibility is an academic area offered widely as a core discipline as well as an allied subject by the Commerce department to its students both in BCom (Honours) and BCom (Programme).

### **1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?**

Though there is no statutory structure to seek feedback from the stakeholders on the curriculum, Kirori Mal College has evolved various methods and mechanisms to seek feedback from the stakeholders like the teachers and the students on the curriculum and then to incorporate the same within the pedagogic structures and practices. These can be enumerated as follows:

1. Kirori Mal College does not believe in any hierarchy between the teachers and the students in terms of giving weightage or importance to the feedback received by them on the curriculum and hence both are kept at par for the aforesaid purpose.
2. Most departments carry out the feedback mechanism through the meetings of the Student Faculty Committee at least once in the semester to have a thorough and comprehensive examination of the pedagogic and logistical issues associated with the curriculum and its implementation.
3. Sometimes the college provides venue to teachers of various departments who have brainstorming sessions in meetings to formulate a comprehensive feedback to the University on matters related to the academic content as well as the implementation related issues in the curriculum.
4. The Staff Council of the college often collects feedback from different departments of the college on common matters related to academic restructuring and reform in order to formulate an all-inclusive representation to the University.

### **1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?**

Kirori Mal College, as an institution of higher learning, is a great believer in a democratic and a participative system of education which is introspective in nature. Hence the college undertakes the following methods to monitor and assess the quality of its programmes:

1. The college periodically monitors and evaluates the academic content of the programme along with its teaching-learning process as well as the dissemination method through an informal feedback mechanism.
2. The robust tutorial system of various departments allows the faculty to take a comprehensive feedback from students in a small group interaction.
3. The student faculty committees, constituting the teachers and students, are energized to deliberate on the course content and teaching methodologies at length.
4. The students are adequately briefed by the teachers about the merits and demerits of a particular course structure and content through detailed meetings and group discussions within the department before they exercise an informed choice.
5. Critical introspection is the essential trait of any feedback mechanism which works on the premise of self-appraisal and assessment.

## **1.4 FEEDBACK SYSTEM**

### **1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?**

Many members of the faculty have served/are serving as members of statutory academic bodies of the University such as Departmental Committees, Board of Research Studies, Academic Council as well as the Executive Council. **(Please refer to sections 1.1.6, 1.1.7 and 1.1.8 for more details)**

### **1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use of internally for curriculum enrichment and introducing changes/new programmes?**

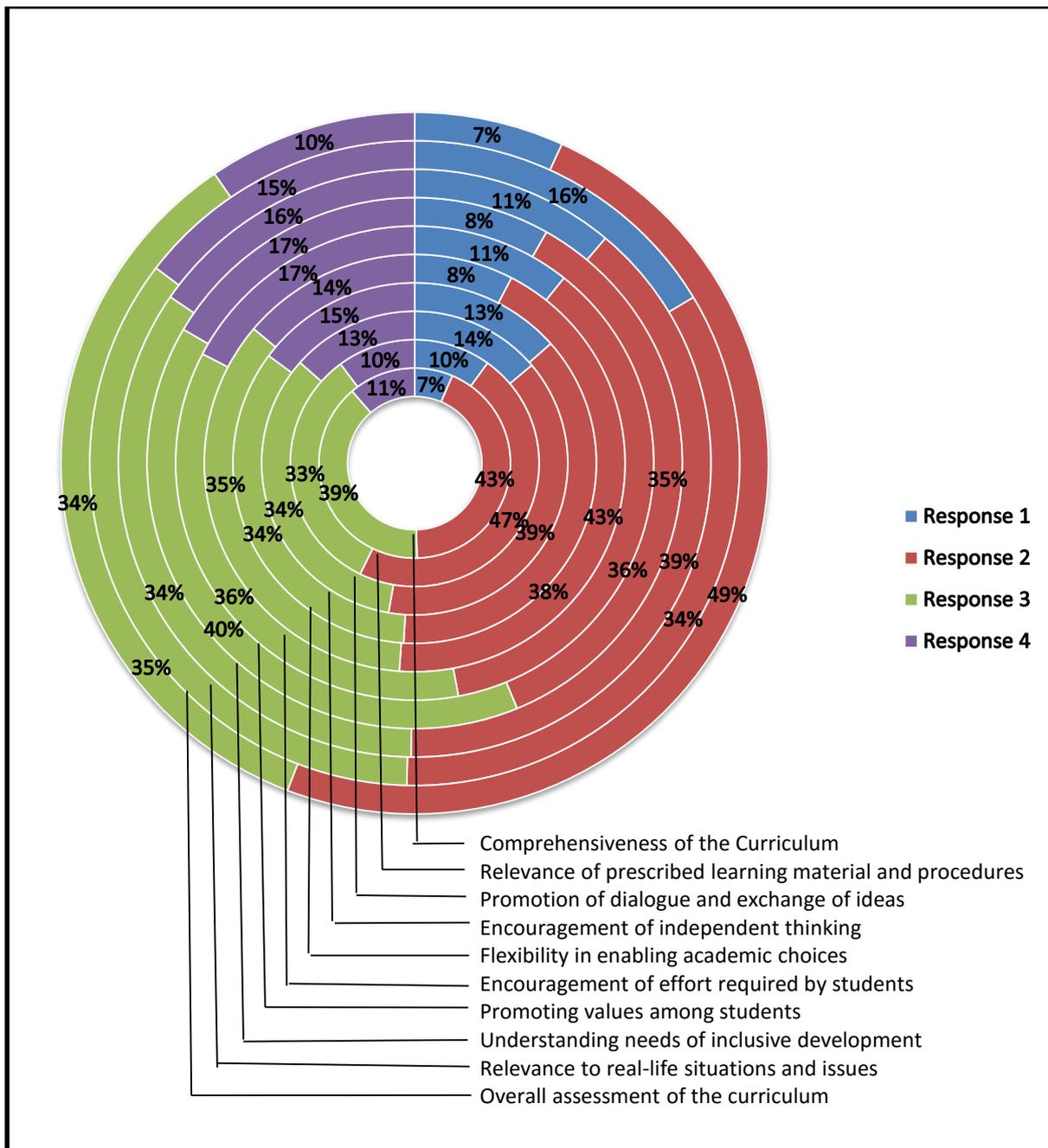
The Institution has several long-established mechanisms for obtaining regular feedback on the operative curriculum from all the stake-holders involved in the teaching-learning process. The College has processes in place for addressing those aspects of the responses on curriculum enrichment that can be resolved within the institution. Other facets of the obtained feedback - in respect of either curriculum revision or introduction of new courses/programmes - are communicated to the university through official channels and other interactions. These mechanisms and processes include

- Regular departmental meetings where all features of curriculum, teaching, and pedagogy are discussed and suggestions made for their enrichment. Those issues that need intervention at a wider level are brought up for discussion in the college Staff Council. Matters that need to be addressed at the university level are taken up by faculty members in the Departmental Committees, Examination Boards, Review and other Consultative Committees, and the Academic and Executive Councils of the University.
- The College has an Internal Quality Assurance Cell (IQAC) for developing and initiating procedures and modalities for promoting the institutional environment for teaching-learning and research. The IQAC continuously monitors all aspects of curriculum and pedagogy and, in addition, facilitates collection and analysis of information and data to identify thrust areas and those aspects requiring intervention.
- Informal interaction of the faculty with former students in the meetings of the Alumni Association of the College. These discussions provide a different perspective on the academic functioning of the institution including the various programmes, curriculum, infrastructure etc. Feedback from alumni also enables evaluation of employability, and the need for specific training and skill development (including consultancy) programmes to improve interface with industry.
- The Students' Union Advisory Committee of the College provides a regular platform for discussions between the faculty and students on academic aspects of the institution including teaching-learning, curriculum, pedagogy, and infrastructure.
- Student-Faculty Committees provide a forum for frequent and detailed interaction between the students and teachers within the different departments.
- Other mechanisms for obtaining feedback from the students in respect to curriculum enrichment include tutorial discussions with the faculty, student-teacher workshops, seminars, suggestion boxes, grievance procedures and so on.

A structured and stylized method of obtaining student feedback on the curriculum is through questionnaire-based surveys. The results of such a survey conducted in August-September 2015, are presented below in Table 1.4.2 and Figure 1.4.2.

**Table 1.4.2: Results of Survey on Curriculum Feedback**

Query	Response 1 Very Comprehensive/ Very Relevant/ Very Flexible/ Very Good	Response 2 Comprehensive/ Relevant/ Flexible/ Good	Response 3 Satisfactory	Response 4 Unsatisfactory	Total
1	33	221	200	58	512
2	51	242	167	52	512
3	71	199	173	69	512
4	69	192	175	76	512
5	39	223	179	71	512
6	55	186	182	89	512
7	42	182	203	85	512
8	57	200	176	79	512
9	84	174	179	75	512
10	35	251	177	49	512



**Figure 1.4.2 Survey on Curriculum Feedback**

**1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introduction of new courses/programmes?**

New programmes and courses were started in 2013 with the introduction of the Five-Year Undergraduate Program (FYUP) by the University of Delhi. The FYUP was subsequently withdrawn by the University Grants Commission. From 2015, the Choice-Based Credit System for undergraduate courses, initiated and formulated by the University Grants Commission, has been introduced in the University and, consequently, the College.

[Go to Contents](#)

## **CRITERION II**

### **TEACHING-LEARNING AND EVALUATION**



## **2.1 STUDENT ENROLLMENT AND PROFILE**

### **2.1.1 How does the college ensure publicity and transparency in the admission process?**

#### **Ensuring Publicity**

The Institution follows all the rules and procedures stipulated by the University of Delhi for admissions to the under-graduate courses.

- The College brings out a bulletin of information/prospectus annually which provides details about the college including the courses offered, available seats across different courses/categories of admissions, eligibility criteria and other admission procedures/requirements, academic infrastructure, evaluation and fee structures, sports facilities, departmental societies, cultural and other co-curricular activities. This information is also available from the college website.
- The minimum eligibility criteria associated with each successive admission list for both general and special category admissions, according to the admission schedule of the university, are notified by the college on the required dates on the college and university websites, on notice boards in the college, and are also covered by newspapers.
- The College hostel brings out its own bulletin of information providing details on the number of available seats, eligibility criteria and other requirements, facilities provided, rules of residence and so on.
- The College also notifies separately on its website details about available seats, admission criteria and other procedures/requirements, selection trial/audition dates, structure of the constituted statutory committees, for admissions on the basis of sports and extracurricular achievements etc.
- Several help/counseling desks, continuously manned by student volunteers from NSS and NCC, also disseminate specific information such as the cut-off percentages, and location of admission desks throughout the entire admission process.
- Necessary information about the College, as well as details on rules and regulations governing admissions to the undergraduate courses within the University, is also available on the University of Delhi website.

#### **Ensuring Transparency**

- The College strictly adheres to the university rules and procedures governing admissions.
- The admission process determined by the college Staff Council involves scrutiny of each application (and the accompanying documents) at two levels (a) the admission desks of the different departments, and (b) a far stricter scrutiny, including checking the authenticity of the submitted documents, by the Standing Committee for Monitoring Admissions (SCFMA). Both stages are manned by teaching and non-teaching staff.
- The SCFMA monitors admissions continuously throughout the entire admission process.
- The minimum eligibility requirements are notified by the college, on the required dates, at both the college and university websites, on notice boards in the college, and are also covered by newspapers.



- To ensure transparency in admissions under the sports and extra-curricular categories, the college notifies, well in advance, the availability of seats and the requirement of the College for different sports/games, and cultural and other societies, on the college website and its notice boards.
- The schedules for fitness tests/sports trials and for trials/auditions for cultural societies are notified well in advance, on the college website and its notice boards, while selections are done by statutory committees that consist of both college and university representatives, as well as eminent experts/sportspersons. In addition, video recordings are made of the sports trials and fitness tests.
- An Admission Grievance Cell and a cell for Special Categories Counseling functions throughout the admission process. Information about these cells is widely disseminated.
- Help/Counseling desks, continuously manned by student volunteers from NSS, NCC, also function throughout the entire admission process.
- The entire admission process is computerized.
- Information regarding admissions is compiled and sent to the university on a regular basis.
- The common pre-admission form filled up by the applicant at the university level also ensures transparency, as information about each applicant is available with the university.
- The seats that are vacant at the end of the admission process are filled on the basis of the criteria determined by the University that are widely notified on both the college website and its notice boards.

**2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.**

Admissions to the College under all the different categories are purely on the basis of merit, and no interview or written test is conducted. Admissions are done within the structure of rules, regulations, and procedures stipulated by the University of Delhi. The qualifying examinations for the purpose of admission to the first year of undergraduate courses offered by the College is the All India Senior Secondary School Certificate Examination (Class XII) of the Central Board of Secondary Education or an examination recognized as equivalent thereto. Candidate seeking admission should have passed the qualifying examination obtaining minimum marks as specified for each of the courses. The criteria adopted and the admission processes are outlined below:

- The minimum eligibility criteria for each course are determined by the SCFMA in consultation with the admission-in-charges of each department and the Principal. These are notified in both the college and university websites, in notice boards in the college, and also covered by newspapers.
- The admissions under the sports and extra-curricular categories are done as per the guidelines given by the University of Delhi. The final selection of candidates under these categories is done by statutory committees that consist of both college and university representatives, as well as eminent experts/sportspersons.
- These central committees scrutinize the received applications, and admission is based on pre-determined criteria and schedules that are widely notified. The candidates in sports category are given points for their achievements as per the

criteria given by the University, and the same is notified on the university website. Selection is on the basis

of both merit and skill, the latter evaluated through fitness tests/ event trials for admissions based on sports, and trials/auditions for admissions based on extra-curricular achievements conducted by these committees.

- The selected candidates are allotted to different courses by the Special Admissions Committee of the College.
- Admissions under the Scheduled Castes, Scheduled Tribes, Other Backward Castes, and Persons with Disabilities categories are done on the basis of separate eligibility criteria within the framework of the university guidelines on admissions (**Please refer to section 2.1.5 for details**)
- The University of Delhi allots courses and colleges for admission of foreign students, wards of defense personnel injured/killed in war, and Kashmiri migrants through a centralized process, and the College has no discretion in these admissions.
- Admissions to the post-graduate courses are done by the university departments on the basis of both merit and a written entrance exam. The successful candidates are allotted to different colleges as per the merit list of the concerned department and, hence, the College has no direct role in determining criteria or process for these admissions.

**Table 2.1.2A. Admission Criteria – Honours Courses**

2012-13	2013-14	2014-15	2015-16
<b>DEPARTMENT OF BOTANY</b>			
Minimum 82% marks in aggregate of Physics, Chemistry, Biology/Bio-technology	Minimum 86% marks in aggregate of Physics, Chemistry, Biology/Bio-technology	Minimum 87% marks in aggregate of Physics, Chemistry, Biology/Bio-technology	Minimum 95% marks in aggregate of Physics, Chemistry, Biology/Bio-technology
<b>DEPARTMENT OF CHEMISTRY</b>			
Minimum 92% marks in aggregate of Physics, Chemistry, Mathematics.	Minimum 95% marks in aggregate of Physics, Chemistry, Mathematics.	Minimum 94% marks in aggregate of Physics, Chemistry, Mathematics.	Minimum 96.66% marks in aggregate of Physics, Chemistry, Mathematics.
<b>DEPARTMENT OF COMMERCE</b>			
Minimum 96.75% marks in aggregate [one language and best three subjects out of following four commerce subjects: Accountancy, Business Studies /Commerce/Management, Economics, and Mathematics] <i>Note:</i> (a) For any other subject, a deduction of 4% marks for each subject will be made from the percentage of	Category 1 (Commerce stream): Minimum 96.75% marks in aggregate [one language and best three subjects out of following four commerce subjects: Accountancy, Business Studies /Commerce/Management, Economics, and Mathematics /Business Mathematics]	Minimum 97% marks in aggregate [one language and best three subjects out of following four commerce subjects: Accountancy, Business Studies /Commerce/Management, Economics, and Mathematics /Business Mathematics] <i>Note:</i> (a) For any other subject, a deduction of 4% marks for each subject will be made	Minimum 97.25% marks in aggregate [one language+ 3 best Elective/Academic subjects]

marks in the aggregate, (b) The candidate must have passed English and Mathematics at the +2 Level.	Category 2 (Non-Commerce stream): Cut-off is 3% higher than that for Commerce stream applicants	from the percentage of marks in the aggregate, (b) The candidate must have passed English, and Mathematics/ Business Mathematics at the +2 Level.	
<b>DEPARTMENT OF ECONOMICS</b>			
Commerce Stream: Minimum 97.75% marks in aggregate, Science Stream: Minimum 95.75% marks in aggregate, Humanities Stream: Minimum 93.25% marks in aggregate [one language + 3 best Elective subjects] <i>Note:</i> All applicants must have minimum of 70% marks in Mathematics at +2 Level.	Commerce Stream: Minimum 98.5% marks in aggregate, Science Stream: Minimum 96.5% marks in aggregate, Humanities Stream: Minimum 95.5% marks in aggregate [one language + 3 best Elective subjects] <i>Note:</i> All applicants must have minimum of 70% marks in Mathematics at +2 Level.	Commerce Stream: Minimum 97.5% marks in aggregate, Science Stream: Minimum 96% marks in aggregate, Humanities Stream: Minimum 94% marks in aggregate [one language + 3 best Elective subjects] <i>Note:</i> All applicants must have minimum of 70% marks in Mathematics at +2 Level.	Minimum 98% marks in aggregate [one language + 3 best Elective/Academic subjects]
<b>DEPARTMENT OF ENGLISH</b>			
80% and above as the consolidated score in Combined Aptitude Test in English (CATE) held on June 29, 2012	Commerce Stream: Minimum 96% marks in aggregate, Science Stream: Minimum 94% marks in aggregate, Humanities Stream: Minimum 92% marks in aggregate [one language + 3 best Elective subjects] <i>Note:</i> All applicants must have minimum of 85% marks in English Core and minimum 75% marks in English Elective.	Commerce Stream: Minimum 96% marks in aggregate, Science Stream: Minimum 94% marks in aggregate, Humanities Stream: Minimum 92% marks in aggregate [one language + 3 best Elective subjects] <i>Note:</i> All applicants must have minimum of 80% marks in English Core and minimum 70% marks in English Elective.	Minimum 96.75% marks in aggregate [one language English + 3 best Elective/Academic subjects]
<b>DEPARTMENT OF GEOGRAPHY</b>			

Minimum 89% marks in aggregate for applicants without Geography, and minimum 87% marks in aggregate for applicants with Geography [aggregate derived as one language + 3 best Elective subjects] <i>Note:</i> All applicants must have minimum of 60% marks in English at the +2 Level.	Minimum 93% marks in aggregate for applicants without Geography, and minimum 91% marks in aggregate for applicants with Geography [aggregate derived as one language + 3 best Elective subjects]	Minimum 97% marks in aggregate for applicants without Geography, and minimum 95% marks in aggregate for applicants with Geography [aggregate derived as one language + 3 best Elective subjects]	Minimum 96.50% marks in aggregate [one language + 3 best Elective/Academic subjects]
<b>DEPARTMENT OF HINDI</b>			
Minimum 72% marks in aggregate [one language + 3 best Elective subjects] <i>Note:</i> All applicants must have minimum of 70% marks in Hindi at the +2 Level.	Minimum 82% marks in aggregate [one language + 3 best Elective subjects] <i>Note:</i> All applicants must have minimum of 60% marks in Hindi at the +2 Level.	Minimum 85% marks in aggregate [one language + 3 best Elective subjects] <i>Note:</i> All applicants must have minimum of 70% marks in Hindi at the +2 Level.	Minimum 90% marks in aggregate [one language Hindi + 3 best Elective/Academic subjects]
<b>DEPARTMENT OF HISTORY</b>			
Commerce Stream: Minimum 94% marks in aggregate, Science Stream: Minimum 92% marks in aggregate, Humanities Stream: Minimum 87% marks in aggregate for applicants with History at +2 Level, and 89% marks for applicants without History [aggregate derived as one language + 3 best Elective subjects]	Commerce Stream: Minimum 95% marks in aggregate, Science Stream: Minimum 93% marks in aggregate, Humanities Stream: Minimum 89% marks in aggregate for applicants with History at +2 Level, and 90% marks for applicants without History [aggregate derived as one language + 3 best Elective subjects]	Commerce Stream: Minimum 97% marks in aggregate, Science Stream: Minimum 95% marks in aggregate, Humanities Stream: Minimum 92% marks in aggregate for applicants with History at +2 Level, and 94% marks for applicants without History [aggregate derived as one language + 3 best Elective subjects]	Minimum 95.50% marks in aggregate [one language + 3 best Elective/Academic subjects]
<b>DEPARTMENT OF MATHEMATICS</b>			
Minimum 95% marks in aggregate [one language + Mathematics + 2 best Elective subjects] <i>Note:</i> Business Mathematics not considered in place of Mathematics	Minimum 95% marks in aggregate [one language + Mathematics + 2 best Elective subjects]	Minimum 97% marks in aggregate [one language + Mathematics + 2 best Elective subjects]	Minimum 97.50% marks in aggregate [one language + Mathematics + 2 best Elective/Academic subjects]
<b>DEPARTMENT OF PHYSICS</b>			

Minimum 94.66% marks in aggregate of Physics, Chemistry, Mathematics	Minimum 95.33% marks in aggregate of Physics, Chemistry, Mathematics	Minimum 95.66% marks in aggregate of Physics, Chemistry, Mathematics	Minimum 97% marks in aggregate of Physics, Chemistry, Mathematics
<b>DEPARTMENT OF POLITICAL SCIENCE</b>			
Minimum 95% marks in aggregate [one language + 3 best Elective subjects] without Political Science OR Minimum 90% marks in aggregate [one language + 3 best Elective subjects] with minimum 75% in Political Science at the +2 Level.	Minimum 95% marks in aggregate [one language + 3 best Elective subjects] without Political Science OR Minimum 93% marks in aggregate [one language + 3 best Elective subjects] with Political Science at the +2 Level.	Minimum 97% marks in aggregate [one language + 3 best Elective subjects] without Political Science OR Minimum 94% marks in aggregate [one language + 3 best Elective subjects] with Political Science at the +2 Level.	Minimum 98% marks in aggregate [one language + 3 best Elective/Academic subjects]
<b>DEPARTMENT OF SANSKRIT</b>			
Minimum 65% marks in aggregate [one language + 3 best Elective subjects] without Sanskrit at the +2 Level OR Minimum 60% marks in aggregate [one language + 3 best Elective subjects] with minimum 55% in Sanskrit at the +2 Level <i>Note:</i> All candidates must have studied Sanskrit up to Xth Level.	Minimum 65% marks in aggregate [one language + 3 best Elective subjects] with Sanskrit as a subject at the X <sup>th</sup> Level OR Minimum 60% marks in aggregate [one language + 3 best Elective subjects] with Sanskrit as a subject at the +2 Level	Minimum 60% marks in aggregate [one language + 3 best Elective subjects] with Sanskrit as a subject at the X <sup>th</sup> Level OR Minimum 55% marks in aggregate [one language + 3 best Elective subjects] with Sanskrit as a subject at the +2 Level	Minimum 70% marks in aggregate [one language + 3 best Elective/Academic subjects]
<b>DEPARTMENT OF STATISTICS</b>			
Minimum 94% marks in aggregate [one language + Mathematics + 2 best Elective subjects] with minimum 90% marks in Mathematics.	Minimum 95.50% marks in aggregate [one language + Mathematics + 2 best Elective subjects] with minimum 90% marks in Mathematics.	Minimum 95.50% marks in aggregate [one language + Mathematics + 2 best Elective subjects] with minimum 90% marks in Mathematics <i>Note:</i> The applicant must have passed English at the +2 Level	Minimum 97% marks in aggregate [one language + Mathematics + 2 best Elective/ Academic subjects]
<b>DEPARTMENT OF URDU</b>			
Minimum 60% marks in aggregate [one language + 3 best Elective subjects] with Urdu at Xth Level OR Minimum 55% marks in aggregate [one language + 3 best	Minimum 60% marks in aggregate [one language + 3 best Elective subjects] with Urdu at Xth Level OR Minimum 58% marks in aggregate [one language + 3 best	Minimum 65% marks in aggregate [one language + 3 best Elective subjects] without Urdu at +2 Level OR Minimum 60% marks in aggregate [one	Minimum 62% marks in aggregate [one language + 3 best Elective/Academic subjects]

Elective subjects] with Urdu at the +2 Level.	Elective subjects] with Urdu at the +2 Level.	language + 3 best Elective subjects] with Urdu at the +2 Level.	
<b>DEPARTMENT OF ZOOLOGY</b>			
Minimum 88% marks in aggregate of Physics, Chemistry, Biology/Bio-technology	Minimum 89% marks in aggregate of Physics, Chemistry, Biology/Bio-technology	Minimum 91% marks in aggregate of Physics, Chemistry, Biology/Bio-technology	Minimum 96% marks in aggregate of Physics, Chemistry, Biology/Bio-technology

**Table 2.1.2B. Admission Criteria – Courses other than Honours**

2012-13	2013-14	2014-15	2015-16
<b>B. Com.</b>			
Minimum 95% marks in aggregate [one language and the best three subjects out of following four commerce subjects: Accountancy, Business Studies /Commerce/Management, Economics, and Mathematics /Business Mathematics] <i>Note:</i> (a) For any other subject, a deduction of 4% marks for each subject will be made from the percentage of marks in the aggregate, (b) The candidate must have studied English, and Mathematics/ Business Mathematics at the +2 Level	Not offered	Minimum 96% marks in aggregate [one language and the best three subjects out of following four commerce subjects: Accountancy, Business Studies /Commerce/Management, Economics, and Mathematics /Business Mathematics] <i>Note:</i> (a) For any other subject, a deduction of 4% marks for each subject will be made from the percentage of marks in the aggregate, (b) The candidate must have studied English, and Mathematics/ Business Mathematics at the +2 Level	Minimum 96.25% marks in aggregate [one language+ 3 best Elective/Academic subjects]
<b>B.A. PROGRAMME</b>			
Minimum 86% marks in aggregate [one language + 3 best Elective subjects]	Not offered	Minimum 88% marks in aggregate [one language + 3 best Elective subjects]	Minimum 91% marks in aggregate [one language + 3 best Elective/Academic subjects]
<b>B.Sc. PHYSICAL SCIENCES</b>			
Minimum 87% marks in aggregate of Physics, Chemistry and Mathematics	Not offered	Minimum 86% marks in aggregate of Physics, Chemistry and Mathematics	Minimum 92% marks in aggregate of Physics, Chemistry and Mathematics
<b>B.Sc. PHYSICAL SCIENCES (with Computer Science option)</b>			
Minimum 87% marks in aggregate of Physics, Biology	Not offered	Minimum 87% marks in aggregate of Physics, Biology	Minimum 90% marks in aggregate of Physics, Biology

Chemistry/Computer Science		Chemistry/Computer Science	Chemistry/Computer Science
B.Sc. LIFE SCIENCES			
Minimum 86% marks in aggregate of Physics, Chemistry, Biology/Bio-technology	Not offered	Minimum 89% marks in aggregate of Physics, Chemistry, Biology/Bio-technology	Minimum 94% marks in aggregate of Physics, Chemistry, Biology/Bio-technology
B.Sc. APPLIED PHYSICAL SCIENCES (Analytical Chemistry)			
Minimum 85% marks in aggregate of Physics, Chemistry and Mathematics	Not offered	Minimum 84% marks in aggregate of Physics, Chemistry and Mathematics	Minimum 92% marks in aggregate of Physics, Chemistry and Mathematics

**2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programs offered by the College and provide a comparison with the other colleges of the affiliating University within the city/ district.**

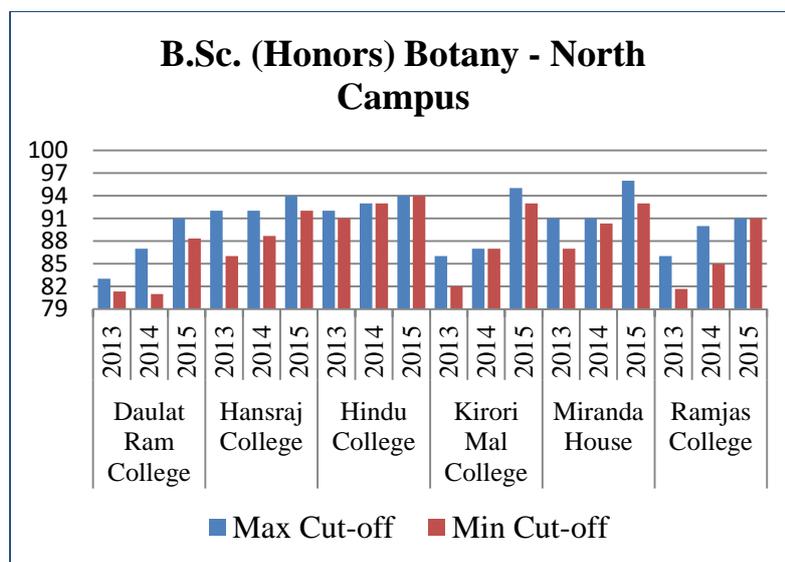
The minimum and maximum percentages of marks for admissions at entry level to the different undergraduate programs are presented in Tables 2.1.3A and 2.1.3B. The comparison of these 'cut-offs' with those of other colleges in the University of Delhi is presented in Figure 2.1.3. As the College is located in the North Campus, comparisons have been done with other colleges in the campus.

**Table 2.1.3A: Admission Cut-offs (Maximum Percentages)**

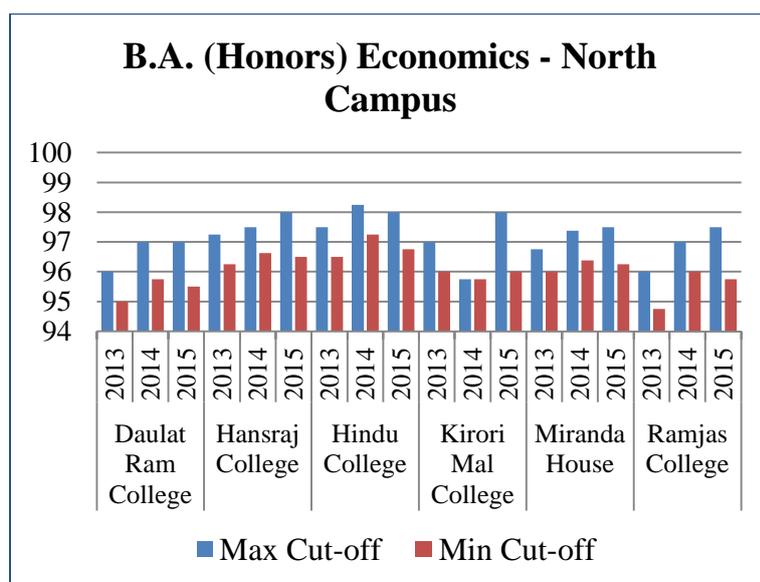
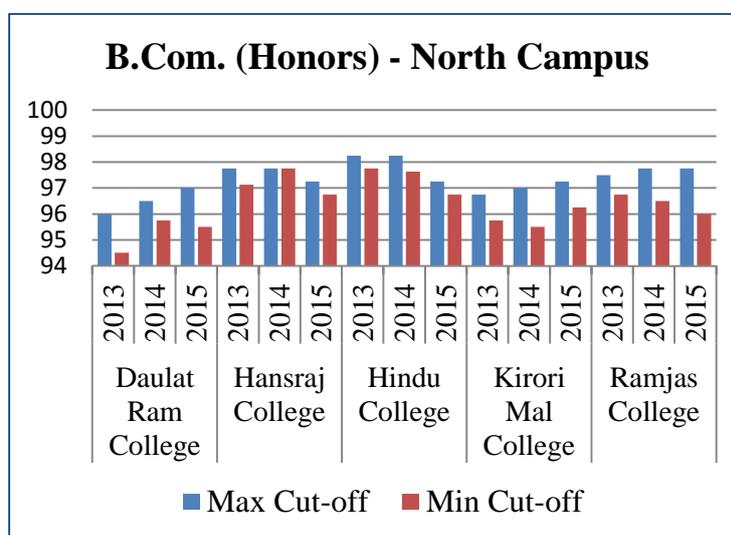
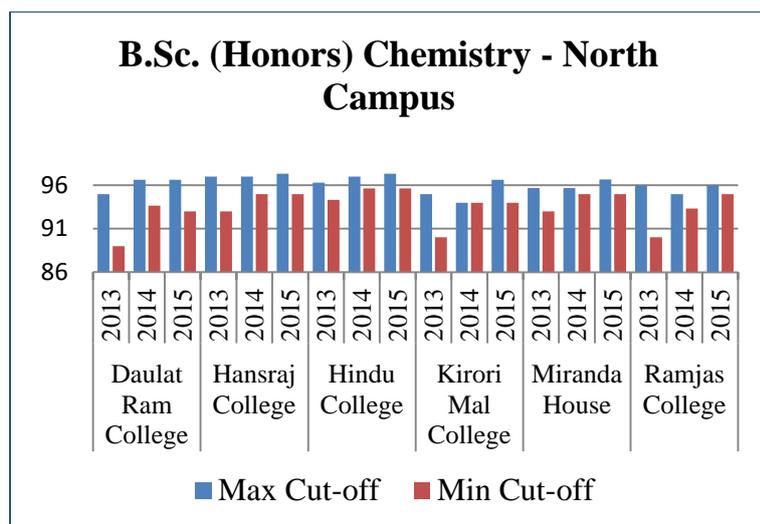
Course/Programme	2013-14	2014-15	2015-16
<b>B.Sc. (Honours) Botany</b>	86%	87%	95%
<b>B.Sc. (Honours) Chemistry</b>	95%	94%	96.66%
<b>B. Commerce (Honours)</b>	96.75%	97%	97.25%
<b>B.A. (Honours) Economics</b>	95.5 – 98.5%	94 - 97.5%	98%
<b>B.A. (Honours) English</b>	92 – 96%	92 - 96%	96.75%
<b>B.A. (Honours) Geography</b>	91 – 93%	95 - 97%	96.50%
<b>B.A. (Honours) Hindi</b>	82%	85%	90%
<b>B.A. (Honours) History</b>	89 – 95%	92 - 97%	95.5%
<b>B.Sc. (Honours) Mathematics</b>	95%	97%	97.5%
<b>B.Sc. (Honours) Physics</b>	95.33%	95.66%	97%
<b>B.A. (Honours) Political Science</b>	93 – 95%	94 - 97%	98%
<b>B.A. (Honours) Sanskrit</b>	62.5%	55 - 60%	70%
<b>B.Sc. (Honours) Statistics</b>	95%	95.5%	97%
<b>B.A. (Honours) Urdu</b>	58 – 60%	60 – 65%	62%
<b>B.Sc. (Honours) Zoology</b>	89%	91%	96%
<b>B. Com.</b>	Not offered	96%	96.25%
<b>B.A. (Programme)</b>	Not offered	88%	91%
<b>B.Sc. Physical Sciences</b>	Not offered	86%	92%
<b>B.Sc. Life Sciences</b>	Not offered	89%	94%
<b>B.Sc. Applied Physical Sciences</b>	Not offered	84%	92%

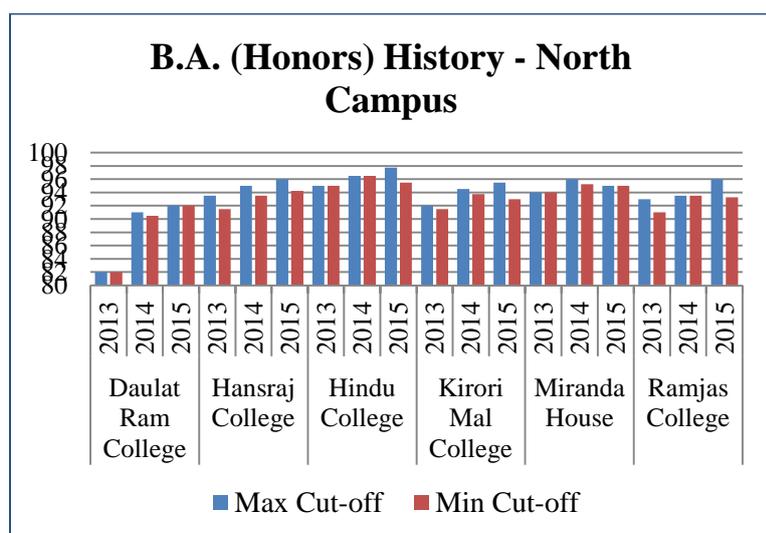
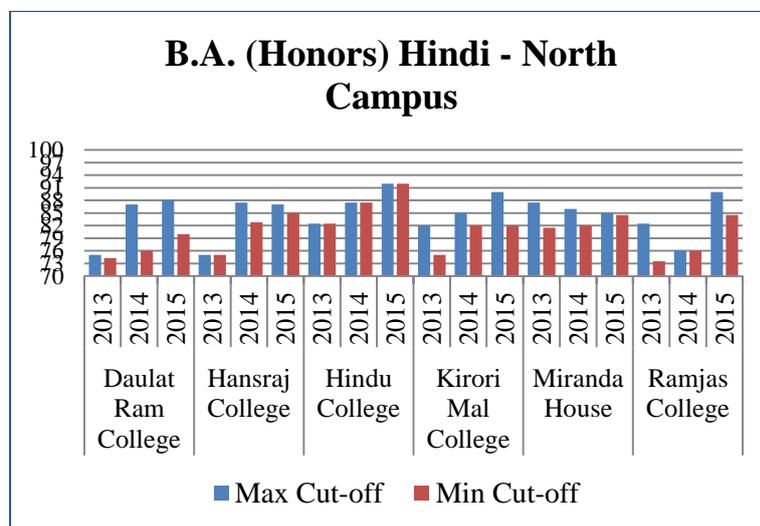
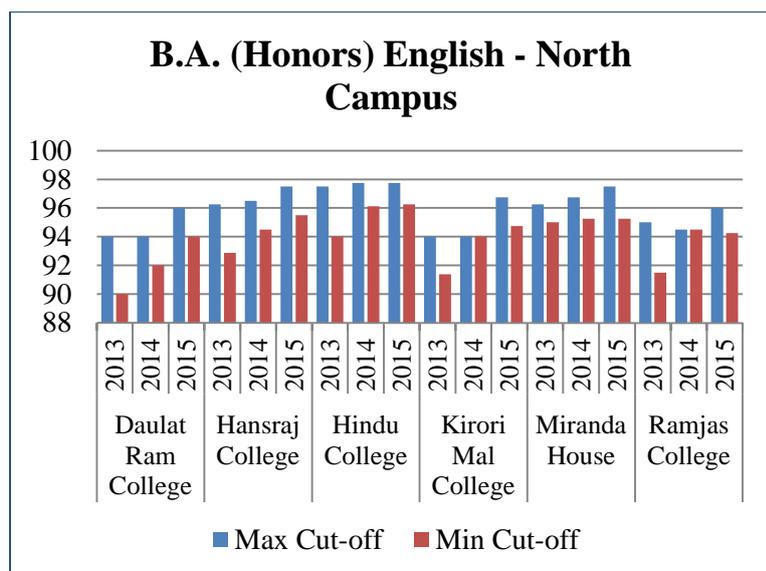
**Table 2.1.3B: Admission Cut-offs (Minimum Percentages)**

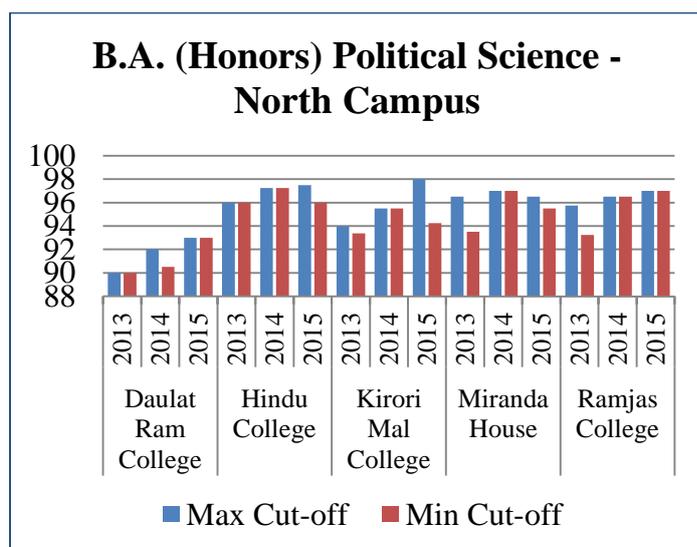
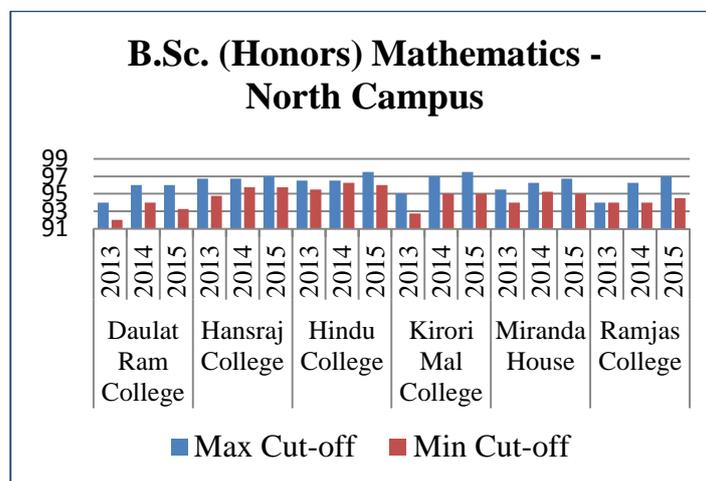
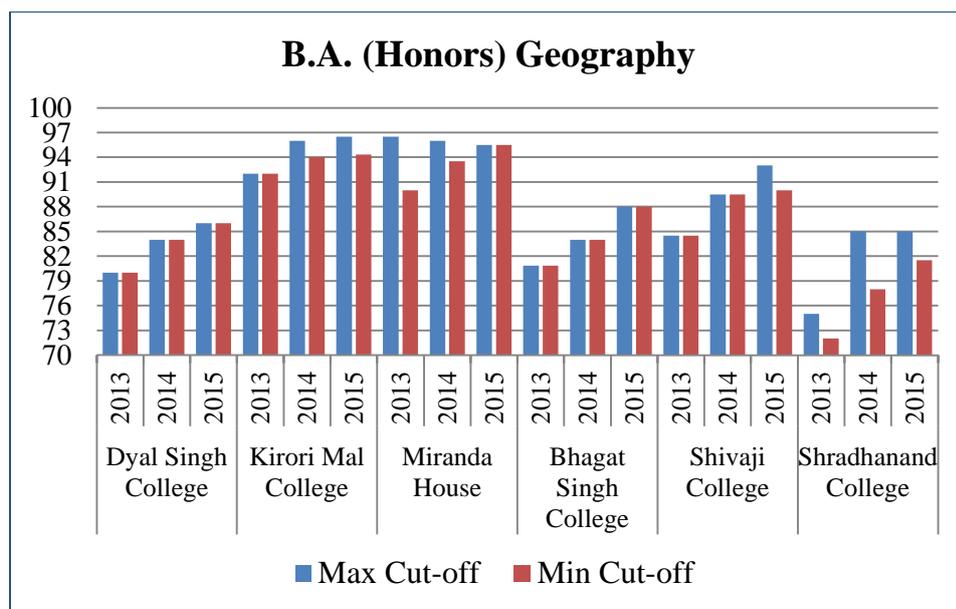
Course/Programme	2013-14	2014-15	2015-16
B.Sc. (Honours) Botany	82%	87%	93.67%
B.Sc. (Honours) Chemistry	90%	94%	94%
B. Com. (Honours)	95.75%	95.5%	96.25%
B.A. (Honours) Economics	94.5 - 97.5%	94 - 97.5	96%
B.A. (Honours) English	88.75 - 94%	92 - 96%	94.75%
B.A. (Honours) Geography	91 - 93%	92.75-95.25%	94.32%
B.A. (Honours) Hindi	75%	82%	82%
B.A. (Honours) History	88 - 95%	90.5 - 97%	93%
B.Sc. (Honours) Mathematics	92.75%	95%	95%
B.Sc. (Honours) Physics	92.66%	95.66%	95%
B.A. (Honours) Political Science	92.25-94.50%	94 - 97%	94.25%
B.A. (Honours) Sanskrit	62.5%	57.5%	68%
B.Sc. (Honours) Statistics	94%	95.5%	95%
B.A. (Honours) Urdu	58 - 60%	60 - 65%	62%
B.Sc. (Honours) Zoology	89%	91%	93%
B. Commerce	Not offered	95.25-95.50%	95.5%
B.A. (Programme)	Not offered	86%	90%
B.Sc. Physical Sciences	Not offered	85.33%	86%
B.Sc. Life Sciences	Not offered	86%	91%
B.Sc. Applied Physical Sciences	Not offered	NA	86%

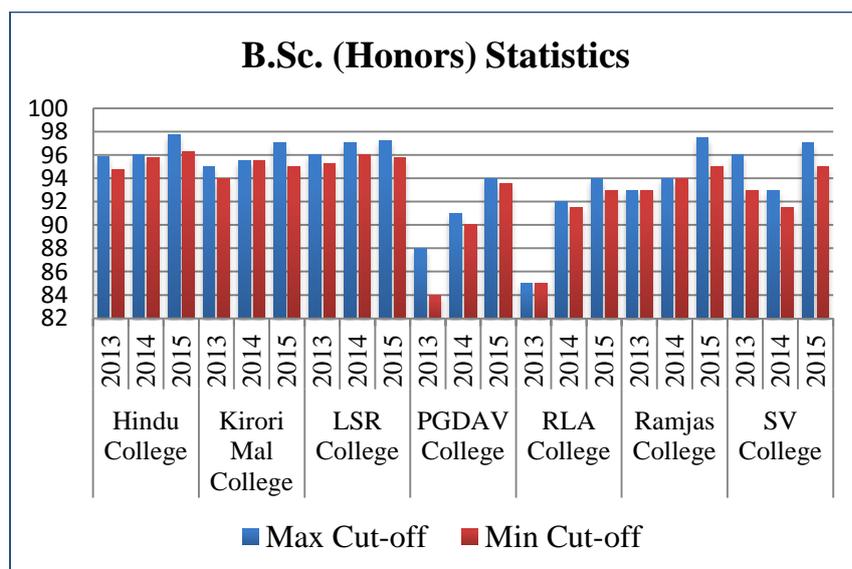
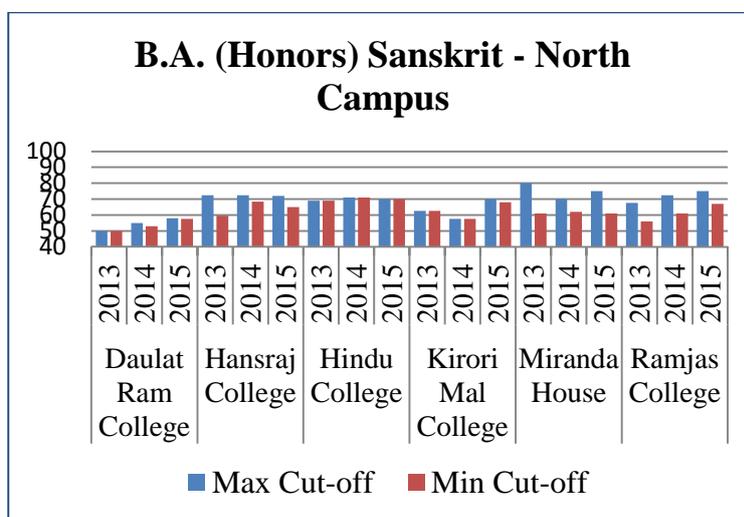
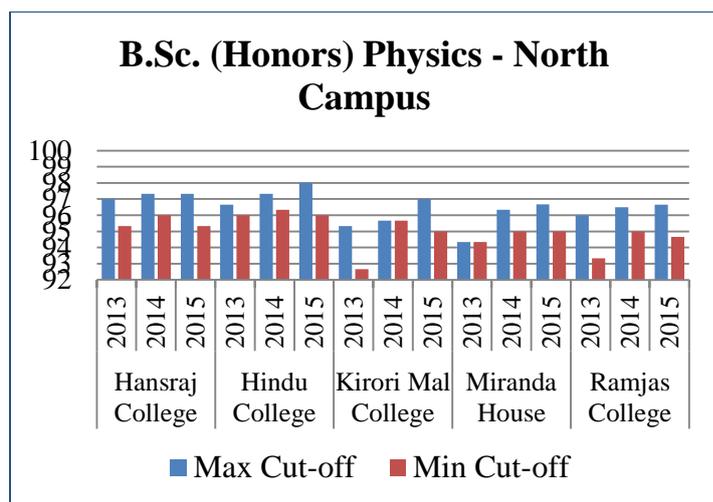


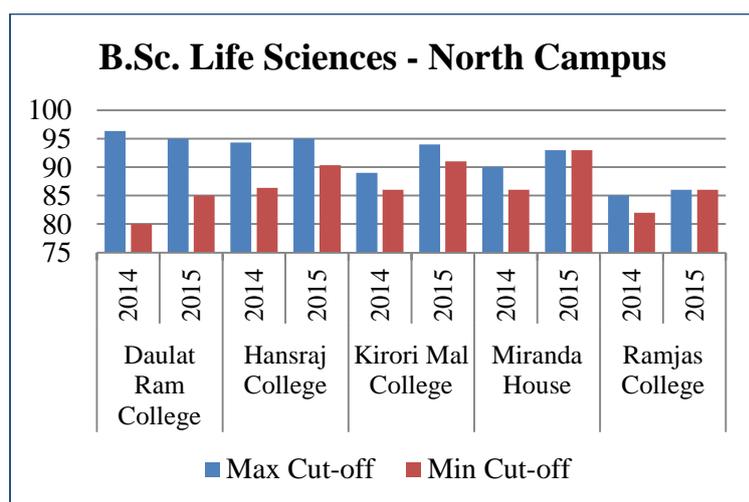
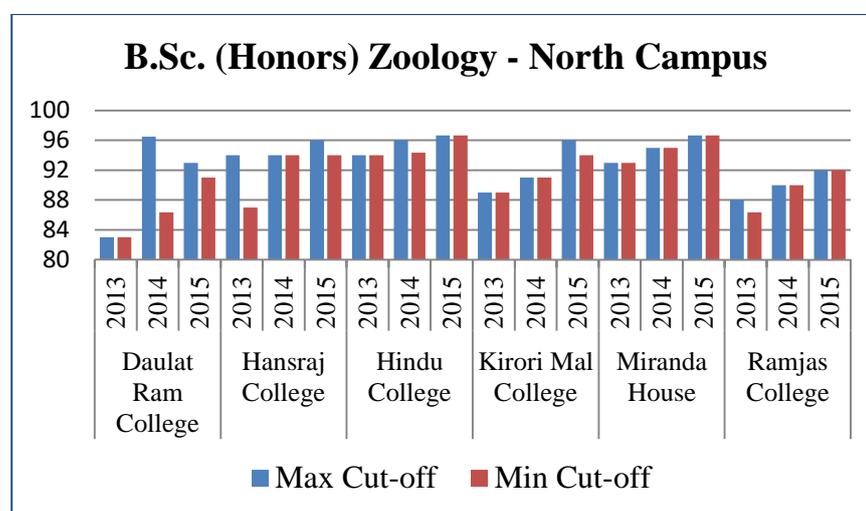
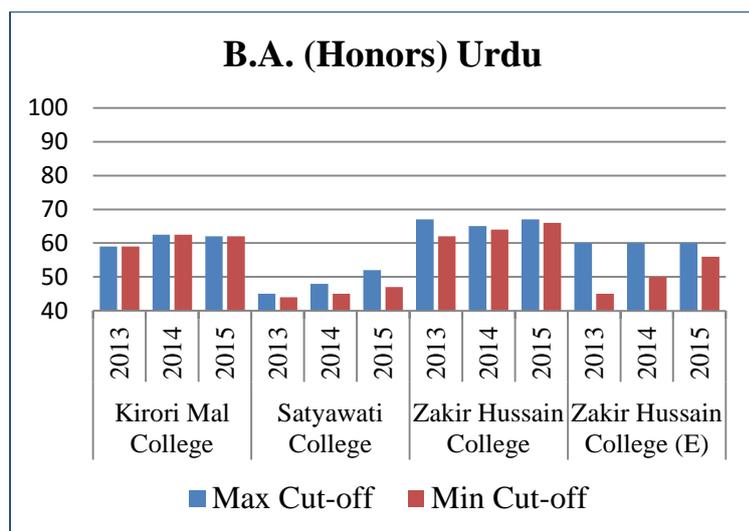












**Figure 2.1.3: Comparison of Maximum and Minimum Cut-Offs**

**2.1.4 Is there a mechanism in the institution to review the admission process and student**

**profiles annually? If 'yes', what is the outcome of such an effort, and how has it contributed to the improvement of the process?**

Admissions to the different programs/courses are done strictly within the structure of rules, regulations, and procedures stipulated by the University of Delhi. Preparations for admissions to the College start well before actual commencement of admissions. The College Staff Council constitutes a Standing Committee for Monitoring Admissions (SCFMA) in its Annual Meeting, while each department institutes an admission committee consisting of several members of the faculty. The SCFMA, in turn, reviews the admission processes of the last year in a meeting of admission-in-charges and members of the standing committee just prior to admissions, and initiates modifications wherever felt necessary.

- The layered admission structure enables continuous monitoring of admissions at two levels - the admission desks of each department, as well as by the SCFMA.
- Review of procedures is undertaken by departmental admission committees and the SCFMA on a daily basis, while a meeting of the admission-in-charges and the SCFMA is held at the end of each stage of admissions.
- The Admission Grievance Cell and the Special Categories Counseling Cell also continuously observe the admission process.
- The two statutory committees constituted for admissions on the basis of sports and extracurricular achievements also provide feedback to the SCFMA and the Special Admissions Committee regarding these admissions.
- Committees/nodal officers constituted for PwD, foreign nationals, weaker sections, and other special-category admissions, observe the admissions each year and report their observations to the SCFMA and the Staff Council, if required.
- At the end of the admission process the SCFMA reviews the admissions of that year in their entirety and submits a detailed report (including recommendations, if any) to the Staff Council. These are then discussed and suitable action initiated, wherever found necessary, for admissions in the next academic year.
- The College does not have a formal process of determining student profile and has, in fact, very little discretion in altering/influencing student profile as admissions are done within the structure of rules, regulations, and procedures stipulated by the University of Delhi. All admissions are done strictly by merit within the different categories of admissions (see section 2.1.5). The College, however, maintains an environment that ensures that every student, irrespective of her/his community, religion, and domicile, is made to feel comfortable.

**2.1.5 Reflecting on the strategies adopted to increase / improve access for the following categories of students (SC/ST, OBC, Women, Differently abled, Economically weaker sections, Minority community and any other), enumerate on how the admission policy of the institution and its students profiles demonstrate / reflect the National Commitment to diversity and inclusion.**

The institution actively promotes the interests and welfare of the economically and socially marginalized, and is committed to policies of inclusion and plurality. In terms of its admissions policy, the College strictly implements the statutory policies on reservations.

- 22½ % of the total numbers of seats is reserved for candidates belonging to Scheduled Caste and Scheduled Tribes. This is allocated as between 15% for Scheduled Caste and 7½% for Scheduled Tribes.
- Relaxation to the extent of 2-10% in the minimum marks is given to the candidates belonging to Scheduled Caste and Scheduled Tribes to determine their eligibility and merit for admission to the course concerned.
- After giving 2-10% relaxation, if the reserved seats still remain vacant, further relaxation is given to the extent required in order to fill up all the reserved seats.
- 27% seats are reserved for the candidates belonging to OBC, and a relaxation of 10% is given in the minimum eligibility marks for these applicants.
- 3% seats are reserved for candidates with disabilities. Candidates applying under the PwD category should have a minimum 40% disability.
- The University of Delhi allots courses and colleges for admission of foreign students, relatives of defense personnel injured/killed in war, and Kashmiri migrants through a centralized process. The College reserves seats for admissions under these categories.
- In addition, the college reserves seats (not more than 5% in each course) for admissions under the sports and extra-curricular categories.

The College has very little discretion in altering/influencing student profile as admissions are done within the structure of rules, regulations, and procedures stipulated by the University of Delhi. However, the institution has multiple strategies/ forums in place for ensuring that students with diverse socio-economic and cultural profiles can benefit optimally from the academic and other facilities provided by the College.

- Students belonging to Scheduled Castes/Scheduled Tribes are eligible for Post-Matric Scholarships of the Directorate of Education, Delhi Administration.
- Under the National Loan Scholarship Scheme, students who have obtained a first division (60% marks or more) in their last public examination can apply for a loan through the college.
- Financial assistance in the form of a Fee Concession (allowed by the University) is provided for deserving students.
- The institution has a Students' Aid Fund and Students' Welfare Fund from which it offers financial aid to needy students. These are disbursed through the Fee Concession Committee of the College. Some State Government Freeships are also offered for students belonging to special categories.
- The Institution has constituted the statutory Internal Complaints Committee (ICC) under "The Sexual harassment of women at workplace (prevention, prohibition and redressal) act, 2013", to provide protection against sexual harassment of women at workplace and for the prevention and redressal of complaints of harassment.

- The college has a long-established forum (Parivartan) for debate and discussion on gender-related issues. Issues such as gender stereotyping, discrimination and violence are highlighted by organizing film shows, seminars, workshops and other events. The Society also provides the services of a trained counselor
- The College has an Enabling Cell (Prayas) that promotes academic, cultural and sports activities amongst students with disabilities. The Cell organizes orientation and sensitization programmes, career-counseling workshops, and inter-college cultural festivals for students with disabilities. The Cell has established its own Volunteer Core.
- The College ensures that its infrastructure and other offered facilities are disabled-friendly.
- The College attracts a large number of students from different countries across the world. The College has an official body, the Foreign Students' Association (FOSTAS), to promote friendly relations and cultural exchange among international students. The association renders assistance to new entrants, resolves issues of foreign students and ensures better facilities for international students.
- The College has a Foreign Students' Advisor who operates as a link between the University Foreign Students' Cell and the College administration and who provides guidance and counseling to foreign students.
- The College offers a concession in minimum eligibility criteria for students opting to study Bengali in the B.A. Programme.
- The College has Committees/Nodal Officers for students with disabilities and those coming from disadvantaged sections, foreign nationals and other special-category admissions.

**2.1.6 Provide the following details for various programs offered by the institution during the last four years and comment on the trends i.e. reasons for increase/ decrease and actions initiated for improvement.**

There was a change in the University of Delhi's procedures governing admissions to undergraduate programmes in colleges from the academic year 2014-15. The then existing practice of applicants being required to submit registration/pre-admission forms at the individual college level was discontinued, and candidates were required apply centrally to the University.

Consequently, demand ratios for the different programs offered by the College cannot be determined for the years 2014-15 and 2015-16. In addition, students have been admitted to three different programmes introduced in the University of Delhi over the past four years viz. the then existing programme in 2012-13, the Four-Year Undergraduate Programme in 2013-14 that was replaced by the 2012-13 programme again in the year 2014-15 and, finally, the Choice-Based Credit System in 2015-16. Hence, comparisons of trends over the past four years will provide inaccurate results. Information on the number of students admitted to the first year of the different programmes offered by the College are presented in Tables 2.1.6A and 2.1.6B.



**Table 2.1.6A Students Admitted to Postgraduate Programmes 2012-13 to 2015-16**

Postgraduate Courses	Students Admitted to First Year in			
	2012-13	2013-14	2014-15	2015-16
MA English	33	25	32	32
MA Hindi	18	23	19	20
MA History	33	24	29	30
MA Political Science	56	61	37	62
MA Sanskrit	11	7	20	18
MA Urdu	17	19	21	30
MSc Botany	4	-	9	4
MSc Chemistry	53	41	46	51
MSc Mathematics	32	44	43	57
MSc Operations Research	14	15	15	19
MSc Physics	39	64	57	58
MSc Zoology	18	11	11	9

**Table 2.1.6B Students Admitted to Undergraduate Programmes 2012-13 to 2015-16**

Undergraduate Courses	Students Admitted to First Year in			
	2012-13	2013-14	2014-15	2015-16
BA Programme	138	FYUP	193	130
B Com (Hons)	93	142	123	117
B Commerce	95	FYUP	91	130
BA (Hons ) Economics	78	96	137	103
BA (Hons) English	54	85	103	53
BA (Hons) Geography	68	94	69	58
BA (Hons) Hindi	49	73	87	49
BA (Hons) History	42	64	58	51
BA (Hons) Political Science	52	124	142	76
BA (Hons) Sanskrit	30	32	42	22
BA (Hons) Urdu	16	30	28	25
BSc Analytical Chemistry	27	FYUP	48	31
BSc Physical Science with Computer Science	61	FYUP	-	31
BSc Life Science	35	FYUP	33	34
BSc Physical Science	84	FYUP	114	123
BSc (Hons) Botany	51	83	119	53
BSc (Hons) Chemistry	94	161	153	137
BSc (Hons) Mathematics	73	119	78	77
BSc (Hons) Physics	110	170	115	125
BSc (Hons) Statistics	46	42	70	41
BSc (Hons) Zoology	40	69	122	38

## 2.2 CATERING TO STUDENT DIVERSITY

### 2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The College strictly adheres to all the policies and initiatives taken by the government, the UGC, and the University of Delhi towards differently-abled students. In addition, the institution actively promotes the interests and welfare of these students with special needs/demands by ensuring a physical and academic environment that enables them to access equally all the facilities provided by the College, and to avail of all the choices and opportunities that the institution offers.

- The College reserves 3% of offered seats for candidates with disabilities. Candidates applying under the PwD category should have a minimum 40% disability.
- The College implements all the guidelines/procedures stipulated by the Equal Opportunities Cell (EOC) of the University.
- No tuition fees are charged from differently-abled students, and dedicated study material is made available free of cost
- The College hostel reserves 3% of seats for PwDs.
- The college has established academic support structures that include technological support, provision of reading and scribe services, and special faculty support in the form of designated teachers from each department to assess the academic needs and progress of these students on a regular basis, and organize special tutoring services according to their requirements.
- The College provides technological support for PwD students including Thinkpads pre-installed with NVDA, Braille Face, Hindi Reader software to provide visually impaired persons easy access to computers, audio recorders, Plustek Scanner Abby Fine Reader etc.
- All the PwD students on campus are provided access to the internet through an effective Wi-Fi network.
- The college has a designated air-conditioned room for its PwD students and faculty members. This separate computer room is equipped with computers, readers, and a Wi-Fi router. In addition, reading and scribe services are provided here.
- The institution has constructed differently-abled friendly toilets.
- To the fullest extent possible, the College tries to ensure that classes are held on the ground floor for differently-abled students with special needs.
- Additional time is provided for students with disabilities, and special assistance in the form of readers/writers, separate rooms etc. are provided by the institution as permitted by the University.
- The Enabling Unit of Kirori Mal College (Prayas) was established in 2006 as the Committee for Physically Challenged Students.
- The 75-strong volunteer force of Prayas provides the PwD students with help in reading the prescribed texts, the writing of assignments, internal assessment, and caters to other academic needs of the students.

- Each PwD student has been assigned a set of volunteers who work according to a strict time-table. The needs of the PwDs and the work of the volunteers is monitored by the Enabling Unit on a weekly basis.
- Other aspects of intervention by the Enabling Unit include:
  - Providing counseling to differently-abled students on the types of courses they could study at the higher education institutions.
  - Ensuring admission of as many differently-abled students as possible through the general category, and also through the reservation meant for them.
  - Creating awareness amongst differently-abled persons regarding fee concessions, examination procedures, reservation policies, etc., pertaining to differently-abled persons.
  - Assessing the educational needs of persons with disabilities enrolled in the college and providing them with the required type of assistive devices.
  - Sensitizing the students, faculty, and other staff of the college regarding issues pertaining to disability.
  - Studying the aptitude of differently-abled students and assisting them in getting appropriate employment after their studies.
  - Celebrating important days pertaining to disability such as the World Disabled Day, White Cane Day, etc., in the college in order to create awareness about the capabilities of differently-abled persons.
  - Ensuring maintenance of special assistive devices procured by the college and encouraging differently-abled persons to use them for enriching their learning experiences.
  - Encouraging differently-abled persons to participate in inclusive sports and cultural activities organized by the college.
  - Ensuring that every department of the college designates a teacher to monitor the academic progress of these students and look after their specific needs.
  - Promoting and monitoring the developing of disability-friendly infrastructure on campus.

**2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process?**

The College attracts students with diverse socio-economic and cultural profiles and the institution has several mechanisms/processes in place to evaluate their needs and abilities and provide compensatory support structures.

- The variations in the minimum eligibility criteria serves as an indicator of the level of additional academic support that is required for students admitted under special categories.
- The College organizes departmental-level orientation programmes on the first day of the academic session for the newly admitted students. During the long interaction students are made conversant of the philosophy of the institution, course structure and other aspects of the curriculum, the assessment mechanisms for different

courses, attendance rules and other academic requirements of the institution, the different facilities for co-curricular and extra-curricular activities and so on. Members of the faculty make an informal assessment about the students' requirements and skills in terms of a number of parameters.

- The statutory committees for admissions under the sports and extra-curricular categories have representatives from the College. These admissions are on the basis of both merit and skill, the latter evaluated through fitness tests/ event trials for admissions based on sports, and trials/auditions for admissions based on extra-curricular achievements conducted by these committees.
- The Enabling Unit assesses the educational needs of persons with disabilities enrolled in the College and provides them with the specific types of assistive devices/facilities they require.
- The Special Categories Counseling Cell continuously observes the admission process and provides, after an assessment of the candidate's knowledge and skills, guidance in respect of choice of programmes, career options, facilities and support structures functioning in the College.
- The institution has many students who come from different countries, in regions as varied as South Asia, South-East Asia, Africa and Europe. The international students association of the College (FOSTAS) organizes orientations programmes, seminars and conferences, newsletters, and cultural meets to familiarize foreign students with Indian culture and, in the process, learning about their culture and backgrounds.
- The College has a Foreign Students' Advisor who, in addition to providing guidance and counseling to foreign students, also evaluates their needs and abilities.
- Language competencies are continually assessed during the teaching-learning process and the College provides English Language Proficiency Courses at the basic level, with the help of Department of Adult, Continuing Education and Extension, University of Delhi.
- The College provides, subject to the constraint of infrastructure, bi-lingual education in courses (Hindi and English) where such an intervention is felt necessary.
- Students' knowledge and requirements are also assessed continually through interactive assessment methods as well as tutorial and other discussions.
- The Library also has evaluative processes in place that ensure that the extensive array of journals, books, computer facilities, and special assistive devices etc., which are required by students with widely diverse profiles, are made available.
- The institution has a distinguished history of sustained cultural activity in drama, debate, music, fine arts, photography, dance and film. These activities are organized through societies, and the informal interaction between students and faculty members in these forums promotes greater awareness of the students' knowledge levels, specific needs and skills.
- Organizations such as the N.C.C. and the N.S.S., clubs such as the Adventure Club and the environment-awareness club (Eco Club), and inter-disciplinary societies such as The Round Table also promote greater interface between faculty and students.

- The Placement Cell of the College (Avenues) is proactive, and continuously initiates programmes to not only identify and develop the potential within the students but also broaden their career profiles.

### **2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/Add-on/Enrichment Courses, etc.) to enable them to cope with the program of their choice?**

The students enrolled with the institution come from varied socio-economic and cultural backgrounds and with special requirements that necessitate intervention, and the College has several procedures in place to evaluate their profiles and provide compensatory support. This process starts at the stage of admissions and continues through the academic year. There is interactive counseling during the admission process not only by members of the faculty manning the admission desks of the different departments but also the Special Categories Counseling Cell. This enables assessment of the candidate's knowledge and skills, and guidance is provided in respect of choice of programmes, career options, facilities and support structures functioning in the College.

The College organizes departmental-level orientation programmes on the first day of the academic session for the newly admitted students. During this long interaction members of the faculty make an informal assessment about the students' requirements and skills in terms of a number of parameters. In addition

- Different departments provide additional support, whenever required, in the form of introductory lectures at a more basic level, and provision of less demanding academic material including books.
- Besides small group interactions during tutorials and one-to-one discussions with the faculty during contact hours, the departments organize group discussions/workshops, seminars, remedial teaching, and lectures by skilled resource persons.
- The College provides English Language Proficiency Courses at the basic level, with the help of Department of Adult, Continuing Education and Extension, University of Delhi.
- The College provides, subject to the constraint of infrastructure, bi-lingual education in courses (Hindi and English) where such an intervention is felt necessary.
- The Library provides an extensive array of journals, books, computer facilities, and special assistive devices etc., which are required by students with widely diverse profiles.
- The Enabling Unit assesses the educational needs of persons with disabilities enrolled in the College and provides them with the specific types of assistive devices/facilities they require. **(Please refer to 2.2.1 for more details)**
- No tuition fees are charged from differently-abled students, and dedicated study material is made available free of cost.

- The international students association of the College (FOSTAS) organizes orientations programmes, seminars and conferences, newsletters, and cultural meets to improve communication skills of students coming from other countries.
- Computer literacy programmes are organized by the College and free computers are provided to needy students.

#### **2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?**

- The institution has constituted the statutory Internal Complaints Committee (ICC) under “The sexual harassment of women at workplace (prevention, prohibition and redressal) act, 2013”, to provide protection against sexual harassment of women at workplace and for the prevention and redressal of complaints of sexual harassment **(Please refer to section 5.1.11 for more details)**.
- The college has a long-established forum (Parivartan) for debate and discussion on gender-related issues. A primary objective of the Society is to create an atmosphere free of gender discrimination, and it organizes bi-weekly meetings on issues such as sexual violence, harassment, socialization, patriarchy, femininity, masculinity and so forth. Issues are also highlighted by organizing film shows, seminars, workshops and other events. The Society also provides the services of a trained counselor
- The College has an Enabling Cell (Prayas) that promotes academic, cultural and sports activities amongst students with disabilities. **(Please refer to section 2.2.1 for more details)**.
- The community service programmes, initiated and administered by the N.S.S. unit of the College, have the objective of arousing social conscience in students. In addition to organizing seminars, workshops, and surveys, the Unit also operates an education cell (Sahyog) with the objective of helping the underprivileged children, youth and women through relevant education and healthcare, innovative ideas and qualitative focused livelihood, both inside and outside the College campus. Manned by volunteers from both faculty and students, the cell conducts regular tuitions, and provides material for education, sports and extra-curricular activities.
- The College has an extremely active club (Eco Club) for creating environmental awareness among all the constituent sections of the college. **(Please refer to section 7.1.2 for a complete summary)**.
- The institution has cultural societies for drama, debate, music, fine arts, photography, dance and film. These societies are very active, and organize events/plays/debates/workshops/seminars that emphasize contextual issues of socio-political or socio-economic relevance to create awareness on these issues.

**(Please refer to section 5.1.6, and also 1.3.3 and 2.1.5 for more details)**

#### **2.2.5 How does the institution identify and respond to special educational or learning needs of advanced learners?**

In every department of the College there is constant interaction between the faculty and the students, both within and outside the classrooms. Lectures, project presentations, and group discussions take place within classrooms, while tutorial discussions, teacher-student dialogue on student performances in assignments/tests, interaction within departmental committees/societies and during the organization of seminars/workshops take place in departmental rooms and other assigned spaces. This constant interface within the teaching-learning process enables identification of attributes such as academic aptitude, interest in further learning, keenness for assuming additional responsibilities, the ability to take the initiative, and the capacity to resolve difficulties.

The needs and potential of advanced learners, as identified by the above processes, are addressed and developed by the following;

- At the level of each department, members of the faculty provide more advanced academic material, encourage individual presentations, and promote discussions on a wide range of current issues/developments relevant to wider aspects of the curriculum. Advanced learners are also encouraged to provide support to slower learners.
- Advanced learners are encouraged to work in small research/innovation/special projects both within and outside the immediate curriculum.
- The Placement Cell is proactive, and constantly initiates programmes to not only identify and develop the potential within these students but also broaden their career profiles.
- Abilities such as providing leadership and initiative, working co-operatively within a team, assuming responsibilities, and resolving conflict situations are identified and developed by a wide array of co-curricular and extra-curricular societies/committees/clubs/organizations such as departmental and inter-disciplinary societies, NSS, NCC, Adventure and Eco clubs, Avenues, Prayas, Fostas, Parivartan, sports and cultural societies.
- The College library has an extensive collection of books, journals, reports to broaden student horizons.
- These students are encouraged to contribute in terms not only to write and but also assume editorial responsibilities in the College journal and departmental magazines/newsletters.
- The College has instituted a number of awards in recognition of student merit and achievements;
  - N.S. Khare Memorial Award
  - Dr. N.S. Pradhan Memorial Award
  - Dr. Yashodha Bhatt Award
  - Shri Jaidev Memorial Award
  - Dr. N. Subramaniam Award

**(Please refer to section 5.1.2 for a complete list of awards/freeships/scholarships)**

**2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the program duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?**

The initial information relevant for broad academic profiling of students is generated at the first stage of the admission process viz. through scrutiny of application forms by the admission desks of the different departments, and the SCFMA. The specific category under which admission is sought is another source of data, while forms submitted by the students admitted to institution provides details in respect of their socio-economic background. Other particulars are outlined below;

- In addition to term examinations, academic evaluation structures such as class tests, assignments, presentations, projects and other components of the stipulated internal assessment procedures provide information on academic aptitude.
- Maintenance and submission of attendance records by members of the faculty on a monthly basis produces information indicative of the level of academic commitment of students.
- Information about disadvantaged students is also obtained from applications submitted to the Fee Concession Committee.
- There is also enrolment to the College of some students who are primarily focused on a switch to professional courses outside the University, resulting in low levels of academic performance. These students tend to take admission in specific courses, and close monitoring is done by teachers of the departments offering these courses.
- Faculty members provide counseling to the students in informal interactions and, if required, obtain inputs from the parents, friends, and fellow hostel inmates (if residing in the hostel) as well.
- Weak academic performance by students from disadvantaged sections also occurs due to change in the nature of the subjects studied in school, and the course opted for in the College.

The data generated on academic performance of disadvantaged students is analyzed by the concerned departments, as well as the relevant Committees/Societies/Cells. This scrutiny is then utilized by the College to increase awareness among the concerned students, through well-established processes, about the compensatory support structures functioning in the institution.

No tuition fees are charged from differently-abled students, and dedicated study material is made available free of cost. The college has established academic support structures that include technological support, provision of reading and scribe services, and special faculty support in the form of designated teachers from each department to assess the academic needs and progress of these students on a regular basis, and organize special tutoring services according to their requirements. **(Please refer to section 2.2.1 for more details)**



- Different departments provide additional support, whenever required, in the form of introductory lectures at a more basic level, and provision of less demanding academic material including books, and additional assignments/projects. **(Please refer to section 2.2.3 for more details)**
- Supplementary academic material such as books is provided *gratis* or at concessional rates.
- Language competencies of students coming from disadvantaged sections are subjected to close scrutiny during the teaching-learning process. The College provides English Language Proficiency Courses at the basic level, with the help of Department of Adult, Continuing Education and Extension, University of Delhi.
- The College provides, subject to the constraint of infrastructure, bi-lingual education in courses (Hindi and English) where such an intervention is felt necessary.
- Affordability of education is a major constraint for students coming from economically weaker sections. The institution has a Students' Aid Fund and Students' Welfare Fund from which it offers financial aid to needy students. These are disbursed through the Fee Concession Committee of the College.
- The College provides access to scholarships/ freeships/ loans to these disadvantaged students. **(Please refer to sections 2.1.5 and 5.1.2 for more details)**
- Organizations such as the NCC and the NSS, clubs such as the Adventure Club and the Eco Club, departmental societies, inter-disciplinary societies such as The Round Table, different team sports, and extra-curricular and cultural societies promote informal interaction between students of diverse socio-economic backgrounds and differing abilities on the one hand, and between students and teachers on the other. These activities enable disadvantaged students to integrate more firmly into the college ethos, and benefit equally from the academic and other facilities provided by the institution.

## **2.3 TEACHING LEARNING PROCESS**

### **2.3.1 How does the college plan and organize teaching, learning and evaluation schedules?**

The College strictly follows the guidelines and procedures mandated by the University of Delhi for implementation of the Academic Calendar and Evaluation Schedules notified by the University. The Staff Council of the College is empowered to frame rules and take decisions on academic and extra-curricular matters of the institution, under the general rules set by the University ordinances, statutes and conventions.

The Staff Council constitutes various committees to oversee and monitor different aspects of academic and administrative functioning. Some of the committees supporting teaching and professional development, and ensuring an effective programme of academic activities are the Time Table Committee, Workload Committee, Internal Assessment Committee, and Departmental-level Committees

The IQAC of the College monitors all aspects of curriculum and pedagogy and, in addition, facilitates collection and analysis of information and data to identify thrust areas and those aspects requiring intervention.

Each department of the College ensures timely allocation of theory classes, practicals and tutorials, and timetables are displayed in advance for students on the College website and on college/department notice boards. While allocating subjects and preparing timetables, it is ensured that classes which require additional teaching aids/assistive devices are assigned specific rooms, subject to the constraint of infrastructure. The timetable for each class is displayed outside the assigned room for the convenience of students, along with the subject and the teacher's name.

The Internal Assessment guidelines are prepared by each department at the start of the semester, and uniformity is maintained across subjects in each discipline in accordance with the University guidelines. Monthly display of attendance not only updates parents, but also ensures student regularity in classes. The attendance records and Internal Assessment marks are displayed to the students well in time for redressal of queries and grievances (if any).

The faculty display corrected answer sheets and assignments to students in class to make the process more transparent and to facilitate discussions with students. Some departments conduct mock exams for guiding the students and preparing them for the final examination.

The College is statutorily required to follow all the directives from the University of Delhi in respect of evaluation procedures and schedules and all the regulations and rules governing them(**please refer to sections 2.5.1 and 2.5.3 for details**).

### **2.3.2 How does IQAC contribute to improve the teaching –learning process?**

The College has an IQAC for conscious, consistent and catalytic improvement in the overall performance of the Institution. The IQAC at KMC strives towards quality initiative, quality sustenance and quality enhancement of academic activities in the college (**please refer to section 6.5.1 for more details**).

### **2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?**

The College faculty continually adopts new ways to make the learning process more student-centric. Teaching-learning is made more effective through individualistic and personalized approach for students with diverse socio-economic and academic profiles, and special needs and abilities.

- Teachers act as facilitators in students' group discussion to make teaching and learning more student-centric.
- The faculty of the Institution augment lecture material with appropriate case studies in the classroom to develop inductive reasoning in students, and to make the teaching-learning process more effective

The College teachers utilize techniques of concept mapping like graphical/ pictorial representation of the idea, flowcharts and graphic organizers to demonstrate process/ relationship etc. These techniques enable the students to comprehend chronology of ideas as well as the points of divergence and convergence in the subject matter being taught. In addition;

- Teachers also use tutorial worksheets to assess individual performance of the students and to provide them personalized feedback.
- Field work in subjects like Botany and Geography and study excursions conducted by department of History further adds value to student learning.
- The college has established support structures for the faculty to make learning more interactive, collaborative and independent.
- The college provides hi-speed wireless internet access (Wi-Fi) to teachers and students of the college with their personal ids and passwords.
- The Institution has an Enabling Cell (Prayas) that promotes academic, cultural and sports activities amongst students with disabilities These students are provided with requisite assistive facilities to make their learning experience easier. **(please refer to sections 2.2.1, 5.1.2 and 5.1.4 for more details)**
- The College encourages its students to work in groups as well as to pursue their own individual learning trajectories, thus blending collaborative and independent learning techniques.
- Contemporary practices of incorporating social networking tools in the lecture design and delivery are also utilized to make teaching-learning an interactive experience.

The various techniques of intervention, other than those required mandatorily, utilized by the teachers in classrooms are presented in Figure 2.3.1 and 2.3.2.

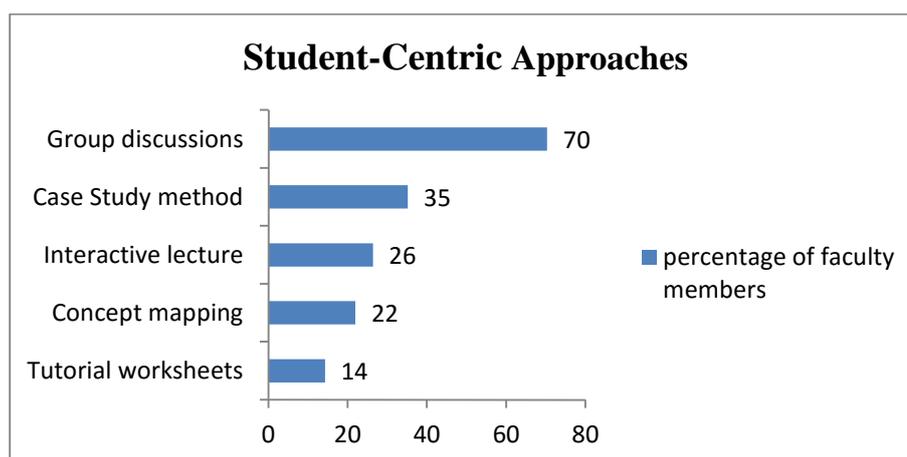


Figure 2.3.1

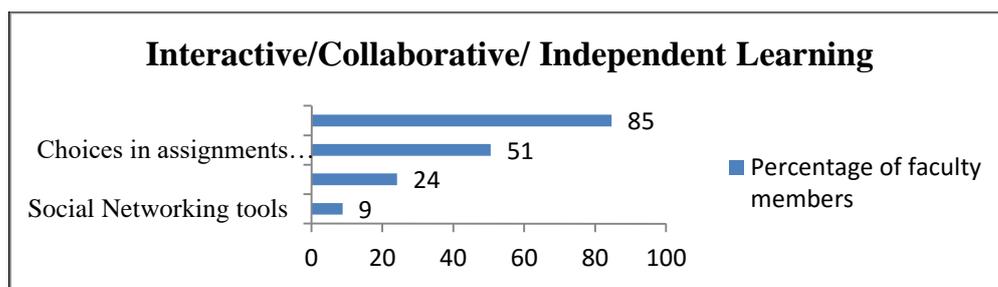


Figure 2.3.2

### 2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

The College faculty encourage and develop students' abilities to critically examine or access an idea or a situation, and to conceptualize different interpretations of the same idea or situation. The primary mechanism for such interventions are presented in Figure 2.3.3 and Figure 2.3.4. In addition;

- The College encourages inter-disciplinary innovative projects and inter-disciplinary societies to add value to the teaching-learning-process and to nurture critical thinking, creativity and scientific temper among students.
- By inculcating creative and adaptive thinking among the students, the teachers prepare them for the challenges of life beyond the classroom. Practices such as classroom and tutorial discussions impart flexibility to classroom teaching and enhance creative thinking among the students. The major instruments for such intervention are reported in Figure 2.3.5
- The College magazine and departmental newsletters have both teachers and students on their editorial teams, and both stakeholders contribute to such journals.
- Many departments of the College conduct field studies, excursions, study tours to develop a sense of curiosity and questioning, and to promote logical reasoning.

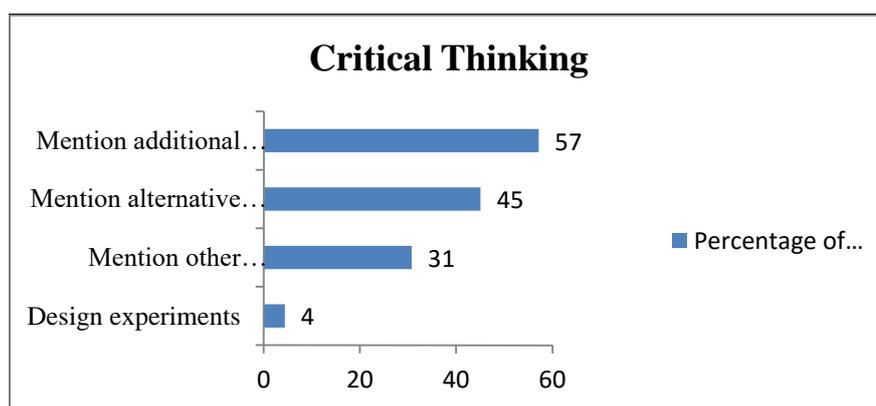


FIGURE 2.3.3

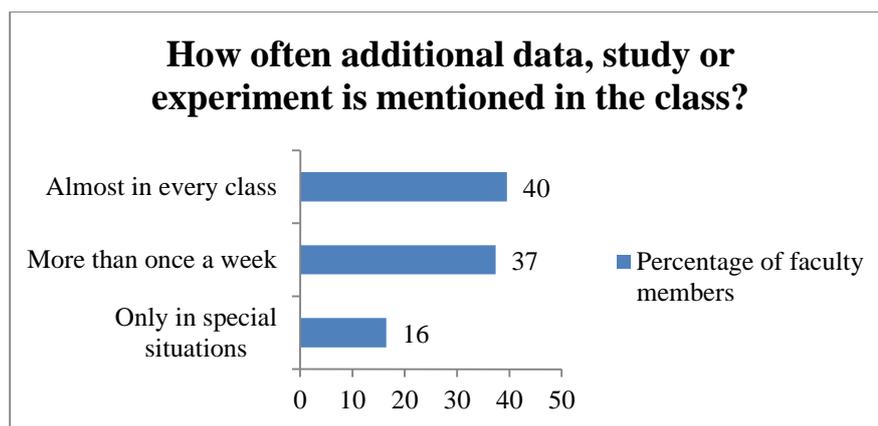


FIGURE 2.3.4

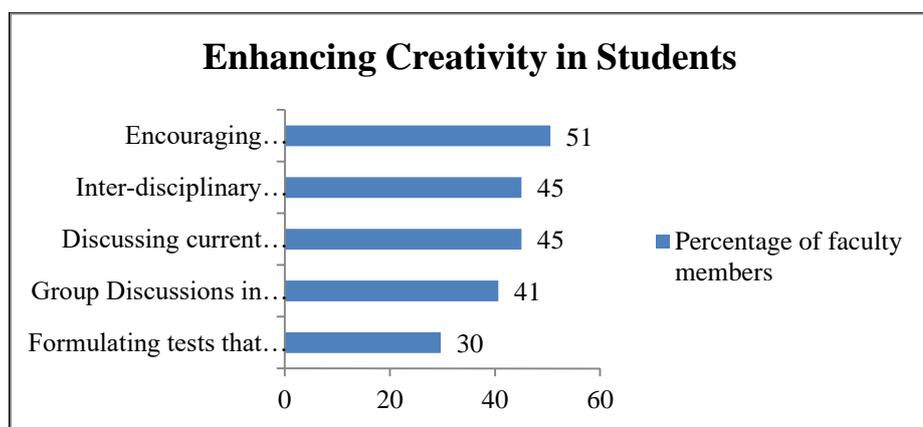


FIGURE 2.3.5

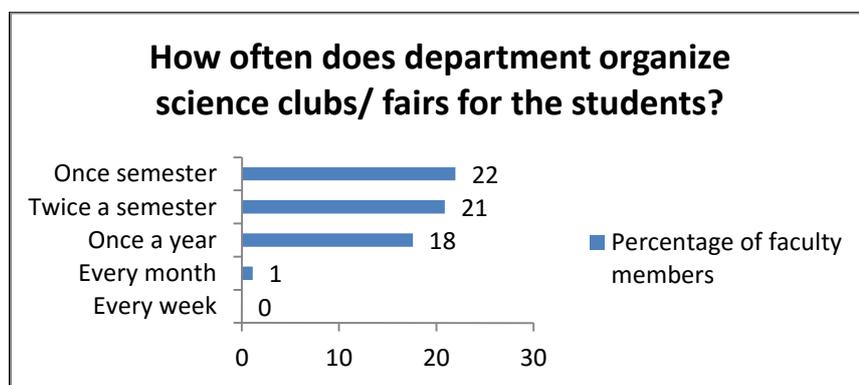
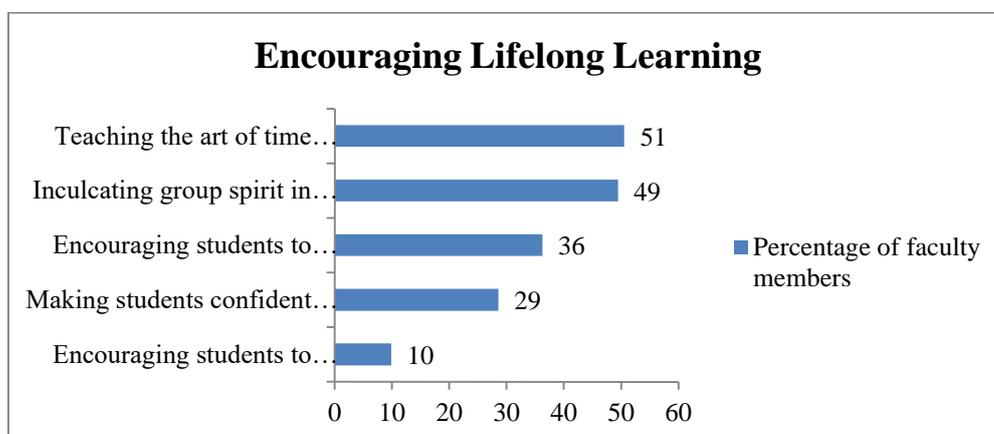


Figure 2.3.6

Different departments organize science fairs, science clubs and other events to develop a competence of reasoning and thinking, and also a scientific temperament to apply to daily-life decision-making processes (see Figure 2.3.6).

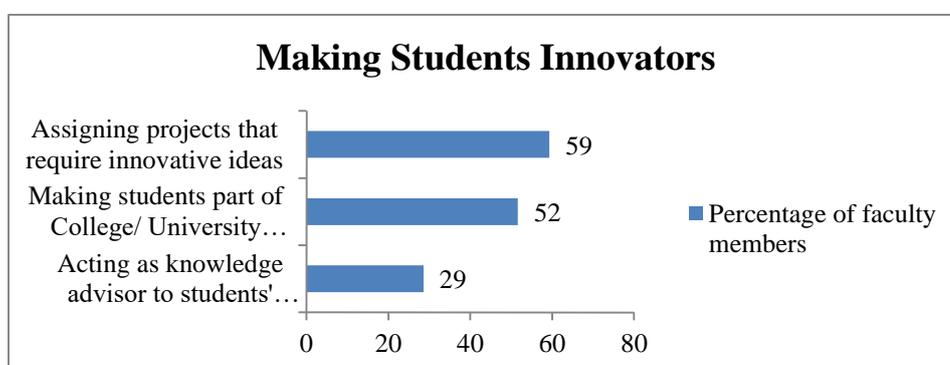
Teachers of the College encourage the students to become independent and self-motivated learners for life. Students are also encouraged to develop habits of dedicating oneself to continuous learning, staying updated with the current events, acquiring new skills, and in

analyzing and resolving contradictory pieces of knowledge, thus expanding their understanding. The different mechanisms used by the teachers for developing students into life-long learners are presented in Figure 2.3.7.



**Figure 2.3.7**

The faculty of the institution develop an innovative outlook among the students by assigning projects and assignments – both within a discipline and across disciplines - which require application of innovative ideas thereby motivating students to think out of the box and develop new ideas by engaging better with the subject. A teacher-student partnership in a project is extremely beneficial for the latter as they can learn from the experience and expertise of the former, with teachers acting as knowledge advisors to students in innovative projects. The main instruments for such intervention are presented in Figure 2.3.8.



**Figure 2.3.8**

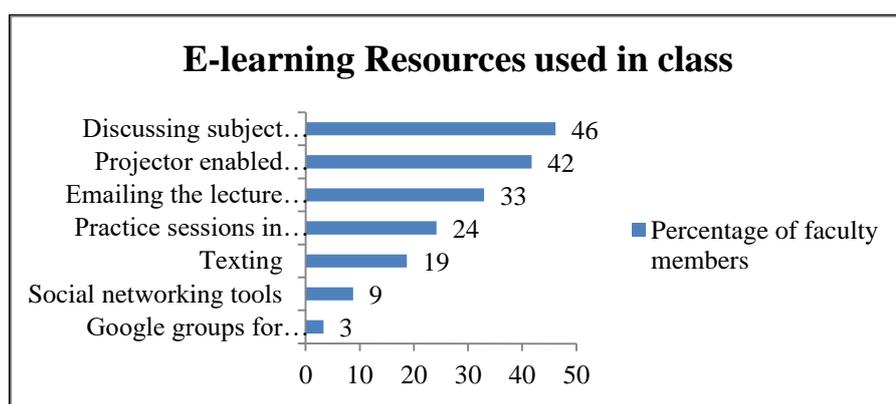
**2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? e.g. virtual labs, e-learning resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education etc.**

The college has a wide range of support facilities and technical infrastructure to ensure the e-learning techniques become an integral part of teaching-learning strategies of the institution. These include;

- More than 1000 laptops and more than 200 desktop computers.

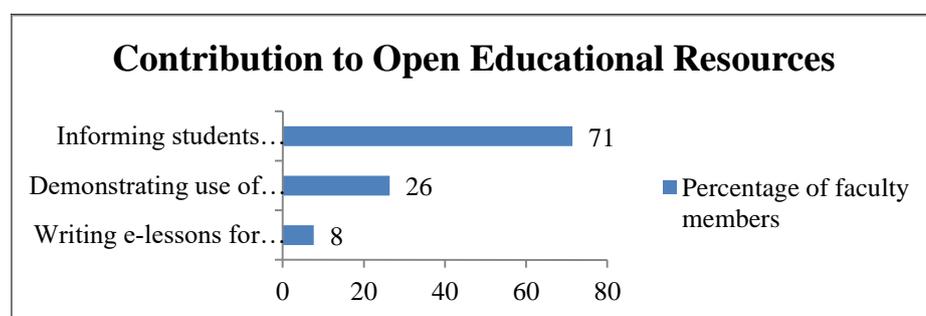
- The IT infrastructure is supplemented with the hardware's like Printers, Fax machines, Scanners, Photocopier and Intercom phones
- The college campus is Wi-Fi enabled and user ids and passwords are issued to students, and all members of the teaching and non-teaching staff.
- The college has installed projectors in 41 of its rooms, including classrooms, laboratories and the seminar room to support the traditional chalk and blackboard methodology. In addition, college has a number of portable projectors.
- At present, college has 1,43,250 pedagogical textbooks, subscription to 19 journal magazines and 15 daily newspapers.

**(Please refer to sections 4.2.6 and 4.3 for more details)**

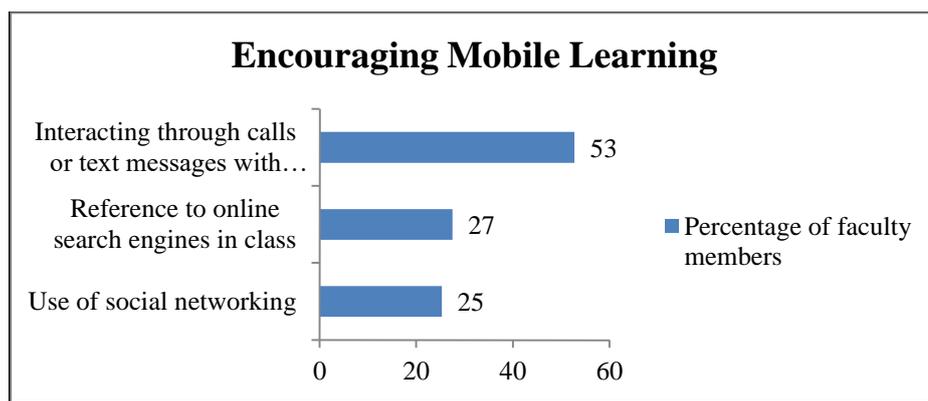


**Figure 2.3.9**

- In addition to the support structures made available by the college, the faculty also makes use of other multimedia techniques for facilitating an effective teaching-learning process (Figure 2.3.9).
- The University-provided open online educational resources are used by the teachers and students to augment the teaching-learning process. The utilization of such material in the lecture is facilitated by the hi-speed Wi-Fi network of the college and the projector-enabled classrooms.
- The teachers of the College have authored e-lessons for the University, contributing to the creation of a common pool of educational resources. The contribution of the faculty to such resources is presented in Figure 2.3.10.
- Teachers also utilize, whenever required, online resources and social networking tools for quick references and social networking tools to share learning resources and academic expertise (see Figure 2.3.11).



**Figure 2.3.10**



**Figure 2.3.11**

### **2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?**

Teachers are provided necessary support structures by the College to encourage them to attend national and international seminars/ workshops/ conferences, not only to update and upgrade their knowledge but also to enlarge their academic potential and horizons. The required academic leaves of absence are provided to the teachers and alternative teaching arrangements made for uninterrupted teaching-learning.

- The departments of the College organize various seminars, workshops and expert lectures on a regular basis to expose the faculty and students to advanced levels of reasoning and learning. Such activities extend student-teacher interaction beyond the classroom.
- The faculty makes conscious efforts to keep students informed about current developments and critical issues related to their respective disciplines.
- The college also encourages departments to put in place processes to enable students to acquire specific skills for future employment by conducting required workshops, seminars and training sessions.

### **2.3.7 Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?**

- In addition to imparting knowledge on the course content, teachers guide and mentor students for the holistic personality development of students.
- The faculty, who are better placed to understand the needs, challenges and career issues that students encounter, provide academic support by regular monitoring of the students' progress and personalized feedback.
- Teachers of the institution become supporters, role models, consultants and problem solvers, and thereby provide personal and psycho-social support.
- The faculty at the College provide timely and constructive feedback, career counseling, and information on job opportunities as well as acting as sources of knowledge about research fellowships and providing letters of recommendations to their students.
- The various techniques adopted by the teachers to benefit students are reported in Figure 2.3.12 while the frequency of mentoring is presented in Figure 2.3.13.



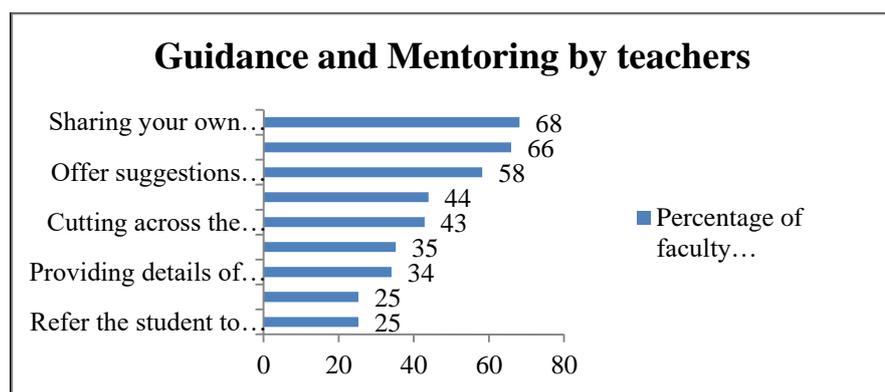


Figure 2.3.12

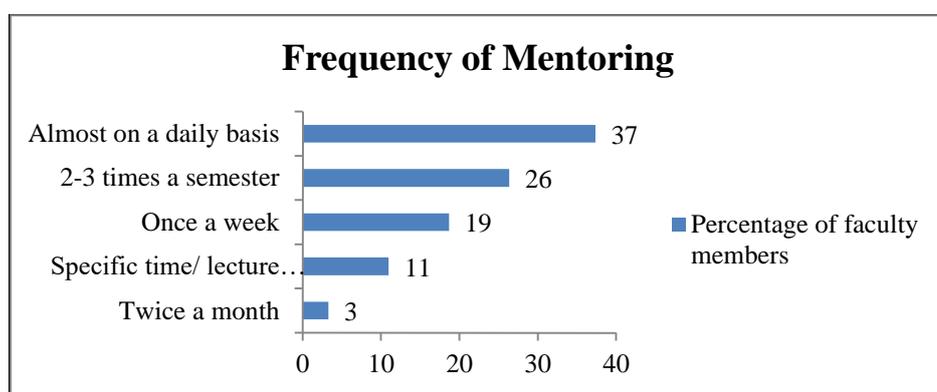


FIGURE 2.3.13

**2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?**

The innovative teaching practices and methods adopted by the faculty of the College are presented in figure 2.3.9 and the details summarized in section 2.3.5. In addition, the faculty also screen movie clips in class to augment the teaching-learning experience wherever required. The provision of logistic support in terms of installed projectors, portable projectors, power backup, support staff etc. by the College has encouraged teachers to experiment with new and innovative teaching practices. The faculty attends special staff training programmes at regular intervals to enhance their computer skills, and the college administration facilitates this training by sanctioning the required leaves of absence.

*Impact Assessment on Student Learning*

The impact of the above mentioned techniques on student learning can be evaluated by the higher levels of student involvement in in-house projects, including inter-departmental programmes and projects organized by outside institutions such as research laboratories, corporates and other agencies). The faculty mentor students associated with these projects wherever such intervention is felt necessary. These innovative approaches to teaching not only enable students to understand the curriculum but also inculcate a habit of thinking logically, critically and analytically which helps them to be successful in a wide array of professions (see Annexure 2.1 for distinguished alumnus from the College). The academic distinctions and other awards won by the students reflect the quality of teaching-learning

processes in place within the Institution(**please refer to sections 2.2.5, 2.6.4, 5.2.2 and 5.3.2 for more details**)

### 2.3.9 How are library resources used to augment the teaching learning process?

The teaching-learning processes in place within the College are improved significantly by its library resources in several ways.

- The College library has a computer access centre for both teachers and students, and subject specific book stacks to ensure easy accessibility for students.
- The faculty ensures that the library has adequate books and journals that are relevant to existing course structures, and that required study materials are procured well in time.
- The College has constituted a Library Committee that has, among others, representatives from each department as members. This committee ensures sufficient availability of books/journals and also plans for the upkeep and future development of the college library (see Figure 2.3.14).
- The teachers of the different departments inform students about the subscriptions of the journals available in the College library for their different subjects.
- The faculty encourage students to read by assigning book reviews, and students are also encouraged to write articles related to their area of interest using library books and journals.
- Most departments also maintain a small departmental library to provide supplementary learning material for use by students.

(Please refer to sections 4.2.3, 4.2.4, 4.2.6 and 4.2.7 for more details)

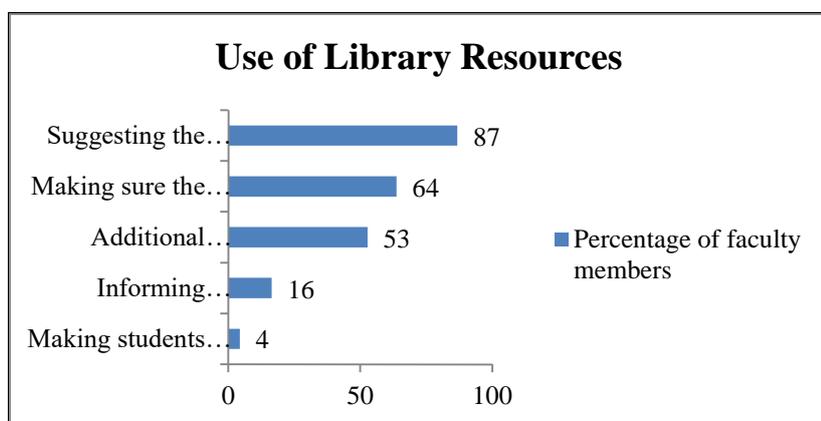


FIGURE 2.3.14

### 2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approach to overcome these.

The College ensures that the curriculum is completed in accordance with the notified Academic Calendar of the University of Delhi.

A major challenge faced by the Institution in completing the curriculum was the fundamental change in the academic programs and structures of the colleges of the University of Delhi over the past five years viz. the change from annual to the semester mode, the introduction (and subsequent withdrawal) of the FYUP, and the introduction of the CBCS from the academic year 2015-16. Among other issues, these changes have necessitated variations in teaching-learning strategies and evaluation protocols.

A different challenge emerges from holistic and balanced approach of the Institution to education. Abilities such as providing leadership and initiative, working co-operatively within a team, assuming responsibilities, and resolving conflict situations are identified and developed by a wide array of co-curricular and extra-curricular societies/committees/clubs/organizations. These societies are very active throughout the academic year and, as their activities involve both students and teachers, they impinge on the teaching-learning process (see also Figure 2.3.15).

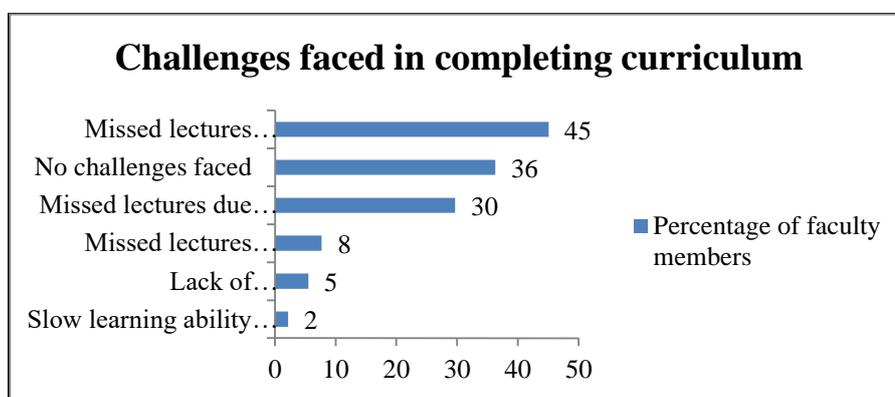


FIGURE 2.3.15

#### *Institutional Approach*

The Institution ensures that time-schedules for lectures and tutorials are prepared and notified well in advance of the commencement of the semester. Teaching commences on the very first day of the academic session and continues till the date of dispersal of classes as per the Academic Calendar notified by the University.

The College has delineated time schedules and spaces for co-curricular and extra-curricular activities to ensure minimal disruption to the teaching-learning process. Additional classes are held by teachers to compensate in situations where unavoidable circumstances do not permit such dovetailing.

Remedial classes are held for slow learners and students with disabilities and special needs whenever such intervention is deemed necessary. These classes, however, are subject to the constraint of availability of infrastructure. Such students are provided with additional study-notes, worksheets and other learning material (**please refer to section 2.2.6 for more details**).

E-learning resources like PowerPoint presentations to cover larger material over a single lecture are also utilized by teachers for enabling easier and quicker understanding of the prescribed study matter. In addition to such audio-visual aids, teachers also conduct spot class-room quizzes for quick revision (see also Figure 2.3.16).

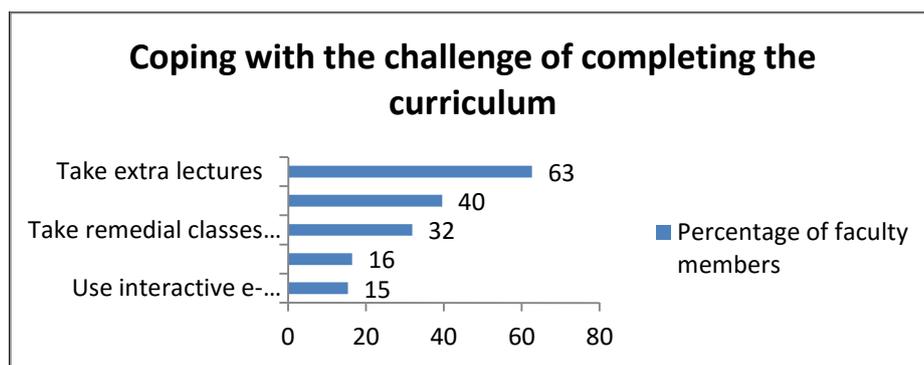


FIGURE 2.3.16

### 2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

Each department of the College assesses the performance of students every semester, and makes the required changes in the teaching techniques/procedures to augment the quality and effectiveness of the learning process. The quality of teaching-learning is also monitored by the teachers in the Student Faculty Committee (SFC) of their department, who discuss different aspects of classroom teaching, internal assessment and evaluation protocols with students. The committee normally meets fortnightly and the teachers, through open dialogue, obtain student feedback and resolve student issues (if any). The Institution also has an IQAC for internal quality checks with respect to various aspects of teaching-learning, evaluation structures and so on (**Please refer to sections 2.6.2, 2.6.5, 2.6.6 and 2.6.7 for more details**)

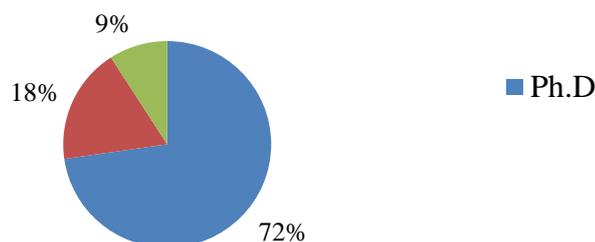
## 2.4 TEACHER QUALITY

**2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.**

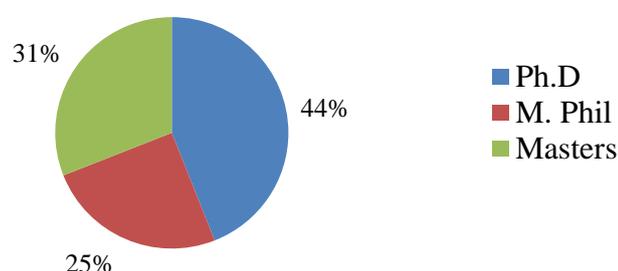
As a university-maintained college, teachers at Kirori Mal are employed according to the rules determined by the University of Delhi and the UGC. Teachers are allocated to posts according to a Statutory Roster, and promotion is based on the basis of mandatory rules and guidelines notified by University of Delhi. Strategies adopted by the Institution to recruit and retain qualified and competent teachers include;

- The college plans the requirement of the teachers well in advance and the number of posts in each department, both permanent and adhoc, are advertised.
- Statutory Selection Committees are constituted as per University rules, for selection of teachers on regular posts.
- As reflected in the academic profile of its faculty, the College ensures that knowledgeable and competent faculty members are recruited. Seventy percent of the permanent teachers hold a Doctorate of Philosophy degree (Figure 2.4.1). The Adhoc faculty is also well qualified with more than two-thirds having advanced research degrees such as Ph.D.and/or M.Phil. (Figure 2.4.2).

**Figure 2.4.1: Qualification Details of Permanent Teachers**



**Figure 2.4.2: Qualification Details of Adhoc Teachers**



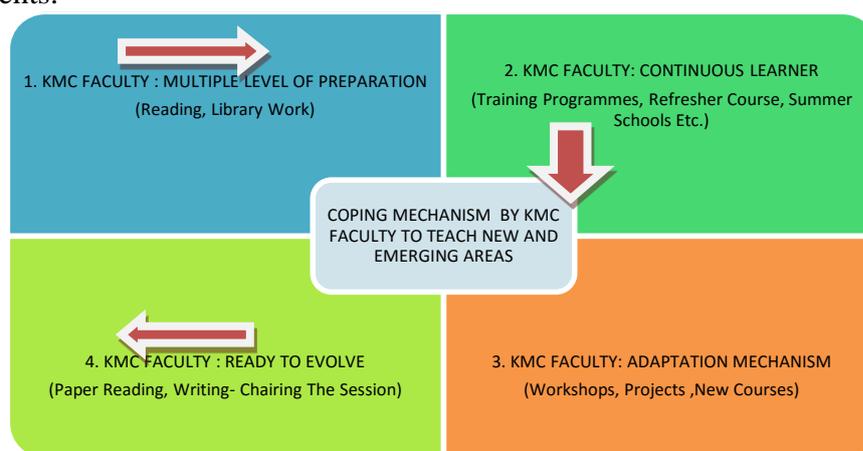
- The Institution provides leave of absence for different purposes including Casual/Personal, Academic, Study, Extraordinary, Child-care, Medical.
- Other facilities such as residential accommodation within the College campus, cashless reimbursement for accessing medical care are offered by the Institution to recruit and retain extremely competent faculty.
- The College offers many different avenues for the faculty to grow professionally and ensures minimal constraints for academic pursuits.
- With 19 disciplines being taught, the College offers ample scope for undertaking multi-disciplinary research.

**2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.**

The College has a long and well-established reputation as an academic institution with strong teaching and research components. The Institution's inherent academic culture juxtaposed with strong support structures provided by the administration enables it to meet the challenge posed by scarcity of qualified senior faculty in emerging areas of study. These include;

- A flexible and ready-to-evolve approach of the faculty towards academic and professional growth. The College encourages the faculty to participate in various Faculty Training and Capacity-Building Workshops and Programmes, refresher courses, Summer and Winter Schools to re-professionalize themselves by acquiring new skills. The College provides leave of absence for academic/research purposes.

- Strong technological and infrastructural support structures are provided by the College (**details in sections 4.1 and 4.3**)
- The Institution provides specialized laboratories and promotes of state-of-the-art hardware and software in its computer systems while continually upgrading laboratory instruments and other apparatus.
- The College is the only one in the University to have a Registered Animal Holding Facility.
- The Institution facilitates procedures for receiving research grants from funding agencies like UGC/DBT/ICMR/DRDO.
- Any temporary shortfall of teachers is met by guest faculty, and experts are invited to give lectures/talks/seminars for formal and informal interaction with the faculty and students.



**Figure 2.4.3 Integrated Faculty Coping Mechanism at KMC**

### 2.4.3 "Providing details on staff development programmes during the last four years. Elaborate on the strategies adopted by the institution in enhancing the teacher quality."

The teachers of KMC are continuous learners and participate actively in various workshops and staff training programmes as may be seen in Table 2.4.1. Around 188 teachers have completed Refresher courses, and 88 teachers the Orientation Courses.

**Table 2.4.1: Details of Staff Development Programmes Attended by College Teachers**

Department	Refresher	HRD	Orientation	Staff Training	Workshops
Botany	7	15	2	1	3
Chemistry	34		17	6	21
Commerce	4		3	4	14
Computer Science	5		2	2	14
Economics	13	1	7	3	10
English	19		10		
Geography	9		7	28	1
Hindi	19		6	9	6
History	6	1	2	1	5
Mathematics	16		6	13	42
Philosophy	3		2		

<b>Physical Education</b>	5		2		
<b>Physics</b>	9		3	3	4
<b>Political Science</b>	7	4	3	1	9
<b>Sanskrit</b>	3		2		
<b>Statistics</b>	13			7	11
<b>Urdu</b>	7		2		
<b>Zoology</b>	9		5	13	8

The College regularly organizes workshops and training programmes for enhancing teacher quality. These include;

- The Department of Chemistry organized a seminar on “Role of Analytical Techniques in Biological and Environmental Sciences” in 2011
- The Department of Mathematics organized two International Workshops on Wavelets, Frames and Applications in 2011 and 2014
- The Department of History has been organizing The Indian Council of Historical Research (ICHR) sponsored National Seminar for the past three consecutive years and conducts discussions and interactive sessions on a regular basis with industry experts and eminent historians
- A two-day seminar on ‘Human Resource and Consumer Protection’ was organized by the Commerce department in year 2011. In 2012, a seminar on ‘Corporate Social Responsibility’ was organized followed by a symposium on ‘Human Rights’ the next year for exposing students and faculty to advanced knowledge areas.
- The Department of Geography organizes seminars and lectures on a regular basis for the advanced learning of the students. In 2009-10, a lecture was organized on ‘Climate change Conceptions and Misconceptions’ followed by a lecture on ‘Climate induced disasters in the Himalayas’ in 2010-11. In 2014-15, a lecture on disaster relief drill was conducted by the National Disaster Relief Force. The Department organized two Workshops –‘Food Security in India: Problems and Prospects’(2008) and a Workshop on open source software in Geospatial Arena, partly sponsored by UGC
- A workshop on ‘Communication Skills’ was organized by Department of Botany in year 2014-15.
- The Department of Physics organizes study tours for students to National Physics Laboratory and University Accelerator Center.
- The Department of Political Science organizes seminars and talks throughout the semester on relevant political and social issues along with screening of relevant movies followed by interactive discussions.
- The Department of Statistics organizes special lectures and seminars on diverse topics for enrichment of students. These include; ‘Challenges of Higher Education in Statistics’ (2011-12), ‘Fun with Numbers’ (2012-13), ‘Population Census’ (2013-14) and ‘Stochastic Processes and the Stock Market’ (2014-15).
- The Department of Zoology organized a 5-day DST-INSPIRE Camp in the years 2013 and 2015.

The college provides and encourages use of facilities such as projector-enabled classrooms, well-equipped laboratories and Wi-Fi access (**please refer to the previous section for details**).

#### **2.4.4 "What policies/systems are in place to recharge teachers? (e.g.: providing research grants, study leave, support for research and academic publications teaching**

**experience in other national institutions and specialized programmes industrial engagement etc.)"**

The teachers of the College from all three streams – Sciences, Social Sciences and Humanities - are engaged in academic projects and have successfully completed over 100 projects thus far. The College offers many avenues for the faculty to grow professionally and ensures minimal constraints for academic pursuits and professional growth. Some of these policies/systems include;

- The Institution facilitates seamless running and functioning of projects of various departments by providing academic, administrative, and accounting support structures.
- The College has an IQAC for conscious, consistent and catalytic improvement in the overall performance of the Institution. **(Please refer to section 6.5.1 for more details).**
- The institution provides adequate infrastructure for conduction of the projects allocated to the faculty members who receive funding from various agencies such as UGC, DBT, DST, CSIR, ICMR, DRDO among others. **(please refer to section 3.2 for more details)**
- The College provides leave of absence for academic/research purposes as per the norms and rules notified by the UGC and the University of Delhi. The details of teachers who were granted academic leave for faculty training, doctoral and other advanced research degrees, and for deputation are presented in Annexure 2.2

**2.4.5 "Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty."**

The faculty at KMC is well recognized and acknowledged in the field of teaching and academic fellowships. Acting Principal Dr. Dinesh Khattar was conferred the “Dr. S. Radha Krishnan Memorial National Teacher and Media Award” for his contribution in the field of education on the evening of Teachers Day at Constitution Club Delhi, 2015. The details of the many teachers in the college who have been rewarded for excellence in teaching of such meritorious faculty are presented in Annexure 2.3.

The Institution’s intrinsic academic culture in conjunction with strong support structures offers many different opportunities for the faculty to grow professionally and ensures minimal constraints for academic pursuits. **(Please refer to sections 2.4.1, 2.4.3 and 2.4.4 for more details)**

**2.4.6 "Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?"**

There is no formal system of teacher evaluation by students in the College. However, feedback is obtained from students in a number of ways such as structured questionnaires, through formal interaction in committees such as Student Faculty Committees, Students’ Union Advisory Committee, and informal interaction in Alumni Association meetings and tutorial discussions. **(Please refer to section 1.4.2 for details).**



The faculty of the College undergo evaluation by external peers at the time of their promotions since the statutorily constituted Selection Committees has external subject experts who assess the academic abilities and performance of the applicants.

A different aspect of external evaluation relates to research output of teachers in the form of publication of research papers in peer-reviewed journals, award of projects from prestigious funding agencies, output of projects leading to recognition in the form of grant of patents. Another form of external review of faculty of the College is being recognized as doctoral supervisors for students enrolled in the research programmes of the University of Delhi.

Feedback from students in respect of different aspects of the teaching-learning process is utilized to ensure the achievement of the graduate attributes and learning outcomes specified by the College. **(Please refer to sections 2.5.6, 2.6.3 and 2.6.6 for more details)**

## **2.5 EVALUATION PROCESS AND REFORMS**

### **2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?**

The College strictly follows all the evaluation norms/procedures stipulated by the University of Delhi, which determines important aspects of these processes such as nature of the assessment (summative/formative), weights for the different components, examination schedules and so on. The College Staff Council determines the modalities for implementing these procedures as and when they are notified. Information regarding evaluative processes is communicated to the primary stakeholders through the following:

- The College brings out a bulletin of information/prospectus annually which provides details about the college including the courses offered and associated evaluation structures. This information is also available from the college website.
- Interaction between the students and the faculty members manning the admission desks during the admission process itself.
- Departmental-level orientation programmes on the first day of the academic session for the newly admitted students. During this interaction students are made conversant of, among other things, course structures and associated assessment mechanisms, attendance rules and other academic requirements of the institution.
- During the introductory lectures for each course, by the concerned teachers.
- Student-Faculty Committees are another forum for informing students within the different departments.
- During dialogue between the primary stake-holders within the Joint Teacher-Students Consultative Committee of the College.
- All the College notice boards and its website. Departmental notice boards are also used to communicate specific information such as modalities for conduct of tests, schedules, submission dates for assignments and so on.
- Members of the departmental moderation committees for internal assessment also interact with students regularly. These committees meet at the end of each term to review student assessment.
- Internal assessment outcomes are displayed in the College website. This data is sent to the University after student acknowledgement.
- Information about the evaluation procedures operative in the University of Delhi is also displayed in the university website.

**2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?**

The College is statutorily required to follow all the directives from the University of Delhi in respect of evaluation procedures and all the regulations and rules governing them. The College has no discretion in evolving procedures on its own and adheres strictly to the university directions. Some of the major reforms instituted by the University since 2003-04 are:

- Introduction of a system of Internal Assessment.
- Introduction of class tests/assignments in lieu of In-House Examinations for internal assessment.
- Introduction of a system of Centralized Evaluation.
- Introduction of the Semester Mode of evaluation.

The existing evaluation system has processes in place for ensuring both transparency and student grievances, if any:

- Each department of the College constitutes a Moderation Committee for Internal Assessment with *ex-officio* members from the faculty.
- There is a Monitoring Committee for Internal Assessment at the level of the institution that is responsible for the entire process of internal assessment in the College, including redressal of grievances if any.
- The University constitutes University Moderation Committees in each subject to moderate, if necessary, the Internal Assessment marks across colleges.
- Centralized Evaluation ensures that the examination scripts are evaluated by a large panel of examiners from across different colleges of the University. In addition, the Head-Examiner evaluates a sample of copies corrected by each examiner in order to ensure uniformity in assessment.
- The University of Delhi, as of now, permits re-evaluation of examination scripts.
- Students are informed about Internal Assessment outcomes in class, and these are also displayed in the College website. This data is sent to the University after student acknowledgement.

**(Please refer to section 2.5.1 for more details on ensuring transparency)**

**2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the University and those initiated by the institution on its own?**

As stated in earlier sections, the College has no discretion in evolving evaluation procedures on its own and adheres strictly to the university directives in this regard. The institution establishes processes to ensure that these reforms are efficiently implemented in the College and that the faculty is involved completely in all the evaluation procedures of the University.

- Information about the evaluation procedures is disseminated, and awareness of its different constituents and academic requirements created among the principal stakeholders at the beginning of each academic year through multiple forums and processes including Bulletin of Information, Prospectus, college and department notice-boards, website.
- Students are informed about assessment structures and associated time-schedules by the teachers in their introductory classes at the beginning of the academic session. This information is also displayed in the department notice-boards.

- Invigilation duties in the College and evaluation duties in the Central Evaluation Centers are dovetailed to minimize friction.
- If necessary, the institution grants Duty Leave to facilitate faculty participation in university-level committees for paper-setting, moderation and other duties within Centralized Evaluation processes of the University.
- The College ensures that the university-determined procedures and time-schedules are strictly adhered to, and implemented effectively.
- The College ensures the constitution of a Moderation Committee for Internal Assessment in each department.
- The College has constituted a Monitoring Committee for Internal Assessment that is responsible for the entire process of internal assessment in the College, including redressal of grievances if any.
- The college ensures maintenance and submission of attendance records – a component of the Internal Assessment structure - on a monthly basis.
- Internal assessment outcomes are displayed in the College website. This data is sent to the University after student acknowledgement.
- The College is closely monitoring the implementation of the continuous evaluation mode for the ‘practical’ assessment component of evaluation structures - introduced from 2015-16 under the CBCS - in relevant courses.

**(Please refer to sections 2.5.1 and 2.5.7 for more details on transparency and grievance redressal)**

**2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.**

The Institution strictly implements all the evaluation norms/procedures stipulated by the University. This includes not only the combination of evaluation methodologies but also the weights to be assigned between these specified approaches to assessment. The evaluation method in place within the institution incorporates both formative and summative approaches to student assessment.

**Formative Assessment**

The assessment structure, of every paper in the different courses constituting the undergraduate program of the College, assigns a quarter of total weight for Internal Assessment. This is further allocated, normally, between 5% for attendance regularity, 10% each for class tests and assignments respectively.

**Summative Assessment**

Term-end examinations, assigned three-fourth of total weight, are conducted by the University for the different Papers in the undergraduate courses. The aggregate of scores from the semester-end examination component and the Internal Assessment component constitutes summative assessment.

The formative approach evaluates academic aptitude, commitment, and application of students over a period of time. These assessment procedures enable identification of special needs and abilities of students, and the areas where intervention is required. Some of these include:

- Different departments provide additional support, whenever required, in the form of introductory lectures at a more basic level, and provision of less demanding academic material including books.
- Besides small group interactions during tutorials and one-to-one discussions with the faculty during contact hours, the departments organize group discussions/workshops, seminars, remedial teaching, and lectures by skilled resource persons.
- Language competencies are continually assessed during the teaching-learning process and the College provides English Language Proficiency Courses at the basic level.
- The College provides, subject to the constraint of infrastructure, bi-lingual education in courses (Hindi and English) where such an intervention is felt necessary.
- For advanced learners, members of the faculty provide more advanced academic material, encourage individual presentations, and promote discussions on a wide range of current issues/developments relevant to wider aspects of the curriculum.
- Advanced learners are also encouraged to provide support to slower learners.
- Advanced learners are encouraged to think innovatively, and assigned responsibilities in small research/innovation/special projects both within and outside the immediate curriculum.
- The inclusion of class-attendance as a part of the assessment structure has encouraged formal student commitment to the teaching-learning process.

**(Please refer to sections 2.2.3 and 2.2.5 for more details)**

#### **2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall developments of students (weightage for behavioral aspects, independent learning, communication skills etc.).**

The components of the Internal Assessment are determined by the University of Delhi, as are the weights assigned to the different constituents. Written assignments account for 10% of total marks while class tests/presentations account for another 10%. The remaining 5% is allocated to regularity with which students attend classes.

The only behavioral attribute that colleges are required to assess explicitly by the University is that of a student's commitment to the teaching-learning process, evaluated through regularity in attending classes. The assessment process and scores for this attribute are outlined below for a 100-mark paper;

- More than 67% in attendance but less than 70%: 1 Mark
- More than 70% in attendance but less than 75%: 2 Marks
- More than 75% in attendance but less than 80%: 3 Marks
- More than 80% in attendance but less than 85%: 4 Marks
- More than 85% in attendance: 5 Marks

Attributes such as communication skills and independent learning do not formally constitute a part of Internal Assessment evaluation structures and, hence, are assessed only in specific disciplines/papers. These attributes are assessed through class presentations, group discussions, and project appraisals. The nature of the assessment procedure, including weights assigned to different components/attributes, is notified by the concerned teachers well in advance.

The College ensures rigor and transparency in Internal Assessment procedures by, among others, the following:

- Maintenance and submission of records of student attendance on a monthly basis. This information is incorporated in the student information data base and then displayed. Students are also informed in class by concerned teachers about their attendance details.
- Other Internal Assessment processes facilitate identification of students' special needs and abilities and enable intervention through multiple forums to facilitate optimal learning outcomes. Some of these processes include;
  - Tutorial assignments and follow-up discussions in tutorial classes/meetings.
  - Evaluation of class assignments followed by deliberations on student performances.
  - Project presentations, group discussions and other academic interactions during Internal Assessment enable assessment of abilities such as independent learning skills, providing leadership and initiative, communication skills, working co-operatively within a team, assuming responsibilities, and resolving conflict situations
- Transparency in Internal Assessment is ensured through the stipulated statutory committees at both the departmental and college level, procedures such as display of student scores in the public domain, student verification of Internal Assessment marks and so on. **(Please refer to sections 2.5.1, 2.5.2 and 2.5.3 for more details)**

**2.5.6 What are the graduate attributes specified by the college/ affiliating university? How does the college ensure the attainment of these by the students?**

A graduate degree is awarded by the University of Delhi upon the completion of the prescribed curriculum and the attainment of the minimum prescribed marks for the programme/course in the aggregate of both term-end examinations and Internal Assessment components.

The College emphasizes the development of several graduate attributes and these are integrated into its teaching-learning processes and evaluation protocols. These include

- Developing language skills through written assignments and class presentations and discussions.
- Developing analytical and technical skills through independent projects, internships, field-trips, utilization of advanced equipment and a wide-range of software.
- Abilities such as providing leadership and initiative, working co-operatively within a team, assuming responsibilities, and resolving conflict situations are identified and developed by a wide array of co-curricular and extra-curricular societies/committees/clubs/organizations.
- The students are encouraged to develop a driving desire for knowledge, a vibrant dynamism and spirit of enterprise, a focused ambition, sustained commitment, ethical professionalism, innovative thinking, and an acute consciousness about the world around them

**(Please refer to Sections 1.1.1 and 2.6.1 for details on the mission, objectives of the College.)**

### **2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the College and University level?**

Evaluation-related grievance redressal procedure at the University level:

- Guidelines relating to grievance redressal procedures applicable to the different components of the evaluation structure are notified by the University regularly.
- Students can apply for retotaling of marks and /or revaluation of the term-end examination answer scripts.
- Students can obtain a copy of the evaluated answer scripts from the University.
- The Dean (Students' Welfare) can also be approached directly for redressal.
- The University constitutes University Moderation Committees in each subject to moderate, if necessary, the Internal Assessment marks across colleges.

Evaluation-related grievance redressal procedure at the College level:

- Students are first informed about Internal Assessment outcomes in class and the concerned teachers act as the first point of grievance redressal.
- Each department of the College constitutes a Moderation Committee for Internal Assessment with *ex-officio* members from the faculty.
- There is a Monitoring Committee for Internal Assessment at the level of the institution that is responsible for the entire process of internal assessment in the College, including redressal of grievances, if any.
- Internal Assessment marks are also displayed in the College website. This data is sent to the University after student verification and redressal of grievances, if any.
- Any evaluation-related grievance can also be forwarded, after internal scrutiny, to the University for the required intervention.

## **2.6 STUDENT PERFORMANCE AND LEARNING OUTCOMES**

### **2.6.1 Does the College have clearly stated learning outcomes? If yes, give details on how the students and staff are made aware of these?**

The College has clearly stated learning outcomes that are an integral part of its teaching-learning processes and evaluation protocols. The Institution firmly believes that education is not restricted to providing answers, and that it should equip students to identify the means to realize the answers for and within themselves.

The students are encouraged to develop a driving desire for knowledge, a vibrant dynamism, a focused ambition, sustained commitment, and an acute consciousness about the world around them, as the College considers every student an aspiring professional, a creative thinker and a socially aware citizen.

The College encourages its different departments to specify additional learning outcomes as teaching-learning and evaluation structures vary across disciplines. A few examples are cited:

- (a) *Botany*: to inculcate a spirit of adventure, learning beyond what is commonly in the textbooks and creating awareness for spreading knowledge,
- (b) *Computer Science*: to produce quality professionals in compliance with evolving technology and the need for continuous evaluation,

- (c) *English*: to give the students a thorough grounding in the skills of reading, comprehension, writing and editing, and to explore their literary and extra-literary talents,
- (d) *History*: to give the students a sense of the past and to acquaint them with the social, cultural and institutional developments that has produced the world of today and India, in particular,
- (e) *Statistics*: to provide quality teaching with a research and industry-oriented approach for students, and to develop practical knowledge in statistics and operations research.

The College has a well-established and effective mechanism to ensure awareness among the principal stake-holders of its vision for the overall development of the potential, aspirations and talents of its students. Awareness among the faculty is extended by interaction of the faculty members in Departmental and Staff Council meetings.

Students, as prospective applicants, initially learn about the aims and objectives of the institution from the College website and Bulletin of Information. In addition, Orientation Programs are conducted by both the college and the respective departments on the first day of the academic year.

Awareness is spread further by interaction between the faculty and students, and between senior and newly-admitted students across the entire academic session, through discussions in Student-Faculty Committees, Departmental Societies, sports and cultural societies, seminars, open dialogues, talks and other meetings, including those with the alumni.

**(Please refer to Section 1.1.1 for more details on vision, mission and objectives of the Institution)**

**2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/ program? Provide an analysis of the students results/ achievements (program/ coursewise for last four years) and explain the difference if any and patterns of achievement across the program/ course offered.**

The College ensures that students are made conversant of, among other things, course structures and associated assessment mechanisms, attendance rules and other academic requirements of the institution through the bulletin of information/prospectus, departmental-level orientation programmes and introductory lectures for each course. The performance of the students is monitored and communicated at three levels within the Institution to facilitate learning outcomes:

- Teachers evaluate student performance through class tests, assignments and projects, and suggest methods of improvement to individual students. In addition, teachers of each course monitor regularity of students in attending classes.
- Regular tutorial discussions enable assessment of each student's distinct requirements and abilities.
- Student performance in Internal Assessment is also analysed by each department, along with the nature of the intervention that is required. This is communicated to the students.
- Each department also evaluates student performance in the term-end examinations.
- The College monitors the attendance of students on a regular basis. Teachers are required to maintain and submit attendance records every month to the College.

- Internal assessment outcomes are displayed in the College website. This data is sent to the University after student verification and acknowledgement.
- The College communicates the progress of students through teachers in classrooms, tutorial meetings, departmental and college notice boards, and the College website.

**(Please refer to Section 5.2.2 for an analysis of students' results and achievements in specific courses and programmes)**

### **2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?**

The College has structures in place to facilitate realization of specified learning outcomes. For the teaching-learning process these strategies include;

- Utilization of innovative pedagogical procedures and methodology by the College faculty to ensure that the diverse academic requirements and abilities of the students are identified and addressed (**please refer to Section 2.3 for more details**). The curriculum for each course, however, is determined by the University.
- The College time-schedules for lectures and tutorials are prepared and notified well in advance of the commencement of the semester.
- Teaching commences on the very first day of the academic session and continues till the date of dispersal of classes as per the Academic Calendar notified by the University.
- Departmental-level orientation programmes for the newly-admitted students make them conversant of course structures and associated assessment mechanisms, attendance rules and other academic requirements of the institution.
- The continuing students are informed about the different aspects of the curriculum and evaluation structures at the beginning of each semester by the concerned teachers during the introductory lectures.
- For students with special needs and disabilities, different departments provide additional support in the form of introductory lectures at a more basic level, and provision of less demanding academic material including books.
- For more advanced learners, at the level of each department, members of the faculty provide more advanced academic material, encourage individual presentations, and promote discussions on a varied range of current issues/developments relevant to wider aspects of the curriculum.
- Besides small group interactions during tutorials and one-to-one discussions with the faculty during contact hours, the departments organize group discussions/workshops, seminars, remedial teaching (wherever necessary), and lectures by skilled resource persons.
- The College provides English Language Proficiency Courses at the basic level, and bi-lingual education in courses (Hindi and English) where such an intervention is felt necessary and is feasible.
- The Library provides an extensive array of journals, books, computer facilities, and special assistive devices etc., which are required by students with widely diverse profiles (**please refer to Section 4.2 for more details**).
- The College has classrooms equipped with LCD projectors, as well as advanced laboratories and other facilities that offer technological and infrastructural support for the teaching-learning process (**please refer to Sections 4.1 and 4.3 for more details**).



The evaluation structure as determined by the University of Delhi has two components (a) Term-end examinations (weight 75%) conducted by the University, and (b) a formative Internal Assessment component (weight 25%) conducted by the College. Students, who fulfil all the eligibility requirements, including those of Internal Assessment, are permitted to sit for the semester-end examinations. The assessment strategies utilized by the Institution for the Internal Assessment component include;

- Maintenance and submission of records of student attendance on a monthly basis. Students are also informed in class by concerned teachers about their attendance details.
- Tutorial assignments and follow-up discussions in tutorial classes/meetings.
- Evaluation of class tests and assignments followed by deliberations on student performances.
- Project presentations, group discussions and other academic interactions during Internal Assessment enable assessment of abilities such as independent learning skills, providing leadership and initiative, communication and technical skills, working co-operatively within a team, assuming responsibilities, and resolving conflict situations
- The College has a Moderation Committee at the departmental level and a Monitoring Committee for Internal Assessment at the level of the institution that is responsible for the entire process of internal assessment, including redressal of grievances if any.
- Students are informed about Internal Assessment outcomes in class, and these are also displayed in the College website. This data is sent to the University after student verification and acknowledgement.

**2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?**

**Initiatives for Placement and Entrepreneurship:**

The Placement Cell of the college, termed ‘Avenues,’ is the oldest and one of the most dynamic placement cells in the University of Delhi. A forum managed by a team of students and guided by the faculty, the placement cell works with a robust culture of professionalism and provides a strong and effective interface between academia and the corporate world.

The institution attracts the best of companies – from finance to human resources - for recruitments and internships. A formidable number of forty reputed companies recruited from the college in the academic session 2014-15 with 106 placements being offered to the college students. It is worth noting that the first visit of Infosys to the University of Delhi, for the profile corporate planning executive, was to this college.

The highest offered compensation package in 2014-15 was Rs. 11 lakhs, by ID Insight, while the highest accepted package was Rs.8.7 lakhs by D.E. Shaw. An impressive average compensation of approximately Rs.4 lakhs was offered to the students of this college, by companies such as Ernst & Young, KPMG, UBS, Verity, GenPact, Wipro, Towers Watson, PwC, ICICI Prudential and Oberoi Hotels, to name a few.

The Placement Cell is proactive, and constantly initiates programmes to not only identify and develop the potential within the students but also broaden their career profiles. In 2014-

15, among its other activities, the Cell explored new avenues of job work assignment under supervision of concerned expert faculties and organised the University of Delhi's first Youth and Leadership Conflux during 23<sup>rd</sup> to 25<sup>th</sup> February, 2015. The event included seminars by eminent personalities along with an Internship and Education Fair. This confluence witnessed an attendance exceeding five thousand participants from the university. **(please refer to Sections 5.1.5, 5.1.8 and 5.1.9 for more details)**

Abilities such as providing leadership and initiative, working co-operatively within a team, assuming responsibilities, and resolving conflict situations are identified and developed by a wide array of co-curricular and extra-curricular societies/committees/clubs/organizations such as departmental and inter-disciplinary societies, NSS, NCC, Adventure and Eco clubs, Avenues, the Round Table, Prayas, Fostas, Parivartan, the Sports Council and game-in-charges.

The institution has cultural societies for drama, debate, music, fine arts, photography, dance and film. These societies are very active, and organize events/ plays/ debates/ workshops/ seminars that emphasize contextual issues of socio-political or socio-economic relevance to create awareness on these issues **(please refer to Section 5.1.6 for more details)**.

### **Initiatives for Innovation and Research**

The College has in place extensive structures and mechanisms for promoting innovations and aptitude for research **(please refer to Sections 3.1, 3.2, 3.3, 3.5, 3.6 and 3.7 for more Details)**.

### **2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?**

#### **At the level of the department**

- Evaluation structures such as class tests, assignments, presentations, projects and other components of the stipulated internal assessment procedures provide information on academic aptitude of students. This enables planning pedagogies and nuanced teaching-learning strategies.
- Maintenance and submission of attendance records by members of the faculty on a monthly basis produces information indicative of the level of academic commitment of students and enables appropriate intervention.
- Departments also assess requirements of students with special needs and disabilities, as well as those of slow and advanced learners. These enable provision of compensatory support structures to ensure specified learning outcomes **(please refer to Sections 2.2.1, 2.2.2, 2.2.3, 2.2.5, and 2.2.6)**

#### **At the level of the College**

- The Institution collects information on student performance in the University-conducted term-end examinations and analyses this data to evaluate the academic skills and aptitude of its students not only relative to their performance in earlier semesters, but also across different batches within the College and across colleges. This enables better planning of pedagogies and teaching-learning strategies **(please refer to Section 5.2 for more details)**.
  - The College has several long-established formal and informal mechanisms for obtaining regular feedback on the curriculum from all the stake-holders involved in the teaching-learning process **(please refer to Section 1.4.2 for more details)**.
-

- The Library also has evaluative processes in place that ensure that the extensive array of journals, books, computer facilities, and special assistive devices etc., which are required by students with widely diverse profiles, are made available (**please refer to Section 4.2 for more details**).
- The College provides access to financial aid such as scholarships/freeships/loans to students with special needs and other disadvantaged students to overcome barriers of learning. The Institution has also instituted a number of awards in recognition of student merit and achievements (**Please refer to sections 2.1.5 and 5.1.2 for more details**).
- The Institution provides the services of a trained counsellor for students whose academic performance is affected by their special circumstances.

### **2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?**

As a constituent of the University of Delhi, the College strictly follows all the evaluation norms/procedures stipulated by the university, as well as course structures and associated assessment mechanisms, attendance rules and other academic requirements such as the Academic Calendar and other processes. Within these parameters, the vision, mission and objectives of the College have already been outlined in **section 1.1.1** while its specified learning outcomes have been detailed in **section 2.6.1**.

- The institutional mechanism for monitoring student progress has already been summarised in **section 2.6.2** while the structures and strategies in place to facilitate realization of specified learning outcomes have been outlined in **sections 2.6.3 and 2.6.5**.
- The Internal Quality Assurance Cell (IQAC) of the College develops and initiates procedures and modalities for promoting the institutional environment for teaching-learning and research. The IQAC continuously monitors all aspects of curriculum and pedagogy and, in addition, facilitates collection and analysis of information and data to identify thrust areas and those aspects of institutional functioning that require intervention (**please refer to sections 2.3.2 and 6.5.1 for more details**).

### **2.6.7 Does the institution and individual teachers use assessment/evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes', provide details on the process and cite a few examples.**

The processes in place within the College for monitoring and analyzing evaluation outcomes as well as details on the intervention structures evolved for achievement of learning objectives/ outcomes are summarised in **sections 2.6.2, 2.6.3, 2.6.5 and 2.6.6**.

A few examples of such processes are listed below:

- Nuanced planning of pedagogies and teaching-learning strategies (**details in section 2.3**).
- Feedback mechanism (**details in section 1.4.2**)
- IQAC (**details in sections 2.3.2 and 6.5.1**)
- Technological and infrastructural support (**details in sections 4.1 and 4.3**)
- To address divergent language competencies, the College provides English proficiency courses at the basic level, and bi-lingual education in courses (Hindi and English) where such an intervention is felt necessary and feasible.

**[Go to Contents](#)**

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## **CRITERIA III**

### **Research, Consultancy and Evaluation**



### 3.1 PROMOTION OF RESEARCH:

#### 3.1.1 Does the institution have a recognized research center/s of the affiliating University or any other agency/organization?

Individual teachers from various departments are actively involved in research activities and they have been able to develop research facilities and centers that are well known in the University and outside. The University acknowledges this by allowing Ph.D. students to get enrolled under these teachers who use the respective facilities and expertise established in the college to carry out research activities.

Various funding and collaborative agencies like UGC (University Grants Commission), CSIR (Council of Scientific and Industrial Research), DBT (Department of Biotechnology), DST (Department of Science and Technology), DRDO (Defence Research and Development Organisation), DIPAS (Defense Institute of Physiology and Allied Sciences), ICMR (Indian Council of Medical Research), NII (National Institute of Immunology), THDC (Tehri Hydro Development Corporation Limited) to name a few, have funded a number of projects which have been completed successfully (Section 3.2). Ph.D. students are registered under faculty members (Table 3.1a) of various departments who are involved in either individual or collaborative research (Section 3.2).

Here is a list of such facilities developed in the college.

#### Department of Chemistry:

- Chemistry Department has common research labs in which Dr. J.L. Sharma, Dr. Kalpana Bhrara, Dr Rakesh Kumar, Dr. P.K. Singh, Dr M. Ramananda Singh, Dr. Reena Saxena, Dr. Rupesh Kumar are actively involved in research areas of environmental sciences, solar cell development, corrosion chemistry, designing and synthesis of glycidase enzyme, synthesis of complex compounds and their study by various spectroscopic methods, synthesis of Nano-alloys and metal oxide for electrocatalytic activities, online specifications of the heavy metals in the industrial water sample by flame atomic absorption spectroscopy and development of microbial system in combination of metal accumulating plants to remediate contaminated sites.

#### Department of Geography:

- Dr. Kaushal Kumar Sharma & Dr Arun Kumar Tripathi have been instrumental in formation of *Development and Research Centre at Deen Gaon, Uttarakhand* now recognized by Rotary International under Global Grant for Health Services.
- Dr Seema Mehra Parihar has also been very actively carrying out research activities in the area of remote sensing and GIS mapping with Ph.D. students enrolled with her.

#### Department of Mathematics:

- Dr. Shiv Kr. Kaushik has helped this college in being acknowledged as a place where research activities can be carried out in the field of Frames, Wavelets and Theory of Basis.

- Dr. Dinesh Khattar has contributed in the field of Fluid Dynamics and Dr. S. P. Tripathi has worked on Algebraic Topology. The University acknowledges this by sending Ph.D. students to work under their guidance.

**Department of Physics:**

- Dr. Sumitra Mohanty with undergraduate students has developed a unique group activity involving designing and fabrication of working models and is well known to have participated successfully in various international competitions held at places like - NASA (National Aeronautics and Space Administration), during the year 2009 and 2010 - LUNABOTICS IN NASA (2011, 2012 and 2013), MARS ROVER & NASA RASC-AL (2014) and MARS ROVER (2015), given presentation on Design of SPACECRAFT – all in USA.
- Dr. Usha Kulshreshtha has been given students to carry out research activities in the broad area of Particle Physics as she is known as an expert in the field recognized by the University.
- Dr. Bipin S. Koranga and Dr. Agam Jha have created a workstation facility that is being used for research activities by the college students in the areas related to Particle Physics.
- Dr. Raksha Sharma has developed a facility to carry out research activity in some specific area of Nano-physics.

**Department of Zoology:**

- Dr. Anita Kamra Verma has developed Nano-Biotech Lab and an Animal Holding Facility approved by CPCSEA (Committee for the Purpose of Control and Supervision of Experiments on Animals) and have Ph.D. students working under her supervision with the approval of University. She has extensively contributed in the field of Nanodrugs and Gene delivery and quantitative physiology.

Kirori Mal College has an impressive academic history and a supportive, encouraging atmosphere for research activities but as of now the institution does not have a recognized research center/centers of the affiliating University or any other agency.

**3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.**

Yes, the institution has a research committee to support, evaluate and co-ordinate research programmes for faculty and students. It is evident that the college is enthusiastically engaged in research activities, by the number of minor, major and innovative projects awarded to various faculty members, Kirori Mal College had constituted a research committee in 2012 and later amended in 2015. The responsibilities and functions of the research committee was to initiate and support the research schemes, aims and objectives.

**COMPOSITION:** Research Development Committee of the College has been composed as per the requirement of University Grant Commission under XIIth plan.

The committee constituted in 2013 comprised of the following members:

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Dr. Kaushal Kumar Sharma (Associate Professor)	Department of Geography
Dr. Anita Kamra Verma (Associate Professor)	Department of Zoology
Dr. Benu Gupta (Associate Professor)	Department of Physical Education
Dr. Sangeeta Gadre (Associate Professor)	Department of Physics
Dr. Arun Kumar Tripathi (Assistant Professor)	Department of Geography
Dr. Rupesh Kumar (Assistant Professor)	Department of Chemistry
Dr. Raj Kumar (Assistant Professor)	Department of Mathematics
Dr. Vinod Kumar (Assistant Professor)	Department of Chemistry

The meetings were held periodically and a number of issues regarding facilitation of research in college were discussed and addressed.

A meeting of the members of the Research Development Committee, as well as Faculty members having Projects was held with the Chairman, Governing Body, in Principal office on 14<sup>th</sup> July 2015 at 11.30 am.

Some important **Recommendations** are as follows:

1. It committee decided to promote all kinds of hard core research related activities in the college as far as possible.
2. To stress our focus on research related activities it was decided to devote a page on the college website that would be used to update the policies related to research, information about the projects running in the college and any future plans in this regard.
3. The committee also proposed to celebrate the completion of 65 years of the establishment of Kirori Mal College by organizing a two-day conference with an “Interdisciplinary Flavour” that will constitute plenary lectures, poster presentation from the colleges, as well as from the departments.
4. Further, it was decided to dissolve the earlier Research Development Committee and instead, a committee for “Research and Development Cell (RDC)” was formed. Following are the members of RDC

Dr. Anita Kamra Verma (Convener)

Dr. Reena Saxena

Dr. Kaushal Kumar

Dr. Benu Gupta

Dr. Agam Kumar Jha

The committee was authorized to co-opt members on content writing whenever such need is felt in future.

5. To help create an environment conducive for such activities, it was decided to request the college to issue special purpose College I-cards to Ph.D. students, Project students, and non-technical staff who are working in projects.
6. The committee recommended that any money that is given for secretarial assistance to anyone must be paid through cheques in a transparent manner from the project's overhead funds.
7. Teachers must be encouraged to carry out research in their respective and emerging fields.
8. The committee expressed its no objection for the proposal submitted by the Faculty of Department of Chemistry asking permission from the college for creation of a Research Facility - a Porta cabin. As per their proposal the Porta Cabin is to be placed at the back side of Lab 3, and is to be developed from the project funds e.g. overhead funds etc.

The college faculty has successfully completed 46 research projects out of 59 projects in last five years.

### **3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects?**

The Research Committee of the college is constituted primarily to assess the impact of a project on its infrastructure that is submitted to the college for approval. Once the project gets the no objection from this committee, it gets the approval from the college and then the project proposal is submitted to the relevant funding agency for approval by the teacher. Once approved, the grants are released by the funding agency and then as per the commitment the college provides the necessary infrastructure to facilitate the research activity. Grant released by funding agencies is deposited in college funds and is used by the concerned faculty as and when required for the project. The utilization certificates are issued after regular audits are carried out by a registered Chartered Accountant. The college and funding agency are acknowledged in the published research articles and papers.

The institution helps in smooth running of the research laboratories and allows for the purchase and maintenance of equipments/chemicals/consumables with the sanctioned grant by the funding agency whose accounts are maintained through statement of accounts. Such laboratories that are developed in the college to carry out the projects and other research activities get help from the fact that the entire college is Wi-Fi enabled and even the college library is well equipped.

Institution permits research scholars to work in college premises during non-working days and till late hours. Faculty members are normally expected to be present during the non-teaching timings for guiding these students. In addition to these the institution also encourages and sanctions study leave to its faculty members for completing research study/post-doctoral studies and duty leave (table 3.5) for attending national and international seminars and conferences as well as participating in refresher courses and workshop to update themselves on the recent and advanced developments.

### **3.1.4. What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?**

To develop scientific temper and research culture and aptitude among students following efforts are made by various departments of the college.



- Each session begins with an orientation programme with an introduction to the scientific traditions of the departments.
- There are annual programmes organized by dedicated societies of college, in which speakers from various sections of society are invited to share their experience and knowledge at the undergraduate level (Section 3.1.8).
- The students are actively involved and encouraged in planning students' activities. For any such activity, they are divided into groups and sub groups and are asked to execute tasks assigned to them. This kind of approach not only inculcates scientific temper but helps them in developing an attitude to work in groups.
- Debates, paper reading contest and quizzes are organized on the recent issues in Departmental Societies.
- The students are encouraged to visit various laboratories around the campus and places of scientific interest (criterion VII- Innovation) to create awareness about the latest developments.
- Students are recommended to attend seminars/workshops and summer/winter training programmes in other scientific institutes.
- Students participate in innovation projects of the college, which are collaborative projects wherein interdisciplinary interaction and exchange of information are encouraged.
- Teachers expose students to new discoveries and methodologies by teaching-learning process, scientific news and videos.

**3.1. 5. Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.**

The college has diverse research projects reflecting the skills and expertise of its teaching faculty in diverse fields. About 11, out of 19 departments of the college are engaged in active research in either Major/Minor projects of the leading institutions or Innovative projects sanctioned by University of Delhi. Many of these projects have been completed successfully while some are ongoing and still, more are yet to see the light of the day. Fig 1 and 2 and Table 3.2 summarizes the distribution of these projects however, a detailed account is provided in section 3.2.

**Table 3.1.1 Table of students registered for Ph.D. under faculty:**

**Strength of about 65 Ph.D. students is registered under 11 different departments of the college.**

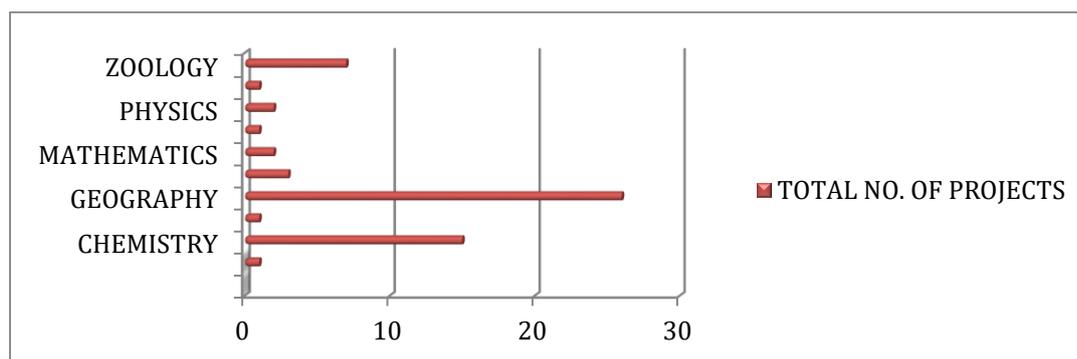
Department	Faculty	Ph.D. Student	
		Registered	Awarded
Chemistry	Dr Reena Saxena	4	1
	Dr. Rakesh Kumar	2	2
English	Dr. Someshwar Sati	2	---
		2	---

	Dr.Praveen Anshuman (co-supervisor)		
<b>Geography</b>	Dr. Kaushal Kumar Sharma	3	----
		2	----
	Dr. Seema Parihar	4	1
	Dr. Anshu		
<b>Hindi</b>	Dr. Mahesh Kumar	2	----
	Dr. Vidya Sinha	2	----
	Dr. Bali Singh	2	----
	Dr. Pragya	4	-----
	Dr. Namdev	1	-----
	Dr. Rasal Singh	2	-----
	Dr. Shobha Kaur	1	-----
<b>Mathematics</b>	Dr. Pratibha Kumar	2	---
	Dr. Dinesh Khattar	3	3
	Dr. Shiv Kumar Kaushik	3	4
		2	----
	Dr. S.P.Tripathi	2	----
	Dr. Raj Kumar		
<b>Physics</b>	Dr. Usha Kulshreshta	2	----
<b>Political Science</b>	Dr. Rupak Dattagupta	1	----
	Dr.Roopinder Oberoi	1	----
<b>Sanskrit</b>	Dr. Mayawati	2	-----
<b>Statistics</b>	Dr Vandana Sarin Walia	2	1
	Dr. Alka Sabharwal	3	----
<b>Urdu</b>	Dr. Khalid Ashraf	2	----
	Dr. Md. Mohsin	2	-----
<b>Zoology</b>	Dr. Anita Karma Verma	4+1	5

**(b) List of leading research projects: -****Table: 3.1.2 (a) Total no. of research projects in KMC (2010-2015)**

DEPARTMENTS	MAJOR	MINOR	TOTAL NO. OF PROJECTS
Botany	-	1(C)	1
Chemistry	3(O) + 7(C)+ 3 (to be started)	2 (C)	15
Computer science		1(C)	1
Geography	15 (C) + 5 (O)	5 (C)+ 1(O)	26
Hindi	2 (C)	1 (C)	3
Mathematics	-	2(C)	2
Physical education	1 (C)	-	1
Physics	1 (C)	1 (C)	2
Political science	-	1 (C)	1
Zoology	1 (O) + 6 (C)	-	7
<b>TOTAL</b>	<b>44</b>	<b>15</b>	<b>59</b>

(c) completed (o) ongoing)

**Figure 1. Distribution of Research Projects in various Departments at Kirorimal College**

**Table: 3.1.2 (b) Total no. of innovation projects in KMC (2010-2015)**

YEAR	NO. OF PROJECTS
2012-13	9
2013-15	7
2015-16	4
<b>TOTAL</b>	<b>20</b>

**3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.**

Various departments of the college actively organize/conduct seminars, workshops, informative lectures, capacity building programmes and training programmes to equip the faculty, students and even people from various sections of the society with knowledge of latest technologies and inventions and to promote research culture.

**Table 3.1.3 (a) Seminars organized**

Department	Year	National / International	Title of the Symposium /Seminar	Organizers
Chemistry	2011	National Seminar	Role of Analytical Techniques in Biological and Environmental Sciences (27-29 January, 2011) at Conference Centre, University of Delhi	Jointly organized by Department of Chemistry, KMC and Indian Society of Analytical Scientists, Delhi Chapter (ISAS-DC) in Association with Petrotech Society, India
Commerce	2011	Seminar	HR and Consumer Protection.	Department of Commerce, KM C
	2012	UGC seminar	Corporate Social Responsibility Human Rights	
	2013	Symposium	Research Methodology for Ph.D. students	
	2013	Seminar	Public Private Partnership in Global Perspective	
	2013	National Seminar	Social and Economic Effects of FDI (Retail) in National and International Context	
2013	National Seminar			
Computer Science	2015	Seminar	Android Programming	Department of Computer Science
English	2010	National Seminar	Toiling Muses: Cultures of the Working Class	Department Of English, KMC and

				Department of English, DU
Hindi	2008 2015	Seminar National Seminar and paper presentation	Bhakti Kaal Ki Prasangikta Aur Uske Swarn Yug Hone Ki Sarthakta Pallav	Department of Hindi, KM College
History	2013 2014 2015	National Seminar National Seminar National Seminar	Authority and Challenge: Processes of State and Social Formation in India  Histories of the Urban: Reflections on Changing Cities Identities in History: Power and Contestation in Ancient, Medieval and Modern India.	Funded by ICHR (Indian Council of Historical Research) organized by Department of History, KMC  -do-  -do-
PHY. EDU.	2012 2009	International Seminar National Seminar	<b>SELO</b>  <b>SAM</b>	SAIL & DU  UGC
Physics	2005 2002 2006	Conference International Conference International Conference	Gender and Science'  Current Development in Atomic, Molecular and Optical Physics. Current Development in Atomic, Molecular and Optical Physics	Women's Studies Center, DU DU, UGC, DST, DRDO  OSA, DU, UGC, DST, DRDO
Political Science	2013 2013 2015	Seminar Seminar Seminar	Politics, Leadership and Democracy Constitutional Development and Nation Building in India Human Rights: Issues and Challenges in 21 <sup>st</sup> Century	ICSSR  ICSSR  UGC
Sanskrit	2013 2014	Seminar Seminar	Shabd-Vyapar-Vichar" Vedic Mathematics and Astronomy	Department of Sanskrit, KM College

**Table 3.1.3 (b) Workshops /training programme conducted/ organized**

<b>Department</b>	<b>Year</b>	<b>National / International</b>	<b>Title of the Workshop</b>	<b>Organizers</b>
Chemistry	2013	National Workshop	Series of lectures were held for the benefit of undergraduate students	Jointly organized by Department of Chemistry, KMC and Indian Society of Analytical Scientists, Delhi Chapter (ISAS-DC) in Association with Petrotech Society, India
English	2001	Workshop	New World Literatures	Department of English, KMC
Geography	2003	Workshop	Community Participation for Forest and Water Management in Garhwal Himalayas	DST & UGC Dept. of Geography
	2003	Workshop	Creating homepages for the college societies in kmcollege.com	KMC, DPS and Bhoovigyan Foundation
	2004	Workshop	Environmental Geo-hazards (Earthquake, Landslides, Floods etc.)	Planning Commission
	2004	Workshop	Developing Geo-spatial Information System or Micro level Planning in North India	JT Maps KM college and UGC
	2004	Workshop	Rethinking Resource Management: Geospatial Way	ESRI (industry) and IRS KMC
	2005	Workshop	GIS and Geo Spatial Technology	
	2006	Workshop	GIS for School teachers	DST & KM College
	2007	Workshop	Open source software in Geospatial Arena	
	2007	Workshop	Web Technologies	KM College, THDC
	2007	Workshop	Food Security in India: Problems and Prospects	
	2008	Workshop	Climate Change: Cloudburst and Natural Hazards in Himalayas	DCRC& TRIMBLE
	2011	Workshop	Global Positioning System (GPS) using Trimble GPS	DCRC & NRSC
	2010	Workshop	Launch of Bhuwan and workshop on ISRO Bhuvan Academic Institutions and Industrial Collaboration for Rural Development in India	
	2011	Workshop	Changing Grassroots Dynamics of Glaciers and	

	2012	Workshop	Climate Change in Garhwal Himalayas	KMC-105 Innovative project & DST,
	2012	Workshop	Climate Change at Gangi, Ghutoo & Tehri Garhwal	
	2014	Workshop	Understanding Gender Sensitive Indicators, NMEW	KMC and DCRC
	2015	Workshop	Designing and Visualising Gender Statistics, NMEW	
	2015	Workshop	Thematic Geovisualisation of Gender Data, NMEW	KMC and DCRC
	2015	Workshop		
	2015	Workshop		
Mathematics	2011	International Workshop	Wavelets, Frames and Applications ☒	NBHM, DST, UGC, CSIR and Shakti Edu. & Cultural Soc.
	2014	International Workshop	Wavelets, Frames and Applications ☒	NBHM, DST, UGC, INSA ☒
Zoology	2011	Workshop	Immunology	Department of Zoology, KMC
	2013	Workshop	Nanotechnology	DBT, CSTT
	2014	Workshop	Nanotechnology	
	2015	Workshop	Biochemistry of Metabolic Processes	
	2015	Workshop	Nanotechnology	

Organisation of Training Programmes/Seminars	Sponsoring Agency/ Collaborator	Target Group	DEPARTMENT/ FACULTY
First Training Programme on Disaster Management for ISS Officers from October 25-29, 2005 at IIPA, Delhi.	Ministry of Statistics and Programme Implementation, Central Statistical Organisation, Government of India, New Delhi.	Directors of MOSPI, CSO	COMMERCE/DR. SEEMA JOSHI

“Hospital Preparedness for Emergencies” (HOPE) and Hope –Training for Instructors (H-TFI) Programme from Feb 6-17, 2006.	National Society for Earthquake Technology (NSET)-Nepal in co-ordination with the Ministry of Health, Government of India	Doctors	COMMERCE/DR.SEEMA JOSHI
5 <sup>th</sup> Foundation Training Programme for Scientists and Technologists (July 10-September 29, 2006),	Deptt. of Science and Technology, Government of India, New Delhi	Scientists ‘B’ and ‘C’	COMMERCE/DR.SEEMA JOSHI
6 <sup>th</sup> Foundation Training Programme for Scientists and Technologists (November 20- January 25, 2006)	Deptt of Science and Technology, Government of India, New Delhi	Scientists ‘B’ and ‘C’	COMMERCE/DR.SEEMA JOSHI
“Leadership in New Millennium” at IIPA, New Delhi on March 25, 2006	Government of Jharkhand and S.S. Sinha Institute of Business Management Ranchi	Students	COMMERCE/DR.SEEMA JOSHI
“Mentoring for Managing Change” April 4, 2006	Leadership Management International USA and International Management Institute, New Delhi	Senior Executives of Public Sector Enterprises	COMMERCE/DR.SEEMA JOSHI
Geospatial tools and importance of E-Learning, (January 17-18,2007)	At Conference Centre, University of Delhi organized by KMC and sponsored by Department of Science and Technology, <b>DST</b>	School Children in Earth Sciences),	GEOGRAPHY/ DR. SEEMA.M. PARIHAR
Workshop on Geographic Information System (24-26 Dec, 2007)	organized by KMC	UP Housing Board	GEOGRAPHY/ DR. SEEMA.M. PARIHAR
UGC Capacity Building Workshop 4-8 January, 2010,	Gender Concerns In Higher Education	Women Managers in Higher Education, UGC	GEOGRAPHY/ DR. SEEMA.M. PARIHAR
Three focus groups Meetings & Training Programme were organised related to Climate Change at Gangi, Ghutoo & Tehri Garhwal, Climate change; Dynamics of Glaciers	KMC & DST	-	GEOGRAPHY/ DR. SEEMA.M. PARIHAR
CSR Training Programme on PAN INDIA Basis	NBCC, DELHI	-	GEOGRAPHY/ DR. KAUSHAL KUMAR SHARMA
DST- INSPIRE program 2013-2015	DST-KMC	SCHOOL CHILDREN	ZOOLOGY/ DR.ANITA KAMRA VERMA



**Table 3.1.3 (c) Informative lectures/ sensitization programmes**

Year	INFORMATIVE LECTURES/WORKSHOPS/ SENSITIZATION PROGRAMMES
2008-09	Talk on “Leather Processing and biotechnology” by <b>Prof. R. K. Saxena</b> of Department of Microbiology, South Campus.
2009-10	By <b>Prof. Paramjit Khurana</b> Plant molecular Biology Unit, South Campus, University of Delhi in September on “ Genes and Genomics for plant improvement”
2010-11	Talk by <b>Dr. Archana Chugh</b> , Alumni, Associate Professor, IITD on “role of traditional knowledge in bioprospecting for the Pharmaceutical Sector”
2011-12	Informative lecture by <b>Dr. Arun Jagnathan</b> , Associate Prof. Department of Botany, DU on “Integrative plant biology basics and application”
2013-14	By <b>Ms. Vasudha Mishra</b> (IAS), Managing Director, National Cooperative Development Cooperation, New Delhi. She interacted with students on the topic “Role of Young Scientist on Nation Building”
2014-15	by <b>Dr. Devendra Sharma</b> , an alumnus of Department of Botany, Kirori Mal College. Theme of the society for the year was “Small Islands and Climate change-raise your voice not the sea level”

**Department of Chemistry**

Year	INFORMATIVE LECTURES/WORKSHOPS/ SENSITIZATION PROGRAMMES
2008-09	Talk on “Leather Processing and biotechnology” by <b>Prof. R. K. Saxena</b> of Department of Microbiology, South Campus.
2009-10	Inaugural Lecture on “Dimensions of Chemistry for Social benefit” and <b>Dr. R. K. Khandal</b> , Director, Sriram Institute for Industrial research, University Lane.  <b>Prof. Deepak Pentel</b> , Vice-Chancellor of Delhi University was the chief guest and <b>Prof. M. D. Pandit</b> , Director Centre of Environmental Management Degraded Ecosystems was the guest of honour.
2010-11	Beginning of Petrotech-Delhi University Chapter.  Keynote address by <b>Prof. N. R. Jagannathan</b> , Head, MRI division, AIIMS, Delhi. Lecture on “Role of NMR in medicine: MRI and in-vivo Geophysical Research Institute, Hyderabad.  Visit to Yamuna Biodiversity Park.
2011-12	Inaugural lecture by <b>Dr. N. K. Choudhury</b> , Scientist F, INMAS, DRDO on “Ionising radiations and current issues”. He was accompanied by <b>Dr. Himanshu Ojha</b> who is an alumnus of the college and is working in INMAS, DRDO.  Second Petrotech SubirRaha memorial lecture was delivered by <b>Dr. R. K. Pachauri</b> , Director General of TERI Chairman. He delivered his Keynote address on the topic “ Transition to a Post hydrocarbon Energy Future”  Lecture on “New frontiers in Nano Technology” by <b>Dr. Ashok K. Adya</b> who holds a chair in Nano Technology at University of Abertay, Dundee, Scotland, UK.

	Lecture by <b>Dr. Kshipra Misra</b> , Scientist, DIPAS, DRDO who enlightened on lab safety and water contamination at Annual Chemistry festival ' <b>Khrusos</b> '.
<b>2013-14</b>	<p>Inaugural lecture on "Application of Physical Chemistry to the Processes related to life science" by <b>Dr. Shashank Deep</b>, Department of Chemistry, IIT, Delhi.</p> <p><b>Dr. Thirumal</b>, Department of Chemistry, University of Delhi delivered a lecture on 'Ceramics: The World we live in'.</p> <p><b>Prof. S. Kukreti</b>, Department of Chemistry, University of Delhi, delivered a talk on "60 years of DNA structure: A helical journey". This is followed by another informative lecture by <b>Dr. R. Nagarajan</b>, Department of Chemistry, University of Delhi on "the role of materials chemistry in the modern day world" at Annual Chemistry festival '<b>Khrusos</b>'.</p>

### Department of Commerce

Year	INFORMATIVE LECTURES/WORKSHOPS/ PROGRAMMES	SENSITIZATION
<b>2009-10</b>	A talk on "Global Economic Crisis and its impact on Indian Economy" by <b>Prof. B. N. Goldar</b> from Institute of Economic Growth.	

### Department of Economics

Year	INFORMATIVE LECTURES/WORKSHOPS/ PROGRAMMES	SENSITIZATION
<b>2008-09</b>	<p>Annual academic festival 'Pareto Time' was held in which <b>Mr. Shankar Raghuraman</b>, Senior editor Times of India and <b>Prof. Surajit Mazumdar</b> spoke on inflation and the pattern of industrialisation in the Indian economy respectively.</p> <p>Lecture by renowned historian <b>Prof. B. R. Tomlinson</b>, School of Orientation and African studies, University of London on 'Entrepreneurship and Industrisation in India in the 20<sup>th</sup> Century'</p>	
<b>2009-10</b>	Annual fest 'Pareto Time' was inaugurated by eminent economist <b>Prof. Jayati Ghosh</b> from Jawahar Lal Nehru University and delivered a Keynote address on 'US financial crisis of 2008'	
<b>2010-11</b>	A seminar by <b>Mr. Surajit Mazumdar</b> , ISID on 'Querying the Growth story: India in the New Millennium' was held.	
<b>2014-15</b>	<ul style="list-style-type: none"> <li>Prof. Ashwani Saith, Institute of Social Studies, The Hague, delivered a lecture on the relevance of Economic Inequality.</li> <li>Prof. Arup Mitra, Institute of Economic Growth delivered a lecture on Indian Industrialisation.</li> </ul>	

### Department of English

Year	INFORMATIVE LECTURES/WORKSHOPS/ SENSITIZATION PROGRAMMES	Names of conducting individuals/ organisations/ institutions
2014-15	Modernism and James Joyce	Prof Udaya Kumar, Professor, Department of English, JNU (formerly DU).

2015-16	The Novel in the Nineteenth Century	Prof Sambudhha Sen, Prof & Head, Department of English, Shiv Nadar University (formerly DU).
2015-16	Violence in T S Eliot's <i>The Wasteland</i>	Dr Subarno Chatterjee, Associate Professor, Department of English, DU.
2015-16	The Ethics of Postcoloniality	Dr Baidik Bhattacharya, Associate Professor, Department of English, DU.
2015-16	Mahabharata and Early India	Mr Kanad Sinha, Assistant Professor, Department of History, St Stephen's College, DU.
2011-12	Jazz and Literature	Mr Nikhil Yadav, Assistant Professor, Department of English, Sri Venkateswara College, DU.
2011-12	Dickens and the Nineteenth Century	Dr Badri Raina, Associate Professor (Retired), Department of English, Kirori Mal College, DU.

### Department of Geography

Year	INFORMATIVE, LECTURES/WORKSHOPS/SENSITIZATION, PROGRAMMES
2009-10	Lecture by Alok Mukhejee: Climate Change Conceptions and Misconceptions. Lecture by Dr. Akhilesh Gupta: Climate Change: science, society and Politics
2010-11	Lecture by A.K. Sinha; Climate induced disasters in the Himalayas. Lecture by Krishnendra Meena: Environment and Geo Politics
2014-15	Lecture and disaster relief drill was conducted. Lecture by John Horn on Geospatial Education in Europe

### Department of Hindi

Year	INFORMATIVE LECTURES/WORKSHOPS/ SENSITIZATION PROGRAMMES
2008-2009	<p>One day seminar on "Bhakti Kaal Ki Prasangikta Aur Uske Swarn Yug Hone Ki Sarthakta" with the auspicious presence of notable speakers like <b>Dr. Prem Singh</b> from Hindi Department DU and <b>Dr. Hardyal</b>.</p> <p>Another delight from the Department of Hindi is the publication of Hindi wall 'Navkalpana'. This handwritten magazine was started on 9<sup>th</sup> December 2009 by the Principal Dr. Bhim Sen Singh with the thought of providing a platform to the students so that they can express their thoughts, emotions and views on various topics of life, society and nation the year.</p>

2010-2011	Two documentary films were screened. Various papers documented the poet's contribution to Hindi literature were presented. A new theatre group called 'AAHVAN' emerged from this workshop. In the same month, the society also organized a seminar on new canons of literary theories. Eminent scholar <b>Professor Harimohan Sharma</b> was the speaker in the event giving his valuable inputs on the topic 'Saahitya adhayayan ki adhunatan drishtiyan'. Shabdotsava-2011' was also organized by the Hindi society in which department's own theatre group Aahvaan' performed various street plays. The first day of the festival embarked with a competition of self-composed poetry. On the second Shyam Benegal's screen adaptation of Dharamveer Bharti's novel Suraj ka Satvaan Ghoda' was shown.
2014-2015	Hindi saahitya parishad organized a cultural event 'Chai Par Kavita' whereby renowned Hindi poets Anamika and Amita Sharma recited their poems and discussed the upcoming challenges to modern poetry.
2015-2016	<p>Pallav 2015 – National Seminar and Paper Presentation Program' was a mammoth 3 day extravaganza, pioneering a grand celebration of intellect, The concluding day saw the inauguration of Sajal-Alumni Forum Website' of the department after consistent efforts and hard work of Harsh Kumar Gaur and Raghvendra.</p> <p>Akansha-2105 organised in February 2015 witnessed a landmark event with staggering attendance.</p> <p>'Sahar-Hindi Ki Rah Par', the Alumni Meet of the department conducted in January 2015 was another feather in the crown of the department. Notable alumni of the department attended the event: Ashok Srivastava (DD news), Ranjan Singh (Filmmaker), Ashutosh Kumar (Hindustan Times) and Gyantosh Jha (Principal ARSD college were key personalities who attended the meet.</p>

### Department of History

Year	INFORMATIVE LECTURES/WORKSHOPS/ SENSITIZATION PROGRAMMES
2008-09	Talk by <b>Professor John Stanley</b> , McGill University, Canada on 'A Buddhist Response to Global Warning'
2009-10	<b>K.M. Ashraf Memorial lecture</b> which saw a welcome response from people across the field.
2012-13	Discussion and interactive session- Prof. Harbans Mukhiya, Former Chairperson CHS, JNU, Dr. Arjun Dev, Former Director, NCERT
2013-14	<p>Professor K. M. Ashraf Memorial Lecture was delivered by internationally renowned historian <b>Professor Sumit Sarkar</b> on the topic: 'Colonial Urbanism: A Brief Look at Some Cities'.</p> <p>In February 2014, the department has organized a national seminar where <b>Professor Narayani Gupta</b> from Jamia Milia Islami delivered the first lecture followed by the lectures of Professor Kesavan Veluthat, Professor Gupta, Dr. Kaushik Bhaumik, Dr. Partho Dutta, Firdos Anwar.</p> <p>Talk by Dr. Anirudh Deshpande from the Department of History, University of Delhi was organized on the topic 'A History of Modern Historiography: Problems and Possibilities'.</p>

	Discussion and interactive session: Dr. Zahoor Siddiqui, Kunwar Vikram Singh
<b>2014-15</b>	<p>Department had again organized the traditional Professor K.M. Ashraf memorial lecture and a National seminar on the theme 'Identities in History: Power and Contestation in Ancient, Medieval and Modern India.</p> <p>Internationally renowned historian <b>Professor BD Chattopadhyaya</b> delivered <b>Professor K.M. Ashraf</b>. The keynote address of the national seminar was given by Prof. Salil Mishra from Department of History, Ambedkar University, Delhi followed by fascinating and rich papers presented by Prof. SM. Azizuddin Husain (Director, Rampur Raza Library) and Dr. Anirudh Deshpande.</p> <p>Discussion and Interactive session: Akshay Mukul, Sr.Journalist, Mukul Kumar, Indian Railway Services, Arvind Sharma, Sr. Advocate.</p>
<b>2015-16</b>	Discussion and Interactive session: Santosh Jha, IFS, Kumar Jai Singh, Entrepreneur

### Department of Mathematics

Year	INFORMATIVE LECTURES/WORKSHOPS/ SENSITIZATION PROGRAMMES
<b>2009-10</b>	<b>Prof. Ajay Kumar</b> , Dean of Sciences in Board of Research Studies and Member Governing Body of Kirori Mal College had delivered a lecture on 7 <sup>th</sup> Qazi Memorial Lecture.
<b>2011-12</b>	<b>Prof. RK Sharma</b> from IIT Delhi gave a talk in the annual festival 'SUPREMUM'.
<b>2013-14</b>	Qazi Zamiruddin Memorial's Lecture given by <b>Dr. R B Bapat</b> , a renowned academic and mathematician from India Statistical Institute, Del

### Department of Political Science

Year	INFORMATIVE LECTURES/WORKSHOPS/ SENSITIZATION PROGRAMMES
<b>2010-11</b>	<p>Seminar on "The Obama Visit and Indo-American Relations". Lecture by <b>Prof. Christopher S. Raj</b>, School of International Studs, Jawaharlal Nehru University,</p> <p>Prof. Chintamani Mohapatra, School of International Studs, Jawaharlal Nehru University, and Prof Achin Vanaik, Department of Political Science, University of Delhi.</p> <p>Seminar on "Political Economy of Corruption in India". Lecture by Mr. P.S. Bawa, Transparency International (India Chapter), <b>Dr. George Mathews</b>, Institute of Social Studies, New Delhi, and</p> <p>Prof. P.K. Dutta, Head of the Department of Political Science, University of Delhi.</p>
<b>2011-12</b>	<p>Seminar on "The Media and politics Today". Lecture by Anjana Kashyap, Anchor, Star News and Mr. Amarendra Kumar, Council for Educational Consortium</p> <p>Seminar on "India, China and Globalisation". Prof. Sreemati Chakravarti, Dept. of East Asian Studies, and Mr. Ashutosh, IBN</p>

	Special Lecture on “Management of Stress Free Life”. Talk by <b>Prof. G.P.Thakur</b> , Fellow, Indian Association of Applied Psychology (Organised in Collaboration with Centre for Advanced Research on Development and Change)
<b>2012-13</b>	Seminar on “Global Terrorism and India’s Response”. Talk by <b>Shri K.P.S. Gill, (Ex. IPS)</b>
<b>2013-14</b>	Special Lecture on “Globality and the Problematic of Justice” by Prof. Anand P. Mavalankar, Department of Political Science, Faculty of Arts, University of Baroda, Vadodra
<b>2014-15</b>	Seminar on “Geo-politics & Geo-economics of India’s Foreign Policy”. Lecture by Dr. <b>Sanjay Bhardwaj</b> , Centre for South Asian Studies, School of International Studies, Jawaharlal Nehru University, New Delhi.
	Seminar on “India’s Policy on Terrorism”. Talk by <b>Dr. Pankaj Jha</b> , Indian Council of World Affairs
	Seminar on “Reservations and Social Justice”. Talk by <b>Prof. Yogendra Yadav</b> , CSDS. <b>Prof. Satish Deshpande</b> , Department of Sociology, University of Delhi.

### Department of Urdu

Year	INFORMATIVE LECTURES/WORKSHOPS/ SENSITIZATION PROGRAMMES
<b>2008-09</b>	Seminar and cultural show in which <b>Prof. Qamar Rais, Prof. Ibne Kanwai, Dr. IrtezaKarim, Dr. Khalid Alvi, Dr. Anwar Pasha, Dr. Hisamuddin Farooqi, Dr. Aleem Ashraf</b> , and <b>Prof. S.H. Usmani</b> presented their papers in literature and poetry.  Department had organized a three days Urdu festival where eminent personalities like Prof. Namwar Singh, Prof. Afeequliah, Prof. M. Shahid Hussain, Prof. Salil Mishra, Prof. N. A. Khan, Prof. Khalid Mehmood and Prof. Ghazanfar made their contributory remarks on literature, poetry and mass media.
<b>2010-11</b>	‘Nesab (Syllabus) Lectures’ in the form of a workshop with an aim to revise the syllabus according to the new semester system

### . Department of Zoology

Year	INFORMATIVE LECTURES/WORKSHOPS/ SENSITIZATION PROGRAMMES
2009-10	Prof. Madan Mohan Chaturvedi, Dept. of Zoology, DU delivered a lecture on Design of living organisms - A Paradox
2011-12	Dr. B. Kundu, Dept. of Biological Sciences, IIT Delhi gave a talk on Application of Spectroscopy in Biology
2012-13	Prof. Atul Kumar Johri, School of life sciences, DU delivered an informative lecture on Use of omics for vaccine development against Group B streptococcus which causes high mortality in neonates

### **3.1.7 Provide details of prioritized research areas and the expertise available with the institution**

Department	Prioritized Research Expertise of the institution

<b>BOTANY</b>	Plant Physiology, Plant Biotechnology, Tissue Culture and Morphogenesis, Genetics and Biotechnology, Cell and Molecular Biology, Mycology and Phytopathology, Microbiology
<b>BENGALI</b>	Science Writing in Bengali
<b>CHEMISTRY</b>	Physical Chemistry, Inorganic Chemistry, Organic Chemistry, Polymeric Palladium Nanoparticles. Synthetic organic chemistry, Heterocyclic chemistry, Spectroscopic techniques, Corrosion science
<b>COMMERCE</b>	Marketing, HRM, General Management; Finance; Management Corporate Laws; Development Economics,  Service Sector, International Business, Taxation, Accounting, Computer
<b>COMPUTER SCIENCE</b>	E-Commerce, Computer Architecture, Networking, Operating System DBMS, C++, Operating System, Computer Networks
<b>ECONOMICS</b>	Public Economics, Monetary Economics, Macro-economics, Regional Economics, Time series Econometrics, Macro-economics, Development Economics, Applied Macroeconomics, Econometrics, Statistics, Indian Economy
<b>ENGLISH</b>	Dalit Literature, Eighteenth Century English Literature, interdisciplinary, crime in journalism & crime in Indian English literature with special reference to Shobha De & Mala Sen, British Drama, Saul Bellow, Nineteenth Century English Literature, Twentieth Century Novels, performance studies, colonial discourse
<b>GEOGRAPHY</b>	Urban Geography, Statistical Methods in Geography, Field Techniques in Geography, Agriculture Geography Disaster Management, Rural Development and Agriculture Transformation and Spatial Development; Natural Resource Management & Remote Sensing & GIS, Cartography, Geography of tourism; Political Geography, Electoral Geography, Agricultural Geography, Thematic Cartography & Environmental Geography
<b>HINDI</b>	Hindi Madyakal, Hindi Fiction (Regional fiction) folk literature, Medieval Poetry, Modern Criticism and poetry, Criticism and fiction, Modern Hindi Literature, Theatre, Hindi Fiction, Modern Hindi Fiction and criticism, Adhunik Kavita, Rang Manch and Bhakti Kal, Hindi Natak and Rangmanch, Upanyas
<b>HISTORY</b>	Medieval Indian History, History of USA, Ancient India, Modern Indian History
<b>MATHS</b>	Mathematical Programming, Algebraic Topology, Functional Analysis, Algebra, Fluid Dynamics Functional Analysis, Theory of Bases, Frame theory
<b>PHYSICS</b>	Electronics, Experimental Solid State Physics, Quantum Mechanics, Nonlinear Dynamics, Electronics, Atomic and Molecular Physics, Nuclear Physics, Neutrino Physics, Nuclear physics and cosmology, QFT and Mathematical Physics
<b>POLSCIENCE</b>	Indian Govt. & politics, International Relations, Public Administration,

	Public Policy Indian Politics, Political Theory, Global Politics, Indian Politics, Political Economy, Political theory, International Relations, Indian Government and Politics, Indian government and politics
<b>SANSKRIT</b>	Advaita Vedanta, Philosophy of Sanskrit Grammar, Poetics, Indian Philosophy, Grammar
<b>STATISTICS</b>	Statistical Inference (Nonparametric Inference), Design of Experiments (Mixture Experiments), Statistical Inference (Rank Order Statistics), Reliability (Decision Making using Fuzzy set theory), Bio Statistics, Reliability Theory, Bayesian Analysis, Reliability and Life Testing
<b>URDU</b>	Urdu fiction, Classical Poetry, Iqbaliat, Fiction
<b>ZOOLOGY</b>	Physiology, Biotechnology, Biochemistry, Hormone Biology, Cell and Molecular Biology, Fish Endocrinology, Fish Biology, Aquaculture Nutrition, Fish and Fisheries, Nanomedicine and drug design delivery, Applied Entomology

### **3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students.**

Each department of the college has its own academic society, which frequently organizes interactive sessions, seminars and workshops. Eminent scholars and researchers are invited to interact with the students and teachers on such occasions. For details please refer **Annexure 3.1.1.**

### **3.1.9 What percentage of the faculty has utilized Study leave/Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?**

Almost 20% of the faculty member took study leave during past five years. Most of them feel that work done during the leave has helped them to teach and guide undergraduate students in a better way. For details on the study leaves availed by the faculty members please refer **Annexure 3.1.2.**

### **3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land).**

Many of the departments of the college are actively involved in research. The details of different research projects that have successfully been used for the welfare of society are:

#### **DEPARTMENT OF CHEMISTRY**

Green analytical technique was studied to reduce bio-availability of toxic heavy metals like Cadmium, Zinc and Lead from contaminated soils that were collected from industrial sites in NCT, Delhi. These metal ions when transferred into plants were noticed to be removing toxic pollutants from soil. The work carried out in this project has generated baseline information and knowledge in designing technologies for cost effective clean-up of soil. In another major project, the removal of heavy toxic metal ions like cadmium, lead, copper



and zinc from industrial water samples collected from Delhi NCR region were carried out using various synthesized stable and reusable resins. The developed analytical system is fast, accurate and simple. This reduces the sample consumption and pollutants from soil. The speciation analysis of chromium species was also studied in order to remove the cancer causing Cr (VI) species from the water samples. This helps in monitoring metal polluted water and therefore may help in controlling the quality of drinking water and soil (food chain) near to the industrial area, by growing flowering plants and not edible crops.

#### **DEPARTMENT OF CHEMISTRY/ BOTANY**

In the Innovation Project, the scope of phytoremediation using sunflower was explored for the removal of lead and zinc from the soil samples collected from the banks of river Yamuna, Delhi. The Yamuna belt is nowadays used for cropping Radish and carrots. So, these types of plants, which can absorb heavy toxic metal ions, will affect the food chain and will have harmful effects.

#### **DEPARTMENT OF GEOGRAPHY**

Based upon baseline survey conducted in the research area, a need assessment was done. A range of techniques acquired through principles of subjects, experience, field visits, discussions were applied in the area with the objective to enhance income of the farmers/population in the research area. Training for farmers, SHG formation, computer education and a number of activities were designed by the Department of Geography Kirori Mal College with special emphasis upon children, women and weaker section of the society. People of these villages under research area were convinced about efficacy of various programme undertaken by the Department of Geography, Kirori Mal College, University of Delhi.

#### **DEPARTMENT OF POLITICAL SCIENCE/CHEMISTRY/PHYSICS**

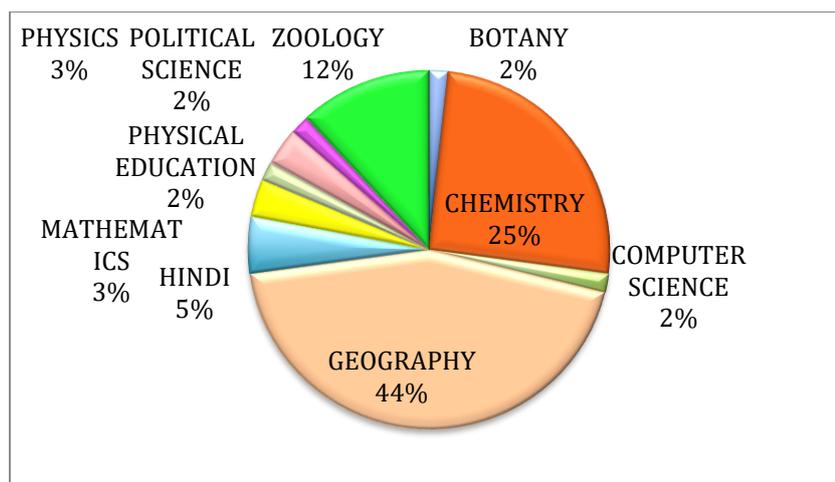
KMC-207 (2013-15) Socio-political and Psychological causes of Road Traffic Jams problems, their Environmental and Societal Impacts and suggesting Remedial Measures for decongestion of road traffic in Delhi-NCR. Based on the reports of survey conducted on traffic jam, attempts were made by the researchers to carry out awareness campaign for smooth and safer vehicular movements on the roads. This was even reported in the Times of India.

#### **3.2 RESOURCE MOBILIZATION FOR RESEARCH**

The institution offers all its available infrastructure to the faculty members to carry out projects granted to them by various funding agencies such as UGC, DBT, DST, CSIR, ICMR, DRDO among others.

At present there are 8 Major and 1 Minor ongoing projects granted by outside funding agencies of the government in addition to 4 University innovation projects being funded by the University. The college faculty has successfully completed 46 research projects as per the reports submitted till 2010-2015. The total funds received under the category of Minor projects is Rs. 27,87,225., Major projects is Rs. 11,41,22,730 and Innovation projects is Rs. 1,15,50,000

The above data clearly indicates that along with the teaching-learning process college has an excellent record to exhibit the sustained interest taken by many faculty members in carrying out research activities over the years.



**Fig: 3.2. Department wise distribution of research projects in KMC (2010-2015) in terms of the funds received for the projects.**

### 3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

The institution does not get funds for carrying out research projects. It is recognized primarily as a teaching institution where faculty also carry out research activities. It is the potential of the faculty which has taken the institution to phenomenal levels altogether in the area of research. Although the College does not have any budget dedicated for research but the projects sanctioned by the funding agency bring in the finances to look after the research interests of the teachers. Table 3.2.1 and Fig 3.2.1 reflect the number of projects sanctioned across various departments with the grant received in the last few years. The major, minor and innovation projects are also enlisted in table 3.2.2 and fig. 3.2.2.

DEPARTMENTS	TOTAL NO. OF PROJECTS	Total Amount received in lakh
BOTANY	1	60,000
CHEMISTRY	15	1,56,14,725
COMPUTER SCIENCE	1	3,47,800
GEOGRAPHY	26	6,90,57,830
HINDI	3	15,04,600
MATHEMATICS	2	3,05,000
PHYSICAL EDUCATION	1	10,00,000
PHYSICS	2	49,00,000
POLITICAL SCIENCE	1	50,000
ZOOLOGY	7	2,40,70,000
<b>TOTAL</b>	<b>59</b>	<b>11,69,09,955</b>

**TABLE 3.2.1 Total no. of projects in departments with the grant received (lakhs).**

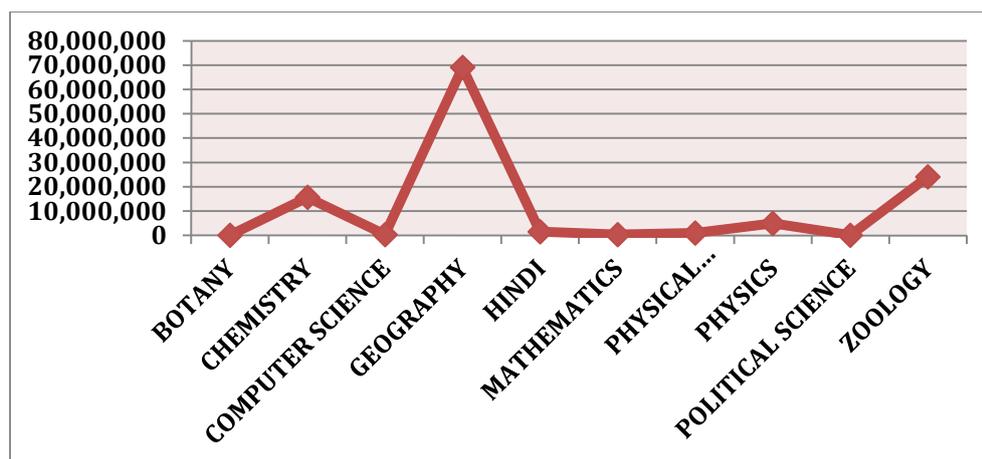


Fig. 3.2.1 The research grant received in projects in various departments in Kirori Mal College

Table 3.2.2 Categories of projects in KMC

PROJECT CATEGORY	NO.OF PROJECTS	AMOUNT RECEIVED (in Rs)
MAJOR	44	11,41,22,730
MINOR	15	27,87,225
INNOVATION	20	1,15,50,000

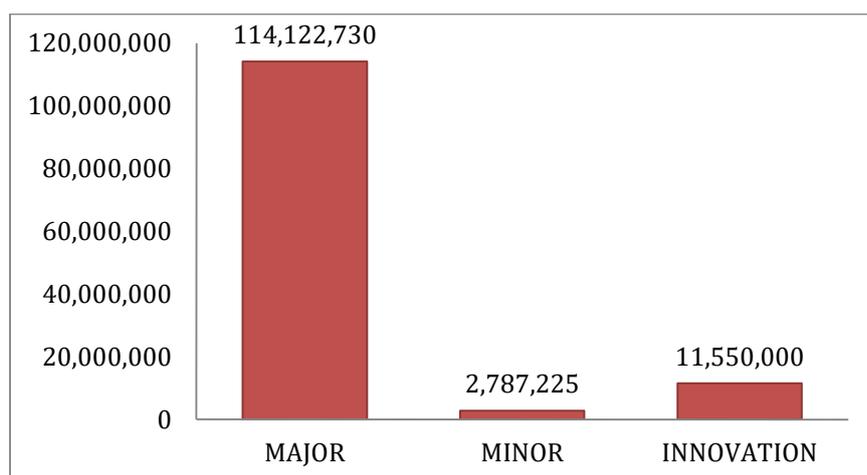


Fig. 3.2. 2 Details of grants received by Kirori Mal College in different categories.

**3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?**

Kirori Mal College does not provide any financial support for research projects; however it facilitates the growth of research in numerous ways. The money from projects is deposited in college accounts and disbursed as and when required by the project leaders.

### **3.2.3 What are the financial provisions made available to support student research projects by students?**

1. Scholarships are provided to 12 students who get Rs.1000 per month per innovation project as financial support from the University.
2. Scholarships are also extended from the Department of Welfare for students belonging to the categories such as SC/ST/OBC/Minority of Delhi.
3. Many students get Inspire Scholarship from Government of India, which gives 80,000 per student per annum out of which 20,000 is released only when these students show them working towards some research project under the faculty members. This further motivates them for research.

### **3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research?**

Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

The teachers are motivated to pursue interdisciplinary research work without limiting themselves within the boundaries of their own disciplines.

Innovative Projects (2012-15) that had been awarded to KMC (see 3.2.7) were completely interdisciplinary in nature:

There are brainstorming sessions among the Faculty members, when they share their classroom experiences with each other as well as with students. As teachers they are judgemental, but as mentors they encourage the students to raise questions, nurture their curiosity and help them in becoming scientists rather than mere technicians. They channelize their thought process to accept challenges and analyse simple day to day experiences.

#### **Successful Endeavours**

All innovative projects were showcased in *Antardhvani*, the Annual Festival of the Delhi University and received appreciation from visitors of the exhibition.

#### **Challenges faced:**

Although interdisciplinary research is the demand of the present times, it is extremely challenging to find a common free time when the students and teachers from different disciplines, having different time tables, can meet for discussions. All the students participating in the innovation projects are very keen to do something different but they do need a lot of orientation and discipline to understand the basics of research.

Departments of science which conduct practical classes often have tight schedules and they end up in working with large group of students with limited number of equipments such as Centrifuges and Flame Atomic Absorption. This situation forces them to share equipments.

At other times when certain instruments /chemicals are not available with one particular

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lab/department, these materials are exchanged that leads to fruitful inter-disciplinary interactions among different experts.

There are instances when our faculty uses facilities of other centers such as Shri Ram Center of Instrumentation, Jawaharlal Nehru University (central facility center), National Institute of Immunology, parent Department of Botany/Zoology/Chemistry at the University of Delhi for either sending samples for analysis, research purposes or procuring specific chemicals/instruments/professional guidance for teaching and research endeavours.

**Some of these examples are acknowledged in published papers of the faculty.**

*“On-line pre-concentration and determination of Cd(III) in water by Flow Injection-Flame Atomic Absorption Spectrometry (FI-FAAS) Using salicylic acid functionalized Amberlite XAD-2 resin-packed minicolumn”*, Reena Saxena and Suneeti Singh, Atomic Spectroscopy, Vol 34(5), Sep/Oct 2013, 155 - 163.

On-line preconcentration and determination of lead in water by flow injection- flame atomic absorption spectroscopy using amberlite xad-16 functionalized with xylenol orange Suneeti Singh, Reena Saxena, International Journal of Advance Research In Science And Engineering, Vol. No.3(5), May 2014, 172-184

**ACKNOWLEDGEMENT** The authors are thankful to Department of Science and Technology, Government of India, New Delhi, India for financial assistance. Thanks to Prof A.K.Singh, Head of Department, Department of Chemistry, Indian Institute of Technology for giving proper guidance.

*“On-line speciation of chromium using a modified chelating resin and determination in industrial water samples by flame atomic absorption spectrometry”*, Shelja Tiwari, Niharika Sharma and Reena Saxena, New J. Chem., 2015, DOI: 10.1039/c5nj02283e.

**Acknowledgement** The authors are thankful to the Department of Science and Technology (DST) and the University Grants Commission (UGC), New Delhi, India for financial support. The authors are also grateful to the University Scientific Instrumentation Centre (USIC), University of Delhi, India for their instrumentation facility.

**3.2.5. How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?**

The college ensures optimal use of various equipment and research facilities with the help of teaching, non-teaching staff (lab staff etc.) and students. All the TICs are required to document and maintain a record of the equipment purchased during his/her tenure, and the register is subsequently handed-over to the next Teacher In Charge of the department who takes up the responsibility by rotation. The lab-staff of the science departments are fully trained to use and maintain the instruments and share this responsibility. The departmental facilities and instruments are available to the teachers and students for day-to-day practical classes, research projects, and are also used during seminars/workshops.

Further, stock registers of equipment are also maintained to monitor their use. The library and the labs can be made available till late hours and on some holidays, on request or prior permission of the Principal.

**3.2.6. Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If ‘yes’ give details.**

The institution has received grants from all the leading funding agencies namely UGC, DU, DBT, DST, DRDO, ICMR and ICSSR in the last 10 years.

Annexure 3.2.1 summarizes the details of all the research projects of the college in recent years.

**3.2.7. Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.**

The college promptly recommends all the projects that are submitted by the teachers subject to the availability of the required infrastructure. Details of the funding agency, the grant sanctioned to the major, minor and innovation projects are summarized in Annexure 3.2.1.

### **3.3 RESEARCH FACILITIES**

**3.3.1. What are the research facilities available to the students and research scholars within the campus?**

Kirori Mal College is a premier Delhi University college with well-established teaching and research credentials. Each Science Department has adequate space for their labs fitted with modern research equipments (Table 3.3.1) and dedicated faculty and non-teaching staff. The staffs are encouraged to attend regular training programmes (Table 3.3.2). This empowers the faculty and students to conduct basic as well as specialized research.

With the availability of financial grants as cited in Section 3.2.6 and 3.2.7, the college has been able to procure advanced research/lab equipments/instruments. These equipments allow the students, teachers and research scholars to conduct experiments in the labs. However, for some specialized equipments and expertise other research centres inside and outside the college are also approached for help and guidance.

The research facility available within KMC to the students and research scholars are enlisted in Annexure 3.3.1

**3.3.2. What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?**

The Research Development Committee, constituted as per the XIIth UGC Plan, looks after the interest of faculty applying for research projects by providing them the best possible support. This committee is also authorized to recommend up-gradation of infrastructure facilities to the Development Committee of the college. Our College has more than 20 Labs in Science and other Departments. The College promotes research activities and works towards streamlining the working condition as far as possible.

Several institutional strategies have been developed from time to time for the benefit of students and the institution. Development committee looks after the infrastructure of the college with the help of Building Committee and Purchase Committee. During the last 3-4 years college has purchased various instruments from share of the college in the project grants by following the UGC norms in this regard (Table 3.2.6).

College organizes workshops that are conducted by companies such as Nikon, Canon etc. for improving our image capturing skills required for preparing presentations. Certain

biotech companies such as Codon Biotech have given demonstrations of their products that have benefitted the students in their practical classes.

**3.3.3. Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If 'yes', what are the instruments/facilities created during the last four years.**

In the recent past, the University of Delhi has supplied some latest research equipment to its colleges. This was done in its attempt to upgrade the labs with a vision of promoting research activities among the teaching community.

Under this scheme, College has received basic instruments as mentioned in Table

**3.3.1. However, other scientific equipments have been procured using the grants given by the funding agencies. Since there are many teachers involved in research activities at present in the college, it has helped the college to build a good stock of required equipment/ instruments and other material to be used in active research.**

- Our institution has received grants from the CSIR, UGC DBT, DST, DU and GLOBAL GRANT for various research projects. Delhi University sanctioned 9 Innovation projects to the college during 2012-2013, 8 projects during 2013-2014 and 3 during 2015-16. Various equipments have been purchased from these grants. Apart from grants for the Innovation projects, the college has received grants under Gyanodhaya Express project from University of Delhi.
- Dr. Anita Kamra Verma, Department of Zoology has established a Nanotechnology Lab in the college that is unique in the colleges of DU. There is an Animal Holding Facility at Department of Zoology, approved by CPCSEA (Committee for the Purpose of Control and Supervision of Experiments on Animals)
- Dr. Kaushal Kumar, Department of Geography has developed a Research center in Deengaoon, Uttarakhand. Many students are doing M.Phil. and Ph.D. under his supervision. Under these projects extension services and social work is being carried out in various parts of the countries (Section 3.6). This is one of a unique kind of programme in India being run under the head of rotary international global grant. A MoU has been signed for this between Cambridge school, Delhi and Dept. of Geography. Students of Trinity college of Management Meerut are also a part of this research project. In this center. under exchange programme scheme, students from Florida, USA, Students of IIT Roorkee are also participating in the social work. This center is working for development of area, weaker section and women empowerment.
- Department of Physics has developed a MOONBUGGY and students with their faculty advisor visited NASA (National Aeronautics and Space Administration) United States during the year 2009 and 2010. In the year 2011, 2012 and 2013—this group also visited LUNABOTICS IN NASA, in the year 2014—MARS ROVER & NASA RASC-AL and in the year 2015- MARS ROVER where they presented a paper on Design of SPACECRAFT. This has been a very unique Project that has been undertaken by Kirori Mal College by the continuing initiative of Dr. Sumitra Mohanty who has taken it up as a mission to give international exposure to the students. This goes a long way in shaping the career of students to motivate them towards science studies.

### **3.3.4 What are the research facilities made available to the students and research scholars outside the campus/other research laboratories?**

The parent departments of Science and Humanities have always extended help to our students by offering them the facilities available at their research laboratories. They have been allowing access to their research material and also have been allowing the use of equipment installed at their places for carrying experiments.

Moreover, our faculty often takes their students to the University Science Instrumentation Center at the University of Delhi to acquaint them with techniques such as Mass Spectrophotometry, Crystallography and Nuclear Magnetic Resonance. Soil/ Water Samples to be tested for heavy metal contamination (cadmium) in innovation project KMC-108 and KMC-103 were sent to the AIRF, Advanced Instrumentation Research Facility (AIRF) at Jawahar Lal University New Delhi & SRI, Shriram Institute Of Industrial Research, University of Delhi for testing and analysis.

Students also get guidance from the mentors of Innovation Projects who are engaged often from different reputed Institutes such as ICGEB (International Centre for Genetic Engineering and Biotechnology), IARI (Indian Agricultural Research Institute), NII (National Institute of Immunology) AND NPL (National Physical Laboratory).

### **3.3.5 Provide details on the library/information resource center or any other facilities available specifically for the researchers?**

The college library has more than 2,04,000 ( in C 4.2) Textbooks and 19 journals and various magazines along with 17 daily newspapers available to Students and teachers. Library facilitates quick purchase of any books and journals required for students.

E-books and e-journals are also available on the personalized network through INFLIBNET (Ahmadabad centre) subscribed by the library. 19 journals (nearly available in the library) can be accessed while several e-journals databases (National and International Journals) are also subscribed by University of Delhi.

There is a dedicated Portal room available to access internet facilities open to students, teachers and the research scholars. This room offer printing and photocopying facilities to its users within the library premises.

### **3.3.6 What are the collaborative research facilities developed/created by the research institutes in the college. Forex. Laboratories, library, instruments, computers, newtechnology etc.**

- Almost each laboratory has a projector system with Wi-Fi connectivity that helps in showing PowerPoint presentation and other useful videos, photographs and documents to the students. This improves the understanding of many concepts a
- Though our laboratories still require more funding for development to keep up pace with the ever-improving and updating technologies, however they are sufficient for carrying out basic research.
- Our Computer labs are equipped with 100 Mbps-speed internet facilities. Modern useful software are available offline with different departments. CHEM DRAW software is being used in the Chemistry department whereas SCILAB, MATHCAD, MATLAB, MATHEMATICA are being practiced in Physics for computational purposes and also for interpretation of experimental data. ARCHINFO software is being extensively used in the department of Geography for creation of maps etc.



### 3.4 RESEARCH PUBLICATIONS AND AWARDS

#### 3.4.1 Highlight the major research achievements of the staff and students in terms of

##### \*Patents obtained and filed (process and product)

Department	Faculty	Patent Details
Chemistry	Saha B., Deka S., Gupta D., and Deori, K	A Process for Producing Aromatic Carboxylic Acids by Oxidation of Methyl Arenes ( <b>Indian Patent Application No. 1346/DEL/2013</b> dated 7 <sup>th</sup> May 2013, Publication Date: 12/12/2014.)
Zoology	Upadhyay S.N, Vishwakarma R.A, Ghosal S, Shukla S, Bose C and <b>Kamra, A.</b>	Process of isolation and synthesis of 1-(3,4-methylenedioxy-phenyl)-1E-tetradecene and its analogues and a method for activation of effector mechanisms of the immune system against tumours/and or infections using formulations containing these compounds ( <b>US Patent allowed on application # 08/865,152</b> ).
Zoology	Ram A. Vishwakarma, Shabri Ghosal, Supriya Shukla, S.N. Upadhyay, Chhanda Bose, <b>Anita Kamra</b> , & Suman Dhawan.	"IMMUNOMODULATORY COMPOUND FOR TREATING CANCER" ( <b>Patent No.: 210537, Dated: 911/DEL/2002</b> ), <b>PCT International Classification Number A61K 31/00</b> .

#### 3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database

The College does not publish or partner in publication of research journal(s). However, the Research Committee intends to start a peer reviewed academic journal.

#### 3.4.3 Give details of publications by the faculty and students

Various departments of the college are involved in active and literary research and the data reflects the expertise of the college teachers through the number of their publications. Table 3.4.2. summarizes the publication details and books authored by respective departments

Department	Publication per faculty	No. of papers published by faculty & students	No. of publications listed in International Database	Books authored/Chapter in books	Books edited	Monographs	Books with ISBN/ISSN number with	Citation index	SNIP	SJR	Impact Factor	h-index
<b>Bengali</b>	01	01	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
<b>Botany</b>	4.6	46	26	29	2	04	5	-	-	-	-	-
<b>Chemistry</b>	11.53	347	245	09	-	Nil	-	-	-	-	-	-
<b>Commerce</b>	3.8	57	-	08	14	05	05	15	-	-	-	-
<b>Computer Science</b>	4.6	14	10	05	Nil	Nil	01	-	-	-	-	-
<b>Economics</b>	2.2	31	-	28	02	Nil	07	-	-	-	-	-
<b>English</b>	5.5	61	13	23	-	-	-	-	-	-	-	-
<b>Geography</b>	4.6	42	3	27	05	07	18	-	-	-	-	-
<b>Hindi</b>	16.75	203	-	25	19	Nil	41	Nil	Nil	Nil	Nil	Nil
<b>History</b>	4.3	52	8	12	01	Nil	05	Nil	Nil	Nil	Nil	Nil
<b>Mathematics</b>	8.46	125	86	9	0	Nil	23	222	17.94	19.7	18.24	13
<b>Physics</b>	9.5	247	159	07	Nil	Nil	Nil	621	Nil	Nil	258.24	37
<b>Political Science</b>	5.3	53	-	15	01	nil	02	Nil	Nil	Nil	Nil	Nil
<b>Sanskrit</b>	6.4	32	Nil	02	01	Nil	02	Nil	Nil	Nil	Nil	Nil
<b>Statistics</b>	3.2	29	20	Nil	Nil	Nil	Nil	-	-	-	-	-
<b>Urdu</b>	19.8	99	Nil	01	06	03	10	Nil	Nil	Nil	Nil	Nil
<b>Zoology</b>	9.6	96	92	01	Nil	Nil	02	653	56.97	49.7	184.1	26.28

### 3.5 CONSULTANCY

#### 3.5.1 Give details of the system sand strategies for establishing institute-industry interface?

Of late the idea of establishing an interface between college and industry has gained ground in India. This has resulted into a strong and healthy debate among the stakeholders as to what is the correct method for attaining this interface. As of now the college does not have powers to have any formal understanding with the industry. However, it is also not oblivious to the need for such an interface for which modalities should be arrived at through wider consultation. While doing so the college must not tamper with the basic ideas with which the college was started. The college has devised few strategies which addresses these issues at various levels which are as follows:

Undertaking research project in upcoming areas such as Nano-Bio-Technology/ Bioinformatics/ Remote sensing technology/ Bioremediation of heavy metals / designing of space crafts are few examples in which students do summer internships.

1. The placement cell of the college is an important interface between companies which helps students in getting employment.

Industries are looking for certain qualities in young individuals when they visit campus for placements namely:

- a) In depth knowledge of the subject
- b) Good communication skills
- c) Analytical ability
- d) Team-work spirit

Our college orients students towards these criterion during their stay of three years by encouraging students to participate in academic and cultural societies in the beginning of the session. In due course of time, under proper guidance, they move further by participation and organization of departmental/college events and festivals thereby inculcating the above said essential traits. A sense of discipline, responsibility and working in an organized way makes them fit for suitable job in all respects.

**Table 3.5.Placement data in past few years**

YEAR	COMPANIES WHICH OFFERED PLACEMENTS	NO. OF STUDENTS RECRUITED
2010-2011	Ernst and Young, Deloitete, KPMG, Google, Star TV, Gandhi fellowship, Oberoi Hotels, Accenture, Future First, Evalueserve, Teach For India, Pioneer, Protivitri, Wipro, Weaving Thoughts, Uprack.com.	60 students
2013-2014	UBS Verity. Jagbros, Protiviti, ZS Associates, the Smart Cube etc.	26 students
2014-2015	Ernst & Young, KPMG, UBS Verity, D.E. Shaw, Genpact, Wipro, Towers Watson, PWC, ICICI Prudential and Oberoi Hotels	106 students

2. Conferences and seminars are organized by placement cell and representatives/executives from various industries are invited to deliver talks. ( Table 3.1.3) Eminent scholars and scientists are invited for lectures during various sessions who share their experiences with students and provide a vision to students for a brighter future and coreect way to achieve their goals.
3. College can today boast of a list of prestigious alumini who are a source of inspiration for the younger generation and also our direct link to various public sector to which our students apply for jobs. Some of these aluin in various fields are:

Amitabh Bachchan

Actor

Vikas Antil

Social activist

Satish Kaushik

Indian film director, producer and actor

Shakti Kapoor	Actor
Divyendu Sharma	Actor
Kulbhushan Kharbanda	Actor
Siddharth Narayan	Actor
Ravi Baswani	Actor
Sushant Singh	Film and television actor
Vijay Raaz	Actor
Prashant Narayanan	Actor
Manish Chaudhury	Film and television actor
Mohammed Zeeshan Ayyub	Actor
G.P. Koirala	Prime Minister of Nepal
Naveen Patnaik	Indian politician, Chief Minister of Odisha, India and the Chief of Biju Janata Dal, a regional political party in Odisha. He is a writer and has published three books
Madanlal Khurana	Former Chief Minister of Delhi
Pravesh Verma	Delhi politician
Rangarajan	Politician
Kumaramangalam	
Suresh Kanojea	INC –politics
Sanjivan Lal	Film maker
Abhay Kumar	Poet, artist and diplomat
M.S. Kohli	Indian mountaineer
Dinesh Thakur	Theatre director
Krishna Kumar Kunnath (K.K.)	Playback singer
Kabir Khan	Film maker
Saeed Naqvi	Journalist
Manish Makhija	VJ
Parikrama	Band
Habib Faisal	Hindi screenwriter and director
Vikram Singh	Singer
Vivek Tewari	Film director
M. S. Krishnan	Chair of Business Information Technology at the University of Michigan's Ross School of Business
Sargun Mehta	Television actress
Harbans Mukhia	Indian historian
Pulin Nayak	Economist
Ali Abbas Zafar	Film director
Justice Raghuvendra Singh Rathore	Judge at Jaipur bench, Rajasthan High Court
Himanshu Sharma	Screenwriter
Vijay Krishna Acharya	Hindi screenwriter and director, notable for directing Dhoom 3
Padmavathy Bandopadhyay	First woman Air Marshal of Indian Air Force
Rajshekhar	Indian lyricist
Rajinder Nath	Theatre Director
Devendra Kumar Pathak	DGP, Border Security Force
Anil Kumar	Software Engineer, Amazon.com

Ashok Srivastava

Anchor (DD News)

M.K. Kaushik

Dronacharya Awardee &amp; Arjuna Awardee

Masood Khalili

Afghan diplomat, linguist and urban poet

4. Educational trips and visit to industrial unit as NDRI (National Dairy Research Institute), Parliament House and other well established organizations –public and private sector provides a wide exposure to students towards motivation for employment.

### **3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?**

We do not have a specific or a stated policy to promote consultancy. The detailed profile of all the faculty members have been uploaded on the college website. Consultancies given to outer agencies are most of the time ‘honorary’ or on ‘simple token honorarium/ Travel Allowance’ basis. Our teachers are well known in their field of expertise and are invited as consultants in different institutes/ agencies for delivering talks and lectures. They are also members of many expert committees in curriculum development.

### **3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?**

The available facilities for consultancy services are as per the DU rules. The consultancy is not meant for generation of revenue/funds, there is no monetary benefit accorded either to any individual teacher, or to the institute. Nonetheless, the college promotes teaching, research and consultancy with their parent university as well as other Universities. Many faculty members are involved in teaching PG at DU, writing E-content, preparing course material, guiding Ph.D. and M. Phil students, along with their primary duties of UG teaching. KMC has an illustrious list of faculty members whose proficiency in their respective fields have brought honors not only to them, but also to the college. Our faculty members are invited to various institutions of repute to deliver talks, and are also in their advisory boards/councils for scholarly guidance and support. They have prepared many applied courses, academic projects and research ventures in varied fields. Few of them have also been on deputation to advise and oversee innovative proposals and educational policies.

### **3.5.4 List the broad areas and major consultancy services provided by the institution and there venue generated during the last four years.**

The faculty has been involved in providing consultancy in their respective area of expertise in addition to the undergraduate and post-graduate teaching. The college does not generate any revenue from the services. A list of consultancies given by faculty in past few years has been listed in ANNEXURE 3.5.

### **3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development ?**

Since KMC is DU managed college, and DU policies strictly prohibit any form of revenue generation through consultancy. Hence, there is never a direct income that can be accrued

in the process. However, the college has sufficient extra-mural funds granted from various funding agencies that have been a great support to the college.

### **3.6 EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR)**

#### **3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?**

The College addresses the institution–neighbourhood–community network and student engagement criterion through its multifarious facets.

These activities can be categorized in the following subheads:

**A. Research Activities:** Many of the Innovative projects mentioned in Table 3.7 are for the community benefit. Students and teachers involved in these projects have focussed on addressing the day to day issues of the community. The first hand involvement of students with teachers in these projects brings the students in close proximity with community, helping them understand their problems and finding a possible solution in the given circumstances.

The Innovation Project entitled ‘Changing Complexion of Delhi: A study of Jhuggi-Jhopdi Clusters and Cultural Transition’. This study targeted unhygienic conditions of Jhuggi-Jhopadi (JJ) clusters, slums designated areas, resettlement colonies, unauthorized and recently authorized colonies, which, of course, is not ideal or healthy situation. Understanding the causes and finding positive solutions to the problems will significantly impact the lives of the mentioned communities. The project involved the interaction of students, faculties from different departments and the members of the community.

#### **B. The Gender Forum: PARIVARTAN**

PARIVARTAN provides a platform for students and faculty in the college to interact with, learn from, and potentially assist various marginalised sections of society, particularly in the context of gender discrimination. Over the years, programmes have ranged from taking up the cause of the right to shelter for homeless women, interacting with and engaging creatively with street children especially through street plays with their group 'Jugmug', to reaching out to women and men affected by communal riots and trying to understand the specifically gendered nature of violence. Members of Parivartan regularly interact with different NGOs and women's and gender-based organisations (such as JAGORI, MUST BOL, NIGAH, Men Against Violence Against Women etc.), and work with them in the University and in other areas where they operate and among different marginalised groups based on their gendered and sexual identities/ orientation, or caste/class identities and status. One of our consistent areas of engagement has been the question of finding ways of combating sexual harassment, and everyday sexism, on the streets, campus, in homes etc. Through this the effort has been to build a sense of rights among women at least in our immediate surroundings. With that as an objective, Parivartan has conducted a Safety Audit of the Delhi University North Campus, as a unique effort. The aim is to conduct annual surveys and build a database particularly on women's safety in and around the campus and

use this for building up a framework and an opinion for specific and effective policy interventions. (Annexure 3.1)

### **C. Cultural Societies: THE PLAYERS ( the theatre society of KM College)**

THE PLAYERS creates plays that focus on situations that have contemporary traction, or with issues that need to be examined afresh. (See Annexure 3.6.2 for a sample of the themes of contemporary social relevance that The Players students have produced in recent years). Apart from in-house training and production, the players also organizes interactions and training workshops for its students with theatre practitioners. (See Annexure 3.6.3 for a sample of the special training interactions conducted by The Players in recent years). Its interest lies not only in sensitizing its audiences but also ensuring that society members demonstrate sensitivity and democratic practice in their interactions with each other in both personal spaces and the rehearsal floor. The Players makes its plays available at no-cost or actual-cost to institutions and groups outside its ambit of performance. As a result, the students of KMC have performed at schools, NGOs, theme-based seminars and academic programmes; in other words, wherever a social benefit can be perceived.

### **D. The Enabling Unit of Kirori Mal College: PRAYAAS:**

The main objective of PRAYAAS is to promote an inclusive teaching and learning atmosphere on campus and make all the parts of the campus accessible to persons with disabilities. It further endeavours to facilitate the academic pursuits of persons with disabilities by creating a level playing field for them by providing them with technological and human assistance. The unit achieves the above objectives by:

- Studying the aptitude of differently-abled students and assisting them in getting appropriate employment after their studies.
- Celebrating important days pertaining to disability such as the World Disabled Day, White Cane Day, etc., in the college in order to create awareness about the capabilities of differently-abled persons.
- Encouraging differently-abled persons to participate in inclusive sports and cultural activities organized by the college.
- Promoting and monitoring the developing of disability-friendly infrastructure on campus.

### **E. Environmental awareness club: ECO-CLUB:**

Spreading of environmental awareness among the students and college staff is the primary mission of the ECO CLUB at Kirori Mal College. Eco-Club is a non- cultural society and it aims

- To Create, Clean and Green Consciousness amongst students through various innovative methods by way of competitions on environmental problems.
- To motivate the students and college staff to keep their surroundings green and clean by undertaking plantation of trees.
- To Promote ethos of conservation of water by minimizing the use of water. During the academic year of 2012-13 ECO-Club installed Rainwater Harvesting Plant at K.M. College
- To imbibe habits and life style for minimum waste generation, source separation of waste and disposal of waste to the nearest storage point.

**F. The Geography Department:**

The Department of Geography, Kirori Mal College has undertaken a project under CSR initiative of THDC in the Upli Ramoli Patti of Pratapnagar Block of Tehri Garhwal, Uttarakhand. This programme in its first phase was launched in 2010 in 8 villages of the Upli Ramoli Patti towards Ecological Restoration and Socio-economic Empowerment of Rural Communities for Sustainable Livelihood and Resource Management. Under this programme Development & Research Centre (DRC) was established at Deengoan for carrying out activities of ecological and socio-economic empowerment. The DRC Centre coordinate all developmental activities in the area viz.; awareness camps, training programmes, scientific input to the farmers in agriculture/horticulture activities, activities related to Women and Child health and hygiene, livestock management for milk production, fodder development to raise production/income, market linkage, water management, forest development, wasteland management, water harvesting, fodder development, promotion of Eco-tourism and Village Tourism, reducing drudgery of women & thereby empowering women, marginalize and underprivileged people. In 2014, the DRC was also able to open one basic health amenities centre in the area which is benefitting approximately the population of 40 villages in the said area.

**G. NSS: SAHYOG:**

A voluntary student effort to improve the lives of underprivileged children, youth and women through relevant education and healthcare, innovative ideas and qualitative focused livelihood programs. The students are working in the area near our college for the last 2 years enthusiastically and dedicatedly to ensure that all children attend school and to assist in their learning process.

Inward Bound', a personality development workshop with 150 student participation was organized in collaboration with the NGO Pravah on 29.08.15. It also organizes plantation drive and nature walks to spread environmental awareness in the society. Recently such drives were conducted on 28.09.15 and 26.10.15, respectively. It initiated a year-long anti-smoking drive which consists of poster making competition and de-addiction workshop, cancer awareness workshop and establishing an anti-smoking brigade. It aimed at making the University Campus a truly smoke free zone and a better place to live.

Its health club of the unit organized two health check-up camps, in collaboration with Max Hospitals and Pushpanjali Ayurveda, and an eye check-up camp in collaboration with Centre for sight.

**3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?**

KMC follows a well-defined mechanism for monitoring the students' involvement in various activities promoting citizenship roles:

- At the Annual Staff Council Meeting at the end of each academic year Staff Advisors are appointed for each society in the college. Student office bearers are selected at the beginning of the next academic year, through a rigorous process.
- All societies involved in social activities such as NSS/NCC, Gender Forum (Parivartan), PRAYAAS etc. have a teacher as their advisor who maintains



attendance registers for students who are involved in these programmes. The benefit of this attendance is awarded to the students at the end of the semester.

- Staff advisors of various societies and clubs recommend names of students on the basis of their performance, for certificates, cash prizes and blazers.
- Contribution of outstanding students from each society is presented in the College Annual Report and during the Annual Day celebrations, each year, these students are given awards.

### **3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?**

The students, teachers, and the technical assistant staff, who are the main stakeholders, are an integral part of the development process of the institution.

They proactively participate in constant feedback mechanism involved in various wings of co-curricular activity units like NSS, WDC, Eco-Club, etc.

- The academic societies facilitate constant interaction of the faculty with the students and the non-teaching staff.
- Feedback and suggestions are invited by the departments, for betterment of the academic environment from the students at the end of the academic sessions.
- Complaint boxes installed the college acts as tool in soliciting the stakeholder's perceptions.
- The feedback from the alumni of college also enriches and helps the college to get an insight into the current industry practices. Their suggestions with regard to the overall improvement and development plans of the college have proved to be invaluable.
- IQAC meetings are held occasionally to assess the overall performance and quality of the institution.

The stakeholders greatly appreciate this exercise by the college whereby everyone benefits.

### **3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.**

The cultural as well as the non-cultural societies organise a number of activities all through an academic session.

- At the beginning of each academic year the Staff advisors, the student office bearers and the member students plan the activities to be undertaken and decide on the dates for holding the events.
- Budget for each activity and event is submitted for approval to the relevant college authorities.
- On final approval required fund is allocated from the college for organizing the extension and other out-reach programmes.

**3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?**

Participation of students and faculty is ensured through:

- During admissions and at the commencement of every academic session volunteers are actively involved in making the students aware of the functioning societies and they are asked to register themselves with same to ensure their association with these societies. These are over and above the students who get admitted to the college under ECA.
- Staff Advisors, coordinating the extension activities, monitor along with student representatives the selection process of students seeking admission on the basis of their talents, through societies and help nurture and cultivate their interests.
- Orientation programs organised on the first day each academic year serve as an important tool for acquainting the new students with various societies, clubs and activities offered by the college.
- Fresher's take off organised by the Students' Union of the college allows every first year student to showcase his/her talent in music, dance and other extra-curricular activities.
- Notices and circulars are sent to all the Departments about the events regularly to warrant maximum participation
- Students are given attendance benefit for participating in extra-curricular activities and representing the college outside.
- Staff advisors of various societies and clubs recommend names of students on the basis of their performance, for certificates, cash prizes and blazers.
- Suggestions are routinely sort from them to jointly plan out activities. Invited lectures by eminent scientists, citizens working in specialized areas are invited by various societies. Sometimes, festivals and Melas are also organized in association with various NGOs. Further movies are also screened pertaining to relevant social issues. Health Camps, Blood Donation Camps etc. have now almost become an integral feature of the college academic calendar.

**3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?**

Refer to annexure 3.6.1, 3.6.2, 3.6.3 and 3.6.4

**3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.**

The college understands the importance of extension activities in enriching the academic learning experience of the students. It, therefore, encourages a number of such activities to run in college.

- Extension activities help sensitize the students to the inequalities and injustices

prevailing in our modern day society. They also enable students to recognise their own potential in bringing about changes that make a difference. Parivartan and Prayas are typical examples of activities that tap and nurture this potential in students.

- Certain extension activities can also help the students wake up to the realities of an underprivileged life. A respect for the underprivileged and at the same time recognition of the difference that the students can make to their life is an essential lesson learnt when they participate in Sahyog or Prayas.
- Extension activities, such as Eco club meet the much needed objective of sensitising students to environmental issues.
- Inculcating leadership and better communicative skills is an objective that is closely related to the overall teaching and learning objective of any academic institutional institution. Besides departmental level activities like seminars and workshops, the Round Table of the college, gives students a platform to interact with eminent people from different spheres of life and express their views on different issues.
- Understanding the importance of team work is an invaluable outcome of the extension activities, and the college encourages organisation of Lectures, Seminars, Workshops, and festivals in this regard.

**3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?**

The institution reaches to the society for the social welfare programs and not vice versa. Prayas, Sahyog and CSR projects undertaken by the Geography Department, Kirori Mal College are an effort on the part of the college to encourage students to reach out and contribute to the community development. Please refer to 1.3.3 for details.

**3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.**

The college strives to build a constructive relationship with other local institutions.

- Colleges such as Miranda House and Indrapastha college perform their street plays in our college on various issues and our team also reaches out and perform with theatre societies of other colleges on sensitive issues of society for social awareness.
- The department festivals of the college are attended by other campus as well as non-campus college student, in large numbers.
- College festival, Renaissance, gets an overwhelming participation from all colleges each year.
- Institutions like the local police station are involved in order to ensure safety and security during college festivals as well as during Holi and Diwali.

**3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.**

We do not participate in any competition for extension activities though Players has won accolades at various dramatics functions at different colleges and their performance has been appreciated widely.

**3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.**

The teachers of Kirori Mal college have been fortunate to have established their respective laboratories with the help of research grants received projects in the collaborations with various funding agencies.

**TABLE 3.7.1:COLLABORATIVE RESEARCH EFFORTS OF KIRORI MAL COLLEGE**

Name of the Department	Name of the Funding Agency
BOTANY CHEMISTRY COMPUTER SCIENCE GEOGRAPHY HINDI MATHEMATICS PHYSICS PHYSICAL EDUCATION POLITICAL SCIENCE ZOOLOGY	DEPARTMENT OF BIOTECHNOLOGY
	DST
	UGC
	DRDO
	DEFENSE INSTITUTE OF PHYSIOLOGY AND ALLIED SCIENCES
	ICMR
	NATIONAL INSTITUTE OF IMMUNOLOGY
	NATIONAL HYDRELECTRIC POWER CORPORATION LTD, KOTLI BHEL
	SEWA –TEHRI HYDRODEVELOPMENT CORPORATION
	MAZAGON DOCK LTD, MUMBAI,
	POWER GRID CORPORATIONS OF INDIA LTD, GURGAON
	MINISTRY OF CHILD AND WOMEN DEVELOPMENT. GOVT/. OF INDIA

The laboratories in the Department of Botany, Chemistry, Computer Science, Geography, Physics, and Zoology have almost all essential research facilities to carry out basic research and some specialized instruments like Flame Atomic Absorption Spectrophotometer,

Hyperchem grinding machine, Epifluorescent Microscope, Zeta Sizer, Inverted Microscope procured through these collaborative research projects.

(Annexure 3.2.7)

The characterization facilities at USIC, Delhi University are used by the faculty and research students for advanced techniques like SEM (Scanning Electron Microscopy), Transmission Electron Microscopy, XRD (X-ray Diffraction) and Raman techniques. (Section 3.3). The Faculty has collaborations with different institutes at individual level. (Annexure 3.5).

Apart from that, students and faculty involved in such collaborations have benefitted from the expertise of the mentors associated with them. The mentors belong to institutes of repute such as parent departments at DU, University Science Instrumentation Center (USIC), University of Delhi, School of open learning, DU, Non-collegiate Women's Education Board (NCWEB), DU and to the parent departments at DU.

Within the research project if there is position for any Junior research fellow, senior research fellow and research associate, they are hired and paid from the grants of the research project.

**3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.**

“Science Setu” programme has been initiated by DBT which is such an instance of collaboration between Kirori Mal College, Department of Biological Sciences and National Institute of Immunology (NII), New Delhi.

This collaboration encompasses summer training/internship programs for undergraduate science students of the college; lectures by eminent scientists from the institute, organization of workshops with the institute under faculty improvement and student enrichment program.

A MOU has been signed between 13 colleges of University of Delhi and NII (National Institute of Immunology) to bridge the gap between teaching community and research world.

According to the National Institute of Immunology this initiative has been taken since

“There is a paucity of teaching resources in higher education. The current lack of connectivity between academic scholarship and teaching is detrimental to both activities. India has hundreds of national research institutions in a wide variety of academic areas, with thousands of scientists with high scholarship competence. National research institutions currently have little by way of systematic teaching commitments beyond pre-PhD courses, and none at the undergraduate level.”

“NII formulated a detailed programme to connect itself to undergraduate colleges, working out the principles, scope and mode of implementation in informal consultation with several colleges of the University of Delhi. The programme was named Science Setu. The proposal to implement the programme was approved by NII's Governing Body at its meeting held on 12.11.14. Following this, more consultations were held with the teaching community of the colleges on 14.12.2014.”

The activities for “Science Setu” program encompasses Lectures/discussion, Laboratory exercises, Mentorship to student science projects, Mentorship to teacher science projects, ‘College Teacher Forums’ to discuss broad issues on latest developments in science, career opportunities, innovative methodologies in teaching/research, science & technology policy issues, and other related areas and Summer student/teacher internships.

The objectives of this programme are as follows:

1. To contribute to the national goal of encouraging more and more bright young minds to take up the pursuit of science and technology as a career option.
2. To address the changing needs of teaching, learning and research in biological sciences. To link NII in the spirit of "success through access" to undergraduate teaching in biological sciences.
3. To engage a talent pool of potential biology students in the delivery of innovation, research and continuous development.
4. To act, through all the above, as a catalyst of change

Under this programme, every permanent faculty member of NII is expected to interact with students and teachers for at least 12 hours per year, on-site at colleges and/or through e-learning approaches, depending on feasibility. The interaction will be through lectures or laboratory exercises or providing mentorship to vacation projects. A few scholars may work as interns at NII during vacations. Discussions with teachers on broader issues such as innovative pedagogic methodologies, latest developments in science & technology, career opportunities, S&T policy issues etc. will also form an integral part of Science Setu. The programme has enough in-built flexibility to meet the needs of individual partner colleges.

Both NII and the partner colleges are treating this programme as a national service intrinsic to their mandate. No remuneration or honoraria to NII faculty or college teachers is involved.

(Source: <http://www.nii.res.in/sciencesetu>).

Thus clearly this agreement will result in an exchange of faculty with opportunities for teachers, students from both sides to interact and get involved in teaching-learning-experimenting sessions and development of the institution.

**Triple Mutual Agreement has been signed between Cambridge School, Kirori Mal College and THDC India Ltd for teaching and learning of the programme (from Lab to Field) for the student of Cambridge school and the student of Government School in study area**

**3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment/ creation/ up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories/ library/ new technology/ placement service etc.**

Industry- institution interaction has helped students in securing internships, summer projects and jobs over the last four years. Several companies recruit our students in their firms. The total numbers of placements in the past four years (Table 3.5.1)

### 3.7.4 Highlighting the names of eminent scientists/ participants who contributed to the events provide details of national and international conferences organized by the College during the last four years.

In last four years resource persons/eminent scientists/personalities were invited to the college for various events. (ANNEXURE 3.1).

Many conferences/ workshops have been organized in collaborations with funding agencies and industries. Table 3.3.1. & Table 3.3.2

#### Table 3.7.1. List of conferences in collaborations

1. International conference on “Current Development in Atomic, Molecular and Optical Physics” was organized in collaborations with Delhi University, UGC, DST and DRDO, Government of India in 2002 and 2006.
2. National conference on ‘Gender and Science’, 2005, in collaboration with Women’s Studies Center, University of Delhi in 2005.
3. National conference was organized by Geography Department, Kirori Mal College and UGC, DST, UP HOUSING BOARD, NIC, PLANNING COMMISSION, NRDMS, ESRI, JT Maps, CSDMS, Indian Institute of Remote Sensing (IIRS), National Remote Sensing Centre (NRSC), ISRO, Department of Space, Government of India, Consortium for Educational Communication (CEC).
4. National conference was organized by Geography department and UGC and Ministry of Food Processing Industries, Government of India, funded by Disaster Management Cell, Madhepura, Bihar.
5. National conference was organized by Chemistry Department, Kirori Mal College in association with Indian society of Analytical Scientists, Frontier Technologies in Chemical, Biological and Horticultural Sciences (Delhi University) Dec. 20, 2005.
6. International Workshop on Wavelets, Frames and Applications held at Kirori Mal College, University of Delhi, Delhi-110007 from 15-21 December, 2011. Funded by NBHM, DST, UGC, CSIR and Shakti Edu. & Cultural So
7. International Workshop on Wavelets, Frames and Applications II held at Kirori Mal College, University of Delhi, Delhi-110007 from 24-30 December, 2014. Funded by NBHM, DST, UGC, INSA

### 3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated a) Curriculum development/enrichment; b) Internship/ On the-job training; c) Summer placement; d) Faculty exchange and professional development; e) Research; f) Consultancy; g) Extension; h) Publication; i) Student placement; j) Twinning programmes; k) Introduction of new courses; l) Student exchange; j) Any other

The research collaborations with NII since 2005 have resulted in an MOU for “Science Setu” Program mentioned above.

Benefit: The Science Setu programme served as a link between under-graduate studies and research because faculty members from these institutions (many institutes signed MoU and interacted with each other) also interact with the students and deliver talks on interesting

areas of study. The students are involved in activities like essay writing and poster competitions.

As per the Delhi University rules, prior permission is needed either from Governing Body of the college or from the DU authorities for (d) Faculty Exchange and Professional Development (f) consultancy (k) Introduction of New Course and (l) Student Exchange. Hence, all these issues are addressed as per the rules.

The college has a very dynamic Placement Cell, that provides the (c) summer placements, (i) Students' Placement and other job opportunities for the students of III Yr. The number of companies invited in the college and students' placements in the current year refer section 3.5.

However some of the examples of the linkages of the institution are:

Curriculum development: The Faculty of our college has been regularly involved in restructuring of the courses done at the university in all disciplines of sciences, humanities and commerce. (ANNEXURE 3.7.1)

Research: Few examples of linkages/research collaboration at individual level which have resulted in professional development in the college are:

1. Faculty member Dr. S.P. Tripathi was a Boyscast fellow in a collaborative research at University of Calgary, Canada (2003-2004) in the field of Mathematics.

2. Dr. A.K.Verma's project is much appreciated for contribution in the field of Nanotechnology and Drug Delivery as it encompasses new trends and is an important interdisciplinary area of study.

3. The geospatial technology including Remote Sensing, GIS and GPS are emerging areas which needs up-gradation all the time. Dr. Seema Mehra Parihar, an eminent faculty member of Geography, is the coordinator of the EDUSAT's basics course on Remote Sensing, Geographical Information System and Global Positioning System with Indian Institute Remote Sensing (IIRS), Dehradun which is a pioneer in imparting this training.

She successfully ran this programme in the college from 2008-2010, and later for the University. She has further collaborated with NRSC, Hyderabad to launch the first open source technology 'BHUWAN' in the Northern part of India. In 2002, she also experimented on line with ITC, The Netherlands (Seema Mehra Parihar), CSDMS (Dr Ravi Gupta) and KMC (Dr J.L. Sharma).

In addition, she also conducted training programmes collaborating with UN & GRAIL (Decision Makers from South Asia); Trimble (GPS); Erdas Imagine (DIP); JT maps (GIS); ESRI (GIS) are some examples of interactions with geospatial industry.

Consultancy-section 3.5

Extension –Section 3.6

Publication- section 3.4

Publications of the faculty members and students of the college are copyright of the journal from where they are published.



However, the college also prints the annual magazine “ New Outlook” regularly highlighting the project details and other research activities. A Research Journal is however, under consideration of Research Committee.

Student placement – The college has a very active Placement Cell, Avenues, which provides the platform for student placement

Summer placements- The students apply for summer/winter internships at prominent National and International research institutes and are regularly awarded M.Sc. positions abroad. There is an increase in interest shown by the Science students towards research. There is a phenomenal increase in number of students applying for fellowship at various foreign universities and even in premiere institutes locally.

Students“ Placement and other job opportunities for the students of III Yr. in various courses: Departmental SSRs provide details about students recruited in companies with their pay packages.

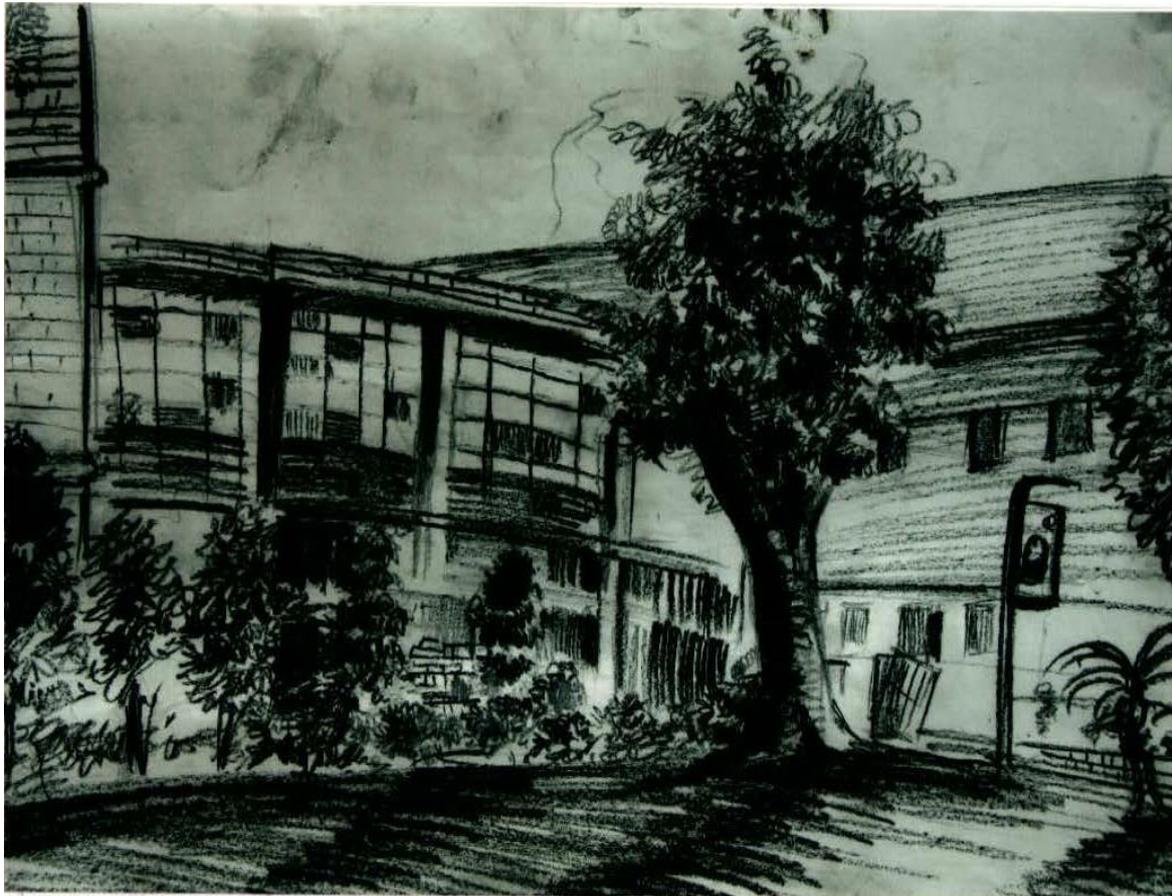
Introduction of New Courses or Add-on Courses- Generic elective courses and skill enhancement courses in the new CBCS scheme are oriented to provide skills to the students and expand their feasibility of obtaining employment.

### **3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.**

The systematic effort of the college in planning, establishing and implementing the initiatives are put forward as:

- a) in the form of workshops, seminars, awareness programmes (annexure 3.1.6/3.1.8) which involve eminent resource persons from industries and institutes of higher learning for skill development,
- b) As mentioned in 3.1.4 the college regularly encourages students to do summer trainings in research institutes and industries The Placement Cell of the College systematically works towards establishing networks and linkages with industries/agencies.
- c) Different departmental Societies also associates with agencies and other universities/Colleges for lectures/workshops/seminars.

**CRITERION IV:**  
**INFRASTRUCTURE AND LEARNING**  
**RESOURCES**



## **4.1 PHYSICAL FACILITIES**

### **4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?**

The college has a well-designed institutional set up for policies related to creation and enhancement of relevant infrastructure. The Governing body of the college is the supreme body for framing and executing these policies. It formulates infrastructure policies and ensures its implementation. It also carries out implementation of infrastructure policies taken by the University, UGC and the Government. The Governing Body constitutes “Building Committee” consisting of few members of the governing body and some teacher representatives. This committee takes major decisions on infrastructure policies including financial matters.

This committee is assisted by recommendatory bodies like the Staff Council of the college and committees formed by the council like, Development Committee, Prayas (the staff council committee to assist differently-abled students) Sports Council, Portal committee, Canteen committee, library committee etc. These committees have mandate to take policy decisions on matters designated to these committees. These committees form their own respective purchase committees to implement their vision. The College has a Central Purchase Committee for works that are not covered by these committees. The Building Committee also plays a major role in decision making in case of overlap in infrastructure policy decisions of different committees.

To facilitate effective use of these infrastructures various committees are formed which work towards this objective in a decentralised manner. For example, the library committee consists of teacher representative of each department. It ensures that the library could purchase books and subscribe journals on the basis of recommendation of individual faculty.

Implementation of the policies that are decided by the university and institutions like UGC, is ensured by the Governing body of the College. This is facilitated by college administration through committees formed by Staff council and the Principal. Recently, around 120 desktops, more than thousand laptops and some LCD projectors were supplied to the College by the University. These gadgets were provided to the College to implement its vision on use of technology in the teaching learning processes. However to realize this at the college level, the staff council committees like Central computer committee, Portal committee and different departmental committees were assigned to help in implementation of this vision. The central computer committee developed a computer facility lab. The same committee facilitated the installation of Wi-Fi in the college for students and staffs.

Similarly, during the Commonwealth Games, this college was selected as one of the venues to be used as practice session for rugby. The infrastructure for this was developed by the Sport Authority of India in collaboration with the university. The facilities that were developed in this process were- playground, sports building, gym with modern equipment, basketball court, hostel renovation, etc. Different committees, like sports council, gym committee, hostel committee were assigned the responsibility of managing these facilities.

The prime source for funding of the college infrastructure is grants sanctioned by the UGC. For example, a major grant was received from UGC for infrastructure development to facilitate enhancement of student intake capacity under OBC expansion. The funding is complemented with fees collected from students like, development fee, lab fee, sports fee, gym fee, common room fee, etc. The central computer lab was developed by fund entirely collected through students' fee. The maintenance of computer lab is entirely financed by fees collected from students.

#### 4.1.2 Detail the facilities available for

##### a) Curricular and co-curricular activities – classrooms, technology enabled

learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

Details are given in Table 4.1 below.

**Table 4.1 .: Detail of facilities available**

S.NO.	Facilities	
1.	Classrooms/ Lecture Theatres	51
2.	Technology enabled learning spaces:	
	(a) Smart Room/ Mini Auditorium	01
	(b) Classrooms /Laboratories with Projector and Wi-Fi	42
	(c) Computer Lab.	03
	(d) Wi-Fi	Entire Campus
3.	Seminar Room	01
4.	Laboratories	19
5.	Museums	Botany:01 Zoology:01
6.	Animal Holding Facility	01
7.	Tutorial Spaces	Held in the classrooms
8.	(a) Botanical/Herbal Garden	01
	(b) Nursery	01
<b>Specialized facilities and equipment for teaching, learning and research etc.</b>		
9.	Resource Room for Differently-abled students	01
10.	<ul style="list-style-type: none"> <li>• GPS</li> <li>• GIS Software</li> </ul>	Geography Department
11.	<ul style="list-style-type: none"> <li>• Microprocessor, Microcontroller and Computer Lab</li> <li>• Visible Spectrometer</li> <li>• Workstation</li> </ul>	Physics Department
12.	<ul style="list-style-type: none"> <li>• UV-visible Spectrophotometer</li> <li>• Double distillation Plant</li> <li>• Flame Atomic Absorption Spectrometer</li> <li>• Ultra-Sonicator</li> <li>• Grinding Machine</li> <li>• Workstation with Printer</li> </ul>	Chemistry Department

	• Hydrothermal Vessel	
13.	<ul style="list-style-type: none"> <li>• Liquid Nitrogen Can</li> <li>• FTIR</li> <li>• Autoclave</li> <li>• Spectrophotometer</li> <li>• Laminar Flow Cat II</li> <li>• HPLC</li> <li>• Epi-fluorescent Microscope</li> <li>• Zeta Sizer Vibratome</li> <li>• Inverted Microscope</li> <li>• ELISA reader</li> <li>• Fluorimeter</li> </ul>	Zoology Department
14.	Portal Room	01
15.	Library (Automation)	01 (Storey)
16.	Main Staff Room (Teaching Staff)	01+01
17.	Department Staff Rooms (Teaching Staff)	11
18.	Stores (Chemistry Department)	01

- b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

Details are listed in table 4.2 below

**Table 4.2: Detail of facilities available for Sports, Gym, NSS, NCC, etc.**

S.No.			
1.	Sports	Basketball Court	01
		Multipurpose Sports Ground	01
		Sports Building	01
		Sports Room	01
		Store Room	01
		Changing Room	01+01
2.	Gymnasium	01	
3.	Auditorium	01	
4.	NSS Room	01	
5.	NCC Room	01	
6.	Cultural Activities	The PLAYERS (Drama Society)	Designated Spaces
		MUSOC (Music Society)	
		Sensation (Dance Society)	
		FAPS (Fine Art and Photography Society)	
		DEBSOC (Debating Society)	
		MOTAGE (Film Society)	
7.	Open Spaces	Ashoka Lawn	01
		Library Lawn	01
		Canteen Lawn	01
		Hostel Courtyards	03
8.	Canteen	01	
9.	Photocopy and Stationary Shop	01+01	
10.	Bank	01	

11.	ATMs	02
12.	Internal Car Parking	02
13.	IQAC Room	01
14.	Principal's Office	01
15.	Vice-Principal / PIO Room	01
16.	Administrative Office	01
17.	Administrative Officer's Room	01
18.	Account's Department Office	01
19.	Bursar Office	01
20.	Caretaker's Chamber	01
21.	Girl's Common Room	01
22.	Boys Common Room	01
23.	Student's Union Room	01
24.	Principal's Bungalow	01
25.	Vice-Principal Quarter	01
26.	Staff Quarters (Teaching Staff)	16
27.	Boy's Hostel	01(2 storied, 90 rooms)
28.	Hostel Warden House	01
29.	Medical Room	01

**4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).**

- OBC expansion
- One new floor added
- Increase in no of seats
- Increase in teaching posts

The development of infrastructure has been taking place over the years to meet the requirements of changing curricular and co-curricular activities and for modernisation. The Staff Council of the College is responsible for creation of mechanism to plan and to ensure optimal utilisation of different infrastructure pertaining to academic matters. Various committees are constituted by the council for the purpose. For example, the Time Table committee ensures optimal utilisation of class rooms. It also looks at proper allocation of classrooms with projectors. The committee has been reviewing the requirements of projectors for classrooms. Subsequently, numbers of classrooms with such facilities have been increased. The central computer committee manages three computer labs. These labs are allocated as practical labs under mandatory course requirements by the central computer committee in consultation with the time table committee. The college also has Portal room for general access of computers and internet. The college provide Wi-Fi facilities. To ensure its optimal utilization, access to Wi-Fi is denied to the passed out students. The students are provided with laptops. Differently-abled students are given primacy in distribution of laptops. The college provides this to other students on demand. The college has a dedicated space for use by differently-abled students. We have a mechanism for booking of seminar rooms for various important activities like lectures, seminar, paper presentation, screening of movies, workshops, etc.

**4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?**

The College ensures the implementation of guidelines formulated by competent authority and experts working with physically disabled. In pursuance of these guidelines the College has developed infrastructural facilities like ramps, differently abled washrooms, ensuring that their classes are generally held on the ground floor of the College. A dedicated resource center with computers and related software has also been developed which is also on the ground floor of the College. The visually challenged students are also provided recording devices to record their lectures. The College has constituted a society, PRAYAAS, for Differently abled students of the College and it is run by students selected from the pool of differently-abled students under the guidance of teacher representative. This society looks into the proper implementation of guidelines, efficient use of the infrastructural facilities available and it also makes suggestion for further improvements on the basis of the feedback received from the differently abled students. (Please also refer 4.2.8 and para 2 of 5.1.4).

**4.1.5 Give details on the residential facility and various provisions available within them:**

- **Hostel Facility – Accommodation available**

The college has a boy's hostel with 90 rooms which accommodate 180 students.

There are three lawns in the hostel.

- **Recreational facilities, gymnasium, yoga center, etc.**

Table-Tennis, Chess, Carrom Board.

- **Computer facility including access to internet in hostel**

One desktop and a laptop with printer are available in warden's office which is accessible to the students.

- **Facilities for medical emergencies**

In arrangement with WUS, DU.

- **Library facility in the hostel**

Reading room

- **Internet and Wi-Fi facility**

Hostel is Wi-Fi enabled

- **Recreational facility-common room with audio-visual equipments**

Common room with Audio-visual facility.

- **Available residential facility for the staff and occupancy Constant supply of safe drinking water**

One hostel warden quarter.

Four quarters for hostel employees.

Four water purifiers are installed in the hostel to ensure drinking water.

- **Security**

Round the clock services are provided by four guards employed in the hostel.

#### **4.1.5 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?**

The college has a medical room with a doctor. The north campus of Delhi University has medical centre known as WUS. This provides medical facility to both students and teachers. CGHS scheme is available for DU employees. DU has also empanelled hospitals and clinic for treatment of its employees with cashless facilities available in case of hospitalization at certain empanelled hospitals.

#### **4.1.6 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.**

- There are dedicated rooms for units like IQAC, Women’s Cell (Parivartan), Counselling and Career Guidance –the Placement Cell.
- The College has a doctor on its rolls on contract basis and further assistance is available at WUS, DU.
- The College has a well-developed canteen with a lawn. It provides eatables at subsidised rates. There is also a kiosk in the hostel campus.
- The college has a well-developed separate common room for staff. There is separate common room for Boys and Girls students. There is a well-equipped gym with trainers and attendants.
- There are 13 water purifier installed on the College campus.
- The College has an auditorium.
- There is a well maintained playing ground, Ashoka Lawn and Library Lawn.
- Photocopy and Stationary shop is available within the College Campus.

## **4.2 LIBRARY AS A LEARNING RESOURCE**

### **4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?**

There is an active Advisory Committee for the library comprising with the Principal, the Convener, the Librarian and a Teacher Representative from each department to help while purchasing, administrating & executing other routine work. The committee has ensured automated library system and a rich collection of books and journals. It has also got a ramp constructed at the library building to make it differently-abled friendly.

### **4.2.2 Provide details of the following:**



- **Total area of the library (in Sq. Mts.)**

Ground Floor: 7578.70 sq.ft.

First Floor: 4704.06 sq.ft.

However an expansion is already under way as a new floor has been added for enhancing seating capacity.

- **Total seating capacity**

Presently the seating capacity is of 100 students which will be greatly enhanced once the undergoing 2<sup>nd</sup> floor construction is concluded.

- **Working hours (on working days, on holidays, before examination days, during examination days, during vacation)**

10 hours per day during working days and 12 hours during examination.

The library is operational even during vacation time and there is a provision to open it in the holidays.

- **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

The library of the College is designed with individual reading spaces, lounge area for browsing and relaxed reading. It also has a designated IT zone for accessing e resources.

#### **4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.**

The Kirori Mal College provides its students, faculties and staff access to the latest world class journals and reading materials through both e-resources and print copies. The college has subscription of nearly all reputed international and national peer reviewed journals through University of Delhi and INFLIBNET, Ahmadabad Centre. The college ensures that the students and teachers gets access the same from home too by providing a login and password to INFLIBNET whenever and whoever requires it. The library has a system in place wherein a particular amount of fund is allotted to each department of the college and teachers of each department recommend books to be procured from the allocated fund. This innovative method paves way to inclusiveness which integrates each and every teacher's exploratory reading and teaching habits. It highly enriches the library resources and its diversity. In the following tables tabulates the details of research journals, back volumes & dissertations and the amount spent in the last four years to procure them and new books. Details are given in table 4.3 to 4.5.

#### **Table 4.3: Details of Research journals, Back volumes and Dissertations available in the Library**

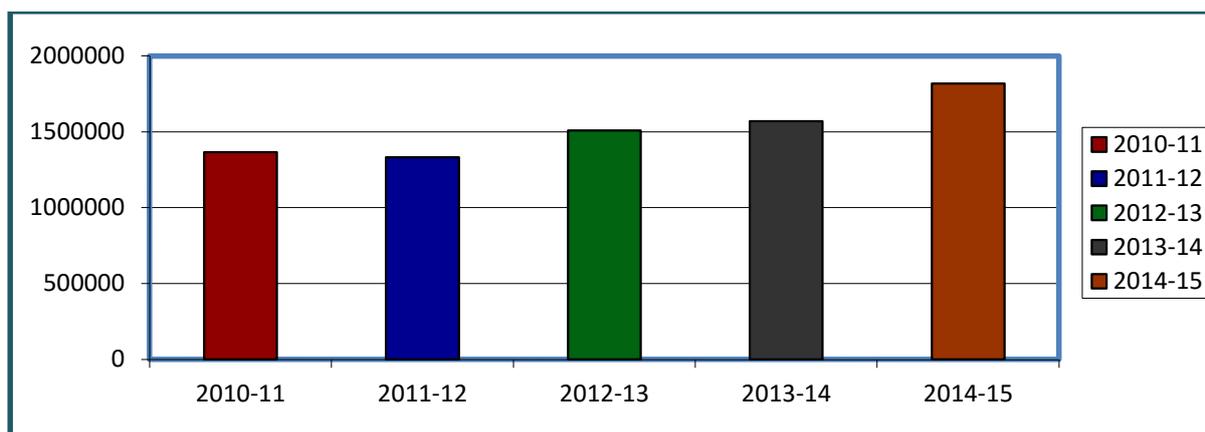
S.No.	Nature of Resource	Nos.
1	Research Journals	19 (nearly available in the library) and can be accessed to several e-journals databases (National and International Journals) subscribed by University of Delhi. E-books and e-journals are also available from INFLIBNET (Ahmadabad centre) subscribed by the library.
2	Back volumes	-
3	Dissertations	-
4	Periodicals	35

**Table 4.4 Number of Books purchased under UGC Grants:**

Sl.No	Head	No. of Books
1	11 <sup>th</sup> Plan-UG, PG and Merged Scheme-Books (2008-2012)	10850
2	12 <sup>th</sup> Plan-UGC,PG and Merged Scheme-Books(2012-up to April2015)	10160

**Table 4.5 Amount spent for Books and Periodicals Journals Year Wise:**

S.No	Year	No. of Books	Amount (Rs.)	Journals	Amount (Rs.)	Remarks UGC N- LIST
1	2010-2011 Sp. grant SAF General Grant Total	2693	99908+ 19965+ 1246184 = <b>1366057</b>	30	130843	Yes
2	2011-2012 Sp. grant Sp. Grant SAF General Grant Total	2991	100535+ 100524+ 19773+ 1111061 = <b>1331893</b>	15	32000	
3	2012-2013 Sp. grant S AF General Grant Total	2911	20161+ 1488859 = <b>1509020</b>	12	13000	
4	2013-2014 Sp. grant S AF General Grant Total	3930	125022+ 20496 = <b>1570430/</b>	10	18460	Fee Rs. 5000/ N- LIST
5	2014-2015 Sp. grant S AF General Grant Total	3401	20464+ 1798521 = <b>1818985</b>	16	35000	Fee Rs. 5000/ N- LIST



**Figure 4.1: Year wise expenditure in library of the college**

**4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?**

- **OPAC**

The library is equipped with OPAC (Online Public Access Catalogue) system to Provide the students and faculties access to the database of available books and reading materials.

- **Electronic Resource Management package for e-journals**

The College ensures access to two types of e-resources (i) of e-journals through University of Delhi Net-work (100Mbps available to all students and staffs) and (ii) e-resources through personalised network on INFLIBNET available to all teaching/ non-teaching staffs.

- **Federated searching tools to search articles in multiple databases**

None

- **Library Website**

The Kirori Mal College does not have a Library Website however a page to library outlining the library facility is there on the College website.

- **In-house/remote access to e-publications**

The College library provides in house access to e-publications through DU network. The remote access is facilitated on request by providing login and password on INFILIBNET.

- **Library automation**

The library has a fully automated database management system.

- **Total number of computers for public access**

There are 15 computers for public access with three of them completely dedicated to differently-abled students.

- **Total numbers of printers for public access**

There are four printers for public access.

- **Internet band width/ speed □ 2mbps □ 10 mbps □ 1 gb (GB)**

The library has access to bandwidths of 100Mbps

- **Institutional Repository**

None

- **Content management system for e-learning**

The e-learning facility is provided by the University through Institute of Life Long Learning (ILLL). This provides e-study materials for various courses. Faculties of the College have been contributing to content development.

- **Participation in Resource sharing networks/consortia (like INFLIBNET)**

The College has access to e-resources through University of Delhi Net-working & INFLIBNET.

#### **4.2.5 Provide details on the following items:**

The Kirori Mal College library plays a central role in the teaching-learning process of the college. Its enviable usage statistics complement its acting as one of the mainstay of the academic excellence of the college.

- **Average number of walk-ins**

The library counts about 500 visits on an average day.

- **Average number of books issued/returned**

39 Books per students per year.

- **Ratio of library books to students enrolled**

In the academic year 2014-2015, a total of 5,567 were enrolled against a huge total of 2,04,934 books meaning 37 books per students.

- **Average number of books added during last three years**

2012-2013	2013-2014	2014-2015	Average/Year
2911	3930	3401	3414

- **Average number of login to opac (OPAC)**

The OPAC is logged in 150 times per day approximately.

- **Average number of login to e-resources**

The access to e-resources is provided on the Delhi University network and INFLIBNET on personalised network. The details of these accesses are therefore not available.

- **Average number of e-resources downloaded/printed**

The access to e-resources is provided on the Delhi University network and INFLIBNET on personalised network. The details of these accesses are therefore not available.

- **Number of information literacy trainings organized**

None

- **Details of “weeding out” of books and other materials**

The college library weeds out books every two to three years. The stock verification was done in the year 2011 and 2014. The details are given in annexure 4.1.

#### 4.2.6 Give details of the specialized services provided by the library

- **Manuscripts:** None
- **Reference:** None
- **Reprography**

The college library has reprography facility.

- **ILL (Inter Library Loan Service):**

The library does not have such services.

- **Information deployment and notification (Information Deployment and Notification)**

This is done by placing notices on the notice boards and the college web-site.

- **Download**

The computer systems in library are connected with high speed internet enabling downloading of study material.

- **Printing**

The library is equipped with three-in-one printers.

- **Reading list/ Bibliography compilation**

This is provided through OPAC.

- **In-house/remote access to e-resources**

The College has access to e-resources through University of Delhi Net-working and INFLIBNET. INFLIBNET provides remote access through registered Login-Id and Password.

- **User Orientation and awareness**

The library provides necessary information to its users as per need.

- **Assistance in searching Databases**

Library assistant helps in searching of the Database.

- **INFLIBNET/IUC facilities**

The College has access to e-resources through University of Delhi Net-working and INFLIBNET.

#### **4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.**

The library has very supportive staff. It has well designed structure for catering to the needs of students and faculties. They provide assistance in use of database and physical search of books and journals. The library has a reading room which is kept open even during vacations. During examination time the working hour is extended beyond regular timings. The library staffs provide full cooperation in such initiatives.

#### **4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.**

- 60 Angel to PH students,
- laptop to every PH students for three year,
- 3- computer,
- 2 -scanner ,
- 3 printers in a separate reading room,
- One staff member for assistance,
- Sparsh & touch magazine

**4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)**

Complaints box is used for suggestion & complains. Advisory committee discusses the feedback to improve the condition.

### **4.3 IT INFRASTRUCTURE**

Kirori Mal College has well laid down policies related to development of IT infrastructure in the campus. The college classifies the requirement of computers under the following broad categories.

- Development of Computer Labs for Classroom teaching.
- Develop an interactive web-site to interact with the outside world.
- Development of internet-Labs and distribution of laptops & projectors by the University to encourage students and teachers to explore and to do research.
- Introduce Computers in the Administration to make the governance efficient and transparent.

Policies regarding these requirements are point-wise discussed below.

**Development of Computer Labs for Classroom teaching:**

The college believes in a decentralized approach on such requirements. The college allows need based development of computer labs and encourages the users to procure and manage them according to their convenience, requirements and vision. Dr. Man Mohan bought some desktop computers in the late 80s to create the first such facility in the college for carrying out his research activities. He was the first to introduce the concept of a computer lab in the college. Later, the college developed a small computer lab in the Computer Science department that is managed by them since the department was created in the college. Another state of art computer lab of its time was developed first when BIT course was introduced in the college in late 90s. Later on, when the BIT course was stopped, the same lab was utilized for classroom studies in several courses such as Commerce, Mathematics, Sciences and Social Science courses. This lab is also managed by the user departments. Decision on engaging services for AMC contracts, repair works and up-gradation of labs are taken in the respective committees in a decentralized manner. Following the same management pattern, a Computer lab has also been created in the department of physics for the purpose of carrying out classroom activities.

**Develop an interactive web-site to interact with the outside world:**

The college established a **Portal lab** by constituting a **Portal Committee** as early as in the year 1998 with a clear vision of developing a web-site to showcase the college for the outside world. Within a year or two of its inception, the College dared to implement an online application receiving module that has helped us in claiming that this college is one the very first that dared to attempt this at that time. **Portal Committee** works primarily for the maintenance of the website that works as an interface between the college and the outside world.

**Development of internet-Labs to encourage students and teachers explore and research:**

In 2004, to modernize the teaching-learning process, Delhi University introduced the use of IT infrastructure in a big way. To promote internet-based learning among the students and staff, they helped the colleges by supplying around 120 desktop computers in two phases. Our college constituted a **Central Computer Committee** to create labs for this purpose to realize the vision of University. This committee established twin labs in the room no. 24 & 25 and installed around 80 computers in them. It also provided around 40 computers to the Portal Committee to develop a lab dedicated entirely for internet search and exploration. While the Portal lab was used for serving the internet surfing requirements of students and teachers the other twin lab in room numbers 24 & 25 were also planned initially for similar utilization but due to increasing requirements of the computer labs for classroom studies, these were allowed to be utilized for classroom studies on priority basis.

In addition to this the University also provided around 1000 laptops and around 25 projectors to the college. The college encouraged all the departments to utilize and manage the distribution of laptops to the students and got the projectors installed at different places on the demand of users. This committee also facilitated installation of Wi-Fi in the campus that was done by a company hired by the University directly.

**Introduction of Computers in the Administration to make the governance****efficient and transparent:**

The **Portal committee** that realized their dream of having a personalized web-site and an alternate online mechanism of receiving applications, also attempted to computerize some of the processes of college administration. The College started the process of computerization of library administration in 1999. After constitution of the **Central Computer Committee** in 2007 in the staff council, this committee was authorized to carry out such modernization. This committee attempted to automate other essential administrative services of the college after it came into existence. A software **Profit** was used for computerization of the process of admission, payroll, fee-collection and the internal assessment to make these services efficient and transparent. This software works on a LAN environment for which a Server has been installed in the college office dedicated entirely for this purpose. The **Central Computer Committee** now takes care of the process of formulating IT infrastructure policies and also has a mandate to oversee the implementation of those policies and vision in the entire college.

**4.3.1. Give details on the computing facility available (hardware and software) at the institution.****Number of computers with Configuration (provide actual number with exact configuration of each available system)**

- The college currently has total of 1013 HP laptops having 8GB RAM and 64bit Operating System; 2 Lenovo, 3 Dell, 1 Compaq and 1 Presario Laptops. In addition there are 204 desktops. The laptops are made available to students and the teachers for technology based pedagogical purposes. The desktops are installed in different computer labs and college administration office.
- The college maintains 5 servers, one of the 5 is procured in 2015 to support



the newly setup Microprocessor & Microcontroller and computer lab in Physics department.

- KM College IT infrastructure also includes 35 printers, 4 scanners, 9 photocopiers and 6 scanner cum photocopier cum printer.
- For exact details please refer to annexure 4.2.

#### **Computer-student ratio**

- The computer –student ratio is 22 computers per 100 students approximately.

#### **Standalone facility**

- The college has installed 10 N- computing devices in Physics department's Microprocessor & Microcontroller and computer lab to provide cost effective computing facilities to the students.
- There are 42 projectors installed in different rooms namely Labs, Seminar room class rooms.

#### **LAN facility**

- The internet facility is supported by the DU network at a speed of 100Mbps.

#### **Wi-Fi facility**

- The whole of the college campus is Wi-Fi enable with 26 access points installed in the round and corners of the campus. Presently a total of 5046 Wi-Fi users are registered with the college mainframe.

#### **Licensed software**

- PROFIT Software with plugged in ORACLE.
- Windows Operating System.
- SPSS software.
- Microsoft Office.

#### **Number of nodes/ computers with Internet facility**

- The entire campus is Wi-Fi enabled and the desktops are connected through LAN.

#### **Any other**

- The college has a PRAYAAS resource centre especially for the differently-abled which has 8 computers, 1 printer and 1 scanner.

#### **4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?**

The college issues laptops to students and faculties on demand. The campus is Wi-Fi enabled. More details are given in 4.3.1.

#### **4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?**

An efficient and effective IT infrastructure for optimum output can be materialized only through a proper vision backed by accurate planning and strategizing. KM College has made the following plans and strategies to achieve its vision of making the most out of the latest IT innovations –

- KM College has always been a pro IT college. The college endeavours to incorporate the newest IT innovations to enhance in efficiency, transparency and effectiveness.
- The campus is Wi-Fi enabled. All students and staffs are given access. Laptops are also issued to students on demand.
- The college has already computerised its accounts section activities, administrative affairs, examination works and admission procedure to a large extent. The college's library resources record has already been digitized.
- The college is using an integrated software named Profit in its account section and admission related work.
- The college has made the recording of internal assessment and attendance records in a completely integrated environment to make its functioning transparent and efficient.
- The college has a well maintain website to disseminate timely information. The college ensures that its website is regularly updated and properly maintained.
- KM college has started the procedures to make all its Projectors Wi-Fi enabled.
- There is a Smart Classroom in the College. This provision will be extended to more classrooms in the near future.
- The college has employed 4 full time computer technicians to maintain, update and upgrade the IT hardware, software and website.

**4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years) .**

The college ensures that the college maintains and updates its IT infrastructure on a regular basis. For the same, the college spends a sizeable amount on the same. The detail of the IT budget is tabulated below in table 4.6.

**Table 4.6: Detail of IT budget.**

<b>Head</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Portal Committee	357025	284225	335038	323462
Computer Lab	376407	519705	298088	262131
Central Computer Committee	414701	369823	335228	276445
<b>Total</b>	<b>1148133</b>	<b>1173753</b>	<b>968354</b>	<b>862038</b>

#### **4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?**

The college faculty encourages its students to make the most of the IT resources available to enhance the teaching learning process.

- The faculties facilitate the students to learn through IT resources by providing useful links and references. They encourage the students to use the available facilities like Wi-Fi, laptops, Wi-Fi in smart phones, e-journals, and library resources etc.
- Many departments are starting the practice of using blogs and social websites to enhance student-teacher, student-student, teacher-teacher interaction and information disseminations.
- Some faculty members are running blogs for career counselling and interacting with the students. Dr. S. Lahon of Physics department runs a website named 'educareerwatch.com' for the same.
- Many faculties assign assignments to the students through email and other electronic media and encourage the students to make power point presentation or submit assignments online.

#### **4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.**

The KM college faculties encourage the students to explore e- resources as diverse as possible to complement the resources referred by the teachers for discussion in the classroom. In this way, the IT resources act as a pivot to bring the students into the centre of the teaching learning process. This practice also builds confidence in the students while enriching the class experience. This practice also exposes the students to the vast information available in the internet.

#### **4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?**

Kirori Mal College avails access to National Knowledge Network directly through University of Delhi. It has access to a very large number of national and international journals through University of Delhi and INFILIBNET, Ahmadabad Centre.

#### 4.4 MAINTENANCE OF CAMPUS FACILITIES

Maintenance of the Campus is done through awarding Annual contracts, wherever possible, by the respective concerned committees in a decentralized manner.

##### 4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

The college staff council constitutes committees to look after the different aspects of its infrastructures. These committees along with the departmental committees assess the needs and scopes for maintenance and repairing of its infrastructural assets. Annual Maintenance Contracts are then awarded, in accordance to government rules, to vendors for maintenance of its infrastructure. The table below tabulates the budget allocation for maintenance for last four years.

**Table 4.7: Budget allocation for Maintenance for last four years**

Year		Building	Furniture	Laboratory
2011-2012	GF*	2251299	13000	2068519
	SAF**	0	3088925	275186
2012-2013	GF	189475	13000	1871776
	SAF	0	729811	163688
2013-2014	GF	662658	12985	373795
	SAF	0	341446	930616
2014-2015	GF	51893	13000	415479
	SAF	0	617126	1413420

\*GF-General Fund \*\*SAF-Student's Activities Fund

##### 4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The college encourages the committees associated with a particular infrastructure to take decision on awarding Annual contracts to help maintain them. These committees follow the government rules for awarding such contracts through their purchase committees.

The College has set aside funds for maintenance and upkeep of all its infrastructural assets, facilities and equipment. For this purpose Annual Maintenance Contract (AMC) is granted to specialized vendors who regularly service the facilities like water purifiers, ACs, Computers & ICT related instruments, storage tanks, electrical equipment and gardening implements. The College employs gardeners for the upkeep of green areas. For the purpose of maintaining cleanliness and sanitation, college has outsourced house-keeping to a private agency.

##### 4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?

All the laboratories undertake stock taking of its laboratory apparatus, equipment and chemicals annually and necessary steps are taken to assure quality of the instruments and chemicals. The water purifiers are checked frequently to ensure safe drinking water.

**4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?**

- TDS of the drinking water is frequently test to maintain it in the permissible limit.
- Potable water is supplied by Delhi Jal Board.
- There are voltage stabilizers install to safeguard the electrical devices.
- The college has silent Electricity Generators to ensure uninterrupted power.
- Appropriate gauzed wires are used for wiring the Labs.

**[Go to Contents](#)**

**CRITERION V:**  
**STUDENT SUPPORT AND PROGRESSION**



## 5.1 STUDENT MENTORING AND SUPPORT

**5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?**

### Prospectus/Handbook

The institution makes every effort to aid their new entrant by providing necessary information in the prospectus updated regularly.

#### Information provided

- Courses/Programmes of study with their subject details of each year/semester offered by the college.
- Admission guideline, Schedule of admission and committee for monitoring admission.
- Intake capacity i.e. number of seats available in each course with detail break-up in various categories.
- Detail about fees and dues for all the courses and the rules of fees refund.
- Guidelines, Rules and Ordinances regarding internal assessment, Maintenance of discipline among students, Prohibition of and Punishment for ragging, Sexual Harassment, etc.
- College Administration and Governing Body of the college.
- Departments of the college and their faculties.
- Infrastructure, Resources and Facilities in the college.
- Financial supports in terms of Scholarships, Fees Concession, Students aid Funds, Student Welfare Fund, Prizes, etc.
- Sports Council- Games: Football, Cricket, Hockey, Basketball, Korfball, Athletics, Chess, Badminton, Table Tennis, Boxing, Volleyball.
- Various Cultural Societies: THE PLAYERS (Theatre Society), MUSOC (Music Society), DEBSOC (Debating and Quizzing Society), FAPS (Fine Arts and Photography Society), SENSATION (Dance Society), MONTAGE (Film Society).
- Students Union, and other associations like FOSTAS (Foreign Students Association), NCC (National Cadet Corps), NSS (National Service Scheme), AVENUES- The Placement Cell, Prayas (Society for Physically Challenged), Parivartan-a forum for debate and discussion on gender related issues, The Adventure Club, Alumni Association

#### Commitment and Accountability

The college strictly abide by all the information and follow the Guideline and ordinances.

The **Governing body** and **Staff Council** of the college ensure to accomplish and maintain smooth and honest functioning through various committees/councils. Apart from these the college has constituted an **Internal Quality Assurance Cell (IQAC)** with the objective of monitoring and setting the standard and sustaining the quality of teaching-learning process of the college. The various Committees under the Staff Council are:

- Standing Committee for admissions: Monitors the entire admission process.
- Special Admission Committee: Monitors admission for ECA and Sports category.
- Sports Council: The interface between Staff Council and the Physical Education Department. Traditionally the games covered in the college includes: Basketball, Football, Boxing, Chess, Hockey, Athletics, Cricket, Korfball, Badminton, Table Tennis, Volleyball & Gymnastics.

- Culture Council: Coordinating body of all the cultural societies to implement and monitor a comprehensive model of cultural vision and practice. The Societies under the Culture Council are:
  - The Players: The Drama society.
  - Musoc: The Music society.
  - Debsoc: The Debating society.
  - FAPS: The Fine Arts and Photography Society.
  - Montage: The Film Society
  - Sensation: The Dance society.
  - SPIC-MACAY: The SPIC-MACAY chapter of the college.
- Parivartan: The Gender Forum promotes awareness and sensitise college community issues related to gender.
- Avenues- The Placement Cell: To Counsel, guide and facilitate jobs placement and career options.
- PRAYAAS: To promote an inclusive teaching and learning atmosphere on campus and make all the parts of the campus accessible to persons with disabilities. It further endeavours to facilitate the academic pursuits of persons with disabilities by creating a level playing field for them by providing them with technological and human assistance.
- Fee Concession Committee: Selection and approval of fee concession to needy students.
- Foreign Student Advisory committee: To oversee the activities and provide support to foreign students.
- North East Cell: For counselling, grievance redressal and smooth integration of students from the North East States.
- Equal Opportunity Cell: to address the issues of access and equality and to counsel and guide students coming from socially marginalized and disadvantaged sections.
- Library Committee: To oversee the procurement of study materials like books, journals, etc. and to maintain the facilities and requirements of students in the library.
- Student Union Advisor: To conduct elections and monitor the activities of the students union and annual festival 'RENAISSANCE'.
- College Magazine: Annual magazine where students and teachers contribute articles in all the languages taught in the college (English, Hindi, Bangla, Urdu, Sanskrit).
- Proctorial Committee: Proctorial Committee is a law and an order body of the college for ensuring discipline among students in the college.
- Development and Maintenance committee: Look after and plan infrastructural development of the college.
- Time-Table Committee: Prepare Master time-table and individual department time-table. The same is uploaded on college webpage.
- Canteen Committee: For up-keep of the canteen and to monitor quality and prices of food items.
- Garden Committee: For up-keep of the gardens, lawns and nurseries of the college.
- Hostel Admission Committee: To monitor the admission to the college hostel.
- Internal Assessment Committee: To monitor entire Internal Assessment system of the college.
- Eco Club: Creating environmental awareness amongst the future generation.

**5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?**



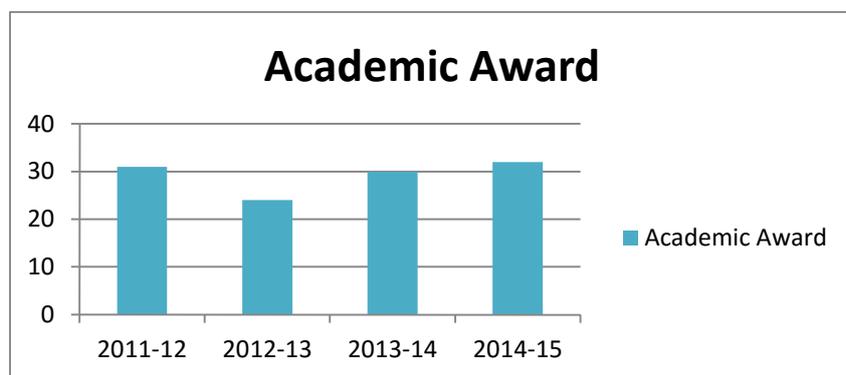
### Type of Scholarships/Award/Freeships

Every year the College honors academic position holders through a formal felicitation on the annual Day Function. Number of awards distributed and amount disbursed in last four academic years are listed in Tables 5.1(a) and 5.1(b) and represented in figures 5.1 (a) and 5.1(b).

- **Academic award:** The award is given to the students of various department of the college who secure 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> position in the University.

**Table 5.1(a): Number of Students given Academic awards.**

Year	2011-12	2012-13	2013-14	2014-15
No. of Academic Awards	31	24	30	32



**Figure 5.1(a): Academic Award**

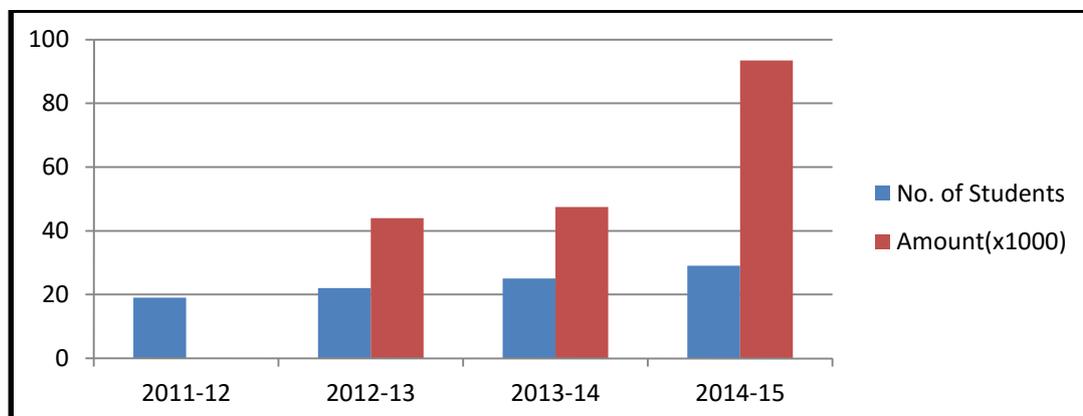
- **N.S. Khare Memorial Award:** Three cash prizes are awarded to students who secure first position in college in the B.Sc. (H) 3<sup>rd</sup>yr. Physics, B.Sc. (Prog) 3<sup>rd</sup>yr. Physical Sciences and B.Sc. (Prog) 3<sup>rd</sup>yr. Applied Science-Computer Science.
- **Dr. N.S. Pradhan Memorial Award:** Awarded to the student who stood first in B.A. (H) English 3<sup>rd</sup> yr. with First division in the College, in University Examination and also to the student who stood first in the college in M.A. (F) English.
- **Shri Jai Dev Memorial Award:** Awarded to the student who secure the first position in the B.Sc. (H) 3<sup>rd</sup>yr. Zoology examination with first division in the college.
- **Dr. N. Subrahmanyam Award:** Awarded to the student who secure the first position in the B.Sc. (H) Physics examination.
- **Dr. B D Syngle Award:** Awarded to the students who have topped in B.A. (H) English 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> yr. with First division in the College, in University Examination.
- **Dr. Om Prakash Award:** Awarded to the students who have topped in B.A.(H) History 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> yr. with first, second and third division in the College, in University Examination.
- **Dr B B Sarkar Award:** Awarded to the students who have topped in B.A. (H) Political Science 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> yr. with First division in the College, in University Examination.
- **Dr Y N Bhatt Award:** Awarded to the students who have topped in B.A. (H) English 1<sup>st</sup>yr. with First division in the College, in University Examination.

- **Dr V P Sharma Award:** Awarded to the students who have topped in B.Sc. (H) Chemistry and B.Sc. (H) Mathematics 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>yr. with first division in the college.
- **Ganga Sharan Award:** Awarded to the students who have topped in B.A. (H) English II yr. with First division in the College in University Examination.
- **Sultan Chand Memorial Award:** Awarded to the students who have topped in B.Com. (H) 2<sup>nd</sup> yr. and B.Com. (H) 1<sup>st</sup> yr. with First division in the College, in University Examination.

**Table 5.1(b): Number of Students given various awards and Amount disbursed**

Year	Name of The Awards	No. of Students Awarded	Total Amount Disbursed
2014-15	1. Dr Alka Prakash/Om Prakash 2. Sh. Ganga Saran Sharma 3. Ms. Kamla Gupta/ Jai Dev Memorial Award 4. Ms. Nirmal Syngle/ B D Syngle 5. Dr. N.S. Khare 6. Dr N S Pradhan Award 7. Dr N Subrahmanyam Award 8. M/S Sultan Chand 9. Dr V P Sharma Award 10. Dr Y N Bhatt Award 11. B B Sarkar Memorial Award	29	93,494.00
2013-14	1. Dr Alka Prakash/Om Prakash 2. Sh. Ganga Saran Sharma 3. Ms. Kamla Gupta/ Jai Dev Memorial Award 4. Ms. Nirmal Syngle/ B D Syngle 5. Dr. N.S. Khare 6. Dr N S Pradhan Award 7. Dr N Subrahmanyam Award 8. M/S Sultan Chand 9. Dr V P Sharma Award 10. Dr Y N Bhatt Award 11. B B Sarkar Memorial Award	25	47,500.00
2012-13	1. Dr Alka Prakash/Om Prakash 2. Sh. Ganga Saran Sharma 3. Ms. Kamla Gupta/ Jai Dev Memorial Award 4. Ms. Nirmal Syngle/ B D Syngle 5. Dr. N.S. Khare 6. Dr N S Pradhan Award 7. Dr N Subrahmanyam Award 8. M/S Sultan Chand 9. Dr Y N Bhatt Award 10. B B Sarkar Memorial Award	22	44,000.00
2011-12	1. Dr Alka Prakash/Om Prakash 2. Sh. Ganga Saran Sharma 3. Ms. Kamla Gupta/Jai Dev Memorial Award 4. Ms. Nirmal Syngle/ B D Syngle 5. Dr. N.S. Khare	19	.....

	6. Dr N S Pradhan Award 7. M/S Sultan Chand 8. Dr Y N Bhatt Award 9. B B Sarkar Memorial Award		
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**Figure 5.1(b)**

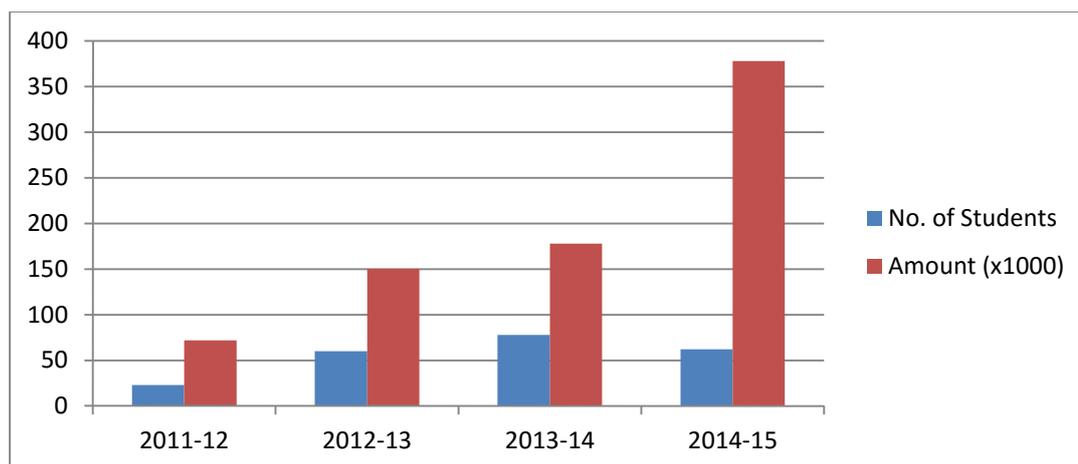
**Sports Awards:** Sports Council announces the following awards annually and gives away these on the college Annual Day:

- Cash prize
- College Blazers and
- College Sweatshirts & Track Suits
- College Mementos
- College Certificate

These awards are given to the Sports Students for their performance at International / National/ All India Inter University Level/ Inter College and University Level. The detail of achievements/ performances is mentioned in section 5.3.1 and 5.3.2. The number of students awarded by college for their achievements in sports during four year is shown Table 5.2 and figure 5.2. The detail on achievements in individual games is mentioned in Annexure 5.1.

**Table 5.2: Number of students awarded their achievement in Sports.**

Year	No. of Students Awarded	Total Amount Disbursed (Rs.)
2014-15	62	3,78,000/-
2013-14	78	1,77,900/-
2012-13	58	1,50,300/-
2011-12	23	72,000/-



**Figure 5.2: Sports Award**

### Cultural Awards:

The Culture Council awards students annually for their contribution to the cultural life of the college and for individual talent through the following 4-tiered structure:

- **BLAZER** (only for students in their third year) – given for “Outstanding” contribution over all three years of the student’s stay in college. In exceptional cases, it may even be awarded to students who have been active for only two years in college.
- **SWEATSHIRT** (for students in their second year or more) – given for “Excellent” contribution over a minimum of two years of the student’s stay in college.
- **MEMENTO** (for students in their first year or more) – given for “Commendable” contribution over a minimum of one year of the student’s stay in college.
- **CERTIFICATE** (for students in their first year or more) – given for “Noteworthy” contribution over a minimum of one year of the student’s stay in college.

Numbers of cultural awards given in last four years are shown in table 5.3. See Annexure 5.2 for table of distribution of such awards over the last four years, beginning from 2011-12 till date.

Table 5.3: Number of cultural awards given in last four years				
Year	2011-12	2012-13	2013-14	2014-15
Number of cultural awards	167	153	171	191

The financial aid was disbursed on time.

### 5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

#### Other Agencies Scholarships

There are several scholarships available for students for higher studies and given to them provided they apply for it and satisfy the terms and conditions therein.

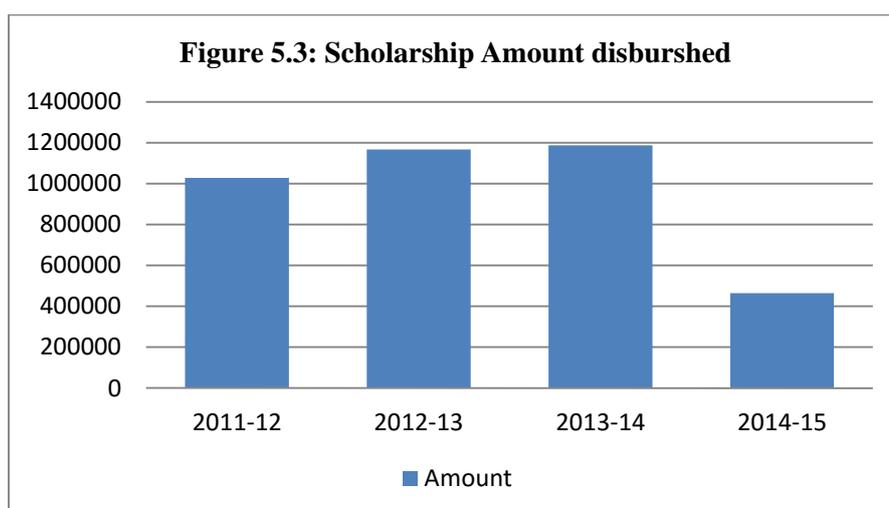
- **Post-Matric Scholarship for Students belonging to the Minority Communities (Ministry of Minority Affairs, Govt. of India):** To award scholarships to meritorious students belonging to economically weaker sections of minority community so as to provide them better opportunities for higher education.
- **Merit Scholarship for SC/ST/OBC/Minority Students (Govt. of NCT, Delhi):** To Students pursuing any Degree/Diploma course/Post Graduate Studies. Students should have obtained 60% or more marks in Senior Secondary Exam/Previous Classes.
- **Merit Scholarship (Rashtriya Sanskrit Sansthan):** To regular students who have passed the previous examination and pursuing higher course of studies in Sanskrit.
- **Sanskrit Pratibha Puraskar (Delhi Sanskrit Academy):** To Students who qualified the exam of higher secondary, B.A., M.A. with high percentage in Sanskrit.
- **INSPIRE Fellowship (DST):** Scholarship for Higher Education by Department of Science and technology.
- **LIC Golden Jubilee Scholarship:** To award scholarships to meritorious students belonging to economically weaker families so as to provide them better opportunities for higher education.
- **Scholarships Under Education Scholarship Scheme for Army Personnel (ESSA):** To Serving Army personnel children from class IX to PG level of education provided the children have not attained 25 years of age at the time of completion of class/course.
- **National Institute of Visually Handicapped:** The objective of the institute is to conduct, sponsor, co-ordinate and/or subsidize research in collaboration with other NGOs and research organizations including Universities into various dimensions of the education and rehabilitation of the visually impaired.
- **Help the Blind Foundation, Chennai:** Provides financial assistance by way of hostel fees, academic fees to visually impaired students pursuing under graduate courses at universities in India.
- **West Bengal Minorities Development and Finance Corporation (WBMDFC):** The function of the corporation is to Provide soft loans for self-employment enterprises, Education loan for pursuing professional courses, Stipend and Scholarship, Vocational courses etc.
- **V C Fund:** The Vice Chancellor's Student Fund provides assistance to the students of the University of Delhi belonging to BPL or PWD category.

Table 5.4 lists the scholarships received by students from various agencies. The same is represented in figure 5.3.

**Table 5.4: Scholarships from various agencies received by students**

Year	Scholarships/ Funding Agencies	Total amount (Rs.)
2011-12	Handicap Scholarship	48000
	SC/ST Scholarship	344493
	Miscellaneous Scholarship	65200

	V.C. Aid Fund	240500
	Merit,SC,ST, OBC Scholarship	291345
	Postmatric Scholarship	39,000
	<b>Total</b>	<b>1028538</b>
<b>2012-13</b>	Handicap Scholarship	24000
	SC/ST Scholarship	624435
	Miscellaneous Scholarship	87515
	V.C. Aid Fund	429000
	Postmatric Scholarship	1800
	<b>Total</b>	<b>1166750</b>
<b>2013-14</b>	Handicap Scholarship	40000
	SC/ST Scholarship	47034
	Miscellaneous Scholarship	29980
	V.C. Aid Fund	1059000
	Postmatric Scholarship	11700
	<b>Total</b>	<b>1187714</b>
<b>2014-15</b>	Handicap Scholarship	24000
	SC/ST Scholarship	68980
	Miscellaneous Scholarship	57215
	V.C. Aid Fund	303000
	Postmatric Scholarship	11116
	<b>Total</b>	<b>464311</b>



**Figure 5.3: Scholarship Amount distributed**

**5.1.4 What are the specific support services/facilities available for: Students from SC/ST, OBC and economically weaker sections?**

- Seats are reserved for SC/ST, OBC category students and given relaxation in cut-off marks at the time of admission.
- Financial assistance as in fee concession for economically weaker section students.

#### **Students with physical disabilities**

- Seats are reserved for PwD Category students and given relaxation in cut-off percentage marks.
- Separate washroom at ground and first floor in Science block.
- Prayas formerly known as the Committee for Physically Challenged Students, this unit was re-christened in 2014. The main objective of PRAYAAS is to promote an inclusive teaching and learning atmosphere on campus and make all the parts of the campus accessible to persons with disabilities.
- The college has especially designated a spacious air-conditioned room (Room no. 3) for its PwD students and faculty members.
- All the PwD students of the college have been provided with ThinkPads by the college library. The ThinkPads meant for the visually impaired students have been pre-installed with NVDA, Braille Face, Hindi Reader software all of which make a visually impaired person access the computer with ease.
- The visually impaired students have also been provided with audio recorder by the library so that they may record and playback their lectures and reading materials.
- A Plustek Scanner Abby Fine Reader has been installed in Room no. 3 for the use of PwD students.
- The volunteers of Prayas provide the PwD students of the college with reading and scribe services.
- Three computers with Jaws software and a one-in-three printer Brother was purchased by the college in 2011.
- One Plustek Scanner Abby fine reader was purchased in July 2012.
- Holison instruments, whose components include a Daisy book player, a Daisy audio player and an audio book recorder are distributed among the students with visual impairment.
- One digital capture reading system for dyslexic, blind and visual impaired students was received from the University in 2014 is available in the college.
- Each department of the college has designated a teacher to assist its PwD students in their academic pursuits.
- Talks and cultural activities as a part of 'Lehar' are organized time to time.
- **SAHAYAK**- A project of NSS to support physically challenged students in college by providing readers, writers and escorts to visually impaired students.
- The Physical Education Department also encourages and provides facilities to the physically challenged students to take part in sports and games organized for them at State, National and International levels. The successful students also given awards by the college.

- Differently-abled students who excel in Para-Sports national level competitions are rewarded with cash prizes on the college Annual Day by the Sports Council.

#### **Overseas students**

- The college has a separate association for International Students named Foreign Students' Association (FOSTAS).
- Organize **Annual Cultural Program “Mélange”** where foreign students showcased their talent.
- Publication of **Annual Newsletters of the FOSTAS, “KM Global Times”**, providing a platform for the foreign students to express themselves, showcase their creativity and share knowledge with others at the same time.
- Organize **“Bonheur Finale”, a Valediction / Farewell Program** to bid farewell to the passing out foreign students.
- Trips are organized for the foreign students with the objective that the students get the opportunity to explore the diverse culture, tradition and way of living of the people of India.

**Table 5.5: Number of foreign and PH students in last four year**

<b>Year:</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Number of foreign students</b>	<b>45</b>	<b>39</b>	<b>45</b>	<b>51</b>
<b>Number of PH students</b>	<b>47</b>	<b>52</b>	<b>80</b>	<b>113</b>

Students to participate in various competitions/National and International

- The Culture Council makes a budgetary allocation for reimbursing student Registration Fee and Travel Costs to encourage the cultural societies to make outstation touring a part of their annual calendar. The stipulations of this budgetary support are:
  - a. The Culture Council provides 100% reimbursement of the Registration Fee that is charged on a per-head basis by host organizations.
  - b. The Culture Council provides 50% reimbursement of Travel Fare (Railway Sleeper Class, or its equivalent). The other 50% is expected to be covered by the students' availing of the Students' Concession that Indian Railways offers to educational institutions.
  - c. Two outstation tours per society are reimbursable on the above pattern per academic year. Cultural societies are expected to make their own financial arrangements for tours that exceed the said number.
- Institutional support is also provided in terms of attendance compensation for classes that students may miss for participating in various Sports and Cultural activities (such as training camps, meets) and competitions. Similarly, extension of assignment submission deadlines and re-scheduling of class tests (for internal assessment requirements) are also done in such cases.

#### **Medical assistance to students: health centre, health insurance etc.**

- A doctor is available in the college for two hours from Monday to Friday.
- Students can avail the facility of WUS health centre of Delhi University(Main Campus) is located in the North Campus of University of



Delhi. It provides basic and specialized medical facilities to its members/beneficiaries round the clock except on Gazetted Holiday and Sunday from 10:30 AM to 08:00 PM. It has full time Physician, ENT Specialist, Gynaecologist, Pulmonologist, General Duty Medical Officers, Physiotherapist and Part-time visiting Cardiologist, Neurologist, Eye Specialist, Orthopaedics, Psychiatrist, Paediatrician/Child Specialist, Dental Surgeon, Part-time Medical Officers and Optometrist.

- The health club of the NSS unit organized two health check-up camps, in collaboration with Max Hospitals and Pushpanjali Ayurveda, and an eye check-up camp in collaboration with Centre for sight. An initiative on cancer awareness was also taken by organizing a workshop. NSS KMC organized blood donation camp in collaboration with blood connect.

### **Organizing coaching classes for competitive exams**

The teaching learning methods (e.g.: class test-numerical based, quizzes, discussions, presentations, assignments and tutorial classes) adopted by faculties are sufficient to prepare the base for the students to prepare for competitive exams. Beside this students are free to ask their query to any teacher of concern any time in the college. The college does not provide extra facility of coaching classes to students.

### **Skill development (spoken English, computer literacy, etc.) Support for “slow learners”**

- The College has well equipped computer labs with qualified lab staffs and attendants. Students who have no prior exposure to computers may be benefited by visiting these labs regularly and learning basic computer skills.
- In addition to computer labs college also provides laptops to first year students.
- **Slow learners:** Such students are free to clear their any difficulty by consulting faculty members any time in the college, beyond the class hours too.

### **Exposures of students to other institution of higher learning/ corporate/business house etc.**

Students are encouraged to apply to various institutes for seminar/ conferences/ workshops/ summer programs and internships. If selected, the full participation cost is sometimes funded by organizing institute itself.

### **Publication of student magazines**

- Every year various department societies publish their own magazines.
- The Foreign Students’ Association FOSTAS also brings out its magazine.
- Wall Magazines are also brought out by various societies.
- The College publishes an annual magazine- *New Outlook* every year.

The list of magazines is in table 5.11 in section 5.3.4.

### **5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.**

- The College is not only well equipped with academic facilities and support but it also caters inherent creativity of students and extends platform to enhance and improve their natural ability. This is achieved through various societies for specific cultural activities dedicated for the purpose. For detail see sections 5.1.6 and 5.3.1.
- The College encourages and supports the inculcation of creative and critical skills in the cultural field amongst its students. This is evident in the setting up of the Culture Council which looks into providing and monitoring an equitable field for a variety of such activities.
- Students are supported in their individual and collective efforts at cultural creativity by providing them space and time to pursue these interests. They are encouraged to show their work outside college through festivals and competitions.
- Many of the ex-students of these societies have pursued their career in these activities and have become renowned professionals and entrepreneurs in their field.
- Almost all departments of the college have their own student societies. These societies are elected bodies and are run primarily by students with guidance by the faculty advisors. The students of the various department societies organize regular events and festivals. They gather funds through sponsorship from corporate and non-corporate organizations to make their respective departmental festival a success. Through all these work they develop contacts and also learn managerial, interpersonal and entrepreneurial skills.

**5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.**

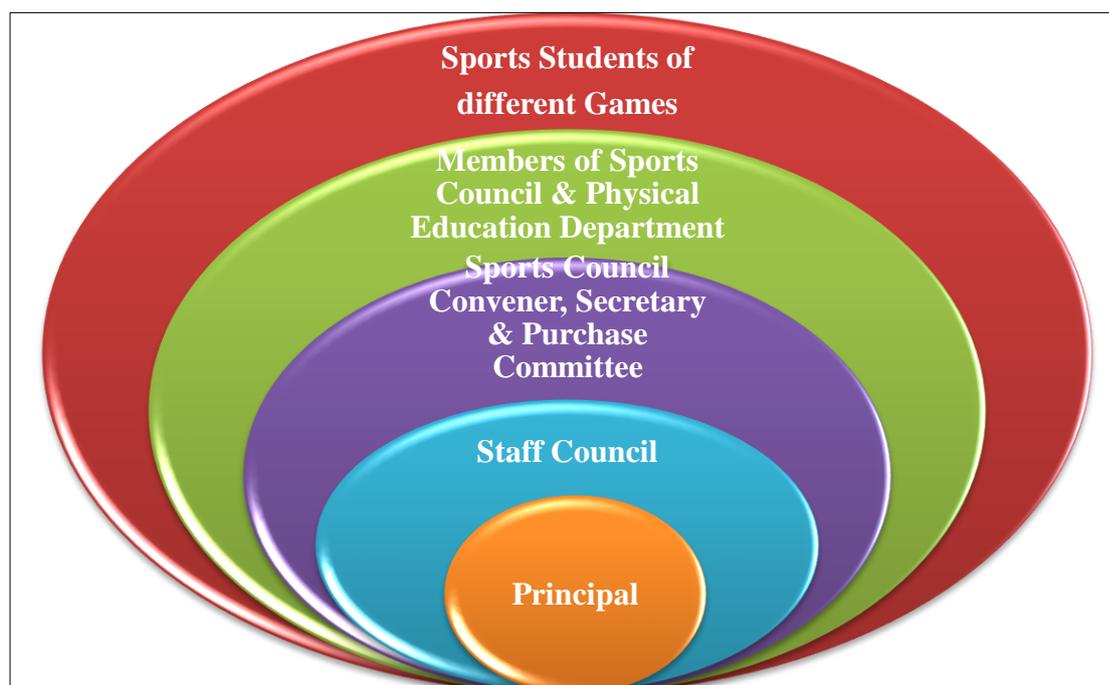
**Policies related to Sports activities:**

**Unique Sports Management through – Sports Council**

Kirori Mal College has a unique structure of Sports administration in place. Although the Department of Physical Education has two faculty members the Staff Council of the college has enabled a provision for a Sports Council in which two teaching faculty members from other academic streams are also elected in the Staff Council annually for each game. The Convener of this Sports Council is also elected in the Council each year. The teacher in charge of the Department of the Physical Education becomes the ex-officio Secretary of this Sports Council. This Council supervises through all aspects of the sports activities in the college. It approves the sports budget, looks after the admissions under this category, invites quotations, helps the department in making purchases and formulates policies whenever required. This structure, that facilitates involvement of more than a dozen teachers of the college in the sports activities, has worked wonders for the sports administration in the college. The Sports Council serves as an interface between the Department of Physical Education and the Staff Council. The need to have such a Sports Council was felt as the candidates pursuing sports are mainly admitted to some or the other academic-stream courses in the college. Over the years the Sports Council has proven its worth in addressing all kinds of concerns of sports-students and the Department very effectively.

The Sports Council has the responsibility to formulate policies within the University guidelines to promote and encourage Sports activities within the college. The following points serve the purpose:

- To carryout infrastructural development related to Sports Activities and look after their maintenance.
- Admission policies in support of these activities by implementing Sports Quota wisely.
- Continuous support to the students during their stay at the college by rewarding better performers and providing them attendance benefits that they are entitled for.



### **The Infrastructure and other Facilities to promote Sports**

- Sports Ground within the campus
- Gym within the Sports Complex
- Basketball court within the Complex
- Volleyball practice area within the College
- Coaching by paid and result-oriented coaches
- Refreshment after their daily practice
- Supporting staff to issue them equipments on daily basis
- Supporting Staff to maintain Sports Ground
- A Guard outside the Sports Complex
- Facility of drinking water in the Sports Complex
- Facility of separate Washrooms for girls and boys within the Sports Complex
- Sport Kits (Personalized College Dress) to all the Sports persons
- Playing equipments are issued daily by our staff on the days of practice.
- Students are also given coaching outside the colleges for the games for which the college does not have adequate facilities.

- Students are also given refreshments when they are representing our college outside the college.
- Students are given attendance benefits as per the University guidelines for those days when they are busy representing the college or are practicing in the college.
- The college also provides them adequate medical support at the university medical facility WUS or elsewhere whenever it is felt necessary.
- Besides these facilities, students are also given Cash Awards, Blazer, Sweatshirts, Mementos and Certificates by the college that are announced on the Annual Day of the college to acknowledge their achievements and encourage them further.

### **Policy for promoting Girls' team**

After appointment of Dr. Benu Gupta the college opened up its sports facilities in a big way to fulfil the institutional responsibility and stakeholders' demand for promoting Girls' sports. The college initially allocated even additional sports-quota especially to promote admission under this category and thereby help building up Girls' teams. The college now boasts of its impressive girls' teams in the games of Badminton, Table Tennis, Chess and Basketball.

### **Promoting Para-sports**

The college has been promoting players from the differently-abled category of students for the past decade. They have been treated at par with other players while selecting names for cash awards and other such recognitions.

### **Policy related to Admission under Sports Quota:**

#### **• Sports Trials and evaluation:**

As per the University guidelines 5% seats of the total intake of the college is allocated to the Sports and Extra-curricular activities. After the division of these admission seats between Sports and Cultural quota the college has assigned 41 seats to be filled in under Sports Quota.

Prior to the session 2013-14 the admission under this category was done completely by the Sports Council but since 2013-14 the University has recommended another policy and the college is following the same since then. According to the new guidelines, before the admission process the college notifies its game-wise requirement according to their position of play (or Category) wherever necessary. The requirement once notified is adhered to till the last admission is done under this category. The admissions under Sports Quota are done in two stages. In the first stage students are required to clear a fitness test. And after this, only those candidates who clear the fitness test are then allowed to appear in the trials conducted by the college for different games.

The students are evaluated on two different aspects. They are given marks out of 40 on their best performances of the last three years following a table approved by the University. This table is approved by the University on the recommendation of the Delhi University Sports Council (DUSC). Rest marks out of 60 are assigned by the experts in the Admission Committee on the basis of the performance of the candidates during the trials. A merit list is then prepared after adding the marks obtained in the two categories.

**Policy to carry out counselling for subject allocation:**

At this stage however, another rule of the University under which an allocation of 5% admission seats to each course adds up to the difficulty of admissions to be done under Sports and Cultural activities quota. To address this difficult problem a **Special Admission Committee** has been formed by the Staff Council consisting of members from both kinds of activities and this Committee takes up the challenge of counseling the students and finally approving the recommendations for admissions and still abiding by all the policies of the University in this regard as far as possible. The Special Admission Committee plays a crucial role of providing a common platform for Sports and Cultural Activity members who then arrive at a consensus.

**Policies for Cultural Activities**

- The Culture Council, Kirori Mal College, was set up in 1998 to formulate and administer a common policy for the various cultural societies of the College. At that point, the college's cultural societies, while regarded as amongst the best in Delhi University, functioned as segregated units that focused on their particular field of cultural activity with little or no formal interaction amongst themselves. It was decided to form a coordinating body that would spell out a broad framework of comprehensive guidelines for the smooth and equitable functioning of all cultural societies, with care being taken to ensure that these best practices would be applied uniformly across all societies and, at the same time, take into account the differing nature of their activities and needs. To the best of our knowledge, Kirori Mal is the only college that has a body such as the Culture Council which envisions and monitors a comprehensive model of cultural vision and practice in the educational institution.
- In the initial phases, the Culture Council collated the best practices of each society in a set of common principles that would govern the functioning of these societies without impinging on the freedom of each to determine what is best for itself. The existing model of democratic functioning where students determined the programmes of the societies in close coordination with staff advisors became a cardinal principle. Today, the Culture Council enables the following cultural societies to work with a shared vision and common procedure in carrying out their particular cultural work:

1. Drama	The Players
2. Music	Musoc
3. Debate	Debsoc
4. Fine Arts & Photography	FAPS
5. Film Appreciation & Practice	Montage
6. Dance	Sensation
7. Cultural Exposure	SPIC-MACAY

Of these, 'Montage' and 'Sensation' were begun through proposals mooted by the Culture Council.

- The Culture Council is comprised of the Staff Advisors of the above-mentioned cultural societies. Its primary areas of focus are:
  - a. Special (ECA) Admissions, on the basis of cultural talent (Extra-Curricular Activities Admissions);
  - b. Budget Allocations to various societies (depending on the nature of the work these do and expenditures incurred);
  - c. Maintaining a database of student membership and award of attendance benefits;
  - d. Facilitation of common expenditures for outstation travel, annual awards, purchase of equipment, and workshops.
- The Culture Council has been especially helpful in supporting the work of cultural societies by provisioning a shared fund for the purchase (and maintenance) of special equipment on a rotational basis. This has led to the Kirori Mal College cultural societies being relatively better equipped (musical instruments, stage lighting equipment, wooden platforms, etc.) than their counterparts in other colleges. The Culture Council has also ensured that fair and uniform criteria are invoked when it comes to subsidizing the outstation tours and the allocation of attendance benefits (as per University rules) to all students of cultural societies.

**Extra-Curricular Activities Admissions:** Admissions are provided to specific cultural activities through a fixed number of seats – totalling 20 – allocated to each. The societies connected with these activities are responsible for evaluating candidates and making recommendations to the college for the allocation of courses.

a. Theatre (The Players)	6 seats
b. Music (Musoc)	6 seats
c. Debate (Debsoc)	4 seats
d. Fine Arts and Photography (FAPS)	4 seats (ideally, sub-divided as 2 each)

It should be noted that these seats are the maximum permitted in each cultural activity. The college is not obliged to fill these seats if suitable candidates are not found.

We take pride in the fact that the mechanism of Auditions/Trials evolved by the Culture Council for Special Admissions (ECA) is far more rigorous and transparent than even envisaged in the guidelines issued by the University a few years ago regarding these. This is so for primarily two reasons.

One, we do not regard ECA admissions as merely a facility that is extended to ‘reward’ cultural talent by providing some relaxation in academic criteria for admission; at Kirori Mal College, ECA admissions are a means to ‘invest’ in maintaining the college’s high standards of cultural production by selecting candidates on the basis of their cultural merit.

Two, candidates are evaluated as much for their future potential as their past achievement, with a view to maximizing their participation in cultural activities over their next three years in college. This is the reason why students admitted under the Special (ECA) Admission category have had a major hand in their society's achievements over the last several years.

These Admissions/Trials are spread across a period of two days for each cultural activity, through successive rounds of varied and more rigorous testing. Current students play an active part in organising the process, and also participate in determining the specific and all-round abilities of candidates. As a policy, testing is not done behind closed doors; guardians are encouraged to attend the auditions/trials of their wards, and of other candidates as well, with a view to increase transparency and demonstrate the fairness of the procedure.

(See Annexure 5.3 for details of Audition/Trial procedures displayed on the college website for prospective candidates.)

- Workshops and training sessions conducted by practitioners in the field too are organised regularly.

Societies stay in touch with alumni who often drop in to share experiences of their time at the college, thereby helping build a sense of institutional memory and solidarity. Alumni who practice in the cultural field often volunteer their time to train current student batches in areas of their expertise. Social media (especially Facebook pages) is a common method by which communication is maintained with the alumni. Often, it is the approval of the alumni that functions as a powerful motivator to current students.

#### **Policy to promote other academic, semi-academic co-curricular activities**

The college encourages every department to organise academic events and festival to carry out semi-academic and co-curricular activities through their own society called **Seminar Society** that is mandatorily constituted by the respective teachers-in-charge. Students are elected/nominated as the office bearers for this Society who work under the guidance of a teacher. These Societies organize year round activities such as holding Seminars, Lectures, Discussions in addition to organizing inter-college Annual Festival where academic/semi-academic/fun events such as Quiz, Debates, Essay writing, Paper presentation and other innovative competitions/games are organized.

Each of these Societies also organize **Freshers' welcome** to greet the fresh batch and **Farewellfunctions** for the outgoing batch of students where they put up cultural shows and performances.

The college also has a very active gender forum to discuss, debate and analyse gender related issues and above all to create gender sensitivity and a gender-just atmosphere in the institution.

#### **Additional policies in support of the activities mentioned in this section:**

Institutional support is also provided in terms of attendance compensation for classes that students may miss for participating in various Sports and Cultural activities (such as training camps, meets) and competitions. Similarly, extension of assignment submission deadlines and re-scheduling of class tests (for internal

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assessment requirements) are also done in such cases.

**5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT /Central /State services, Defense, Civil Services, etc.**

College Faculty helps to students in preparing for competitive exams in addition to the teaching learning methods class test-numerical based, discussions, presentations, assignment and tutorial classes adopted by faculties. Beside this students are free to ask their query to any teacher of concern any time in the college.

**5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)**

**Career Counseling:**

- The College has well established society devoted to guide and nurture students for their prospective career. **The Avenue – Placement cell** Of Kirori Mal College was able to fulfil the dream of students being placed in reputed organizations with the continuous efforts and support of the teachers and the team. In 2011 an internship program was conducted by Ernst and Young for the third year students to make them feel the dynamics of business environment. In a tie up with Zion Education, Placement cell organised group discussion and final interview training sessions which helped students not only in placement but also helped in increasing their interactive skills. The society organized youth and leadership conflux- levitate 2015, a first of its kind event held anywhere in DU, to aid the students in broadening their career pathways, held from 23<sup>rd</sup>-25<sup>th</sup> February, 2015. Team levitate organised seminars by eminent personalities along with conducting an internship and education fair simultaneously, and was a huge success with the footfall exceeding over 5000 participants from Delhi University. In 2011 Mr. Vikash Gupta and Mr. Kshiti Chaudhary were successfully placed in future first with an annual package of 8.3 lakhs. Reenu Jain and Anukriti Bhisen, after facing more than 5 rounds of video-conferencing interviews, successfully got offer letter from Google which is known to have the best working environment. The placement cell has its official blog [cpckmc.blogspot.com](http://cpckmc.blogspot.com) in order to update the students.
- Various departments organize talks and seminars for career guidance in the respective fields.

**Academic Counselling:**

- The Admission Committee constitutes a help-desk/counselling team to help the students regarding the choice of stream and subjects during the admission process.
- Orientation program is organized by all the departments in the college for first year students in beginning of each academic session.
- Workshops/ Seminars are organized time to time to impart knowledge of ongoing research and current developments in various fields.
- The college faculties are always available to resolve issues related to academic difficulties.
- The students are facilitated to do projects under guidance of our faculties (KMC- Innovation Projects, allowed to work in the existing laboratory of the college).



- The students are also encouraged to visit and communicate other institutes of higher learning and participate in workshops, conference and summer/winter programs organized by such institutes.

**Personal Counselling:**

- Teachers are available for the personal counselling of students whenever required.

**Psycho-Social Counselling:**

Parivartan-The Gender Forum of the college organizes various activities time to time:

- Organized a Series of workshop/presentation and discussion on **Love and Technology**. It tried to understand the ways in which the youth relate with technology in their day to day lives and how this defines their inter-personal relationships.
- Discussions on Gendered and Sexual Violence were organized which was largely triggered by the *Nirbhaya* case.
- An intense workshop with a closed group of members to critically explore the role of gender-based norms in our own lives. The resource person was Anusha Hariharan, Delhi based gender rights activist and expert.
- Conducted a workshop based discussion on body, gender and sexuality in today's times entitled '**What's the Fuss All About?**' This was a lively, engaging and charged session attended by a large number of students from our college and across the university.
- The play '**Room for Doubt**' on the working of a committee on Sexual Harassment was staged in a programme we co-organised with The Players-theatre society of the college. The very important issue of sexual harassment in the workplace and in educational institutions was raised very effectively. Students and teachers of the College and other colleges participated in the event. A discussion was led by one of the directors Anuj Chopra and Dr. Vinita Chandra of the Gender Forum of Ramjas College.
- '**Gender and Space**' – A Workshop , through which Parivartan members learnt about how gender, class and power structure and work in close conjunction with space and architecture, and the interesting implications and questions that emerge from this.
- The Annual festival 'Nazariya 2015' was organized on the theme '**Fifty Shades of Appearances: Masks and Mirrors**'. A Panel discussion on how appearances inflect and shape our everyday negotiations and how they revolve crucially around questions of gender, colour, respectability etc. The participants were Students and teachers from across the University.
- The NSS unit launched a signature campaign against 'Campaign Against Drunken Driving' and presented a street play on the same issue in North Campus.

**5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).**

**The Avenue – Placement cell** Of Kirori Mal College is a well- established society devoted to guide and nurture students for their prospective career. It was able to fulfil the dream of

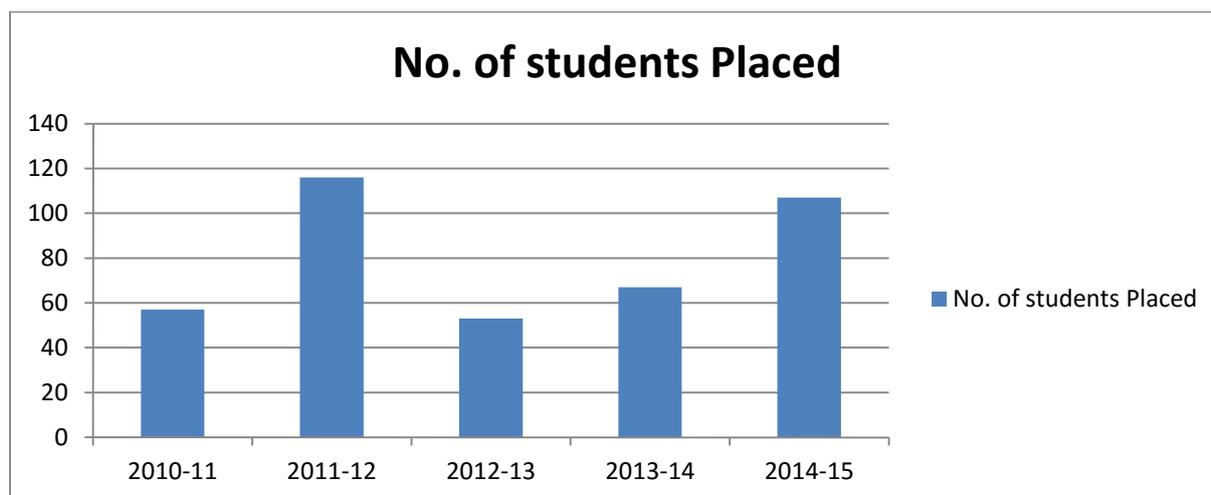
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students being placed in reputed organizations with the continuous efforts and support of the teachers and the team. The placement cell has its official blog cpckmc.blogspot.com in order to update the students. In 2011 An internship program was conducted by Ernst and Young for the third year students to make them feel the dynamics of business environment. In a tie up with Zion Education, Placement cell organised group discussion and final interview training sessions which helped students not only in placement but also helped in increasing their interactive skills. The same year Mr. Vikash Gupta and Mr. Kshiti Chaudhary were successfully placed in future first with an annual package of 8.3 lakhs. Two students-Reenu Jain and Anukriti Bhisen, after facing more than 5 rounds of video-conferencing interviews, successfully got offer letter from Google which is known to have the best working environment. The Placement cell organised their first youth and leadership conflux- levitate 2015, a first of its kind event held anywhere in du, to aid the students in broadening their career pathways held from 23<sup>rd</sup>-25<sup>th</sup> February, 2015. Team levitate organised seminars by eminent personalities along with conducting an internship and education fair simultaneously, and was a huge success with the footfall exceeding over 5000 participants from Delhi University.. Competitions like “colour corp”, “levitate doodle”, **Young Turks**”, “Knotty Tussle”, and a MAAC workshop were also held. So far The Avenue witnessed placements of many students over various companies every year, a summary is projected in table 5.6 and figure 5.4.

**Table 5.6: Students placed from the college campus in last four years**

Year	Company	No. of students placed	Total No. of students
2010-11	KPMG	10	57
	WIPRO	8	
	ERNST & YOUNG	5	
	ERNST & YOUNG (Internship)	1	
	FUTURES FIRST	2	
	EVALUESERVE	11	
	GANDHI FELLOWSHIP	2	
	DELOITTE	4	
	GENPACT	5	
	ACCENTURE	2	
	PROTIVITI	5	
GOOGLE	2		
2011-12	KPMG	6	116
	TEACH FOR INDIA	1	
	TECNOVA	4	
	EVALUESERVE	8	
	THE SMART CUBE	3	
	WIPRO	62	
	GENPACT	31	
FUTURES FIRST	1		
2012-13	KPMG	13	53
	UBS	4	

	E&Y	3	
	HERO MAJESTIC	8	
	GOOGLE	1	
	PROTIVITI	2	
	S&P Capital IQ	1	
	Cians Analytics	3	
	ZOMATO	3	
	EVALUESERVE	15	
<b>2013-14</b>	UBS Verity	2	<b>67</b>
	EYGBS	6	
	ZS Associates	3	
	Oberois Hotel	1	
	KPMG	6	
	The Smat Cube	3	
	Evalueserve	9	
	Oberoi Hotels	1	
	Genpact	26	
	Libsys	6	
	Decathlon	4	
<b>2014-15</b>	ERNST AND YOUNG	8	<b>107</b>
	UBS VERITY	7	
	Z S ASSOCIATES	10	
	KPMG	4	
	EVALUESERVE	5	
	WIPRO	11	
	D E SHAW (for passouts)	1	
	SMARTICAN	1	
	ICICI Prudential	4	
	Axis Risk Consulting	6	
	V.K. Arora	5	
	EY India Risk	3	
	S&P Capital IQ	1	
	Genpact	22	
	Majestic Auto	3	
	NIIT	13	
	PwC Articleship	2	
PwC - Cyber Security	1		



**Figure 5.4: Number of students placed to various companies through placement cell.**

**5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.**

The college does have a student grievance redressal cell managed by Proctorial Committee. The committee is a law and an order body of the college for ensuring discipline among students in the college. It basically looks after the campus and makes sure a disturbance free environment of the campus. Complaint boxes are also placed in the college.

**5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?**

- The Internal Complaints Committee (ICC) has been constituted in the college under “**The sexual harassment of women at workplace (prevention, prohibition and redressal) act, 2013**” referred to as “**The Act. 2013**”.
- University of Delhi has notified that the provisions of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 and the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Rules, 2013 supersede the University Ordinance XV-D. The Act, 2013 is an Act to provide protection against sexual harassment of women at workplace and for the prevention and redressal of complaints of sexual harassment and for matters connected therewith or incidental thereto.
- Any aggrieved woman may make, in writing, a complaint of sexual harassment at workplace to the Internal Committee if so constituted, or the Local Committee in case it is not so constituted, within a period of three months from the date of incident and in case of series of incidents, within a period of three months from the date of last incident.
- All the members of the ICC meet regularly to discuss ways and means to prevent any incident of sexual harassment in college campus. Besides, the ICC meets on need basis to address any complaints from students and faculty members and takes necessary action.
- **The college has a zero tolerance policy towards any such transgression.** The college is committed to provide a safe and conducive work and academic environment to students and its employees. We at KMC are extremely alert to matters pertaining to any kind of harassment and gender sensitivity.

- Earlier the college implemented the provisions of the Ordinance XV-D from the time it came into inception and has always had a Gender Sensitising Committee and a Complaints Committee to provide a gender just atmosphere and complaints redressal mechanism. The various complaints committees, which had representation from teachers, students and karmacharis according to the provisions of the Ordinance, had over the years taken up complaints, held enquiries and made their recommendations in a judicious manner. The Gender Sensitising Committees were constituted with elected student members from each class.
- Parivartan – the Gender Forum of the college also works amongst the students to sensitise students about gender issues and remains vigilant about any gender violation or harassment that any member of the college community may face.

**5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?**

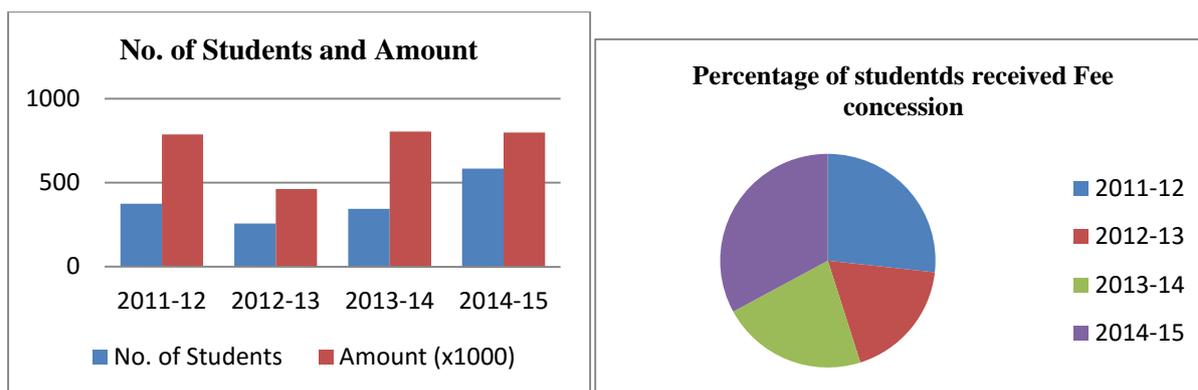
The college has Proctorial Committee, is a law and an order body of the college for ensuring discipline among students in the college. It basically looks after the campus and makes sure a disturbance free environment of the campus. It is an authority to take action against bad elements. A Proctorial Committee meeting is conducted in the beginning of each new academic session to stop Ragging and an Anti-Ragging committee is formed to make sure this spirit. A proper notice regarding anti-ragging and helpline numbers is put on the college website as well as in the entire college and hostel premises. The college takes pride to mention that no issue has been reported so far related to ragging.

**5.1.13 Enumerate the welfare schemes made available to students by the institution.**

- The college has a fee concession committee comprising faculty members of the college which recommends and ensures timely disbursement of fee concession to needy students. Students apply for fee concession is interviewed by fee concession committee. The data in table 5.7 shows the number of students got fee concession and the same is represented in figure 5.5.

**Table 5.7: Data of fee concession availed by the student**

Year	No. of Students availed fee concession	Total strength of the college	% of students availed fee concession	Total Amount Disbursed
2011-12	375	4256	8.81	787853/-
2012-13	257	4244	6.05	462200/-
2013-14	345	4765	7.24	804720/-
2014-15	583	5377	10.84	799100/-



**Figure 5.5: Fee- Concession data.**

- The whole college campus is Wi-Fi enabled whose user id and passwords are issued to the students and teaching & non-teaching staffs of the college.
- The College presently has 1000 plus laptops and 200 plus computers for students.
- It is very important that the health of the students and teachers of our institution should remain healthy for the better functioning of the institution. The gym has a lot of modern fitness equipments as well as well-trained gym instructors. The students can avail this facility without any cost.
- The English Language Proficiency Course has been undertaken in our college despite infrastructure shortage. We run the Basic level course every semester with the help of Department of Adult, Continuing Education and Extension, University of Delhi. It is a self-funded course that aims to impart linguistic proficiency in English as a secondary language. The skills targeted are reading, writing, listening and speaking. Admission to the course is open to all students of nearby Delhi University colleges.
- The college has various cultural societies like theatre society-The Players, debating society-DEBSOC, music society-MUSOC, Film society-Montage, etc. to nurture their natural talents.
- The college also has a placement cell for their career guidance.
- The students can avail concession on rail tickets through the rail-concession form issued by the college for students.
- The students get DTC bus-pass at nominal cost. The bus pass form is duly forwarded by the college authority.
- Photocopy facility is available in the campus near the front gate of the college.
- Students can avail banking facility with the bank inside the college campus.
- Girls' common room.
- Sports Ground.
- Open area named library lawn and Ashoka lawn.
- Canteen facility.
- Boys Hostel.

**5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?**

The Alumni Association is not registered. However, the Alumni association does contribute to student development programmes and to the college infrastructure needs.

## 5.2 STUDENT PROGRESSION

### 5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Every year large number of students go for higher education like M.Sc., M.A., M.B.A., M.Phil., Ph.D., or employment in various job sectors. However it is difficult to furnish exact data as students who have graduated from the college does not report of their whereabouts.

Student progression	%
UG to PG	----
PG to M.Phil.	----
PG to Ph.D.	----
Employed • Campus selection • Other than campus recruitment	<b>Refer to section 5.1.9</b>

### 5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

Programme wise pass percentage of students are given in table 5.8(a), 5.8(b), 5.8 (c) and 5.8(d).

**Table 5.8(a): Pass percentage of the students year 2014-15**

Course	No.of Students appeared	No. of Students Passed	Pass %	No. of Students with ER (%)
B.A.(H) Economics	90	60	66.67	33.33
B.A. (H) English	62	43	69.35	30.66
B.A. (H) Geography	79	70	88.61	11.39
B.A. (H) Hindi	50	37	74	26
B.A. (H) History	50	30	60	40
B.A. (H) Political Science	67	56	83.58	16.42
B.Sc. (P) Physical Science	132	74	56.06	43.94
B.A. (H) Sanskrit	34	18	52.94	47.06
B.A.(H)Urdu	22	16	72.73	27.27
B.A. (P)	140	111	79.29	27.71
B.Com.(H)	109	79	72.48	27.52
B.Com.(P)	91	72	79.12	20.88
B.Sc.(P) Life science	37	23	62.16	37.84
B.Sc.(P) Anal. Chem.	27	13	48.15	51.85

B.Sc.(H) Botany	62	38	61.29	38.71
B.Sc.(H) Chemistry	117	80	68.38	31.62
B.Sc.(H) Maths	80	57	71.25	28.75
B.Sc.(H) Physics	130	104	80	20
B.Sc.(H) Statistics	61	42	68.85	31.15
B.Sc.(H) Zoology	45	36	80	20

Table 5.8(b): Pass percentage of the students year 2013-14

Course	No. of Students appeared	No. of Students Passed	Pass %	No. of Students with ER (%)
B.A.(H) Economics	72	57	79.17	20.83
B.A. (H) English	40	24	60	40
B.A. (H) Geography	40	35	87.5	12.5
B.A. (H) Hindi	40	29	72.5	27.5
B.A. (H) History	49	32	65.31	34.69
B.A. (H) Political Science	55	38	69.09	30.91
B.A. (H) Sanskrit	16	5	31.25	68.75
B.A.(H)Urdu	18	9	50	50
B.A. (P)	91	73	80.22	19.78
B.Com.(H)	96	81	84.38	15.63
B.Com.(P)	80	66	82.5	17.5
B.Sc.(H) Botany	37	16	43.24	56.76
B.Sc.(H) Chemistry	149	148	99.33	0.67
B.Sc.(H) Maths	71	61	85.92	14.08
B.Sc.(H) Physics	128	95	74.22	25.78
B.Sc.(H) Statistics	75	59	78.67	21.33
B.Sc.(H) Zoology	29	19	65.52	34.48
B.Sc. (P) Physical Science	161	97	60.25	39.75
B.Sc.(P) Anal. Chemistry	22	10	45.45	54.55
B.Sc.(P) Life science	36	23	63.89	36.11

Table 5.8(c): Pass percentage of the students year 2012-13

Course	No.of Students appeared	No. of Students Passed	Pass %	No. of Students with ER (%)
B.A.(H) Economics	65	65	100	0
B.A. (H) English	45	44	97.78	2.22
B.A. (H) Geography	36	35	97.22	2.78
B.A. (H) Hindi	26	26	100	0



B.A. (H) History	26	26	100	0
B.A. (H) Political Science	39	39	100	0
B.A. (H) Sanskrit	13	13	100	0
B.A.(H)Urdu	20	20	100	0
B.A. (P)	79	67	84.81	15.19
B.Com.(H)	93	91	97.85	2.15
B.Com.(P)	70	54	77.14	22.86
B.Sc.(H) Botany	27	27	100	0
B.Sc.(H) Chemistry	131	129	98.47	1.53
B.Sc.(H) Maths	59	59	100	0
B.Sc.(H) Physics	192	188	97.92	2.08
B.Sc.(H) Statistics	25	25	100	0
B.Sc.(H) Zoology	18	18	100	0
B.Sc. (P) Physical Science	11	4	36.36	63.64
B.Sc.(P) Anal. Chemistry	9	9	100	0

Table 5.8(d): Pass percentage of the students year 2011-12

Course	No. of Students appeared	No. of Students Passed	Pass %	No. of Students with ER (%)
B.A.(H) Economics	47	45	95.74	4.26
B.A. (H) English	33	32	96.97	3.03
B.A. (H) Geography	49	47	95.92	4.08
B.A. (H) Hindi	36	36	100	0
B.A. (H) History	32	30	93.75	6.25
B.A. (H) Political Science	45	43	95.56	4.44
B.A. (H) Sanskrit	6	6	100	0
B.A.(H)Urdu	19	18	94.74	5.26
B.A. (P)	74	57	77.03	22.97
B.Com.(H)	74	72	97.3	2.7
B.Com.(P)	71	56	78.87	21.13
B.Sc.(H) Botany	28	28	100	0
B.Sc.(H) Chemistry	105	100	95.24	4.76
B.Sc.(H) Maths	34	33	97.06	2.94
B.Sc.(H) Physics	101	96	95.05	4.95
B.Sc.(H) Statistics	23	23	100	0
B.Sc.(H) Zoology	26	24	92.31	7.69
B.Sc. (P) Physical Science	86	40	46.51	53.49

<b>B.Sc.(P) Chemistry</b>	<b>Anal.</b>	<b>26</b>	<b>16</b>	<b>61.54</b>	<b>38.46</b>
<b>B.Sc.(P) Life science</b>		<b>26</b>	<b>14</b>	<b>53.85</b>	<b>46.15</b>

### **5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?**

Students are encouraged to pursue higher education and apart from regular class interactions, many teachers provide specific guidance to students in tutorial classes, extra classes or through personal interaction for their success in postgraduate entrance examinations. They also discuss with students and answer their queries about the nature of postgraduate courses in different institutions, places to apply to, career opportunities and all such related issues. Teachers also write recommendations for current and earlier students applying to universities abroad (or in national institutions where such recommendations are needed).

Many students at the stage that they pass out of college are quite unsure of the career that will suit them. They also have dilemmas whether to apply abroad or pursue their post-graduation study in the country. They also discuss issues of shifts from their parent discipline to a different or a more interdisciplinary area. The teachers thus often perform a counselling role for these students to help them decide their future course of action according to their strengths, competence, motivation and predilections.

All the departments are actively involved in conducting of the seminars/ lecture series which are largely managed by the students of the respective departments.

Avenues - the placement cell of the college facilitates students' job placements through campus interviews and other such efforts.

### **5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?**

The faculties of the college are available and ready to extend support in order to improve the understanding and knowledge of the student if they are at risk of failure and drop out. Such students are provided with simplified lecture notes, extra classes (both theory and practical). Counselling is done to make them aware of techniques of learning process. They are also provided with sample questions.

## **5.3 STUDENT PARTICIPATION AND ACTIVITIES**

### **5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.**

The students are encouraged to participate in activities beyond the classroom learning. These activities can be classified under four distinct categories

- **Sports and Games,**
- **Cultural activities**
- **Academic activities**

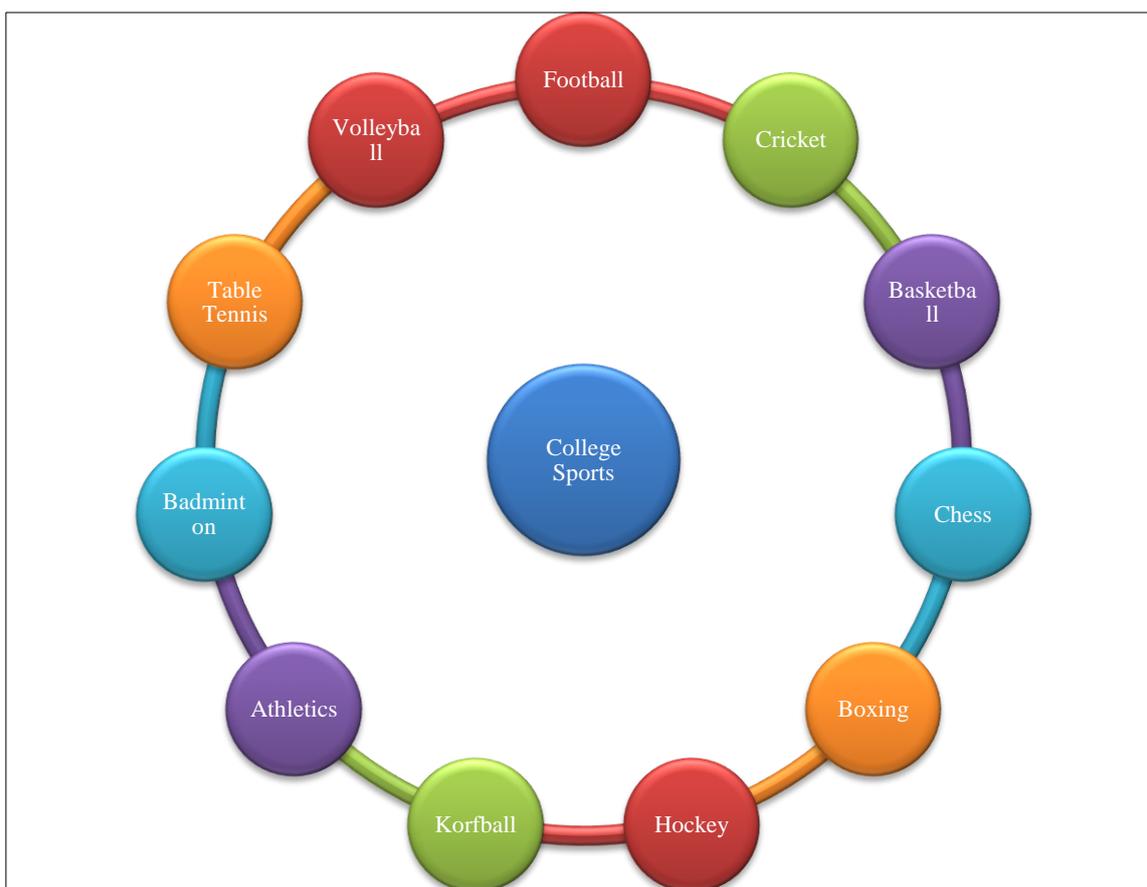
- **Activities under National Programmes**

- **Sports and Games**

Kirori Mal College has a great tradition of promoting sports among its students. In its initial years the college established itself as a college where sports-loving students were given the desired space, attention and encouragement. Sports students have since then been traditionally giving this college a definite preference over others because of the way the college administration were and are still known to respond to their specific concerns, needs and sensibilities. To promote the culture of sports among students, Delhi University has adopted a policy enabling a mandatory provision of having sports-quota for the sports students at the time of admissions in the colleges. Under this policy the colleges were expected to take up responsibilities to meet the specific needs of those who wanted to pursue sports during their stay in the college. It is exactly for this reason that students who are able to secure admission on the basis of sports criteria are expected to excel in the sports along with their academic studies in which they are given admission into. Since these students are generally highly motivated towards their chosen games, besides providing them the required sports facilities they have always depended on some crucial support for their academic studies. The role of the college administration perceived by the sports students on such issues have always remained at the centre while they look for making a choice of a college. Kirori Mal College, over the years, has evolved ways and means to satisfy such needs and requirements of students admitted under the sports category. Sh. Harbans Sarin, who served the college as a Director of Physical Education during almost the second half of the twentieth century was a respected name in this regard among students who wanted to pursue sports. He was a Hockey player himself but he took interest in promoting several other sports in the college. He was known for his intuitive sense of discovering sports talent among the students and was very popular in the national and international sports circle. He was instrumental in putting the sports activity of the college beyond the boundaries of the college, university, state and the nation. After his retirement Dr. Pramod C Sharma and Dr. Benu Gupta have continued their efforts in the same way.

The College facilitates many games for the students.

See Annexure 5.1 for Participation in Various sports and Games competitions like Inter College, Inter University, National and International.



**Figure 5.**

The college has excelled in many sports during different periods of its evolution. While initially it had an excellent team of wrestling later on the college was known for producing notable performers in the games of Boxing, Hockey, Volleyball and Athletics. Recently our Basketball, Korfball and Chess teams have also shown enough promise and have made their mark at the national and international circuit. At some stage or the other it has also been able to produce excellent performers in the Gymnastics, Badminton and Table Tennis games.

The college is proud of producing several great sports persons. The college is still in the process of identifying its alumni from the sports category.

The following table, although not an exhaustive list but nevertheless displays names of some of our alumni who have made their mark in the sports world and have earned well deserved internationally recognition.

- **The Arjuna award Winner: M K Kaushik (Hockey)**
- **Dronacharya Award winner: M K Kaushik (Hockey), Raj Singh (Wrestling)**

**Table 5.9: Following players have also represented India at some stage of their career**

S.No.	Sports and Games	INTERNATIONAL
1.	Athletics	<ul style="list-style-type: none"> <li>• Amit Khanna – represented India 100 metres in <b>Asiad</b></li> <li>• Harkamal Singh – 400 metres in <b>Asiad 1978</b> got <b>Silver Medal</b></li> <li>• Praveen Jolly – 110 metres hurdle 1982 <b>Asiad Bronze Medal</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Pradeep Mathur – <b>Asian Veteran Athletics Championship 2015</b>, won <b>Gold Medal in Discus throw</b> and would be representing India in World Champion Ship 2016.</li> </ul>
2.	<b>Boxing</b>	<ul style="list-style-type: none"> <li>• Rajeev Dhankar – India, Dalbir Singh, Gaurav Vidhuri, Pawan Goyat</li> </ul>
3.	<b>Football</b>	<ul style="list-style-type: none"> <li>• Gurinder Pal Singh Gill, Arunesh Sharma, Surendra Kumar, Peter Charles, Pawan – <b>under 19</b></li> <li>• Nitin Meal – <b>under 14, under 16,</b></li> <li>• Ritesh Chhawri – <b>Rural International</b></li> </ul>
4.	<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• Stya Narayan Sharma – <b>1962 in Moscow,</b></li> <li>• Ramniwas – 1969</li> <li>• Pratap Rana – 1971</li> </ul>
5.	<b>Wrestling</b>	<ul style="list-style-type: none"> <li>• Raj Singh – <b>Dronacharya award,</b></li> <li>• Rajender</li> </ul>
6.	<b>Hockey</b>	<ul style="list-style-type: none"> <li>• M K Kaushik - <b>Arjuna and Dronacharya award winner</b> Hockey</li> <li>• Yogendra Rawat – <b>Junior world cup</b></li> </ul>
7.	<b>Chess</b>	<ul style="list-style-type: none"> <li>• Rahul Sangma – International Master</li> </ul>
8.	<b>Basketball</b>	<ul style="list-style-type: none"> <li>• Harsharan Singh Sethi, Kamal Jaitley, Jaswinder Singh (Renu), Sarabjit Singh, Narender Gupta (Nandi)</li> </ul>
9.	<b>Korfball</b>	<ul style="list-style-type: none"> <li>• Lalit Pal – <b>Under 23 Asian OCEANIAN championship,</b></li> <li>• Aanchal Jain – <b>Under 23 World championship,</b></li> <li>• Savita Sheokand – <b>Under 23 World championship</b></li> </ul>
10.	<b>Cricket</b>	<ul style="list-style-type: none"> <li>• Mohan Chaturvedi - <b>Under 19 and U 19 world cup,</b></li> <li>• Ravi Sehgal - <b>Under 19,</b></li> <li>• Gautam Vadera – <b>Under 19,</b></li> <li>• Ankit Rawat – <b>Under 19</b></li> </ul>

### Cultural Activities

The College is not only well equipped with academic facilities and support but it also caters inherent creativity, hobbies of students and extends platform to enhance and improve their natural ability. This is achieved through various famous societies for extracurricular activity dedicated for the purpose.

- **THE PLAYERS**, the **theatre** society of Kirori Mal College, was founded in 1957, is now in its 58th year of continuous activity. It has to-date produced over 274 plays (including 41 theme Plays started in 1998) in English and Hindi, in modes that comprise stage plays and street plays, of both Indian and international classics as well as self-scripted texts. It provides hands-on training in a variety of performative skills – acting, direction, stage lighting, scripting, performance analysis. THE PLAYERS has always had a panel of staff advisors available to guide students’ work by functioning as a critical and creative sounding-board. A crucial focus of THE PLAYERS is to use theatre not simply as an extra-curricular opportunity for students to channel their creative expression through performance modes, but as a mode of ‘knowing’ and interrogating the worlds they inhabit and also making the pleasure and the power of theatre available to as many students as possible in college. It conducts a general workshop on speech, movement and conflict-exploration at the beginning of every academic year. Much of the rehearsal period is dedicated to the close examination of texts and meanings, and try-outs of the most effective performative modes.

The majority of plays done by THE PLAYERS focus on situations that have contemporary traction, or with issues that need to be examined afresh. These plays

are first evaluated through an internal audit done by all members of THE PLAYERS before being taken outside for a wider viewing. Care is taken to ensure that each member gets a reasonably stimulating opportunity to be part of at least one play. The aim is to get everybody to try their hand at everything during their three years at college, on the simple principle that the pleasure of a job done well is its own reward.

THE PLAYERS strives to make its theatre available at no-cost or actual-cost to institutions and groups outside its ambit of performance. As a result, our students have performed at schools, NGOs, theme-based seminars and academic programmes; in other words, wherever a social benefit can be perceived. THE PLAYERS also constantly organises workshops and intensive training sessions conducted by theatre practitioners (from India and abroad) for its members as a way of initiating them into current practices in the field.

The 'achievements' of THE PLAYERS in the conventional sense are too many to count – the group has won several theatre awards in intra and inter-University theatre competitions over the years. It has often been commissioned to create theatrical pieces for special interest groups, as well as to show its work in performance departments at, for instance, the FTII, the Dept. of Theatre (University of Hyderabad), and the School for Arts & Aesthetics (JNU). It would not be an exaggeration to say that it is known as one of the best college theatre societies, not only in the University of Delhi but also across the country, for the quality and range of its work in the theatre.

The society can rightly be credited for having inspired many of its members to take up theatre, cinema and television as a career option. The list of alumni of THE PLAYERS, Kirori Mal College, who have gone on to join theatre and cinema professionally includes well-known names such as Rajinder Nath, TP Jain, Kulbhushan Kharbanda, Amitabh Bachchan, Dinesh Thakur, Ravi Baswani, Hemant Mishra and Satish Kaushik, among others. The tradition has continued with more recent alumni from the late 1980s to the present, such as TV actors Ashiesh Roy, Gurpal Singh and Vikram Kochhar; film and TV directors Umesh Bist, Vijay Krishna Acharya, Habib Faisal, Tarun Bhartiya, Nandan Saxena & Kavita Behl, Kavita Joshi, Nakul Singh Sawhney and Shaunak Sen; theatre directors Amitesh Grover and Imran Khan; actors Ajai Rohilla, Sushant Singh, Siddharth Suryanarayan, Mohd. Zeeshan Ayyub, Tushar Pandey, Anant Sharma, Divyendu Sharma, Ashish Verma and Mallika Taneja; lyricist Raj Shekhar; script writers Akshat Varma, Himanshu Sharma and Gaurav Sinha; editor Manas Mittal; production head Sunil Pandey, casting director Abhishek Banerjee, Radio Jockey Jonathan Brady ('Khurrafati Nitin'), and scores of others involved in performance and production. Students have regularly gained admission to National School of Drama, Film and Television Institute of India, MCRC, Jamia, Milia Islamia, School of Arts and Aesthetics, JNU, and Satyajit Ray Film and Television Institute, among others. Several alumni have joined other fields such as journalism (for instance, eminent journalists Saeed Naqvi, V M Badola and Anand Sahay, among others), media (Richa Sahai, Divya Chowdhury), performance ethnography (Devendra Sharma, Irfan Zuberi) or academics (Dwijen Rangnekar, Amrita Pande, Saikat Ghosh and Keval Arora (theatre critic and faculty member, Dept. of English, KMC, and also a staff advisor of THE PLAYERS). Indeed, alumni of THE PLAYERS can be found prominently in the government, banking, corporate and voluntary sectors.

It has earned a nation-wide reputation as a premier campus theatre society for the quality of its modern, progressive and exciting theatre.

- **DEBSOC** – The **Debating** Society of Kirori Mal College was established in 1958 under the guidance of the legendary Frank Thakurdas and has functioned continuously for 57 glorious years. . It has been one of the oldest debating societies in the University and over the years has earned prestige and fame in the national debating circuit. The society is bilingual and has both English and Hindi debating sections, unified under one administrative structure. DEBSOC is an open society and any students of the college can desire to become a member but final membership is granted through trials. Only after a period of their regular participation and training we conduct trials to determine membership.

The objectives of the society are:

- 1) It strives to inculcate the spirit of rational argumentation, speech and dialogue.
- 2) It strives to live up to the best traditions of liberty and freedom of speech, enshrined as fundamental rights in our constitution.
- 3) It promotes awareness of national and international issues – political, economic and social – and encourages its members to introspect on these from widely different and contested viewpoints and perspectives.
- 4) It trains its members to develop quick presence of mind and learn tactics of rebuttal, strategies of negotiation and techniques of withstanding opposition pressure by simulation of real dispute situations in a national or international context.
- 5) It also promotes knowledge of history and a sense of viewing the present in its historical context by simulating issues of past contestation or current issues, which have a strong historical background.
- 6) It encourages the spirit of cultural diversity by choosing to debate and discuss issues of varied cultural contexts and standpoints.
- 7) It promotes amongst its members a basic literacy of law and constitution to enable them to form a perspective on citizenry rights and human rights issues and examine contested domains from alternative legal standpoints.
- 8) It promotes a culture of reading and strives to inculcate a sense of literary imagination amongst its members and its expression in public speech.
- 9) It also trains students in the art of semantics and the play of language and debate at an abstract terrain of purely ideational, philosophical or symbolic significance.
- 10) It trains students how to interpret and expand a given motion/topic in the widest possible manner and to develop alternative textual and substantive meanings.
- 11) It trains each student to argue on a motion from polar opposite sides and thus develop the internal logic and nuances of the perspectives and standpoints, which they may not personally support. This has tremendous significance in developing their personalities because it trains them to understand and comprehend opposition viewpoints and thus makes them both skilful negotiators and adjusters in hostile and alien situations.

- 12) It pays special attention to members who have come from relatively disadvantaged socioeconomic background and through training and exposure often transform their personalities and enables them to face the external competitive world.
- 13) It also encourages students to be adjudicators of debates and thus imparts in them a training of careful listening, impartiality and objectivity.
- 14) It trains students in rigorous organisational work including mobilising funds, managing accounts, maintaining schedules, organising festivals and meets and overseeing all aspects of the regular functioning of the society.
- 15) It develops interpersonal skills among students and prepares them to face tough challenging situations in their future career, whether in public service, civil administration or corporate management, where they have to hold their ground often in a competitive and contested terrain and also have to have the patience of listening to others, convincing them and emerge as leaders in challenging situations.

DEBSOC was one of the first college societies to adapt the parliamentary format of debate, where a two or three member team debates on a motion given on the spot. Not only does a team get very little time to prepare because maximum 15 or 20 minutes preparation time is given after revealing the motion, the side they will speak from (supporting or opposing the motion) is also decided by toss, fait accompli. Further, the debate happens in several rounds with speakers alternating from both sides and the point of winning the debate depends on not only the arguments presented by the team on its own but equally how well they have been able to counter the arguments of the opposition. A notable long term achievements of DEBSOC is that it is the sole pioneer of introducing parliamentary debate in the Hindi debating circuit. The **regular activities** of DEBSOC include daily rigorous practice sessions for its members, taking part in mock debates, held almost daily, where members debate among each other in both parliamentary and conventional framework, preparing debating motions for mocks and competitions, reading, discussing and sharing information on current issues to improve the members' knowledge base. The **main annual activities** of the society are to organise and conduct inter college debating competitions, including two memorial debates.

The Highlight of the society was its representation in the international debating arena in 2009-2010, with Devna Soni being member of the Delhi University contingent that debated at the prestigious Oxford and Cambridge Universities. Another member, Rajat Rai Handa did exceptionally well on Model UN Front, holding executive board positions at several conferences, and also was invited to chair MUNOG'10-CGS, at Germany, one of the biggest MUN Conferences in Europe. Rohan Chawla participated in the Asians Debate held in Dhaka in the year 2011-2012 and was also ranked highly among the speakers.

- **MUSOC** – The **Music** Society of Kirori Mal College was established in 1984. With its influences ranging across the Indian and western traditions, MUSOC is considered one of the most prestigious and accomplished music societies at the university level. Having won prestigious awards all across the country, MUSOC has a vibrant history of over thirty years of producing some of the most widely acclaimed and popular musicians in the country. In the initial years, MUSOC had two groups – an Indian choir and a western group. However, over the years, the two have blended beautifully together, giving rise to extremely creative fusion music.



MUSOC not only has excellent vocalists, but has also now established an extremely strong instrumental base, both in Indian classical and western music.

The main forte of MUSOC is the choir. The choir pieces have ranged from the indigenous folk compositions in multiple Indian languages, to pure classical pieces. Some of these pieces have been composed by the students themselves with the inputs from the strong alumni base. Each year, though there is emphasis on creating new compositions, there is also a strong continuation of the compositions that have been rendered in the past. This ensures immense continuity and blends the new with the old. The society also has a band combining genres ranging from Jazz funk, Pop/rock, progressive to country music and Indian classical elements to produce a beautiful symphony and create what we term as 'world music'. The band is very well known throughout Delhi University for its exceptional talent and stylistic techniques. It has been winning various inter collegiate competitions for many years.

MUSOC has been nurtured very sensitively with the help of staff advisors, the alumni and new talent that comes in every year. New talent is inducted post a rigorous & transparent audition process which is divided into several extremely competitive rounds and judged by eminent musicians. Once they join, the students go through a rigorous workshop for eight weeks in which the senior students of the society train them in various vocal and instrumental exercises as well as the MUSOC repertoire. All members of the society rehearse several hours every day and also create and improvise new compositions.

MUSOC organises two major annual events – the Fresher's Talent Show, showcasing talents of the new entrants each year and its gala annual concert Surmanjari, along with inter-college competitive events.

MUSOC believes that music is a universal language and all genres are respected. Its objective is to use music not just for creative expression, but also for building holistic perspectives and knowledge. In a fast changing world, MUSOC is continuously striving to sustain our cultural heritage, while promoting new contemporary music.

MUSOC has produced several talented singers, instrumentalists, music practitioners and researchers. Some of the more distinguished names are KK of Bollywood fame, KVS Vinay (Carnatic Violinist), Sumangala Damodaran (music researcher and singer), Tuheen Chakraborty (Indian Ocean percussionist), Valentine Shipley (Guitarist and musician), Subir Malik (initiator of the renowned rock band Parikrama), Sudhanshu Sharma, Gaurav Bangia, Shamit Tyagi, Adhir Ghosh, Anil Chawla, Avinash, Timson Thomas, Robin Mathew, Shiv Ahuja, Avelon Giles Vaz and many others. Three professional bands – Parikrama, Five8 and Jester have originated from Musoc. Several students after passing out have gone to reputed music schools abroad. Students who have graduated from KMC just a couple of years ago such as Digvijay Singh are working with big names like Shankar Mahadevan and have lent their voice in several popular Bollywood films. Our current drummer, Dan Thomas is also the drummer for Guillotine and has recorded an album with them.

- **Fine arts and Photography Society** established to promote and support the Students talents in field of painting and photography. The society organizes fresher talent show where students display their work in the fields of Abstract painting, Merge it all, Clay modeling, Comic strip, Impetus, On the spot Photography, Photo essay etc. Time to time workshops has been organized for students. Renowned photographer Mr. Dinesh Khanna and team of eminent artists like Kiran Sehegal Khullar, Ajay Bakshi and Ratno Rudra from Delhi were the Resource persons. Students are participating in the University campus competitions of North and South as well as other Academic Institutions. Outside the University circuit, members continued to individually exhibit their work in various exhibitions. They are also collaborating with various individual entities in the ART CAPITAL of the city-----HAUZ KHAS VILLAGE.

Our Alumni are doing very well in their fields. **Kshitij Nagar** is doing **freelancing photography, videography** and **Editor in chief** at writing through light. **Tushaant Bansal** is doing his studies in Interior Designing course at Florence Design Academy. **Aanchal Gupta** is working as consultant at Knight Frank Health Indya. **Tanu Sharma** is in Pearl Academy. **Parthiv Goel** is doing freelancing photography and short term projects with DUPC. Short film made by **Medha Singh** won a title of BEST MOVIE in Capital.

- **Montage, the Film Society**-is one of the youngest cultural societies in Kirori Mal College, being established in 2003, however the only college film society running continuously for the last twelve years in Delhi University. The Film Society's primary goal is to spread "Film Literacy". Primary membership of the society is made up of committed students who attend film screenings regularly, take active part in the discussions following each screening, work towards organizing film festivals and show inclination towards and potential for film-making. At the beginning of each academic year, there are focussed screenings and lectures that make the students aware of the complex "Language of Cinema" which goes beyond mere plot or action and is made up of various aspects such as editing, camera work, sound design et cetera and is situated in a wider history of genre, inter-textuality, film-movements, patterns of production and exhibition et cetera. A special attempt is made to invite alumni of the college who have gone on to acquire training in various specialized crafts of film-making and are working as professionals in the field. They share their journey with and conduct workshops for members of the Film Society.

Workshops were organized on "How to make a short film", "How to write a script", "On the Long Take in Cinema", "Documentary filmmaking ". Recent screenings of award winning films are *Kal, 15 August, Dukaan Band Rahegi* (byPrattek Vats), *Punches and Ponytails* (by Pankaj Rishi Kumar), *Izzatnagari ki Asabhya Betiyaan* (by Nakul Sawhney), *Inshallah Kashmir and Inshallah* Football (by Ashwin Kumar).

The Alumni of the society who have made us proud are **Mohit Garg, R K Ranjan**-currently full time film maker/editor, **Karan Singh**- Won National Student Film Award (2014) for best editing in Non-fiction category for the film "Things Missing", **Shaunak Sen**- completing his PhD in Cinema Studies from the School of Arts and Aesthetics, Jawaharlal Nehru University.

- **Sensation, the Dance Society** of Kirori Mal College, was established in the year 2000. The "Sensation" Society has two dynamic dance forms-Western and

Choreography. The **Selection process** to both wings consists of Auditions of first and second year students who register for membership to the society. Auditions consist of two rounds- Choreography and Workshop round. Once new members have been enrolled in each Wing-Choreography/Western, **professional training and workshops** are conducted. Training is given by professional choreographers who are hired for an academic session. The society has participated in various competitions not only within Delhi/NCR but in different colleges across the country and has mostly won first and second position. The society having produced renowned Dancers and Choreographers, some of them are: MAHESH AND ANJU- “Founder, Boogie Woogie winners and Choreographer, MANJU SHARMA “Dance India Dance top 18 Contestant and Choreographer, Late. VIKESH “Part of the film Micky Virus” who won the Boogie Woogie dance competition in the year 2001, ANANT & GAGAN (Finest dancer in hip-hop and breaking), RAJ (trained in BALLET & is now a choreographer), Sudhir Sharma- Part of India’s Got Talent, SUSHIL RAO “Founder of KIMAIRA-The Dance Throne”.

#### **Academic co-curricular activities:**

Departmental Seminar Societies organize Freshers’ Welcome, Farewell Functions to hold and encourage cultural talent shows. Annual events and Festivals are also organized where inter-college participation is encouraged and during these events Quiz competitions, Debates, Essay writing, Paper presentations, Seminar and Lectures are held mostly in the subject related to their respective courses.

There are some activities of interdisciplinary nature that are organized and encouraged by some societies such as **KMC Students Union** and the **Round Table Society**.

- **KMC Students Union** organizes Freshers’ Welcome and Farewell Function and a Mega inter-college Festival called “RENAISSANCE”. Talent shows, Cultural performances and other semi-academic activities such as Debates, Paper presentation and Essay writing are covered during these festivals.
- The **Round Table Society** was formed by the Staff Council to promote interdisciplinary academic events in the college.

‘The Round Table’ brings forth a unique concept – forging linkages across disciplines by fostering critical analysis and co-creation of knowledge. It aims to establish effective networking between different departments and thereby facilitate productive collaboration among them. The mission of ‘The Round Table’ is to apply the insights of academic disciplines to explain various phenomena in the society, thus making the subjects more relevant for the students and to encourage an interdisciplinary discourse among participants on these phenomena.

Most of the students, noted an utter disconnect between the real world and the subject they were studying. It appears, as if, subjects are talking about something extra-terrestrial, rather than illuminating our real world. It is the mission of ‘The Round Table’ to fill this chasm between academics and reality:

- To create cross-departmental linkages and promote collaborative relationships between students.

- To take up thematic analyses of socio-political-cultural issues and increase the number, depth and breadth of such studies over the years of operation.
- To strive to make it more and more diverse and representative by attracting participants from different disciplines.
- To develop an interdisciplinary database that would promote such an interaction and form the foundation for future activities of the society.

‘The Round Table’ could give a competitive advantage to students by providing them with an opportunity to better equip themselves with the events and develop an eye for detail. Such an exchange of ideas would sharpen their observation and refine their analytical skills. The diverse backgrounds of the participants would help create a powerful resource base which could engender new researches and strategic partnerships among different disciplines.

**Student-Founders:** Robin Kumar-B. Com. (H), 2011-14, Prem Pankaj-B.Com. (H) 2011-14

**Staff Advisor :** Dr Rupak Dattagupta, Department Of Political Science

**Table 5.10: Activity-summary of Round Table Society**

S.no.	Event	Schedule	Topic	Speakers
1	<b>Right to Information</b>	February 20, 2014.	The Round Table Society organized a seminar and workshop on ' <i>Right to Information (RTI) and its role and achievements</i> '	<ul style="list-style-type: none"> <li>• <b>Mr. Shankar Singh:</b> a renowned RTI activist.</li> <li>• <b>Mr. Afroz Alam Sahil</b>, a young RTI activist and scholar.</li> <li>• <b>Mr. Subhash Chandra Agarwal</b>, another RTI activist</li> </ul>
2	<b>Youth-o-litics</b>	September 22, 2014	This was listed as one of the best events of the year in the University's calendar, according to DU Beat ranking. The seminar was on-"The Role of Youth in Politics".	<ul style="list-style-type: none"> <li>• Eminent speakers: <b>Mr. Rajat Sharma</b>, chairman and Editor-in- Chief of INDIA TV well known for hosting the famous show AAP KI ADAALAT.</li> <li>• The second speaker was an Indian politician and intellectual member of AAM ADMI PARTY - <b>Mr. Yogendra Yadav.</b></li> </ul>
3	<b>Symposium</b>	23 <sup>rd</sup> and 24 <sup>th</sup> January 2015	Symposium saw the participation of students from various Universities. The event was a four level competitive process of Group Discussion	<ul style="list-style-type: none"> <li>• Mr Ajay Govind :Film maker,</li> <li>• Dr. Hilal Ahmad: Associate Fellow at the Centre for the Study of Developing Societies</li> <li>• Dr. Manoj Jha, Head of Department of Social Work was the judges for the event.</li> </ul>
4	<b>Virtuoso</b>	March 12, 2015	Zistatva- 12 <sup>th</sup> March'15- it was a one-day cultural fest. It delineated the first day of the annual fest VIRTUOSO'15 and intended to accomplish an ethno-cultural exchange of Indian traditional art and heritage.	<ul style="list-style-type: none"> <li>• <b>Mr Satish Gupta:</b> Owner of Zazen Studio</li> <li>• <b>Ms Rathika Ramasamay:</b> India's foremost and first woman wildlife photographer</li> <li>• Guest appearance by <b>RJ Naved</b></li> </ul>

5	<b>India 2020</b>	September 22, 2015.	'India 2020', a vision for India's future	The session saw esteemed dignitaries like: <ul style="list-style-type: none"> <li>• Former Chairperson of Press Council of India- <b>Markandey Katju</b></li> <li>• former Cabinet Minister <b>Subramanian Swamy</b></li> <li>• Academician <b>Dr. Indira Bhardwaj</b></li> </ul>
6	<b>Kalam Ko Salam- Science Day</b>	October 15, 2015	Kalam Ko Salam- Birth Anniversary of Dr APJ Abdul Kalam Celebrated as 'Science Day'	<ul style="list-style-type: none"> <li>• <b>Dr. Biman Basu</b></li> <li>• <b>Dr. Kaushal Sharma</b></li> </ul>

### Activities under National Programmes

#### • **National Cadet Corps (NCC)**

The NCC was established in the year 1948 by NCC Act of parliament. The objective of NCC is to develop qualities of character, courage, comradeship, discipline, leadership, spirit of adventure, sportsmanship, and ideals of selfless services among the youth to make them useful citizens. It also creates an organized, trained and motivated youth who have feelings of patriotism inbuilt in them. They get opportunity to represent college and unit at various platforms and also within college. NCC Cadets can participate in various camps in which they get opportunities to integrate with whole country. In NCC drills they get opportunity to command and lead groups and undergo military training. NCC also gives opportunity to do activities of interest. The Kirori Mal College NCC organizes a number of events. It conducts a drill once in a week in which Cadets are trained physically, mentally and also psychologically. During the drill group discussions and lectures are conducted to build confidence and develop oration skills of Cadets. Second and Third Year Cadets are given ranks which make them more responsible, accountable and legitimate leaders. Working as team, Cadets get chance to live highly social life and it also develops their team spirit. Apart from this there is a trekking funded by college which develops the qualities of adventure and team spirit in Cadets. One of the most inspiring events of NCC is Alumni meet in which the exemplary NCC alumni are invited to motivate and guide present Cadets. NCC is required for the overall development of mind and soul. It also offers many merits which make it legitimate to have NCC in college, these are:

- It inspires youth for selfless service.
- It motivates Cadets to remain physically healthy and fit.
- It produces leaders who can become torchbearers of society.
- It creates a platform to show the skills and talents.
- It imparts moral values, discipline and punctuality.
- It improves the sense of judgment and sense of responsibility.
- NCC offers a life full of exploration, adventure and patriotism.
- It helps in creating healthy, social, creative, patriotic, disciplined citizens.

NCC Cadets are given preference in various Armed Forces, Paramilitary Forces and Police and in various government jobs.

#### • **National Service Scheme (NSS)**

The volunteers of National Service Scheme organize admission help desk in the College during the admission period to help and guide the new comers regarding admission related procedure and issues. NSS also constitute anti-raging squad with an endeavour to make college a ranging free zone. NSS unit organizes blood donation camp in collaboration with blood connect. This is a regular feature of N.S.S. activity. The health club of the unit organized two health check-up camps, in collaboration with Max Hospitals and Pushpanjali Ayurveda, and an eye check-up camp in collaboration with Centre for sight. An initiative on cancer awareness was also taken by organizing a workshop. Three volunteers from KMC NSS took part in Cyclotron which was organized to raise awareness among people for the cleanliness of rivers focusing on Yamuna. The unit organized their first seminar on the role of youth in nation building in which **Mr. Yoganand Shastri**, ex-speaker, Delhi assembly shared his views on the need of student activism. The seminar was followed by a cleanliness drive in the college premises to make our college clean and hygienic. NSS student volunteers had undertaken year-long projects:

- a) **SAHYOG**-Project for the upliftment of construction workers that included adult-literacy, Children's education, health and legal awareness camps for the construction ink workers.
- b) **SAHAYAK**-Project to supports physically challenged students in college by providing readers, writers and escorts to visually impaired students.
- c) **Clean and Green Environments Club**-Activities and educational talks were held on Waste-Management Highly spirited voluntary community service by the students was celebrated in the annual festival SUPATH 2010 by felicitating the student achievers.

### **5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State /Zonal / National / International, etc. for the previous four years.**

- **Cultural Activities:** The members of the different cultural societies of KMC have won numerous prizes each year. An indicative record of their achievement is presented in Annexures 5.4A, 5.4B, 5.4C, and 5.4D.
- **Sports Activities:** The sport students do take part in different sports competitions at All India Inter University Level, Inter College and University Level, National and International Level and come out with outstanding performances. The detail of students achievements are listed in Annexure 5.1.

### **5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?**

- The college takes feedback from its former students. The Performa of the same has been uploaded on college webpage.
- College has undertaken feedback from the students for the issues concerning teaching learning and curriculum
- The suggestions are forwarded through the different committees to the governing body of the college and the instruction thereof, are implemented by the principal.

### **5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.**

The college publishes its annual magazine “New Outlook”. Its editorial board comprises of faculty members and students. In addition to this various department societies bring out their annual magazines. Some other societies also have time to time brought out their magazines in the recent past. Details are as follows:

**Table 5.11: Student Magazines published**

<b>Societies</b>	<b>Magazine</b>
Economics	<i>Oikos</i>
English	<i>Palimpsest</i>
History	<i>Vatayan</i>
Geography	<i>Geoline</i>
Physics	<i>Phyzion</i>
Political Science	<i>Awaaz</i>
FOSTAS (Foreign Students Association)	<i>KM Global Times</i>
Parivartan (Gender Forum)	<i>Parivartan Magazine</i>
NCC	<i>The K M Cadet</i>

Parivartan and the Hindi Society also bring out regular wall magazines and particular wall-spaces have been designated to them for this purpose.

### **5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.**

The college has a student union – The KMC Students’ Union. All students enrolled in the college are members of KMCSU. The office bearers and executive members are elected through annual elections, which are usually conducted parallel to and along with elections to the Delhi University Students’ Union (DUSU). The KMC Student Union is in turn a constituent member of DUSU and two central councillors are elected from the college for the DUSU council.

The KMCSU has the following posts: President, Vice President, Secretary, Joint Secretary, Sports Secretary, Cultural Secretary, Boys’ Common Room Secretary, Girls’ Common Room Secretary, Science Representative, Arts Representative and Commerce Representative.

A faculty member – the Students’ Union Advisor is elected by the Staff Council to guide and oversee the activities of the Union and also to administer financial matters – the budget and funds.

The regular activity of the Union is to take up specific and collective issues of students with the administration. An annual festival *Renaissance* is organized by the Union at grand scale every year.

The regular funds constituting the budget of the Union come from students’ fees; a head particularly designated for this in the annual fees paid by each student of the college. The Union also mobilizes funds through sponsorships, which is mostly used for the festival.

### **5.3.6 Give details of various academic and administrative bodies that have student representatives on them.**

- Special Admission Committee
- Student Faculty Committees

- Student Union
- Development and maintenance committee
- All the departmental societies
- Different Cultural Societies
- Committee for monitoring maintenance and security

### **5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.**

The College interacts with the alumni through the alumni association. The college has a tradition of inviting its alumni on special occasions such as annual and foundation day.

Interaction with former faculty is done through the staff association of the College. They are also invited by the college on special occasions like annual and foundation day. In addition to this they are often invited by their respective departments to deliver special lectures on their area of expertise.

**[Go to Contents](#)**



**CRITERION VI:**  
**GOVERNANCE, LEADERSHIP AND**  
**MANAGEMENT**



## **6.1 INSTITUTIONAL VISION AND LEADERSHIP**

### **6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?**

From a nondescript evacuee building where Kirori Mal College was housed to its present building, the journey is the story of the educationist zeal of its founder, principals and stakeholders. The founding principal of Kirori Mal College, Chaudhary Hardwarilal, on the advice of Seth Kirori Mal, met the Vice Chancellor of University of Delhi to explore the possibility of establishing a girls' college. Miranda House, which had become a problem for the DU administration, was in the mind of Seth Kirori Mal and Chaudhary Hardwarilal. During the discussion, the then Vice Chancellor informed that Nirmala College was a bigger problem for the DU administration. The Vice Chancellor further added that the University would be happy if some secular trust would take it over. The trust agreed. The guiding principle for the vision and mission of Kirori Mal College was decided on that very instance. This was very much in line with the aspirations of Independent India. The vision was to set free the society from ignorance which was as important as the freedom from hunger.

The vision and the mission of the college were underlined by the Nehruvian thinking that a better society was not possible without right education which was always described in terms of modern, scientific, liberal and secular. This emphasis was further elaborated by the committee set by the government of India under the chairmanship of Dr. S. Radhakrishnan. It was stated that a college stands for humanism, tolerance, reason, adventure of ideas and for the search of truth. The college has to impart scientific education without leaving basic values which are the essence of a civilized society. This has to be accompanied by cultural education. The purpose of education was to allow students to evolve in such a manner that they realize their full potential. It is to enable each person to produce something of value to society. Kirori Mal College has always adhered to these principles.

The college believed that a youth transforms into a useful civil unit not only by exploring books but also by participating in other co-curricular and extra-curricular activities. Although the college started with engaging herself in teaching subjects required for acquiring contemporary relevant academic degrees, in its initial years itself the college claimed its popularity by excelling as a place for students of sports. Consequently it has been able to contribute significantly in promoting the desired awareness towards drama, debate and music in the students to make them realize that these traits are also essential components required for integrated development of students. The aspects related to academics too, were never slipped out of attention from the vision of the college. The college boasts of a treasure of its alumni ruling almost the entire spectrum of profession including teaching, bureaucracy, technocrats, science and research, judicial services, politics, economist, sports, film, music and other such areas influencing this country. The college wishes to continue with this vision of producing students equipped enough to be able to choose any area of interest for his/her effective contribution towards our nation in particular and towards serving the humanity in general.

### **6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?**

The college has a structure in place to achieve its vision by implementing its policies and plans through committees. Being a University maintained college, its Governing Body and

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Chairman is appointed directly by the University. The top management body remains the Governing Body with a Chairperson and the Principal as its member Secretary. All executive decisions are carried out in this body. The Principal as its member Secretary ensures its implementation through committees constituted for the purpose. All academic decisions are taken in the Staff Council consisting of the entire teaching faculty as members and the Principal as its Chairperson. As the Principal of the college the Chairperson then assumes the responsibility of implementing these decisions by functioning through committees formed in the Staff Council. The Staff Council and the Governing Body however, takes decisions under the provisions and guidelines set and communicated by the University.

### **6.1.3 What is the involvement of the leadership in ensuring :**

- **the policy statements and action plans for fulfillment of the stated mission**
- **formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
- **Interaction with stakeholders**
- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
- **Reinforcing the culture of excellence**
- **Champion organizational change**

Generally the leadership follow the guidelines received by the University on matters related to administration or teaching. However on issues where there is any scope of formulating a policy, the Governing Body expects the Staff Council to formulate and recommend draft policies and proposed action plans. At this stage the leadership of college, i.e. the Governing Body, takes up the role of an initiator to begin discussion on the issue. The leadership identifies the ideal platform for this discussion and encourages the relevant committee body/committee/council and its members to arrive at a consensus and recommend a definite vision along with a policy statement to carry out its implementation.

- The committees formed either in the Staff Council or by the Governing Body work within the rules laid down by competent authority/University. The leadership works towards clearing all financial and other logistical difficulties that come in the way of the implementation of any policy as decided by the committees.
- The leadership also helps in resolving issues concerning other intra-committee or inter-committee affairs.
- The leadership uses its vision and reasons to decide the timing to involve other stakeholders such as students, non-teaching employees, the guardians or other section of employees whenever it feels appropriate.

### **6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?**

All the committees constituted in the Staff Council are answerable to the Staff Council and they may be asked to submit reports whenever desired. Committees formed by the Governing body are also expected to report to the Governing Body. The Governing Body often constitutes monitoring committees for specific projects. The members are mainly

drawn from the faculty. These committees then interact with the Governing Body on a regular basis.

**6.1.5 Give details of the academic leadership provided to the faculty by the top management?**

The leadership encourages regular meetings of various committees that are constituted by the Staff Council to innovate ways for maintaining and enhancing the academic excellence of the college.

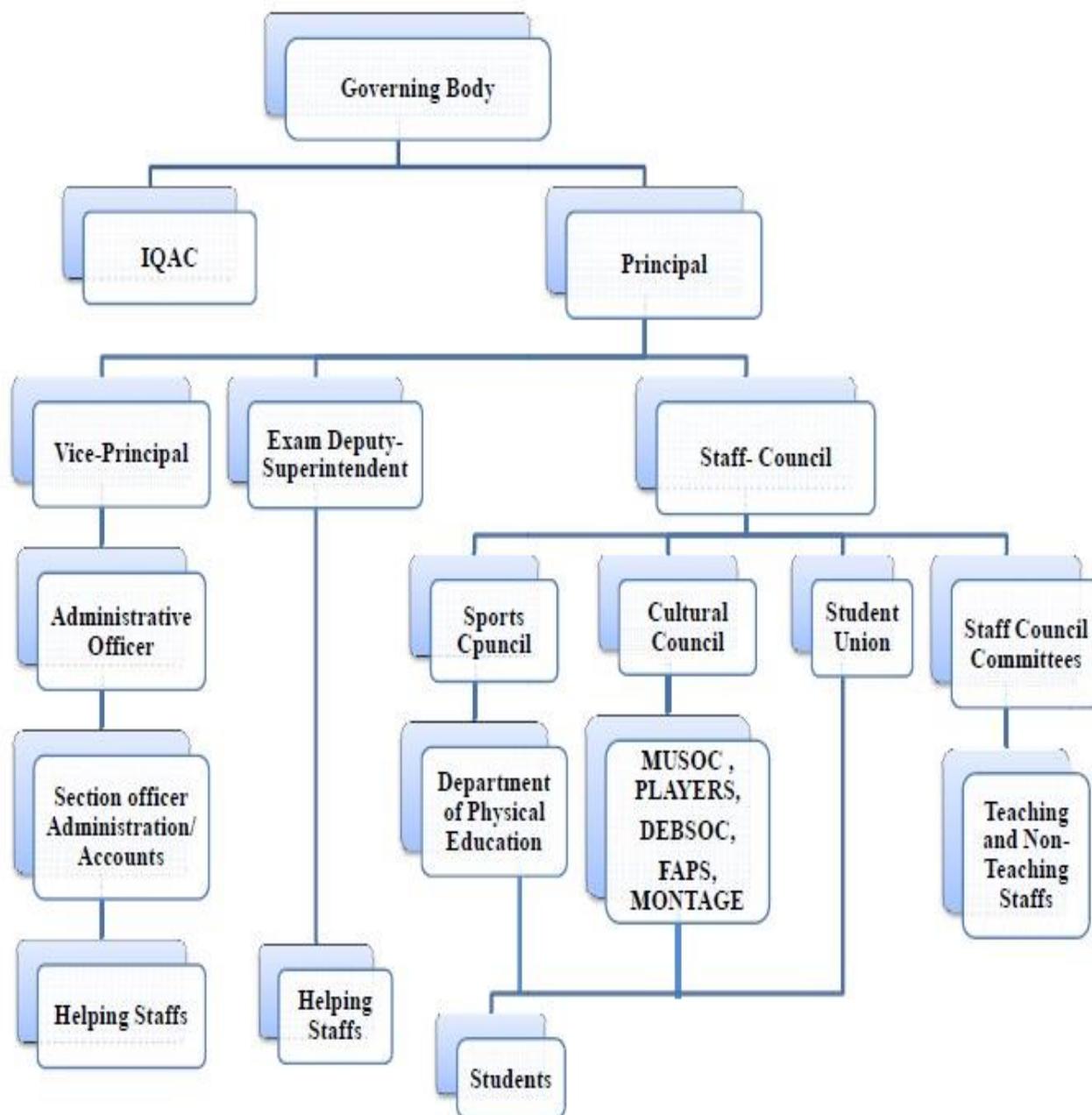
**6.1.6 How does the college groom leadership at various levels?**

College grooms the leadership at various levels by providing them appropriate instruments to plan out and execute its vision independently. Democratisation of processes is an important aspect of working in Kirori Mal College. It is evident in the active role played by Staff Association, Students' Union, Culture Council, Sports Council, several cultural and academic societies of different departments and a handful of enabling and equal opportunity cells working towards improving the academic and corporate life of the college.

**6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?**

The college works through committees that are allocated funds annually wherever there is such a provision and then encourages them to constitute purchase committees to carry out implementation of their visions. The responsibilities of the committees constituted either by the Governing Body or the Staff Council is reflective of the process of decentralisation.

**Academic Functioning Hierarchy  
for Academic Policy Making/Execution**



**6.1.8 Does the college promote a culture of participative management? If ‘yes’, indicate the levels of participative management.**

- Governing Body (Chairperson, Principal as its Secretary) – Highest executive body of the college
- Staff Council (Principal as its Chairperson and Secretary elected by the teachers in the Council) – Highest academic body within the college
- Around two dozen committees constituted in the Staff Council. Besides these, some Committees are also formed by the Governing Body.
- Students’ Union with around a dozen of office bearers

## **6.2 STRATEGY DEVELOPMENT AND DEPLOYMENT**

**6.2.1 Does the Institution have a formally stated quality policy? How is it developed,**

**driven, deployed and reviewed?**

The College does not compromise with quality at any stage and it is limited only by the resources available with the institution. The college publishes its annual report each year that helps her in identifying the areas for improvement in comparison with our earlier achievements. The college has an IQAC. The student faculty consultative committee and the tutorial system work as good feedback mechanism which is necessary to improve and maintain quality.

**6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.**

The College is working towards building

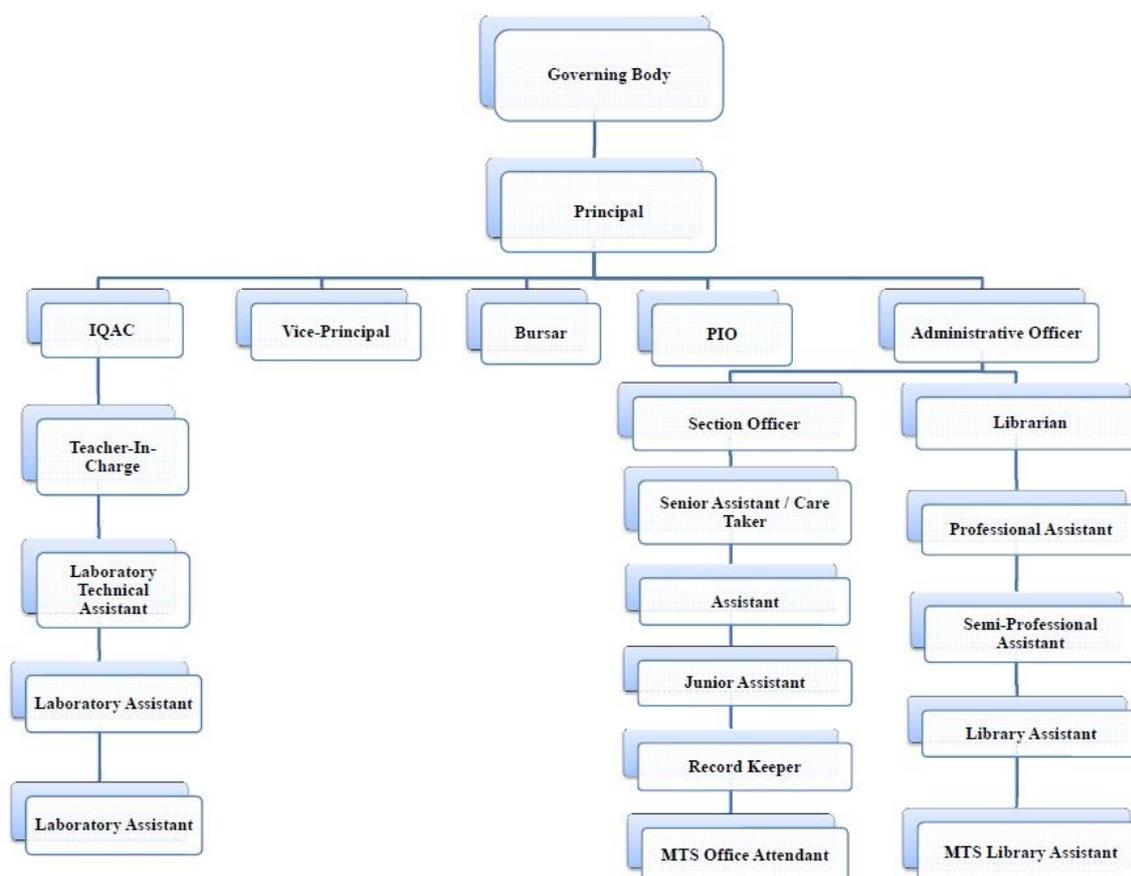
- more staff quarters for teaching and non-teaching staff
- a state of the art auditorium
- a sports ground with all modern facilities
- smart classrooms
- a modern library system
- a guest house
- an equipped medical dispensary for emergency
- a recreational area
- a Crèche.

The Development Committee of the Staff Council and the Building Committee of the governing body respectively are looking into the implementation of the relevant projects. The Central Computer Committee is implementing the development of smart class rooms and internet enabled teaching assistance.

**6.2.3 Describe the internal organizational structure and decision making processes.**

- Academic decisions are carried out through various committees constituted in different Departments, Departmental Councils and Staff Council. The autonomy of the Departments is not violated by the authority or the Staff Council.
- Executive decisions are carried out through various other committees formed by the Governing Body.
- Demands are allowed to be raised through the Student Union and other students' societies, Teaching Staff Association and Non-teaching employees' Association.

**Administrative Hierarchy for Policy Execution**



**6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following**

- **Teaching & Learning**
- **Research & Development**
- **Community engagement**
- **Human resource management**
- **Industry interaction**

- The Teachers-in-charge have the responsibility of maintaining the standards of teaching and learning with the help of colleagues from their Department, the Staff Council and the Principal.
- Research and development works are encouraged subject to the infrastructural limitations. The college helps all the teachers, who get projects for pursuing research and development assignments, by providing them whatever the college can.
- Community engagements are organized through activities under bodies such as Parivartan, NSS and NCC.
- Human Resource management and Industry interactions are done through our very active Placement Cell.
- Some levels of interaction have also been achieved through carrying out joint initiatives with the industries with individual faculty or a department.

**6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?**

All the committees are required to submit their reports that are subsequently compiled in the form of an Annual Report that is often referred for setting up targets and evolve strategies and visions.

**6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?**

The management encourages involvement of the staff by forming Committees and including them as members. The management provides these committees the desired independence and authority so that they are able to execute their responsibilities by thinking out of the box solutions and innovative strategies.

**6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.**

- To carry out retrofitting and renovation work in the college Hostel.
- To carry out retrofitting work in the entire college building.
- To carry out renovation work in a classroom to transform it into a smart classroom cum mini-auditorium.
- To carry out reconstruction of auditorium.
- To plan and carry out construction of addition staff quarters.
- To plan and carry out College-office modernization.
- To develop an internet-lab for students to encourage internet surfing.

Fresh Committees were constituted wherever required and all the concerned committees were apprised about the finances available to carry out these activities. These committees have been encouraged to plan accordingly. The implementations in each case are at various stages of achievements.

**6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?**

The University does have a provision for according autonomy to our institution but the college and its Governing Body are of a considered opinion that the college is better placed within the University system for optimum utilisation of its potential to improve its quality and thereby claim excellence.

**6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?**

- The college is open to receive grievances or complaints through a functional Diary section and is strengthened by having an active RTI officer.
- The Proctorial committee, Equal Opportunity Committee, Committee for Physically challenged students (PRAYAAS) and Women Development cell are very active in the college.
- Name of their conveners are adequately publicized so that complaints can reach directly to them or otherwise they are forwarded to them by the Principal or the RTI officer.
- Besides these, the college has also installed complaint boxes at some prominent places. Once the grievance is received the concerned committee is identified and encouraged to recommend the needful to resolve the issue.



**6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?**

Yes, college has been dealing with several court cases filed mostly against the college and rarely by the college. List of all the court cases are given in the Table 6.1

**Table 6.1: List of court cases**

S. No.	Name of the case	Case Number	Pending in the court
1	Poonam Devi vs. KMC	W.P. (C) No. 8345/2002	Delhi High Court
2	Bhim Singh vs. University of Delhi	W.P. (C) No. 8639/2015	Delhi High Court
3	J P Mahajan vs. KMC	W.P. (C) No. 4701/2014	Delhi High Court
4	S C Garg vs. KMC	W.P. (C) No. 5614/2013	Delhi High Court
5	Delhi University ST/SC Teachers Forum vs. Delhi University	W.P. (C) No. 803/2014	
6	Ved Prakash Mithal Vs. KMC	CS (OS) 2715/2014	Delhi High Court

**6.2.11 Does the Institution have a mechanism for analysing student feedback on institutional performance? If ‘yes’, what was the outcome and response of the institution to such an effort?**

Since the university does not have such a mandatory policy of taking students’ feedback, the College encourages teachers to put a mechanism in place so that they can receive feedbacks from their own students. They are then expected to take the desired steps to improve themselves after analyzing the feedbacks.

### **6.3 FACULTY EMPOWERMENT STRATEGIES**

**6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?**

The college actively encourages teachers to join orientation and refresher courses organised by the UGC through its Academic Staff Colleges. The non-teaching staff regularly undergoes training to use new technology and software whenever those are introduced.

**6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?**

In addition to granting permission to attend Refresher and Orientation Courses the college also permits teachers to attend/organize Conferences, Academic Seminars and Workshops if it does not disturb other schedules and the academic functioning. Teachers are also granted leave to carry out research to obtain Ph. D. degrees as far as possible. They are also encouraged to participate in the corporate life of the college.

**6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.**

- Teachers-in-charge of the departments having laboratories regularly evaluate the performance of the laboratory staff by assessing them through student feedback and self-

appraisal forms. The outcomes of all these appraisals are discussed individually with the concerned member by the Principal.

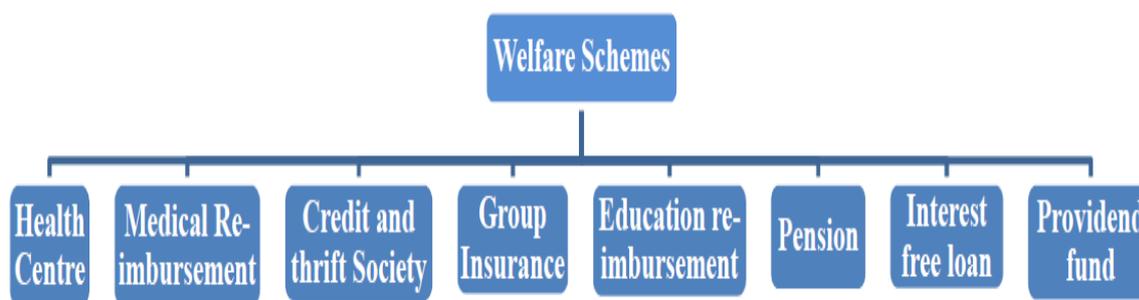
- Teachers are required to submit self-appraisal reports whenever they apply for promotions and they are expected to defend themselves to claim promotions. The Principal and the college office verify the claim to make them eligible for promotions.

#### 6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

Candidates are generally promoted if reports are found satisfactory. The decisions are communicated directly to the candidates.

#### 6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Welfare schemes for the teaching and non-teaching staff are displayed in the chart below



S.No	Welfare Schemes	2011-12		2012-13		2013-14		2014-15	
		No. persons	Amount	No. persons	Amount	No. persons	Amount	No. persons	Amount
1.	Health Centre	72	567185	80	228410	85	251101	93	264175
2.	Medical Re-Imbursement	325	6004473	340	6841871	350	10645805	380	10117870
3.	Group Insurance	200	1546000	210	1593600	220	1528000	240	1513400
4.	Education Re-Imbursement	170	1040109	175	1215263	190	1065789	200	1203086
5.	Pension	120	25512430	125	30889944	132	36131835	140	41085778
6.	Interest free loan	78	201000	77	251200	76	219300	71	240000

The following table 6.3.5 shows the fund disbursed under various welfare schemes for last four years on staff strength of 400 (approx..)

**Table 6.3.5: Welfare Schemes**

**6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?**

The college abides by all the policies and guidelines that are approved by appropriate authority and notified to the colleges in this regard.

**6.4 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION****6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?**

- The College accounts office calculates the funds available for different activities in the college and allocates the same for them. The concerned committees are expected to function accordingly to utilize the funds and maximize the output.
- The college has a Bursar, a Section Officer in the Accounts Section and a dedicated Accounts department with supporting staff to monitor financial management.

**6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.**

The college strictly adheres to the rules framed by competent authority in matters related to financial management. The governing body plays an important role in the management of finance of the college. The college has a mandatory requirement to get its accounts audited each year by the AGCR cell of the University. The college also encourages internal and external auditing across committees to observe the desired transparency.

**6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.**

- The college receives major funding from the UGC.
- It also collects funds through raising fees from the students.
- It gets donations to institute awards and gets sponsorship money to carry out specific students' activities.

Report enclosed as annexure 6.2.

**6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).**

The college allows faculty to apply for projects or carry out collaboration with the industries or get engaged with other governmental organizations and to draw project grants. As per the policy, the college gets a certain percentage of the project allocation added to its income.

**6.5 INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)****6.5.1 Internal Quality Assurance Cell (IQAC)****a. Has the institution established an Internal Quality Assurance Cell (IQAC)? .6 If**

**‘yes’, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

**b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?**

**c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.**

**d. How do students and alumni contribute to the effective functioning of the IQAC?**

**e. How does the IQAC communicate and engage staff from different constituents of the institution?**

The Governing Body of the college constituted an IQAC committee to monitor quality and give suggestions for quality enhancement through sustained efforts of all stakeholders and the management. The composition of the IQAC is as follows

Dr. Dinesh Khattar - Principal – Chairman

Prof. K. Murlidhar – SAARC University

Prof. Subrata Mukherjee – (Alumni)

Prof. Jaya Tyagi – (member, Governing Body)

Sh. Sanjay Verma – Staff Council Secretary

Sh. Ram Sunil Kumar Lalji – Coordinator

Dr. T. Ravi Kumar

Dr. Rakesh Kumar Pandey

Dr. Rupak Dattagupta

Dr. Anita Kamra Verma

Ms. Manju Jain – (A.O.)

Sh. Ram Sharan – (S.O. Accounts)

Roles and objectives of this cell are:

- Setting up realistic quality benchmarks/parameters for various academic and administrative activities.
- Arranging feedback from the stakeholders on quality-related institutional processes.
- Acting as an interface between different groups of stakeholders for coordinating quality-related activities, adopting good practices and promoting quality.
- Efforts are made to assess the extent, in detail, regarding results, syllabi covered and time table adherence and work further towards improving these aspects. It assumes the responsibility to ensure successful implementation of any reformative action decided by them.

**6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If ‘yes’, give details on its**

**operationalisation.**

- The Staff Council formally is primarily responsible for managing and maintaining the quality of academic administration.
- The college works through committees constituted in the Staff Council. Teachers take assignments, carry out projects, conduct class tests and internal examination for the students. These are compiled, displayed, discussed with the students to identify areas for improvement. Actions are taken accordingly to improve the quality.
- Internal Assessment Committee and Student Teacher Consultative Committee are constituted by the Staff Council every year that supervise the process of compiling the internal assessment and transferring the same to the university assessment system.
- The Workload committee constituted in the Staff Council estimates the workloads and time tables of all the departments and makes efforts to meet any requirement.
- The administrative staff helps various Staff Council committees in carrying out their mandate and measures to keep a check on the quality.
- The college has implemented an integrated Student Management Software to keep the attendance records, internal assessment marks and other such records of the students that helps the college in carrying out these assignments effectively and timely with the help of administrative staff.

**6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.**

Teachers are supposed to get training on HDRC centre. Non-teaching employees are given the desired training whenever the need is felt by the college. In the recent past at the time of implementation of College-office software, various roster systems, and to understand and implement new pay scales – the staff were given the training required for the same.

**6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?**

The Staff Council through the Departmental Councils and the Workload Committee discusses ways to observe guidelines of the University on the issue of academic provisions and suggests its own wherever the University allows such a scope to the college.

**6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?**

University guidelines, Academic Council ordinances and Executive Council decisions help in regulating the quality assurance mechanisms and the college Staff Council and its committees work only within its scope and provisions.

**6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?**

- The University works through the Committee of courses of each department on the issues concerning requirements to discuss and carry out changes in the course structure and syllabi. The college teachers get a chance to contribute during this exercise. Once these issues are settled and finalized, the college implements and follow the same structure and the associated guidelines.

- The college displays the Time Tables on its website and other notice boards to ensure its adherence in a transparent manner.
- Teachers-in-Charge holds meeting with the teachers of their departments to assess the status of teaching-learning processes periodically and improve upon the same.
- Students' attendance, evaluation of their assignments, projects and class test are also displayed and discussed with the students in a transparent manner.
- All components of the Internal assessments are displayed on the website.
- The departments are encouraged to float as many options as they can subject to the availability of the teaching strength. In case of genuine requirement, the college administration offer temporary/guest posts to the department when it is ascertained that they are unable to float adequate options because of scarcity of the sanctioned posts.
- The college administration is helped by the reports that are generated by the software that has been implemented for this purpose.

**6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?**

**Any other relevant information regarding Governance Leadership and Management which the college would like to include.**

- It communicates through notification and letters.
- It also places relevant information on the college website whenever possible and found not undesirable.
- It maintains records of the decision taken and strategies adopted.
- It compiles the annual report each year enumerating various achievements that helps the administration to identify areas for improvement. It then works towards achieving the goal of improving overall quality and education environment in the college.

**[Go to Contents](#)**

**CRITERIA VII:**  
**INNOVATIONS AND BEST PRACTICES**



## 7.1 ENVIRONMENTAL CONSCIOUSNESS

Kirori Mal College is extremely conscious about the environmental issues and addresses them to the best of its abilities. A campus spread over 14.8 acres has four lawns, nursery, herbal garden and a multipurpose playground which provide more than sufficient green cover. A perusal of the annexure 7.1 will give you a detailed account of types, number and age of the trees on the campus some of which are almost as old as the college itself. This green cover is maintained by seven qualified gardeners under the supervision of the College Garden Committee. Their collective effort is further helped by the sensitivity of all the stakeholders of the college towards environmental issues. The Eco Club plays an important role in this context.

As we enter the premises, we are welcomed by a green open space called Ashoka lawn. This lawn separates the main building from the busy road by about 62 meters and works as a green buffer. This separates the classrooms from vehicular noise. Our college parking too is far from the main college building and serves the same purpose.

### 7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

- Kirori Mal College as an institute takes utmost care in keeping the environment of the college habitable.
- There is no formal green audit of the campus. However, the Botany Department of the college has been keeping records of the green areas and plantations for many years. These include counting of the trees according to their age, height and species.
- Garden Society maintains the flora as per the suitability of the soil and weather conditions. Efforts are made to have as many species of plant as possible and are planted across the college campus. ☒

### 7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

#### Energy conservation ☒

- The College has a common switch off system for the street lights within the college premises so that they can be turned off when not needed.
  - When a shift to CFL lights was suggested by competent authorities as energy efficient lighting system, the College adopted it and now when LED is being advocated as a better alternative the College is gradually shifting towards its use.
  - After college hours the classrooms and labs are checked so that any unused lights and fans can be switched off.
  - All the Seminar rooms and staffrooms have Notices put to switch off the lights after use.
  - Awareness campaigns and talks are held on regular basis to sensitize students and faculty to conserve energy resources.
  - The electrical wiring in the college has been protected against leakage and short circuit.
  - College has got an electricity substation powered by TATA.
  - LT Panels with MCCB have been installed to optimize the energy consumption.
- ☒

#### Energy Efficiency ☒

- The College boasts an energy efficient architectural design.
- A combination of courtyards and veranda keeps the college well ventilated and allows adequate sunlight.



- Class rooms are properly ventilated with windows of approximate sizes of  $8.8 \times 3.2$  Ft. and  $6 \times 3$  Ft. This keeps the classrooms well-lit and ventilated. This has substantially reduced the need of the artificial lighting systems and cooling equipments like Air Conditioners.
- Our college staff room is also a true example of energy efficiency as it is divided in two parts with only half of its area is air conditioned and other half without ACs so that efficient cooling can be done by using minimum numbers of Air Conditioners.
- The thickness of the exterior walls of the college is about 16" to 20" which keeps the rooms well insulated both during summers and winters so that there is minimum use of artificial cooling and heating equipments like ACs and heater.

#### **Renewable Energy ☒**

- Our college have 16 solar powered lamps in front lawn which is used to light the entrance during the night time. The College is proposing to install more such solar panels to use solar energy to light up the lights in campus during night lime. This will amount to a considerable saving.
- The college has also maintained a vermin compost pit in the garden to help generate manure.

#### **Water Harvesting ☒**

- The college has a ground water recharge system with three drainage lines for the 14.8 acre campus. The underground tanks are cleaned yearly for maintenance.
- The college is quick to respond to any complaints regarding damage or leakage in water pipes taps, tanks, and toilet flush etc. This is ensured by the caretaker who takes regular round of the college buildings.

#### **Efforts for Carbon neutrality**

To become a carbon neutral campus following steps are taken:

- College maintains its green cover to absorb maximum carbon emission. ☒
- Burning of dried leaves is prohibited in the college.
- College is walking distance from the metro station and many students and faculty members use this public transport system. A DTC bus stop in front of the college gates encourages students to use buses to commute to the college.
- College also encourages the use of E-rickshaws or walking for short distances. This is the reason that E-Rickshaws are allowed waiting outside the college gates for student's convenience.
- College parking areas is at a distance from the main building. A specific area has been earmarked for parking of the vehicles of the staff, thus limiting the carbon emission in the campus and this area too has many trees to absorb carbon emission or sound pollution to reach the college buildings.
- Separation of biodegradable and non-biodegradable waste has been implemented and solid waste disposal is managed at source with colour coded twin bins. ☒

#### **Plantation**

We have numerous varieties of plants and trees in our college which is maintained by the garden committee. These plants and trees not only enhance the beauty and green cover of the college but are also beneficial for the environment. Apart from flowering plants we also have medicinal plants in our gardens. The detailed list of the trees and plants in the college can be seen in the annexure 7.1. A summary is given below in tabular form:

<b>Table 7.1: List of Plants / Trees</b>			
<b>S.No.</b>	<b>Name of Plant Trees</b>	<b>Total Number</b>	<b>Maximum Age (years)</b>
1.	Agathis	1	12
2.	Almanda	2	0.5
3.	Amaltas	36	12
4.	Amaltas	9	9
5.	Arucaria	9	10
6.	Ashoka	39	35
7.	AshokaPendula	12	12
8.	Badh(Bonsai potted)	1	
9.	Badh/Banyan	6	40
10.	Bael	2	4
11.	BaelPatra	2	
12.	Bottle Brush	3	
13.	Butea/ Dhak	1	20
14.	Callistemon	3	More than 20
15.	Cheeku	1	10
16.	China Orange	2	3
17.	China Palm	17	12
18.	China Tose	7	
19.	Cycas	3	15
20.	Dracera (Potted)	15	
21.	Eucalyptus	6	More than 25
22.	Ficus Hedge	415	7
23.	Ficus Panda	212	20
24.	Fig	1	
25.	Guava	2	10
26.	Gulmohar	7	35
27.	Harsingar	2	
28.	Jack Fruit	1	5
29.	Jack Print	1	8
30.	Jamun	2	9
31.	Javopha	2	6
32.	Kachnar	1	25
33.	Kancha	3	10
34.	Kigelia	2	40
35.	Lageresoshomia	8	8
36.	Mango	3	35
37.	Maulsari	8	More than 20
38.	Mausamda	2	
39.	Morpankhi	2	8
40.	Morus	7	12
41.	Mouis	2	5

42.	<b>Muraya (Potted)</b>	<b>6</b>	
43.	<b>Neem</b>	<b>18</b>	<b>40</b>
44.	<b>Palm/ Palm (bottle)</b>	<b>17</b>	<b>7</b>
45.	<b>Palms (Potted)</b>	<b>55</b>	
46.	<b>PardaBael</b>		<b>10</b>
47.	<b>Peepal</b>	<b>2</b>	<b>40</b>
48.	<b>Pine</b>	<b>2</b>	<b>15</b>
49.	<b>Pomegranate</b>	<b>1</b>	<b>11</b>
50.	<b>Pongamia</b>	<b>22</b>	<b>More than 20</b>
51.	<b>Pulranjiva</b>	<b>1</b>	<b>12</b>
52.	<b>Putranjiva</b>	<b>2</b>	<b>20</b>
53.	<b>Quisqualis (Climber Hedge)</b>		<b>More than 35</b>
54.	<b>Rubber Plant</b>	<b>1</b>	
55.	<b>Sephalora (Potted)</b>	<b>3</b>	
56.	<b>Silver Fir</b>	<b>8</b>	<b>9</b>
57.	<b>Thuja</b>	<b>1</b>	
58.	<b>Zamia</b>	<b>1</b>	<b>10</b>

## 7.2 INNOVATIONS

### 7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college. ☒

Being one of the first colleges to have introduced the computerisation of admission process and administrative works, Kirori Mal College, has always been at the forefront of implementing innovative practices. The College nourishes and helps developing innovative ideas initiated by any section of the stakeholders. These innovations are not confined to any particular field rather they impact all the aspects of college life and go even beyond because of their outreach. Different societies and councils do not work as regular stereotypical societies. These societies have evolved methods to take the natural talents of the students to a higher plane and facilitate their transition to a well-developed professional in their chosen field of interest.

- The college started the process of diversification of its curriculum by starting a self-financing course in Information Technology in the late 1990s under the name of Bachelor of Information Technology (BIT) degree course for which necessary clearance was obtained from the University of Delhi. This was when the computer education in the colleges of Delhi University was relatively unknown. Though the course was subsequently stopped by the University, the experience gained while running the course opened new vistas for the college to explore. The infrastructure thus created helped in automation of admission process, administration work and library. The college was one of the first to invite online application for admission through its own portal. This was in addition to the traditional offline process that the colleges have been practicing.
- The library automation was begun around the same time to ensure smooth functioning of the library system. Bar coding of all the books and digital database creation was done for easy accession and monitoring. Simultaneously the automation of college general administration and accounts was attempted.

These were yet early days of such experimentation in colleges across the country.

- The academic societies related to different subjects experimented with new ideas and went beyond the established convention and traditions. The college pioneered the idea of academic festivals in their respective subjects. Quite a few of them started their own magazines which encouraged the interested students to hone their skills which helped many to realise their potential as writers, journalistic or otherwise. For example the physics department's magazine *Phyzion* encouraged some of the students to ultimately adopt science journalism as their career. Similarly the students of History department with similar experience are now well established journalists. For a detailed list of students magazines, please refer to section 5.3.4.
- The English Language Proficiency Course has been undertaken in our college. It is a basic level course run every semester with the help of Department of Adult, Continuing Education and Extension, University of Delhi. It is a self-funded course that aims to impart linguistic proficiency in English as a secondary language. The skills targeted are reading, writing, listening and speaking. At the end-of-course a certificate is provided by the Department of Adult, Continuing Education and Extension, University of Delhi.
- The Department of History has begun holding an annual Lecture and National Seminar since 2013 in memory of eminent historian Professor K. M. Ashraf. Broad themes on Indian history are chosen and distinguished historians are invited to deliver the memorial lecture. This followed by a national seminar. The History Society, Kirori Mal College the only one across all colleges to publish the Memorial lecture and the proceedings of the National Seminar.
- A significant initiative undertaken since 2014 has been to organize formal talks and informal meetings of present students with eminent alumni in different fields. Senior journalist Kashaya Mukul of the Times of India, Mukul Kumar of the Railways, Santosh Jha in the Foreign Service have been among those who have already given talk as part of this initiative. This kind of interaction has proved to be extremely popular among students. It has inspired and encouraged them to persevere in their academic efforts. The alumni, students feel, are living examples who show what they too could achieve after studying at the college.
- The Lunabotics Team – an innovative initiative

A group of bright students studying Physics Honours under the guidance of their teachers decided to venture into a hard core engineering field for which normally the pure science students are considered incapable. In 1999 they decided to design and construct a complex mechanical machine 'Moonbuggy' that is generally expected only from mechanical engineering students. Their attempt was rewarded at a competition held in NASA, USA. Over the years this activity has been nurtured by the teachers and students have explored ideas, designed and developed various kinds of models that are normally expected only in premier engineering institutes of this country. Students are given to work in a team, share information and disseminate knowledge as they are required to acquire skills beyond the realms of syllabus of our undergraduate Science courses. This group has developed machines involving skills of mechanical engineering, robotics engineering, electronics &

communication engineering, aeronautical engineering and computer programming. Under the inspiring mentorship of their Faculty Advisor these students have been enthusiastically and successfully completed projects such as Moonbuggy, Lunabotics, Mars Rover Challenge, NASA RASC-al (Designing spacecraft) etc. and have been competing with engineering students from Universities like Cornell, Yale, Washington University, Ivy league Institutes etc. for the past 7 years continuously.

This innovative exercise has given the students an international exposure, opportunity and advantage, a chance to polish themselves in fields of knowledge possessed, its implementation, management and presentation. Clearing every step of the rigorous selection process imparts confidence in them. Over the years, since 2009, every year our college team has been the only non-technical team to qualify at various such competitions. In 2014, the team fabricated a Mars Rover that could operate through instructions from a far off base station. Participation in Mars Society's URC 2014 and interaction with international teams helped the students improve their design. In 2015, they fabricated an advanced Mars Rover, which also possessed a robotic arm to collect soil and carry out scientific soil study. The students learned Arduino microcontroller programming and were able to programme and operate the rover by themselves. With advent of Mangalyaan, the next step for Indian Space Mission is to have its own rover on the surface of Mars. The students based on their study and research hence tried to contribute to the development of that step through such initiatives.

Achievements of this teamwork are listed below:

#### AT MARS ROVER SOCIETY'S UNIVERSITY ROVER CHALLENGE, MARS DESERT RESEARCH STATION, UTAH, USA

In 2015, Only 22 teams got selected out of 44 international teams. Our college team was one of them.

- In 2014 , 13th overall ranking out of 31 international teams
- 3rd Position in the Project Presentation Category
- Successful completion of all 5 challenging tasks
- Appreciations for design of Rover.

#### NASA AND NIA'S REVOLUTIONARY AEROSPACE SYSTEMS CONCEPTS AND ACADEMIC LINKAGE, (RASC-al) at COCOABEACH, FLORIDA

- Only International Team whose research paper got selected
- Theme: Enabling Long Duration Missions through Holistic Habitat Designs
- Competed with teams pursuing Bachelors, Masters and PhD from top Ivy league Universities
- Great Appreciation by top NASA Scientists for the research report and presentation

#### NASA'S LUNABOTICS MINING COMPETITION 2013, KENNEDY SPACE CENTRE, USA

- 2nd position in "Outreach Project Report"
- 2nd position in "Luna's Worldwide Campaign"

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NASA'S LUNABOTICS MINING COMPETITION 2012, KENNEDY SPACE CENTRE, USA

- 15th Rank out of 65 international teams
- 5th position in "Outreach Project Report"

NASA'S GREAT MOON BUGGY RACE (2009 AND 2010), KENNEDY SPACE CENTRE, USA

- Systems Safety Award
- Best Initial Design Award
- The Cultural Council consisting of theatre, music, photography and fine arts, debate, film society and dance have also transgressed the rigid boundaries of regular stereotypical activities and apart from the idea of holistic education devised methods to sharpen natural skills of students in the above mentioned fields to attain higher professional levels. The success of this endeavour of Cultural Council is reflected in the fact that many students who had actually come for regular academic degrees went on to become successful names in the field of art and culture.
- The NCC unit of Kirori Mal College started a one of its kind annual All India NCC festival called CADET in the year 1999. Initially it was for cadets drawn from different colleges but after two years it expanded and started to invite cadets from schools as well. The college NCC unit follows the practice of inviting cadets from six states every year. The states are selected on a rotation basis. This has helped in smooth organisation of the festival. An annual magazine K M CADET is also published and is released during the festival. This was started to take the philosophy of NCC forward and to encourage the young minds to adopt this philosophy. This annual festival allowed the participants to explore for themselves the enormity of diversity of their country and how understanding and respecting these diversities is the basis of our national existence. The importance and the success of this festival can be further understood from the fact that the Director General of NCC graced the festival on several occasions. No college has so far been able to walk this path.
- Parivartan, a gender sensitisation endeavour, was started in Kirori Mal College much before a statutory provision for WDC was made. This was a very innovative step taken by the college community despite the fact there was no statutory compulsion for the same. Ever since its establishment, Parivartan has improvised and developed unique methods to spread gender awareness. It was always kept in mind that the methods should be such that they could be sustainable. One of the unique and exceptionally relevant method adopted by Parivartan is ***annual safety audit of the Delhi University North Campus*** since 2013. This is the only group that is conducting such a survey.

The objective is to regularly monitor the degree of safety for students – especially safety from sexual abuse and harassment in the public spaces in north campus, where Kirori Mal College is also located. The objective is to create a database over the years, extend it by linking to other colleges. On this basis Parivartan aims to work towards pressurizing authorities and collaborate with them to create policies and mechanisms to make the campus a safe space for all, without compromising the freedom of students.

This practice was initiated after the Nirbhaya rape and murder case of December 16, 2012 and the first survey was undertaken after a large number of students took a pledge to make the University and the city free from sexual violence on January 16, 2013, one month after the horrific incident.

The practice was informed by the understanding that the right to freedom enshrined in the constitution also meant freedom from fear – and that large number of women students lived with the fear of sexual violence and harassment everyday even on the University campus, and with minds preoccupied by fear, could not study or work freely. The Dec. 16 rape case, while not unique, led to a new round of discussions everyday sexual harassment on campus and the continuum between these and extreme forms of sexual violence like rape. There was a renewed commitment to working towards creating preconditions to ensure a safe campus, at least safe public spaces to begin with. At the same time there was concern that those in authority were dealing with the problem by not allowing girls to move about freely on campus, locking up the targets of harassment rather than the perpetrators. Impelled by these concerns a questionnaire was made and a large number of students were involved in conducting it. Different spots in Delhi University's North Campus (e.g., Metro Station, Kamla Nagar – behind KMC, Malkaganj crossing and Hansraj College, between Khalsa College and Miranda House etc.) were chosen and teams conducted the sample survey in 2013, interviewing only women students, using a questionnaire including 13 questions. In 2014 and 2015 the questionnaire was expanded and both male and female students were questioned in the sample survey. While in 2013 nearly 80% of the women students surveyed reported facing sexual harassment on campus, in 2014 and 2015, the percentage seemed to go down and our team members felt that perhaps things had improved. However closer analysis of the data seems to suggest that in these years women students particularly were feeling 'safe' also because they were strategically avoiding many areas in the university where they felt unsafe (including the main roads on campus) or times of the day. When the Parivartan students' team started conducting the survey they had no idea that this was a unique initiative, and the only survey of its kind. Over the years the importance of conducting this kind of a survey has become clear to the forum, and this has become an important annual activity. The reports of the survey are released to the public and also presented to the University authorities. The newspapers have covered our survey and findings regularly and students are now beginning to launch the fourth survey in January 2016.

- **Theatre Festival, not Theatre Competition**

The theatre society of Kirori Mal College, THE PLAYERS has introduced an innovation in the manner that theatre performances are shared between colleges in Delhi University and we are happy to see the theatre societies of several other colleges follow suit. To inculcate a spirit of joyous sharing, analytical engagement and appreciation of the creative work of groups other than one's own and to learn to look at one's own work with an objective critical eye, THE PLAYERS has introduced the idea of a theatre festival. And, in doing so, to reaffirm the spirit of collaboration that underlies the best theatrical practices.

We have noticed that theatre society students of one college looking down upon the work of other theatre societies, quick to identify deficiencies and reluctant to offer appreciation where appreciation was due. This, we felt, was largely because the only occasion when students got to see each other's plays at all was during college theatre competitions. Several teams would be made to compete for a few prizes, and it was not unusual to witness bitter accusations of favouritism and incompetence being voiced when the results

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were announced. Despite a clear indication that such competitions left a large proportion of participants disappointed, organizers often justified this format by arguing that ‘competition’ was the only way participants could be motivated to maintain standards. We regarded this competitive friction as so alien to the collaborative joy which underlies all theatrical creativity that we wanted to devise another way which allows students to come together in a celebration of their work, without compromising on quality and effort.

The Kirori Mal College Theatre Fest (‘Curtains’ for stage plays and ‘Sar-e-Aam’ for *nukkad natak*) has been our response to this problem. Its key features are:

- (a) The prize-money amount is divided equally across as many Awards of Excellence as there are plays in the programme, with no ranking in a hierarchy of First, Second and Third prizes, etc. Each play in the festival is thereby assured an award which is administered by a single theatre expert who serves as both judge and discussant. Of course, if the expert is of the opinion that a play does not deserve an award, it is then withheld from the group. In this way, no deserving play is denied an award simply because, as happens in competitions, there are fewer awards than there are participants. Conversely, we also ensure that standards are maintained, but in the best possible manner: that is, by rewarding all entries that meet the expert’s criteria of excellence without pitting students into competition against one another. Their only ‘competitor’ is their own lapsing into inefficiency or complacency.
- (b) At the same time, each entry is guaranteed a Performance Fee to help cover the basic costs of that particular performance, for we believe that no group should be out of pocket for having participated in our programme.
- (c) A crucial component of the TheatreFest programme is that approximately 40% of its duration is set aside for a critical analysis and discussion of the plays performed, as well as of general principles of theatrical performance. This discussion is led and moderated by the theatre expert and is open to all participants and spectators. Here, student groups are encouraged to comment on each other’s work as well as to share the difficulties they faced while creating their own. Theatre fest thus provides students with not just an opportunity to perform before a discerning audience, but also encourages the inculcation of critical thinking amongst students regarding their own practice. By revealing to them how the several college groups to which they are affiliated have more in common than they have hitherto recognized, Theatre fest helps foster a sense of community sorely missing in collegiate theatre.
- (d) In addition, it provides theatre students an opportunity to closely interact with the theatre expert, thereby substituting the institutional hierarchy that is encoded in impersonal evaluation with one that is functional and more intimate.

We have received a ‘thumbs up’ from all our theatre experts for running a programme which allows them to reward all talent, and to dialogue with young practitioners rather than simply put down marks on a page, offer a few prefatory comments from a pulpit and then leave. Sudhanwa Deshpande, Artistic Director of the Jan Natya Manch, informed us that, after mentoring a TheatreFest, he stopped accepting invitations from colleges to be a judge in their competitions.

b. There was one year in which we were unable to raise sufficient funds for the several awards that our programme needs. When we sent out our invitation where we clearly stated



that the cash component of the award had been considerably reduced, the response we received was an eye-opener: groups unequivocally stated their eagerness to be part of our programme despite there being no financial inducement. c. Clearly, college theatre societies benefit from their work being taken more seriously than competitive structures permit. Other colleges too have, albeit slowly, begun to adopt our method of equalized awards for all entries, followed by a discussion with a theatre expert.

It has been our experience that when we have chosen our theatre experts from amongst those practitioners who also have some experience of training and working with young performers, the discussion has always been productive. Eminent practitioners with little or no experience in working with young people have sometimes been lacking in patience and a willingness to listen to what participants have to say, which has considerably vitiated the purpose of the very exercise.

### 7.3 BEST PRACTICES

#### 7.3.1 Elaborate on any two best practices in the given format at page no.98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

##### Best Practice 1:

###### Title of the Practice

Ecological Restoration and Social Economic Empowerment for Sustainable Livelihood and Resource Management in Nagura Gad (Watershed) in Upali Ramoli Patti, Block – Pratap Nagar, District – Tehri Garhwal, Uttarakhand  
Beginning Year of the Programme- Feb, 2011

###### Goal and Objectives

1. To Eradicate poverty and to check migration from villages
2. Establishing Research and Development (HIGH-TECH NODAL CENTRE) at DEEN GAON to carry out CSR activities for Implementation and Research of SEWA-THDC
3. This centre will work as Nodal Centre for Pratap Nagar Block and will coordinate all developments undertaken by THDC India Limited. At the initial stage it will cover eight villages of the Naugura Gad and at next stage it will cover another 40 surrounding villages
4. The centre will carry out activities of ecological and socio-economic empowerment of Rural Community. Ecological Restoration Programme would develop strategies on Water Management, Forest Development, Wasteland Management, Water Harvesting, Fodder Development, Slope Management, Stream Ecology
5. The centre would organize awareness camps, training programmes, women and child health and hygiene and awarding progressive farmers from time to time.
6. The infrastructure created at the centre would help/strengthen the local communities/Panchyati Raj Institution through e-governance.
7. It is proposed that Centre would provide scientific input to the farmers in agriculture/horticulture activities to increase production to increase their income. For example Centre would develop Progeny-cum-Demonstration-Farms related to Horticulture (Fruits), Food Crops, Herbs, Medicinal Plants, Ginger, Off -season vegetables etc. as educative centres for other farmer to adopt such techniques
8. The centre would prepare the training programme for empowering youth for gainful employment.

9. Centre would also provide suggestive measures in livestock management for milk production, fodder development to raise production/income. Centre would explore mechanism for market channels for quick disposal of produce in the local markets.
10. The centre would try to check the penance of social evils in the society
11. Eco-tourism and Village Tourism would be promoted.

### **The Context:**

1. In village almost 90% of household work is done by women alone. Our effort would be to reduce the workload of women by bring resources closer to them.
2. Social evils like child marriage, drinking, smoking etc. are deep rooted in daily habit of the people. Lack of educational facilities and inadequate facilities for skill development are lacking in the area.
3. Agriculture practices over the generations are leading towards declining fertility of soil and hence the production. Farmers are unwilling to change old practices.
4. Sanitation and drinking water to all is a challenging issue.

### **The Practice**

The department of geography is the first one to take initiative in taking operational Lab to the field. This is First Global Grant Programme in India by Rotary International in the field of Education, Health and Women Empowerment.

1. This program is the first industry linked programme and interdisciplinary in the social sciences during last ten years. This programme fulfils International, National and Local obligations at Micro-level development.
2. It had provided opportunities for students, teachers, policy makers, planners and NGO's to learn the implementation of rural development programme. International and National Interns attached to this Programme are IIT, NIT, Social Work Department, Management Institutions etc.
3. This programme has provided opportunity for Higher Research in almost all the fields of rural development and is running successfully in the most remote part of Uttarakhand.

### **Practice and its Implementation**

#### **A. Promotion of Education:**

Among the education facilities available in 27 villages of Upli Ramoli Patti, the poor quality of education is forcing the people of the region to nearby towns to avail better educational facilities. Keeping in mind these problems, the development and research centre, Deengaon has taken various initiatives to encourage and motivate the students and also check the migration by providing the very facilities which are being given in the nearby towns. These initiatives are as following:

#### **To Provide Scholarship to Meritorious Student:**

To ensure incentive for education of meritorious students, the Development and Research Centre Deengaon has started scholarship programme to the students who are poor. Till the end of year 2014, the THDC has provided scholarships to 27 students of Government Inter College, Mukhem and Higher Secondary School, Deengaon.

#### **Establishment of Computer Education Centre:**

Development and Research Centre Deengaon has opened a two computer centres with the assistance of THDC-Rishikesh. The aim was to make the students acquainted with the basic education of computer.

**Improvement of Balwadi:**

There are currently 5 Balwadis in the 4 villages of Upli Ramoli Patti which are run by the government. DRC has provided these Balwadis water purifier, Kool keg, mats and several utensils and further ensured them to help these balwadis.

**Coaching of Poor Students:**

The students in this region were hesitant to study difficult subjects. To solve the problem, the DRC has arranged coaching classes for poor students for the difficult courses.

**Internship Programme:**

Various interns from the country and outside come to DRC Deengaon to interact with the villagers. These interns are mostly students, social activist, teachers, research scholars, and intellectuals of various fields. Their interactions with the villagers provide them various inputs regarding the programme conducted by the Development and Research Centre, Deengaon. The villagers also share their problems with them and gain various information to solve their social and economic problems.

**Development of Library:**

A library has been developed at Deengaon and Budkot centres by the Development and Research Centre Deengaon.

**Health Services:**

**Preventive and Basic Services:**

The health services have always been a problem in the villages of Upli Ramoli Patti. The Development and Research centre has been opened Primary Health Centre at Deengaon. The biggest challenge was to look for well qualified doctor. Till date around 16,000 people have been benefitted from the hospital and now it covers more than 40 villages in the area.

**Medical Camps:**

The Development and Research centre has organized several health camps since the time the centre has been opened in Deengaon. From 2011 to 2014.

**Yoga Shivar:**

The Development and Research has organized several yoga camps in the Upli Ramoli especially for the school going kids.

**C. Promotion of Agriculture**

**Distribution of High Quality Seeds:**

The Development and Research Centre Deengaon has promoted the vegetable gardening in the area. The Farmers had gained financially through the cultivation of these vegetables and also inspire other farmers of the region.

**Distribution of seeds for Commercial Agriculture:**

The centre has promoted the commercial agriculture of potato, turmeric, ginger and cereals apart from cabbage, cauliflower, cucumber, bottle gourd, lady finger, beans, rajma, bitter gourd, tomato, radish etc. between 2012 and 2014.

**Cultivation of turmeric, ginger on Commercial Purpose:**

This area has huge potential for turmeric and ginger cultivation. The DRC staff has convinced some farmers to cultivate these crops on commercial scale.

**Promotion of Polyhouses:**

In the year 2014-15, four polyhouses were built in the villages of Deengaon, Sera, Ghadiyalgaon and Budkot of Upli Ramoli Patti. It was built to promote

scientific cultivation of vegetables in the region. The farmer chosen for it have been given training for the same by experts.

#### **Poultry Farming and Fisheries:**

To diversify the source of income in the region poultry farming has been emphasized. 14 families had shown interest for poultry farming. DRC Deengaon has distributed 250 chicks as an experimental basis in the year 2011. In the year 2012 and 2013, two self-help groups of Mohalyagaon were benefitted for the same activity.

Pisciculture has been identified as an activity by the DRC Deengaon.

#### **D. Women Empowerment**

##### **Cutting and Tailoring Centre:**

There are two main activities for the women in Upli Ramoli Patti namely cultivation and animal husbandry. Their survival is based on these two limited options and there is no source of income for them. Therefore, The DRC Deengaon has initiated cutting and tailoring programme to train these women. Further these women can also learn it and use it for their personal or family use.

##### **Spices production:**

To increase their income, self-help group of women was formed for the grinding of spices such as turmeric, coriander, red chillies. They were trained by the experts for the grinding and packing of these spices

#### **E. Environmental Programme:**

##### **Social Forestry:**

Afforestation and reforestation is a significant component under this programme. For this the DRC staff organizes regular meetings with the villager to select the area for plantation, to take care of trees, to ensure survival of the tree planted and for arrangement of caretaker for all these.

##### **Co-operation of Villagers for Plantation Programme:**

To ensure the survival of planted trees, it is necessary to have the co-operation of villagers. The land chosen for such activity is mostly the community land or personal land of villagers. It also made sure that it will get enough co-operation from villagers as well as security from wild animals. The centre has chosen experts who are also role models in these areas for environmental movements. The DRC Deengaon had invited social activist Jagat Singh Jangali ji for this purpose.

##### **Selection of land for plantation purpose.**

It is important to mention the procedure of selection of land for plantation purpose. Only those places were identified which have lesser chances of forest fires as well as secure from wild animals. For all these activities the permission of Gram Pradhan and Van Panchayat president is sought for implementation

##### **Evidence of Success**

##### **Performance in Education:**

- a. Computer Education-Centres developed-2 (Two) Students imparted education-380, Villages covered-13
- b. Essay Competition- 2 Programmes, Students involved-339, Schools Covered-2
- c. Award to Meritorious Students- 22, Schools Covered – 2
- d. Educational Camps for Students (UANA-USA)-Camps -4, Students Covered-150, Villages Covered-4
- e. Bal Sodh Mela-2 (Two), Student Covered-122, School Covered-2
- f. Improvement of Balwadis-5 (Five), School Covered-4

- g. Coaching of Students- Student Covered-240, Subject Covered-(English, Math, Science, Physics, Biology) School Covered-5, Classes Covered-9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>&12<sup>th</sup> )
- h. Development of Library- Students Using Lib Facilities-350
- i. Student Interns- 48 (41 National and 7 International)

**Medical Facilities:**

- a. Patient Provided OPD Facilities- 16,000, Villages Covered-39,
- b. Medical Camps- 5, Patients provided Facilities-676,
- c. Yoga Camps - Villages Covered-4, Students Covered-350,
- d. Development of Horticulture
- e. Distribution of Fruit Plants- 28, 821 (Orange, Apple, Kino, Mango, Kathal, Narangi), Villages Covered-12,

**Development of Horticulture**

**Distribution of HYV Seeds-** Farmers Covered-761, Haldi Cultivation- Farmers Covered-121 (villages covered - 7), Ginger Cultivation- Farmers Covered-50 (villages covered - 5), Potato Cultivation- 1 SHG, Development of Polyhouse-4, Distribution of Wheat Seed- 4 Farmers in 2 Villages, Distribution of Maize Seeds- 240 Farmers, Training of Farmers, Distribution of Chicks-2 SHG (14 Families)

**Juice and Pickle Programme:**

SHG (One Group) of 9 Families

**Women Empowerment Programme**

Cutting & Tailoring Programme- Centres-2, Students Trained-162, Villages Covered-9

Masala Group-1 (One) SHG,

**Fodder Development Programme:**

Distribution of Napier Saplings-1,04,676, Nursery Development-2 in 2 Villages  
Social Forestry- Plants distributed-10,000, Villages Covered-3,  
Community Plantation of Trees-11,500, Villages Covered-2

**Cleanliness Programme:**

Villages Covered-8, Programme-11

Toilet Construction-21 (BPL Families), Village Covered-1

**Environmental Management Programme**

Water Recharge Pits-800,

Watershed Management Programme- 1 Watershed

Landslide Restoration Programme-1

Renovation of Waterpoints-2

Management of Drinking Water supply-1 Programme (Families Covered-32)

Slope Stabilization-1 Programme

**Promotion of Sports:**

Cricket Tournament-2 Programmes, Villages Covered-6

Long Jump for Girls-35 Participants, School covered-1

**Awareness Programme:**

Kishan Ghosthy- 2 Programmes, Participants-165,

Exposure Visits of Farmers- 52 Farmers

Judicial Information Camp-1

RTI Camp-1

Farmers Training Camp-2, Participant 900, Villages Covered-12,

Wall Writings-365 in 11 Villages,

**Promotion of Culture:**

Distribution of Musical Instruments-1 Group

Mukhem Mela Programme -2

**Problems Encountered and Resources Required****Financial**

THDC India Limited (Government of India Undertaking) is the funding agency through its CSR initiative hence the project has no problem of Funds

**Human**

No Problem. Manpower is adequate to managed the project

**Notes(optional)****Inter College Collaboration**

Kirori Mal College through this project has involved SBS (E) College, University of Delhi

**Collaboration with School**

Cambridge School Noida has signed MoU with this project for Exchange Programme for Student for learning (First kind of initiative by College with School)

**BEST PRACTICE 2****Title of the Practice**

SAHYOG

**Goal of the Practice**

SAHYOG was constituted with the aim to improve the education of underprivileged children of slums and non-teaching staff of the college who cannot afford better education. It also aims to educate women about healthcare, cleanliness and importance of sending their children to schools. SAHYOG aims to convince the parents of underprivileged children to send their children to school, to educate them about the need to have good education for their children and to acquaint them about various schemes and programmes government runs for their benefit.

**Context:**

The idea of SAHYOG germinated in the mind of one of the students of Kirori Mal College who decided to devise some way of contributing to the society. Initially it endeavoured to teach the children of non-teaching staff who are fourth grade employees of the college. There was very little or no hurdle in involving those children as their parents were college employee and agreed to send their children to the college students who volunteered to teach them. There were only a few children in the beginning. Soon after a big leap in this direction was made as volunteers interacted with poor children who line up for *parsad* every Tuesday outside the Mandir adjoining Kirori Mal College and convinced the parents to send their children for tuitions in the college.

**Practice:**

Teaching and training of the underprivileged children is the prime objective of this programme but interaction with the parents of the children to educate them about the advantages of education and healthcare in their life also forms part of this endeavour. The prime focus is to give tuitions to these children so that they may get individual attention and improve the quality of their education. Most of them go to government schools, some have never been to schools, and their parents are illiterate who cannot help them with their studies.

**Extra-Curricular activities:**

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Dance: Every Saturday they receive training from the dance society members of the college and often perform on different occasions in the college. They have displayed quick learning in this activity.

Drawing and Painting: Children are also encouraged to learn this skill which most of them find very interesting. Once in a week after their regular classes they participate in this activity and learn it with great interest.

Sports activity: To sustain the interest of these children and for their all-round development at least half an hour of time is allotted to them regularly for sports activity.

Interaction with the parents: volunteers also make effort to regularly interact with their parents and educate, encourage and motivate them to send their children to school. Women are regularly motivated towards the need for their own education. They are also educated about the importance of healthcare and self-employment.

### **Evidence of Success:**

SAHYOG emerged as one of the wings of NSS of our college that seeks to spread education among the masses. This programme has gained huge success as it started with one student which grew to 4-5 and today in the year 2015 it has over sixty students. The programme succeeded in changing the outlook of parents of these children who initially were reluctant to send their children out of safety concern.

The dedicated volunteers of SAHYOG have also convinced the parents to admit their children to the nearby schools.

Lately two of these children have got admission in Delhi University one in regular college and one in school of open learning.

Regular training, teaching and encouragement of these children have helped them shed their inhibitions and they participate in various functions. Recently Diwali Mela organised in our college saw lots of handmade products like diyas and pots made by them.

All these changes in a very short span of time have been an outcome of persistent efforts of our volunteers and the interest shown by the children and their parents. This transformation speaks volumes about the success of this endeavour by SAHYOG.

### **6. Problems Encountered and Resources Required:**

The initial stage of bringing children under Sahyog was not an easy task. Some parents expressed strong reservations in sending their children to our programme as it posed a threat to the monetary contribution these children made to the family.

Other parents were suspicious regarding safety and security of their kids.

When the students started coming for tuitions there was a need to sustain their interest so that they continue coming for classes on a regular bases. Volunteers, therefore worked out a strategy and began involving them in other activities like dancing, playing, drawing and painting etc. which gave positive results to our efforts.

SAHYOG encountered some challenges on financial front also as there was no major source of finance available to them and it ran on the contributions made by the volunteers and teachers of the college.