



KIRORI MAL COLLEGE

University of Delhi

किरोड़ी मल कॉलेज

दिल्ली विश्वविद्यालय



SELF STUDY REPORT

KIRORI MAL COLLEGE

UNIVERSITY OF DELHI

SELF STUDY REPORT, 2015

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PREFACE

Kirori Mal College, established in 1954, is one of the leading institutions of higher learning constituent to the University of Delhi for all academic and administrative purposes. In a journey spanning over six decades, the college has evolved from its humble beginning to a bustling institution catering to thousands of students across the country. Founded in the aftermath of the country's independence, Kirori Mal College is one of the oldest institutions of the University of Delhi and is located in the University Enclave, the heart of the city. Set up in the Nehruvian model of 'a temple of higher learning for the spread of modernity', the college continues to cherish its ideal of providing an excellent yet affordable higher education to a large social cross-section of students as befitting a public-funded institution.

The Beginnings: From NIRMALA COLLEGE to the Present Premises

The college first came into existence as Nirmala College in 1951, started by the American Jesuits in an evacuee building in Qutab Road, Old Delhi in the wake of the partition. The college ran into problems right from the outset: the premises were unhygienic and inadequate and also there was a crunch of qualified faculty. More importantly the college was inundated by the students and staff of families uprooted by the partition which led to the founders abandoning the college to its fate. In such a context the University of Delhi, led by its visionary Vice-Chancellor Prof G D Mahajani, with active patronage and cooperation of the Union Government, took over the dilapidated institution and handed it over to Seth Kirori Mal Charitable Trust, a philanthropic organization dedicated to the spread of education in the state of old Punjab (including Haryana). In July 1954, the college with the name Kirori Mal College was established and was allotted land on the fringes of the University Enclave better known as the North Campus. The first President of the Indian Republic, Dr Rajendra Prasad, laid the foundation stone of the present college building in the summer of 1955, thus certifying the priority the Government of India accorded to the establishment and the flowering of this institution. With generous funds from both the Government of India (ensured by the then Education Minister Mr Humayun Kabir) and the Seth Kirori Mal Charitable Trust along with the tireless strivings of the famous architect duo Anand Apte and Jhabwala, a wild, stinking, hitherto uninhabitable tract of land was transformed into an impressive and imposing premises of a new, modern, secular institution of higher learning within the span of one year. The hallmark of the new building has been its unique, state of the art façade which still remains unaltered in the last 60 years as a mark of respect for the founding minds, especially the architect duo. It is a matter of pride and honour that the college building, especially its façade, owing to its unique design, building plan and structural layout, has been a subject of study in the courses of architecture and design in the School of Planning and Architecture, a premier institution in the country. Under the able stewardship of Ch. Hardwari Lal, the first Principal of the college (1954-57), Kirori Mal College began its first full-fledged functioning from the academic session 1956-57.

1. The Phase of Development: Dr Sarup Singh and After (1957-75).

If any individual should be credited to have single-handedly led the college from its nascent stage to its maturity, it was Dr Sarup Singh, the legendary Principal of the college (1957-65) who later became the Professor-and-Head, Department of English, University of Delhi and then the Vice-Chancellor, DU, followed by becoming the Lt Governor, Delhi and then the Governor of Gujarat. Dr Sarup Singh transformed Kirori Mal College from a fringe to

a major institution of the University of Delhi by consciously investing on talent during faculty recruitment. He scouted for the best talent across the country and even outside and eventually persuaded them to join as teachers in Kirori Mal College. It was Sarup Singh's vision to make Kirori Mal College an institution of modern learning as well as his ability to identify talented teachers that led to legends like K M Ashraf (History), Frank Thakurdas and Nand Lal Gupta (Political Science), Ajeet Kumar and Vishwanath Tripathi (Hindi), N S Khare (Physics), Arun Bose (Economics), B N Raina, Raj Kumar Kohli, Amritjit Singh and O P Grewal (English) join Kirori Mal College as teachers and shape the present and the future of the institution for decades. Under Sarup Singh's leadership Kirori Mal College witnessed an unprecedented development in the form of new departments, new teachers across disciplines, well-equipped laboratories and of course a well-stocked library. The science departments of the college got a new impetus at this time owing to the conscious policy of the Nehruvian Government to promote sciences in higher education in the 1960s. The expansion of public funded higher education in the 1960s led to more students and teachers joining colleges and Kirori Mal College was no exception. The good work of Dr Sarup Singh continued even after his tenure when Sh. Mangat Ram became the Principal (1965-76).

2. The Phase of Consolidation: The Pradhan Years (1976-89)

Kirori Mal College witnessed the second major phase of development or 'the Great Leap Forward' as mentioned by the teachers and students alike, during the tenure of Dr Narender Singh Pradhan as Principal (1977-89). Dr Pradhan became the Principal at a time when Kirori Mal College. Dr Pradhan's tenure as Principal was marked by the following landmark developments:

1. The shift from a privately managed college to a full-fledged University maintained institution in 1982 when the University of Delhi took over the management of the college to do away with the administrative problem of dual governance.
2. Recruitment of some of the finest teachers in the college across departments and disciplines during this period who today provide the academic leadership to the institution.
3. Establishment and consolidation of the extra-curricular activities of the institution in the form of cultural societies especially in theatre, music, debating and others, which have become the hallmark of the institution all these years.
4. Expansion of the college building in the form of a new Library building along with residential quarters for the teaching staff.
5. Renovation of the college auditorium with new acoustics, a false ceiling and a dedicated lighting facility.
6. The college bought its first computer in 1989 under the supervision of Dr N S Pradhan thus paving the way for the use of computers for both academic and administrative purposes.

3. The Phase of Expansion: 1990-2015

The quest for development of Kirori Mal College, despite being ruptured by the premature death of Dr N S Pradhan in 1989, continued owing to the institutional mechanisms and the processes put in place by the dynamic leadership of the teachers in college. The New Education Policy of the Government aligned with the New Economic Policy of the 1990s unleashed new avenues and new challenges as well for the entire sector of Higher Education. The college, undaunted by the new challenges, embraced them with a critical engagement and accommodated the changes within its own structures and requirements,

especially in the field of information and technology. The decade of 1990s went in creating a balance between the liberal vision of higher education and generating human resources for an emerging economy and the college performed this with aplomb.

The first decade of the 21st century witnessed the college contending with the aggravated challenges in higher education. The introduction of the Central Educational Institution Act, 2007 by the Government of India signified a new process of inclusion of the marginalized and underprivileged sections among the student community who joined Kirori Mal College in large numbers. The period was also marked by the college adopting the structural changes and reforms within the academic curriculum ostensibly to adapt with the technological changes and the demands of a knowledge economy while retaining the essence of a progressive and inclusive education. The unprecedented grants received by the college to absorb the 54% increase in the student intake were utilized to procure new teaching posts, new classrooms and laboratories, additional floors both in the main building and the Science block, a new staff room to accommodate increasing number of teachers, increase in Library space etc. Kirori Mal College was one of the few institutions of the University of Delhi selected for sports training during the Commonwealth Games in 2010 which led to new facilities being created in the form of a new building and a gymnasium to facilitate sports and other activities.

Dr Dinesh Khattar
(Offg. Principal)

ACKNOWLEDGEMENT

KIRORI MAL COLLEGE acknowledges the contribution and support of all the members of teaching and non-teaching staff and all its students for the successful compilation of this Self Study Report. This report is the result of untiring efforts of different team members who have worked in a very precise, organized and selfless manner to ensure the completion of the Report.

The NAAC Steering Committee extends its gratitude to the Governing Body and its Chairman, Prof. T.V.K. Subramanian for their guidance. Our ever-smiling and energetic acting Principal Dr. Dinesh Khattar has been a constant source of inspiration for the entire team throughout the preparation of this report. The support provided by the administration of the College for the smooth functioning of the Committee is highly appreciated.

Being an institution with diverse departments teaching different disciplines and a wide range of research activities, co-curricular and extra-curricular activities, it was impossible to complete this mammoth task without the active participation of teachers-in-charge of different departments, convenors of departmental societies, Academic societies, NSS, NCC, Sports and other extra-curricular societies of the College. Their valuable inputs and continuous efforts have contributed immensely to the finalization of the document. The committee is thankful to all project investigators in different departments for providing details of their projects/research.

Our teachers have provided the required information tirelessly and have been very supportive during the long and tedious process of compilation. This work commenced in April 2015 with the constitution of the NAAC Committee by the Staff Council of the College. The NAAC questionnaire was discussed and sent to all faculty members. Every faculty member contributed to the Evaluative Report of their respective departments.

Committees were constituted for formulating different sections of the Report utilizing reports submitted by different departments and societies as the basic source of data. Every teacher of the Institution has contributed to finalization of the Report. The NAAC Committee acknowledges all the faculty members for their continuous co-operation, help and support.

The contribution of the administrative staff has been immense and the Steering Committee acknowledges the dedication, co-operation and consistent support of the administrative officer, Ms. Manju Jain, Section Officer (Accounts), Mr. Ram Sharan, Librarian, Mr. Gopal and the Care-taker-Shri Krishan. The contributions of Mr. Ajay Aggarwal, Mr. Baru Singh, Mr. Deepak Goel, Mr. Man Singh, Mr. Prakash, Mr. Neeraj, and other staff members belonging to the Administrative, Accounts and Examination sections who provided the required information relating to all aspects of the administrative functioning of the College. The Committee also thanks Mr. Gokul, P.A. to the Principal for entertaining our innumerable requests and assistance at all times.

We are thankful to every member of the College community for not only contributing to the Report but also for reposing their trust in the Steering Committee for preparing the present National Accreditation and Assessment Council Self Study Report.

The Committee has tried to include all information relevant to the Report and due care has been taken to be as accurate as possible.

We are grateful to National Accreditation and Assessment Council for providing this opportunity to present the endeavours, progress and achievements of the Institution for their consideration and evaluation.

NAAC STEERING COMMITTEE

GLOSSARY

Abbreviations

| | | | |
|--------|--|-----------|---|
| AC | Academic Council | FYUP | Four Year Undergraduate Programme |
| AIRF | Advanced Instrumentation Research Facility | GPS | Global Positioning System |
| AMC | Annual Maintenance Contract | HOPE | Hospital Preparedness for Emergencies |
| AO | Accounts Officer | HRM | Human Resource Management |
| ARSD | Tame Ram Sanatan Dharam | IARI | Indian Agricultural Research Institute |
| CATE | Combined Aptitude Test in English | IAS | Indian Administrative Service |
| CBCS | Choice-Based Credit System | ICC | Internal Complaints Committee |
| CEC | Consortium of Educational Communication | ICGEB | International Centre for Genetics Engineering and Biotechnology |
| CPCSEA | Committee for the Purpose of Control and Supervision of Experiments on Animals | ICHR | Indian Council of Historical Research |
| CSDS | Centre for Studies of Developing Societies | ICMR | Indian Council of Medical Research |
| CSEC | Centre for Science Education and Communication | ICSSR | Indian Council of Social Science Research |
| CSIR | Council of Scientific and Industrial Research | ICT | Information and Communication Technology |
| CSO | Central Statistical Organization | IDCC | Inter-Disciplinary Credit Courses |
| CSTT | Commission for Scientific and Technical Terminology | IIPA | Indian Institute of Public Administration |
| DBT | Department of Biotechnology | IIRS | Indian Institute of Remote Sensing |
| DCRC | Developing Countries Research Centre | IIT | Indian Institute of Technology |
| DD | Doordarshan | ILLL | Institute of Life Long Learning |
| DELNET | Developing Library Network | ILLS | Inter-Library Loan Service |
| DIPAS | Defence Institute of Physiology and Allied Sciences | INFLIBNET | Information and Library Network |
| DRDO | Defence Research and Development Organization | INSA | Indian National Science Academy |
| DST | Department of Science and Technology | IQAC | Internal Quality Assurance Cell |
| DU | Delhi University | ISAS-DC | Indian Society of Analytical Scientists, Delhi Chapter |
| DUSC | Delhi University Sports Council | ISRO | Indian Space Research Organization |
| DUSU | Delhi University Students' Union | ISS | Indian Statistical Service |
| ECA | Extra-Curricular Activities | IT | Information Technology |
| EOC | Equal Opportunities Cell | JNU | Jawaharlal Nehru University |
| ESSA | Education Scholarship Scheme for Army Personnel | JRF | Junior Research Fellowship |
| FAPS | Fine Arts and Photography Society | | |
| FOSTAS | Foreign Students' Association | | |
| FTII | Film and Television Institute of India | | |

| | | | |
|-------|---|--------|--|
| KMC | Kirori Mal College | OPAC | Online Public Access Catalogue |
| KMCSU | Kirori Mal College Students' Union | PG | Post-Graduate |
| LHMC | Lady Hardinge Medical College | PH | Physically Handicapped |
| MHRD | Ministry of Human Resource Management | PIO | Public Information Officer |
| MIL | Modern Indian Language | PwD | Persons with Disabilities |
| MOSPI | Ministry of Statistics and Programme Implementation | RDC | Research and Development Cell |
| MoU | Memorandum of Understanding | RTI | Right to Information |
| NAAC | National Assessment and Accreditation Council | SBS | Shaheed Bhagat Singh |
| NASA | National Aeronautics and Space Administration | SC | Scheduled Castes |
| NBCC | National Buildings Construction Corporation | SCFMA | Standing Committee for Monitoring Admissions |
| NBHM | National Board for Higher Mathematics | SEWA | Self Employed Women Artisans |
| NCC | National Cadet Corps | SHG | Self Help Group |
| NCWEB | Non Collegiate Women's Education Board | ST | Scheduled Tribes |
| NDRI | National Dairy Research Institute | SO | Section Officer |
| NET | National Eligibility Test | THDC | Tehri Hydro Development Corporation |
| NGO | Non-Governmental Organization | TIC | Teacher-in-Charge |
| NIC | National Informatics Centre | TOEFL | Test of English as a Foreign Language |
| NII | National Institute of Immunology | TYUP | Three Year Undergraduate Programme |
| NMEW | National Mission for Empowerment of Women | UG | Under-Graduate |
| NPL | National Physical Laboratory | UGC | University Grants Commission |
| NRSC | National Remote Sensing Centre | USIC | University Scientific Instrumentation Centre |
| NSD | National School of Drama | VC | Vice Chancellor |
| NSET | National Society for Earthquake Technology | WBMDFC | West Bengal Minorities Development and Finance Corporation |
| NSS | National Service Scheme | WUS | World University Service |
| OBC | Other Backward Classes | | |

Glossary

| | | |
|-------------|--|--|
| Avenues | The Placement Cell of the college | Classical Music and Culture |
| Debsoc | Debating Society of the college | Amongst Youth |
| Montage | Film Society of the college | Round Table |
| Musoc | Music Society | An inter-disciplinary society of the college that gives students a platform to interact with eminent people from different spheres of life and express their views on different issues |
| Parivartan | A forum for debate and discussion on gender related issues | The Players |
| Prayas | Society for Physically Challenged | Dramatics Society |
| Renaissance | College Annual Festival | |
| Sensation | Dance Society of the college | |
| SPIC MACAYS | Society for the Promotion of Indian | |

EXECUTIVE SUMMARY REPORT AND **SWOC ANALYSIS**

Kirori Mal College is a prominent establishment located in North Campus, that offers 21 undergraduate and post graduate courses in Commerce, Humanities and Science. It has come a long way from a 100 students in 1961 to a current strength of 3500 students. There are ~200 proficient faculty members supported by a team of sincere and competent nonteaching staff. The preparation of self-study report (SSR) of the college has given an in-depth insight into the strengths and weaknesses of our institution. A brief summary of all seven criteria in SSR is given below:

CRITERION 1

Kirori Mal College, right from its inception in 1954, embodies the ideal of a public funded higher education with equity, quality and access for all. The college strives to impart critical thinking to create a mindset of progressive and inclusive worldview with a scientific temper. It also upholds the ideals of freedom of expression and diversity of thought to build an environment of cultural diversity, pluralism and tolerance among all its stakeholders and particularly strives to inculcate humane values and sensitivity to social deprivation.

Kirori Mal College, fully maintained and governed by University of Delhi, is one of its biggest institutions in terms of students' intake and the number of programmes offered to students. It admits students to 21 different undergraduate programmes including 15 Honours courses, and has 19 departments. It is the only college in the University, which offers BSc Programme Analytical Chemistry at the undergraduate level. The college also offers admission to various postgraduate courses and coordinates with the respective University departments for the tutorials and internal assessment marks of these postgraduate students. The college takes pride in offering a large number of elective papers to the students to enable them to exercise an informed choice. Equipped with a talented workforce consisting of around 200 proficient teachers and a dedicated support staff have untiringly strived to build the institution. Our teachers make valuable contribution towards the curriculum revision and development undertaken by the University of Delhi. Many faculty members of the college have been regularly involved in course and syllabus making processes of the University. Some of them have officially been members of the Committees of Courses, Board of Studies and Faculties at the University level and some have been elected members of the highest decision making bodies of the University – the Academic Council and the Executive Council.

The institution has several long-established formal and informal mechanisms for obtaining regular feedback on the operative curriculum from all the stake-holders involved in the teaching-learning process. 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 the college level are brought up for discussion in the College Staff Council. The college pays particular attention to acquire feedback from students and does it at various levels, both formal and informal, through bodies like Students Faculty Committees and Students' Union Advisory Committee and through mechanisms such as question based surveys.

The college strongly believes in holistic and multifaceted development of students. To facilitate this, various departments organize regular workshops, seminars, symposiums and

talks on disciplinary and interdisciplinary fields to expose the students to a wide range of ideas and research much beyond their curricula. Many of these activities are planned and managed by students themselves through subject-based societies. Thus apart from providing exposure to them, the students are also trained in decision making and organizational work. Further, the departments have always encouraged the co-curricular academic practices like field trips, excursions, heritage walks, visit to museums, summer camps etc to develop practical knowledge and sensitivity to our history and surroundings.

The college is committed to provide a gender-just environment and strives to inculcate gender sensitive values among all its stakeholders. It has a vibrant Gender Forum, rather unique with a large number of both female and male students as well as faculty members that takes lead in gender sensitization and organizes wide ranging activities throughout the year. The college imparts ecological consciousness among students through public awareness campaigns and other methods. The college organizes special programmes and drives related to community and extension activities like Blood Donation Camp, teaching underprivileged children and to sensitising students to social needs and to make them humane and tolerant towards society.

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 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 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.

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 Equal Opportunity Cell of the college functions as a vibrant institution to address the various issues of discrimination within the institution. Prayaas, 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 the college and the city at large. The college is committed to create space and infrastructure customized for the differently-abled members like teachers and students within the college premises.

CRITERIA 2

Kirori Mal College, being a premier institution of higher education in the University of Delhi, has always strived to achieve excellence in the teaching, learning and evaluation process of the students. The interface with students begins right at the time of admission when the college puts in place various mechanisms to ensure a free, fair and absolutely transparent process of admission. The college strictly adheres to the university rules and procedures governing admissions in all categories including academic admissions under unreserved and reserved categories and special admissions under sports and extra-curricular categories. Being a leading institution in the city both in teaching-learning and extra-curricular activities, the college faces a herculean challenge to balance the opposing impulses of maintaining a healthy teacher-student ratio and allowing the students to access the benefits of a public-funded education. The admission process is governed by the statutory authority of the staff council which monitors and scrutinizes the process through the following layers: a) the admission committees of respective departments and b) the

Standing Committee for monitoring admissions (SCFMA) – a dual process of check and balance in an extremely rigorous system. The college uses both the online and the off-line mechanism to administer the entire admission process: online and manual applications, displaying the eligibility criteria for every admission list both in the notice board and the college website, notifying online and offline the names of students admitted in each course on a daily basis etc. The college also has a robust mechanism of grievance redressal during admissions by forming a committee of teachers to address and resolve specific problems and grievances of the applicants within the purview of the University admission rules. The college ensures strict adherence to the University notifications and guidelines to ensure maximum representation of students from the disadvantaged backgrounds like the Scs, STs, OBCs and PwD in order to retain a diverse social profile of the institution. Several informal mechanisms of disseminating information are also in place like helpdesks from the Students' Union, NSS and also the cultural societies to create an enabling experience for students while seeking admission to this prestigious institution.

Kirori Mal College takes pride in upholding a liberal, progressive and socially inclusive vision of Higher Education with equity, quality and access for all. Hence the college takes various measures including remedial teaching, bilingual education, instruction in Hindi/vernacular language, small group interactions in tutorials to address individual problems, mentoring outside the classroom space etc. The needs of the advance learners are addressed through introducing them to higher levels of the knowledge domain through advance readings, exposing them to allied areas of study both inside and outside the classroom space, ensuring their access to library resources to consolidate their existing knowledge and of course encourage and incentivize their performance through awards and scholarships. Special efforts are being made to sensitize the students and staff of the college towards the challenges of gender consciousness, environment, climate change etc. The college has left no stone unturned to procure e-learning resources for students especially in collaboration with the Institute of Lifelong Learning (ILL), University of Delhi. The N S Pradhan Library of the college is one of the most developed one in the University whose facilities are augmented every year through the latest books, journals, magazines and other supplementary resources.

The biggest strength of Kirori Mal College is its excellent faculty who has brought laurels to the institution not only in the teaching learning process but also in terms of exploring new vistas of knowledge. The college takes pride in having some of the finest departments of the University with a dedicated and qualified faculty who have inspired generations of students to progress in respective disciplines. There are many teachers who have received awards, fellowships, research grants etc to augment their teaching responsibilities with research work and also to explore emerging areas of knowledge. The profile of the college faculty is a healthy mix of experience and fresh, young minds who come together to provide a wide and varied range of pedagogy and teaching methodology to students, thus exposing them to a wide range of knowledge formations.

CRITERION 3

Research is an integral part of Kirori Mal College having the most conducive environment to pursue research necessary for enhancing the educational standards and the quality of both faculty and students. The college has a Research Committee to support, evaluate and co-ordinate research programmes for faculty and students. The committee further monitors the projects and streamlines the research associated activities.

There are a number of projects sanctioned by 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 (Defence 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 that have been completed successfully. At present, there are 8 major and 1 Minor ongoing projects with 4 University innovation projects. The college faculty has successfully completed 46 research projects from 2010-2015. The total funds received under the category of minor projects are Rs. 27,87,225., major projects is Rs. 11,41,22,730 and innovation projects is Rs. 1,15,50,000. Our teachers are motivated to pursue interdisciplinary research work without limiting themselves within the boundaries of their own disciplines. Although interdisciplinary research is the demand of the present times, it is extremely challenging to find the common 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, they need a lot of orientation and discipline to understand the basics of research. Two of our Faculty members have shown exceptional flair for research as they have patents to their credit 2 Indian patents and one US Patent has been granted to them. It is indeed creditable as we have publications from almost every department. The research papers have been published in reputed journals with high impact factor and a number of citations.

Ph.D. students are registered independently under faculty members of various departments who are actively involved in either individual or collaborative research. The college itself promotes research is evident as 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. This is the only college in the entire University 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) to allow the PhD scholars to carry out their research in animal models.

Dr. Kaushal Kumar, Department of Geography has developed a Research center in Deengaan, Uttarakhand. Many students are doing M.Phil and Ph.D under his supervision. Under these projects extension services and social work is being done in various parts of the countries. This is a first type of programme in India under the head of Rotary International Global grant. A MOU has been signed 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 an exchange programme scheme, students from Florida, USA and students of IIT Roorkee are also doing social work. This center is working for development of area, weaker section and women empowerment.

Department of Physics has developed a MOONBUGGY and visited NASA (National Aeronautics and Space Administration) United States, with students during the year 2009 and 2010.

We have been proudly associated with the SCIENCE SETU program initiated by DBT, Govt. of India and signed a MoU with the NII, National Institute of Immunology that aims at bridging the gap between undergraduate colleges and reputed scientists from research institutes. Kirori Mal College is aware of the need to ensure that the academic pursuits of the college are not in isolation from the social needs and that the society can reap of tangible benefits from these exercises. The College translates this vision by working on the potential

of the student *vis-à-vis* their employability. Cultivating and promoting the future workforce of the nation has also been an objective of the college. The 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. The college regularly holds a five day DST-Inspire Camp to promote and popularize science.

The College addresses the institution–neighbourhood–community network and student engagement criterion through its multifarious facets. Many of the Innovative projects 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. 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. 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 PLAYERS creates plays that focus on situations that have contemporary traction, or with issues that need to be examined afresh. 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. Further, we have PRAYAAS that promotes 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.

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. 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. 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 is done via our initiative ‘SAHYOG’

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.

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.

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.

CRITERION 4

Kirori Mal College, founded in 1954, boasts of a unique façade having lattice (jaali) work on façade of the main building and a large mural on the outer wall of the Science block. The building was designed by the renowned architect Cyrus Jhabwala. In recent years, infrastructural expansion was under taken (2010-12) when the College received a grant from the UGC under the OBC scheme to carry out work of constructing new class rooms, laboratories and renovation of the existing structures. A second floor was added each to the main building and the science block and is in the process of construction in the library building. The college also augmented its IT facilities and is in the process of providing new amenities like elevators in major buildings and making the premises friendly towards physically and visually challenged.

Thus, the college has mainly two premises where teaching work and practical classes in the laboratories take place – the Main Building and the Science block and both have three floors each. There are 42 class rooms in the Main Building of which 10 are fitted with Projector facilities. The Science block has 9 lecture theatres as well as 18 laboratories catering to the four science departments. Botany and Zoology departments have their respective Museums and an Instrumentation Lab in this building. An advanced research facility - ‘Nanobiotech Lab’ has been developed in the Department of Zoology for students to do high-tech research. This is the only College on the University that has a CPCSEA registered license to keep small animals in the Animal Holding Facility. The Main Building houses a dedicated computer room for the visually challenged students with specific software required by them. The Principal’s room and the administrative and accounts offices are also located in the Main Building. The college has a separate library building, along with the adjacent seminar room. Other structures in the college include a sports complex along with a state of the art gymnasium, a cafeteria, and two separate spaces for cultural societies, adjacent to the sports complex and above the cafeteria. The college has allotted spaces for the Students’ Union Room and the Girls’ and Boys’ Common Rooms. KMC has a hostel for the male students consisting of 90 rooms. To provide accommodation facilities to its Teaching faculty and Non-teaching Staff, the College has one Principal’s Bungalow, one Vice-Principal’s residence, one Warden House, 16 teachers’ quarters and 25 quarters for the non-teaching staff. The college also has ample green spaces including the front lawn (Ashoka Lawn) and the sprawling sports ground, which was used as a practice ground in the 2010 Commonwealth Games. For holding academic and cultural activities and events the college has an Auditorium (currently under repair and reconstruction), a Seminar Room and the space outside the Seminar Room which is an amphitheatre and used as open performance area. The college proposes to transform one of the larger rooms in the Main Building into an Academic seminar room equipped with smart board and smart technology to facilitate

its various departments to carry out special lectures, mini seminars, discussions and talks. A bank (Oriental Bank of Commerce) with an ATM facility is located adjacent to the Main Building catering to the needs of the staff and the students of the college. The college also has a small space allotted near the main entrance to a photocopying and stationery shop, catering to the students' regular needs. There is also a doctor available on daily basis and a medical room has been provided for that. The College has policy to provide clean and safe drinking water to its students and the staff. For this purpose the College has installed 13 water purifiers.

The library at KMC housed in a dedicated building, and named after one of our illustrious principals Dr. N.S. Pradhan, continues to add to its repertoire of pedagogical text books, journals and e-resources. At present, the automated library has 1, 43, 250 pedagogical text books and 19 journals-magazines along with the subscription of 17 daily news papers. The library has followed Dewey Decimal Classification and Classified Catalogue Code with some local variations for cataloguing of documents. 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 library counts about 500 visits on an average day and issues on the average 39 books to a student in a year. Kirori Mal College has always believed in modernisation and embracing the latest technology for offering a world class educational environment to its students and teachers. The college presently has 1000 plus laptops and 200 plus computers. The laptops are issued to students, teachers and departments, whenever required. The whole college campus is Wi-Fi enabled, the user id and passwords are issued to the students, teaching and non-teaching staffs of the college. The IT infrastructure is complemented by numerous Printers, Fax machines, Scanners, Photocopiers and intercom phones. The college is in the process of computerizing all its accounts section activities, administrative affairs, examination processes and admission procedures. The library resources records have already been digitized. The college is using an integrated software named Profit in its account section and admission related work. The college has also made the recording of internal assessment and attendance records completely online to make its functioning transparent and efficient. The college has a well maintained website to disseminate timely information. The college has employed 4 full time computer experts to maintain, update and upgrade the IT hardware, software and website. The college has set aside funds for maintenance and upkeep of all its infrastructural assets, facilities and equipment.

CRITERION 5

Kirori Mal College is committed to provide continuous support and mentor students for their holistic development. It provides informational and administrative support for their multidimensional needs and has rigorous institutional structures and policies to harness their talents. The college prospectus and the website provide details about the rules and procedures that govern the life of the students and inform them of the various infrastructural, financial, academic, extra-curricular, recreational and career related facilities and opportunities available in the college. The Staff Council of the college, through various committees, ensures smooth functioning of the entire academic, co-curricular, and extracurricular activities and the maintenance of the infrastructural apparatus that affect the life of the students and other stakeholders. Apart from these, the college has constituted an

Internal Quality Assurance Cell (IQAC) with the objective of monitoring the quality of teaching-learning process of the college.

The college awards its meritorious and talented students with a host of awards that are presented at the Annual Awards Ceremony. In 2014-15, 11 different academic awards (both in cash and kind) were presented to 26 students, who were rank holders in the University or the college. Similarly, cash prizes, college blazers, track suits and trophies are awarded to the Sports Students for their performance at International / National/ Inter University / Inter College levels. In 2014-15, 62 students received Sports Awards. The Culture Council of the college awards students annually for their exemplary performance and contribution to the cultural life of the college through four types of awards in kind – college blazers, college sweatshirts, mementoes and certificates. In 2014-15, 191 students received various categories of cultural awards. The college also provides information for various external scholarships that the students can apply for. The college has a longstanding policy for providing full or partial fee concession to students with weak financial background. A Fee Concession Committee (a committee under the Staff Council) interviews the applicants, judges their financial condition and needs and recommends various levels of fee concessions. In 2014-15, 583 students were provided various degrees of fee concession. The college is proud of having a longstanding tradition of students' activities in the fields of culture, sports and other extra-academic forums. The college, following the DU provisions and guidelines, also admits students under various sports and cultural (ECA) categories to the regular academic programmes of the college.

The college has very vibrant cultural societies (seven in number); some of them renowned not only in the University, but across the country for their continued tradition of spectacular performance. Two of these societies (Drama and Debate) have been functioning uninterrupted for almost 60 years and its Drama Society – The Players is well known throughout the country as one of the best amateur students theatre group. Many students, who were members of the various societies, have gone on, over the years, to take up culture and performing arts as their profession, including very renowned theatre, film and music personalities. The cultural societies function with considerable degree of student-autonomy, with active involvement of faculty advisors, so that they can become genuine forums of cultural expression and freedom of thought. These societies are administered and guided by a central coordinating body the Culture Council. Ours is perhaps the only college in the University 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. The cardinal principle followed is to ensure democratic functioning of the societies where students determined the programmes of the societies in close coordination with faculty advisors. Thus, the cultural societies function with considerable degree of student-autonomy, with active involvement of faculty advisors, so that they can become genuine forums of cultural expression and freedom of thought. 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 than their counterparts in other colleges. The Culture Council also oversees the process of ECA admissions and we take pride in the fact that the mechanism of Auditions/Trials evolved by the Culture Council for ECA Admissions is far more rigorous and transparent than even those envisaged in the guidelines issued by the University.

Similarly, its tradition in sports is well known. The college admits students through the sports quota as well as encourages students admitted through general admissions to join the various sports teams of the college. Year after year, our sportspersons and teams have won

trophies and best team awards and there are Arjuna Award and Dronacharya Award winners amongst our alumni. The 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 Sports Council serves as an interface between the Department of Physical Education and the Staff Council and has the responsibility to formulate policies within the University guidelines to promote and encourage Sports activities within the college.

The college also has a very robust unit of NCC. The KMC NCC unit 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 the cadets. Second and Third Year Cadets are given ranks which make them more responsible, accountable and legitimate leaders. Working as a team, Cadets get a chance to develop team spirit. The college also has a very active unit of NSS, involved in various social projects and campaigns. It also has a unique and vibrant Gender Forum, with committed participation of both female and male students and teachers to build a gender-just environment and motivate students to critique, debate and discuss the gendered practices and norms prevalent in our social structure. The college has a Foreign Students Association, which works round the year to encourage and showcase diversity and cultural assimilation. 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. Through all these efforts they develop contacts and also learn managerial, interpersonal and entrepreneurial skills. Many of these societies publish their annual magazines, apart from the annual magazine of the college, which provide a platform to the students for academic and creative expression. The college also has a very active placement cell – Avenues – devoted to guiding and nurturing students for their prospective career and to help place the students in reputed organizations after completion of their degree. Over the last five years, Avenues succeeded in placing 400 students in reputed organizations. The college has a policy of supporting students who are active in culture, sports and all these extracurricular activities through various measures such as taking extra classes, relaxing the deadline for submission of assignments and providing attendance benefit (following University guidelines) and funding their outstation trips.

The college has a zero-tolerance policy towards sexual harassment and ragging. The college has an Internal Complaints Committee (ICC) constituted under *the sexual harassment of women at workplace (prevention, prohibition and redressal) act, 2013*. Earlier, right from its inception, the college implemented Ordinance XV D (pertaining to sexual harassment) of the University. Over the years, the committees under these acts have been ever vigilant and have promptly taken up any complaint of sexual harassment by any member of the college community. The Proctorial Committee of the college is in charge of overall discipline of the college and is particularly vigilant in keeping the college a ragging-free space.

The college is particularly sensitive about students who are physically challenged. Prayaas – a society for the differentially abled students strives to promote an inclusive teaching and learning atmosphere on campus and make all the parts of the campus accessible to persons with disabilities. All visually impaired students have been provided Think Pads, pre-installed with NVDA, Braille Face, Hindi Reader software, all of which make a visually

impaired person access the computer with ease. They have also been provided with audio recorders.

The college has a Students' Union, whose office bearers are all elected annually. 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 College has an Alumni Association. The Alumni is a source of constant encouragement and support, and we, with frequent interaction with the past students of this institution and the retired teachers are striving relentlessly to encourage and empower our students.

CRITERION 6

The college even in his early days was renowned for excellence in sports and also established *The Players* – one of the most significant student theatre groups in the country continuing its excellent tradition for nearly 60 years. More such fields of participatory involvement have been added along its journey.

Right from its inception Kirori Mal College stands for humanism, tolerance, reason, adventure of ideas and the search of truth. It essentially believes that the purpose of education is to allow students to evolve in such a manner that they realize their full potential and to enable them to produce something of value to society. Since the beginning, the college emphasized the crucial role of sports and culture along with academics, with integrated development of the students as its central objective. The institution is one of the most vibrant colleges in the University in terms of the range of students' activities and their free and autonomous expression. The college boasts of a treasure of its alumni ruling almost the entire spectrum of profession including academia, bureaucracy, technocrats, judicial services, journalism, politics, corporate management and finance, sports, film, theatre, music and arts.

The Governing Body of the college is its apex managerial body, with a Chairperson and the Principal as its member Secretary. Being a University maintained college, the members of the Governing Body and the chairperson are appointed by the University. 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 its members, an elected Secretary from amongst them and the Principal as its Chairperson. The Staff Council and the Governing Body however, takes decisions under the provision and guidelines set and communicated by the University. All the committees constituted by the Staff Council work independently under the direction provided by the Staff Council and are accountable to it. These committees meet regularly, report to the Staff Council and any major policy decision or contentious issue is decided and approved democratically in the meetings of the Staff Council. The Staff Council also monitors the process of implementation of the policies. Similarly, the Governing Body also sets up committees (from within its members and often including members of the faculty) to carry out and monitor various executive decisions under its purview. The 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 the Staff Association, the Students' Union, the Culture Council and its societies, the Sports Council and the societies of the different departments and several co-curricular, enabling, and opportunity cells in the academic and corporate life of the college. Particular attention is

paid to give scope and expression to the desires and voices of the students and to let them function autonomously in the student societies and to enable them to take managerial and leadership roles, with only essential guidance from the faculty advisors. These bodies are also provided funds and given reasonable financial autonomy within the framework of the rules of a public institution.

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 and a Crèche. The Central Computer Committee is implementing the development of smart class rooms and internet enabled teaching assistance.

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 and the Internal Complaints Committee on Sexual Harassment are very vigilant and the names of their conveners / members are adequately publicized so that complaints can be given directly or routed to them. The Equal Opportunity Cell, the Committee for Physically challenged students (Prayaas) and the Gender Forum (Parivartan) are also very active in the college to prevent and report any violation in their respective fields.

Ample opportunity is provided to all the stakeholders – the faculty, students and administrative staff for their growth. The management ensures that all due benefits, knowledge and skill enhancing processes (such as refresher courses) and welfare facilities are granted to the staff as per norms and rules of the UGC and University of Delhi.

CRITERION 7

Our college building is an energy efficient structure, with thick walls and huge verandas running centrally both in the main block and the science block. This ensures natural light and proper ventilation to the classrooms and a constant wind circulation is maintained inside each room as the building is flanked on either side by open spaces. Two ear-marked parking spaces are located far away from the main building thereby protecting students from noise as well as vehicular pollution. Utmost care has been taken to keep the college environment habitable and eco-friendly. The college maintains its green cover to absorb maximum carbon emission and also enhance the beauty of the college. Apart from flowering plants we also have medicinal plants in our gardens. Burning of dried leaves is strictly prohibited in the college premises. Separation of biodegradable and non-biodegradable waste has been implemented and solid waste disposal is managed at source with colour coded twin bins. Ours is the only college in the entire University to have signed a MOU for bio-waste disposal.

Being extremely eco-conscious, our college has installed 16 solar powered lamps in the front lawn that light up the entrance after sunset. Even the staff room has been carefully designed to ensure comforts of an air conditioned room coupled with an open area where energy maybe conserved.

The biggest asset of Kirori Mal College is the innovative faculty which is well versed in contemporary and advanced teaching practices along with conventional teaching methods. Interdisciplinary subjects are being taught that may be perceived as strength as it emboldens interdisciplinary progression which is essential for maintaining high standards of the

institution. An innovative initiative by a group of bright students studying Physics Honours under the guidance of their teachers have 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 enthusiastically and successfully completed projects such as Moonbuggy, Lunabotics, Mars Rover Challenge, NASA RASC-al (Designing spacecrafts), etc., and have been competing with engineering students from Universities such as Cornell, Yale, Washington University, Ivy league Institutes, etc., for the past 7 years continuously.

The Culture Council, comprising activities in theatre, music, photography, fine arts, debate, dance and film, has transcended conventional boundaries of regular cultural activities and, apart from enabling the ideal of a holistic education, has devised methods to sharpen the natural ability of students in the above-mentioned fields to attain a professional level of skill. The NCC unit of the college is the only one in the University to have organized an All India NCC festival called CADET in the year 1999. The college NCC unit has since followed the practice of inviting cadets from six states every year, selected on a rotational basis for the annual festival. An annual magazine KM CADET is also published and released during the festival. The Kirori Mal College faculty pioneered the concept of PARIVARTAN, a gender sensitisation endeavour, as an innovative step to facilitate a frank exploration of prevalent gender norms and stereotypes. This was a unique initiative in a co-educational space with the dedicated involvement of an almost equal number of male and female students. A unique and exceptionally relevant method adopted by Parivartan since 2013 is the *annual Safety Audit of the Delhi University North Campus*. 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 on January 16, 2013, one month after the horrific incident, to make the University and the city free from sexual violence.

Our college theatre society, THE PLAYERS, has introduced an innovation in the manner that theatre performances are shared among colleges in University of Delhi. Identifying the friction of theatre competitions in which most performances take place as alien to the collaborative joy that underlies theatrical creativity, THE PLAYERS organises TheatreFest ('Curtains' for stage plays and 'Sar-e-Aam' for *nukkad natak*) to encourage students to come together in a celebration of their work, without compromising on quality and effort. This has been successful in inculcating a spirit of joyous sharing, analytical engagement and appreciation of the creative work of groups other than one's own; in also learning to look at one's own work with an objective, critical eye; and thereby reaffirming the spirit of collaboration that underlies the best theatrical practices.

Our Best Practice can be highlighted by SAHYOG, the brainchild of a student of Kirori Mal College, who devised this way of making a meaningful contribution to society. It aims to improve the education of underprivileged children of slums, to educate women about healthcare, cleanliness and importance of sending their children to schools, and to acquaint them with various schemes and programmes run by the government for their benefit. The Department of Geography is the first one to take initiative in taking operational Lab to the field. This is the First Global Grant Programme in India by Rotary International in the field of Education, Health and Women Empowerment.

This program is the first industry-linked and interdisciplinary programme in the social sciences in past ten years. This programme fulfils International, National and Local obligations at Micro-level development.

SWOC ANALYSIS

STRENGTHS:

- A big and a relatively young college in age profile with many permanent teachers.
- Highly reputed and quality faculty with a varied and diverse range of research interests and specializations.
- A large number of departments counting up to 19.
- Intake of good quality students to strengthen the teaching-learning process.
- An impressive social diversity and representation from all parts of the country to portray a truly national character.
- Excellent university results.
- Good Library facilities with resources for e-learning.
- Different platforms of interaction between students and teachers.
- The college offers one of the maximum numbers of interdisciplinary courses in the college/university through various programmes.
- The cultural societies of the college have earned accolades and reputation nationally.
- Many teachers are well-known nationally for their academic work, social interests and contribution to the cultural world and world of sports.
- Decentralized functioning of the administration through committees and sub-committees involving larger number of stakeholders.
- Transparent functioning of committees for better probity in public life.
- Hostel facilities for boys to provide affordable accommodation to students across the country.

WEAKNESS:

- The decentralized style of functioning through sub-committees by involving larger number of stakeholders sometimes delay implementation.
- The college has an area smaller than many other colleges of Delhi University.
- The college's proximity to an active market area creates security concerns for all stakeholders in the academic community.
- The college does not have its own crèche facility.
- The college does not have its own Girls' hostel.

OPPORTUNITIES:

- The college can provide a very good platform to initiate and pursue research ideas in inter-disciplinary areas as it has 19 departments.

- The involvement of a large number of faculty members in various activities of the college offers a tradition that provides such opportunities to the faculty members.
- The wide range of academic interests and specializations among the faculty members can provide diverse pedagogical tools to students.
- To spearhead cutting edge teaching and research areas in line with premier global institutions.
- Being one of the biggest colleges in the University of Delhi, there is enough human resource to cater to the students of the entire institution.
- The 'Weaknesses' listed above also provide opportunities for improvements in the college.

CHALLENGES:

- To make this institution a choice destination both for the privileged and underprivileged section of our society.
- To reduce the time that is generally taken between getting an idea, having a vision and its actual implementation.
- Creation of better infrastructure matching with the modern international standards.
- Creation of more space to carry out research activities.
- Creation of in-campus crèche facility.
- Creation of more staff quarters for teaching and non-teaching staff.
- To build up international standard sports facilities.
- To make provision for a Girls' hostel.
- To make provision for air-conditioned rooms and labs.
- To carry out infrastructural developments in the college without putting financial burden on the students.
- To introduce extra-curricular and co-curricular skill training without diluting the stress on academics.
- The 'Weaknesses' listed above pose the greatest challenge for the college.

PROFILE OF THE COLLEGE

1. NAME AND ADDRESS OF THE COLLEGE

| | | | |
|----------------|--|----------------|--------|
| NAME | KIRORI MAL COLLEGE | | |
| ADDRESS | NORTH CAMPUS, UNIVERSITY OF DELHI | | |
| CITY | NEW DELHI | PIN | 110007 |
| STATE | DELHI | COUNTRY | INDIA |
| WEBSITE | www.kmcollege.ac.in | | |

2. FOR COMMUNICATION

| DESIGNATION | NAME | TELEPHONE WITH STD CODE | MOBILE | FAX | EMAIL |
|---|---------------------------|-------------------------|---------------|--------------|---------------------------------|
| Principal | DR. DINESH KHATTAR | 011-27667787 | 91-9599036361 | 011-27666579 | actingprincipal@kmcollege.ac.in |
| Vice Principal | DR. DINESH KHATTAR | 011-27666031 | 91-9599036361 | 01127666759 | actingprincipal@kmcollege.ac.in |
| Steering Committee Co-ordinator/ IQAC Coordinator | MR. RAM SUNIL KUMAR LALJI | 011-27667939 | 91-9811867814 | 011-27666759 | sunilkumarram1980g@gmail.com |

3. STATUS OF THE INSTITUTION

Affiliated College

Constituent College

Any other (specify)

4. TYPE OF INSTITUTION

A. By Gender

For Men

For Women

Co-education

B. By Shift

Regular

Day

Evening

5. It is a recognized minority institution?

Yes

No

If yes, specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6.Sources of funding

Government Grant-in-aid

Self-financing

Any other

7. a. Date of establishment of the college: **01/02/1954**

b. University to which the college is affiliated /or which governs the college
(If it is a constituent college): **UNIVERSITY OF DELHI**

c. Details of UGC recognition:

| UNDER SECTION | DATE, MONTH & YEAR | REMARKS (if any) |
|---------------|--------------------|------------------|
| i) 2 (f) | 03/03/1956 | |
| ii) 12 (b) | 03/03/1956 | |

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act): Enclosure-I

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) **N.A.**

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? **NO**

If yes, has the College applied for availing the autonomous status? **N.A.**

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)? **NO**

If yes, date of recognition: **N.A.**

b. for its performance by any other governmental agency? **NO**

If yes, name of the agency and date of recognition: **N.A.**

10. Location of the campus and area in sq.mts:

Location **Urban**

Campus area in Acres **14.8**

Built up area in sq. mts. **19807.88**

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

Auditorium/seminar complex with infrastructural facilities

Sports facilities: Basket Ball Court
Changing room
Cricket pitch
Table tennis
Sports store room

Play ground: ONE

Swimming pool

Gymnasium:FULLY FUNCTIONAL

Hostel

Boys' hostel

i. Number of hostels - **One**

ii. Number of inmates - **180**

iii. Facilities:

1. 90 ROOMS
2. HOSTEL MESS
3. 5 INTEGRATED LAWNS
4. A BIG COMMON ROOM
5. READING ROOM
6. DINING HALL
7. A KITCHEN
8. ADEQUATE WASHROOMS
9. TEA/SNACKS STALL
10. TABLE TENNIS AND OTHER INDOOR GAMES FACILITIES

Girls' hostel

i. Number of hostels –**NONE**

Residential facilities for teaching and non-teaching staff(give numbers available — cadre wise)

1. Principal's Bungalow – **01**
2. Vice-Principal's House – **01**
3. Warden's House – **01**
4. Teaching Staff Quarter - **16**
5. Non-teaching Staff Quarter - **25**

CAFETERIA

HEALTH CENTRE :University Health Center walking distance of 500 Meters

First aid,

Inpatient, Outpatient, Emergency care facility, Ambulance Health, centre staff

Qualified Doctor: Part time

- Qualified Nurse
- Facilities like banking, post office, book shop:
Banking, (OBC: ORIENTAL BANK OF COMMERCE)
- Stationary /Photostat Shop
- Transport facilities to cater to the needs of students and staff: **NOT Available**
- Animal house
- Biological waste disposal
- Generator or other facility for management/regulation of electricity and voltage
- Solid waste management facility: Compost pit near College Nursery, Vermi compost
- Waste water management
- Water recharging

11. Details of programmes offered by the college
(Give data for current academic year)

| S.No. | PROGRAMME /LEVEL | NAME OF THE PROGRAMME /COURSE | DURATION (years) | ENTRY QUALIFICATION | MEDIUM OF INSTRUCTION | SANCTIONED STUDENT STRENGTH | NO. OF STUDENTS ADMITTED |
|-------|-----------------------------|-------------------------------|------------------|---------------------|-----------------------|-----------------------------|--------------------------|
| 1 | UNDERGRADUAT EPART I/II/III | B.A. PROGRAMME | 3 | 10+ 2 | ENGLISH AND HINDI | 98 | 130 |
| 2 | UNDERGRADUAT EPART I/II/III | B.A.(H) ENGLISH | 3 | 10+ 2 | ENGLISH | 47 | 53 |
| 3 | UNDERGRADUAT EPART I/II/III | B.A. (H) HINDI | 3 | 10+ 2 | HINDI | 47 | 49 |
| 4 | UNDERGRADUAT EPART I/II/III | B.A.(H) SANSKRIT | 3 | 10+ 2 | HINDI | 21 | 22 |
| 5 | UNDERGRADUAT EPART I/II/III | B.A.(H) ECONOMICS | 3 | 10+ 2 | ENGLISH | 69 | 103 |
| 6 | UNDERGRADUAT EPART I/II/III | B.A.(H) HISTORY | 3 | 10+ 2 | ENGLISH AND HINDI | 47 | 51 |
| 7 | UNDERGRADUAT EPART I/II/III | B.A.(H) GEOGRAPHY | 3 | 10+ 2 | ENGLISH | 47 | 58 |
| 8 | UNDERGRADUAT EPART I/II/III | B.A.(H) POL.SCIENCE | 3 | 10+ 2 | ENGLISH | 59 | 76 |
| 9 | UNDERGRADUAT EPART I/II/III | B.A.(H) URDU | 3 | 10+ 2 | URDU | 21 | 25 |

| | | | | | | | |
|----|--------------------------------------|---|---|--------------------------------|---------|-----|-----|
| 10 | UNDERGRADUATE PART I/II/III | B.COM (H) | 3 | 10+ 2 | ENGLISH | 97 | 117 |
| 11 | UNDERGRADUATE PART I/II/III | B.COM | 3 | 10+ 2 | ENGLISH | 99 | 131 |
| 12 | UNDERGRADUATE PART I/II/III | B.SC. (H) PHYSICS | 3 | 10+ 2 | ENGLISH | 128 | 125 |
| 13 | UNDERGRADUATE PART I/II/III | B.SC. (H) CHEMISTRY | 3 | 10+ 2 | ENGLISH | 128 | 137 |
| 14 | UNDERGRADUATE PART I/II/III | B.SC. (H) MATHEMATICS | 3 | 10+ 2 | ENGLISH | 73 | 77 |
| 15 | UNDERGRADUATE PART I/II/III | B.SC. (H) BOTANY | 3 | 10+ 2 | ENGLISH | 43 | 53 |
| 16 | UNDERGRADUATE PART I/II/III | B.SC. (H) ZOOLOGY | 3 | 10+ 2 | ENGLISH | 43 | 38 |
| 17 | UNDERGRADUATE PART I/II/III | B.SC. (H) STATISTICS | 3 | 10+ 2 | ENGLISH | 43 | 41 |
| 18 | UNDERGRADUATE PART I/II/III | B.SC. PHY. SCIENCE | 3 | 10+ 2 | ENGLISH | 128 | 123 |
| 19 | UNDERGRADUATE PART I/II/III | B.SC. (H) PHY. SCIENCE with Computers | 3 | 10+ 2 | ENGLISH | 35 | 31 |
| 20 | UNDERGRADUATE PART I/II/III | B.SC. ANALYTICAL CHEMISTRY | 3 | 10+ 2 | ENGLISH | 35 | 31 |
| 21 | UNDERGRADUATE PART I/II/III | B.SC. LIFE SCIENCE | 3 | 10+2 | ENGLISH | 40 | 34 |
| 22 | POST – GRADUATE PART I/PART II | M.A. ENGLISH | 2 | GRADUATION IN DISCIPLINE | ENGLISH | | 32 |
| 23 | POST – GRADUATE PART I/PART II | M.A. HINDI | 2 | GRADUATION IN DISCIPLINE | HINDI | | 20 |
| 24 | POST – GRADUATE PART I/PART II | M.A. HISTORY | 2 | GRADUATION IN DISCIPLINE | ENGLISH | | 30 |
| 25 | POST – GRADUATE PART I/PART II | M.A. POL.SCIENCE | 2 | GRADUATION IN DISCIPLINE | ENGLISH | | 62 |
| 26 | POST – GRADUATE PART I/PART II | M.A. SANSKRIT | 2 | GRADUATION IN DISCIPLINE | ENGLISH | | 18 |
| 27 | POST – GRADUATE PART I/PART II | M.A. URDU | 2 | GRADUATION IN DISCIPLINE | URDU | | 30 |

| | | | | | | | |
|----|--------------------------------|----------------------------|---|--------------------------|---------|--|----|
| 28 | POST – GRADUATE PART I/PART II | M.SC. BOTANY | 2 | GRADUATION IN DISCIPLINE | ENGLISH | | 4 |
| 29 | POST – GRADUATE PART I/PART II | M.SC.CHEMISTRY | 2 | GRADUATION IN DISCIPLINE | ENGLISH | | 51 |
| 30 | POST – GRADUATE PART I/PART II | M.SC. MATHEMATICS | 2 | GRADUATION IN DISCIPLINE | ENGLISH | | 57 |
| 31 | POST – GRADUATE PART I/PART II | M.SC. OPERATIONAL RESEARCH | 2 | GRADUATION IN DISCIPLINE | ENGLISH | | 19 |
| 32 | POST – GRADUATE PART I/PART II | M.SC.PHYSICS | 2 | GRADUATION IN DISCIPLINE | ENGLISH | | 58 |
| 33 | POST – GRADUATE PART I/PART II | M.SC. ZOOLOGY | 2 | GRADUATION IN DISCIPLINE | ENGLISH | | 9 |

13. Does the college offer self-financed Programmes? **No**
If yes, how many?

14. New programmes introduced in the college during the last five years if any?

No

15. List the departments:

(respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

| Faculty | Departments | UG | PG | Research |
|-----------|--------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Science | Botany | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | Chemistry | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Computer Science | <input checked="" type="checkbox"/> | | |
| | Mathematics | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Physics | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Statistics | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| | Zoology | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Arts | Bengali | <input checked="" type="checkbox"/> | | |
| | Economics | <input checked="" type="checkbox"/> | | |
| | English | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Geography | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| | Hindi | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | History | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | Philosophy | <input checked="" type="checkbox"/> | | |
| | Physical Education | <input checked="" type="checkbox"/> | | |
| | Political Science | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Sanskrit | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Any other | Urdu | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | Commerce | <input checked="" type="checkbox"/> | | |
| | Operation Research | | <input checked="" type="checkbox"/> | |

16. Number of Programmes offered under

a. annual system

Nil

b. semester system **33**

c. trimester system **Nil**

17. Number of Programmes with

a. Choice Based Credit System

21

b. Inter/Multidisciplinary Approach

07

c. Any other (specify and provide details)

18. Does the college offer UG and/or PG programmes in Teacher Education?

NO

19. Does the college offer UG or PG programme in Physical Education?

NO

20. Number of teaching and non-teaching positions in the Institution

| Positions | Teaching faculty | | | | | | Non-teaching staff | | Technical staff | |
|--|------------------|----|---------------------|----|---------------------|----|--------------------|----|-----------------|----|
| | Professor | | Associate Professor | | Assistant Professor | | *M | *F | *M | *F |
| | *M | *F | *M | *F | *M | *F | | | | |
| Sanctioned by the UGC/ University /State Govt. | - | - | - | - | 200 | | 150 | | | |
| <i>Recruited</i> | - | - | 28 | 46 | 46 | 29 | 39 | 9 | 47 | 1 |
| <i>Yet to recruit</i> | - | - | 0 | 0 | 51 | | 54 | | | |

21. Qualifications of the teaching staff:

| Highest qualification | Professor | | Associate Professor | | Assistant Professor | | Total |
|---------------------------|-----------|--------|---------------------|--------|---------------------|--------|-------|
| | Male | Female | Male | Female | Male | Female | |
| Permanent teachers | | | | | | | |
| Ph.D. | - | - | 22 | 40 | 24 | 13 | 99 |
| M.Phil. | - | - | 13 | 15 | 05 | 07 | 40 |
| PG | - | - | 03 | 02 | 02 | 03 | 10 |
| Temporary teachers | | | | | | | |
| Ph.D. | - | - | - | - | 18 | 4 | 22 |
| M.Phil. | - | - | - | - | 19 | 5 | 24 |
| PG | - | - | - | - | 3 | 2 | 5 |
| Part-time teachers | | | | | | | |

| | | | | | | | |
|---------|---|---|---|---|---|---|----|
| Ph.D. | - | - | - | - | 8 | 4 | 12 |
| M.Phil. | - | - | - | - | 7 | 2 | 09 |
| PG | - | - | - | - | 2 | 1 | 03 |

22. Number of Visiting Faculty /Guest Faculty engaged with the College. **22**

23. Furnish the number of the students admitted to the college during the last four academic years.

| Categories | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | |
|------------|---------|--------|---------|--------|---------|--------|---------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| SC | 302 | 138 | 324 | 156 | 446 | 182 | 537 | 202 |
| ST | 157 | 54 | 149 | 43 | 209 | 58 | 243 | 58 |
| OBC | 637 | 177 | 725 | 220 | 881 | 249 | 1113 | 389 |
| General | 1495 | 1125 | 1432 | 1040 | 1502 | 1035 | 1500 | 1088 |
| Others | 115 | 56 | 114 | 41 | 157 | 46 | 202 | 45 |

24. Details on students enrolment in the college during the current academic year:

| Type of students | UG | PG | M. Phil. | Ph.D. | Total |
|---|------|-----|----------|-------|-------|
| Students from the same state where the college is located | 2012 | 262 | - | - | 2274 |
| Students from other states of India | 2573 | 385 | - | - | 2958 |
| NRI students | - | - | - | - | - |
| Foreign students | 40 | 12 | - | - | 52 |
| TOTAL | | | | | 5284 |

25. Dropout rate in UG and PG (average of the last two batches)

| | |
|----|------------|
| UG | Approx. 5% |
| PG | N.A |

26. Unit Cost of Education

| | |
|---|---------------------|
| <i>(Unit cost= total annual recurring expenditure (actual) divided by total number of students enrolled)</i> | |
| (a) including the salary component | Rs.74,336.63 |
| (b) excluding the salary component | Rs.8,304.00 |

27. Does the college offer any programme/s in distance education mode (DEP)?

NO

28. Provide Teacher-student ratio for each of the programme/course offered *

| Programme | Student-Teacher Ratio* |
|------------------------------|------------------------|
| B.Sc. (Hons.) Botany | 20:1 |
| B.Sc. (Hons.) Chemistry | 18:1 |
| B.Com. (Hons.) | 25:1 |
| B.A. (Hons.) Economics | 24:1 |
| B.A. (Hons.) English | 13:1 |
| B.A. (Hons.) Geography | 27:1 |
| B.A. (Hons.) Hindi | 15:1 |
| B.A. (Hons.) History | 15:1 |
| B.Sc. (Hons) Mathematics | 17:1 |
| B.Sc.(Hons.) Physics | 16:1 |
| BA (Hons.) Political Science | 36:1 |
| B.A. (Hons.) Sanskrit: | 17:1 |
| B.Sc.(Hons.) Statistics | 15:1 |
| B.A. (Hons.) Urdu | 26: 1 |
| B.Sc. (Hons,) Zoology | 22:1 |

*Ratio is based on the sanctioned number of teachers and number of students enrolled in various Honors courses, as on January 2016, excluding Guest Faculty.

- In B.A. (Prog), B.Com. (Prog), B.Sc. (Prog) Analytical Chemistry, B.Sc.(Prog.) Physical Science with Chemistry, B.Sc.(Prog.) Physical Science with Computer Science and B.Sc.(Prog.) Life Science, there is no direct recruitment of teachers. Students of these courses have not been taken into account while calculating the Student-Teacher ratio.
- For the courses such as Bengali, English, Hindi and Urdu, no separate Student-Teacher ratio has been calculated as they teach students from all other courses.

29. Is the college applying for
Accreditation : Cycle 1 Cycle 2 Cycle 3 Cycle 4
Re-Assessment:
30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only) **N.A.**
31. Number of working days during the last academic year.

>246 days
32. Number of teaching days during the last academic year
(Teaching days means days on which lectures were engaged excluding the examination days)

>199 days
33. Date of establishment of Internal Quality Assurance Cell (**IQAC**)
IQAC 21-07-2015
34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC. **N.A.**
35. Any other relevant data (not covered above) the college would like to include. **NO**