Internal Quality Assurance Cell (IQAC)

Annual Quality Assurance Report (AQAR)

in Accredited Institutions

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

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Annual Quality Assurance Report (AQAR) 2017-18
IQAC Miranda House

Part – A

1. Details of the Institution

1.1 Name of the Institution

> MIRANDA HOUSE

1.2 Address Line 1

> Patel Chest Marg

Address Line 2

> University of Delhi

City/Town

> Delhi

State

> Delhi

Pin Code

> 110007

Institution e-mail address

> principal@mirandahouse.ac.in

Contact Nos.

> 011- 27667367, 011-27666983

Name of the Head of the Institution:

> Dr. Pratibha Jolly

Tel. No. with STD Code:

> 011 -27666201

Mobile:

> 9811600386

Name of the IQAC Co-ordinator:

> Dr Amrita T Sheikh

Mobile: 9810174987

IQAC e-mail address: iqac@mirandahouse.ac.in

1.3 NAAC Track ID   DLCOGN20549

1.4 NAAC Executive Committee No. & Date: EC(SC)/24/A&A/16.1 dated 2-5-2017

1.5 Website address: www.mirandahouse.ac.in

Web-link of the AQAR: http://mirandahouse.ac.in/files/iqac/aqar/2017-18/**file.pdf.**

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	3.61		2017	5 Years

1.7 Date of Establishment of IQAC: 02/01/2016

1.8 AQAR for the year   2017-18

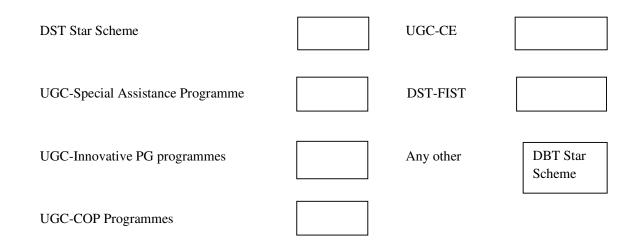1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC:

Not Applicable

1.10 Institutional Status

University   State   Central   Deemed   Private
                    [ ]   [√]   [ ]   [ ]

Affiliated College   Yes [ ]   No [√]

Constituent College   Yes [√]   No [ ]

Autonomous college of UGC   Yes [ ]   No [√]

Regulatory Agency approved Institution   Yes [√]   No [ ]

Type of Institution   Co-education [ ]   Men [ ]   Women [√]

                      Urban [√]   Rural [ ]   Tribal [ ]

Financial Status   Grant-in-aid [ ]   UGC 2(f) [√]   UGC 12B [√]

                   Grant-in-aid + Self Financing [ ]   Totally Self-financing [ ]

1.11 Type of Faculty/Programme

Arts [√]   Science [√]   Commerce [ ]   Law [ ]   PEI (Phys Edu) [ ]

TEI (Edu) [ ]   Engineering [ ]   Health Science [ ]   Management [ ]

Others   (Specify) | Bachelor of Elementary Education 4 year programme |

1.12 Name of the Affiliating University | University of Delhi, Delhi |

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

Autonomy by State/Central Govt. / University   [ ]

University with Potential for Excellence   [ ]   UGC-CPE   [ ]

DST Star Scheme		UGC-CE	
UGC-Special Assistance Programme		DST-FIST	
UGC-Innovative PG programmes		Any other	DBT Star Scheme
UGC-COP Programmes			

2. IQAC Composition and Activities
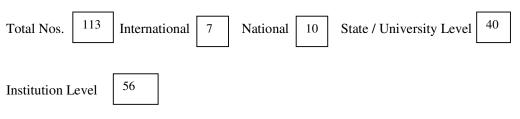
2.1 No. of Teachers   Principal + 6

2.2 No. of Administrative/Technical staff   5

2.3 No. of students

2.4 No. of Management representatives

2.5 No. of Alumni

2. 6 No. of any other stakeholder and

    community representatives

2.7 No. of Employers/ Industrialists

2.8 No. of other External Experts   2

2.9 Total No. of members   14

2.10 No. of IQAC meetings held   2

2.11 No. of meetings with various stakeholders: No.   2   Faculty   2

        Non-Teaching Staff Students   Alumni   Others

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

      If yes, mention the amount   Rs. 1.5 Lakh (October 2016)

2.13 Seminars and Conferences (only quality related)

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

    Total Nos. 113   International 7   National 10   State / University Level 40

    Institution Level 56

(ii) Themes

- Rethinking the obvious - Rhetoric of Development
- Social and technological accessibility
- *Samdrishti* – a sensitization activity
- *Azaadi ke mayane* and freedom struggle
- Sanskrit and Computational Logistics
- Remedial course in English
- Cultural consciousness and Indian manuscripts
- Women *bhakti* saints
- Women in India cinema
- Economic freedom and liberalization
- Making sense of social policy
- *Sankalp se Siddhi: Yeh India ka time hai*
- Cyber crime and women; cyber security
- Vigilance Awareness Week
- Understanding sexuality: significance, possibilities and challenges for education
- Disparity in higher education, employment and exclusion in health
- Inequalities around the globe
- Disaster Preparedness
- Diversity and Governance: Issues of Development, Gender and Social Equality
- Exploring different strategies in classroom management
- Gandhi and the *Satyagrah* of cartoons
- MUN – Model United Nations
- Constitutional Morality and Governance: Challenges and Possibilities
- Peace Education Programme
- Career counselling, information on post graduate courses and placements.
- Catalyzing a cultural shift in youth entrepreneurship – Workshop
- Flavour of Research: Investigative projects in Multidisciplinary contexts by undergraduate students
- The Big Bang – unlocking the secrets of the Universe
- *Vigyanshala* – Communicate and inspire
- Science Conclave – Research on the Frontiers
- Biofertilizers in sustainable crop production - Workshop
- Intergrated water resource and management
- Laboratory techniques and instrumentation
- Laboratory safety
- RNA and the origin of living systems
- DNA bar coding
- From *Drosophila* developmental biology to human cancer
- Tackling global challenges with biotechnology
- Creation of bio-bank to catalyze personalized medicine
- *Bonsai* - Workshop
- MS Office and internet usage - Workshop
- Genome editing – tools and applications
- INSPIRE Internship Programme
- Probability and statistics using R – workshop
- Actuarial Sciences
- Physics -Quantum Mechanics, semiconductors
- Pharmaceutical Chemistry

2.14 Significant Activities and contributions made by IQAC

The Governing Body of the college fully supports development in pursuit of excellence. The Principal has been the motivational force in the decisions taken collectively at various forums within the college after due deliberations, including the IQAC. The college administration is facilitating implementation in all possible ways.

The IQAC members have reviewed the following activities:

- Attendance of students and monthly uploading of the same on the college website.
- Timely uploading of faculty and class time tables on the college website.
- The process of remedial teaching.
- Documenting problems encountered by students on account of classroom diversity and educational background.
- Bridge Courses and short duration add-on courses.
- The institutional process of result analysis.
- Documentation already being carried out for optional courses like Generic Elective and Skill Enhancement Courses.
- Developing online dynamic feedback mechanisms for facilities and services such as Library, Cafeteria, sanitation, toilets, infrastructure, ICT services, helpfulness of staff, administrative processes, etc.
- Performa for sanctioned research project details and expression of interest to supervise M.Phil. and Ph.D. students.

Based on suggestions of faculty, initiatives are being strengthened for organizing of Remedial Courses; Bridge Courses; Workshops on computer literacy; Google Survey on ICT by students and Google Survey on ICT usage by faculty. The college has made quality assurance a part of informal discussions and dialogue carried out with numerous visitors from other institutions, in particular international visitors and collaborators. Best practices are being adopted and adapted. The members were of the opinion that all the mentioned academic activities should be constantly reviewed.

2.15 Plan of Action by IQAC/Outcome

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

Plan of Action	Achievements
Equity: No student left behind	Strict adherence to National policies and DU guidelines. Commitment to inclusive classroom and respecting diversity. Generic provisions for students with diverse special needs. Specific provisions for visually challenged students; other PwD. Quick Response (QR) codes have been installed at prominent places in the college outside Principal's office, College office, Accounts Section, Digital Resource Centre, Library, some class rooms, washrooms. These QR codes provide information regarding location to the visually challenged students.
Timely Delivery of Curriculum	Planning organization of teaching in advance and meticulously. Prominently displaying teaching schedules and timetables. Adhering strictly to class and tutorial schedules.
Enhancing Quality of Teaching-Learning	Adopting student centric interactive strategies. Blending variety of methods including use of ICT. Promoting student projects, collaborative work and presentations.
Responsive Classroom Practices	Remaining sensitive to student needs. Providing timely intervention in the classroom. Continuous assessment and analysis of performance.
Supporting Advanced Learners	Providing challenging assignments and special opportunities. Early exposure to research. Forging linkages with experts; internship and mentoring.
Supporting Students at Risk	Modifying teaching methods in accordance with needs of students. Offering remedial classes and bridge courses. Offering need based financial assistance.
Enrichment	Offering Short term Add-on courses. Organizing Seminars, Workshops, Lectures.

Annexure II: Academic calendar.

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

Management ☐   Syndicate ☐   Any other body ☐

Provide the details of the action taken

1. The following Apps are being successfully used by the Miranda House community:
   - Mobile App for attendance: *MH Acadme*
   - Streamlining of events within the college through the *Event Hub App*
   - Better infrastructure maintenance through the *Infra Care App*
2. Special provisions have been made for visually challenged students:
   Quick Response (QR) codes have been installed at prominent places in the college outside Principal's office, College office, Accounts Section, Digital Resource Centre, Library, some class rooms, washrooms. These QR codes provide information regarding location to the visually challenged students.
3. Orientation programs are held for the new faculty
4. Workshops on capacity building, pedagogy and classroom administration are held for faculty
5. An induction program is held for the *Ad hoc* and guest faculty each semester
6. Bridge courses are held for newly admitted students
7. Streamlining and organization of teaching-learning with strict adherence to announced academic and cultural calendar
8. Within the current Choice Based Credit System (CBCS), the college has created Google forms to collect data from students regarding optional courses- Generic Elective (GE), Skill Enhancement Course (SEC), Discipline Specific Course (DSC), Discipline Specific Elective (DSE)
9. Students' grievances, if any, are addressed immediately through a Grievance Committee
10. College admission forms are electronically generated by linking the same with the University pre-application form filled by the candidate online
11. Digital notice boards have been placed in various parts of the College to display details of up-coming events/lectures/conferences/workshops

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	8			
PG	14			
UG	20			
PG Diploma				
Advanced Diploma				
Diploma				
Certificate	6	1(Nanochemistry) 1(Data Science and Analytics)	8	1(Value added) 6(Career oriented)
Others				
Total	48	2	8	7

Interdisciplinary				
Innovative				

1.2   (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options
       (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	19 UG, 14 PG
Trimester	
Annual	1

1.3 Feedback from stakeholders*   Alumni ☐   Parents ☐   Employers ☐   Students ☐ √
    (On all aspects)

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

   ** Each student (mentee) is assigned a faculty mentor.

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

   As per University of Delhi guidelines

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

1. Establishment of IBSD - Miranda House Centre for North East Studies.

   Institute of Bio-resources and Sustainable Development (IBSD) is an institute of Department of Biotechnology, Government of India, located in Manipur. This initiative assumes special significance in light of the increasingly large number of students from the North Eastern states at Miranda House. Currently there are about 325 students from the region. The Centre is not limited to the Miranda House community. It provides a facilitating environment to stakeholders from across the University Colleges, especially the large population of students from the North-East, irrespective of gender.

2. Community Radio Station

   Mini studio equipment consisting of audio mixer with amplifier, audio playback system and instant IP tune managers have been procured for the DU Community Radio Station in the process of being set up in the college. The equipment also includes microphone, headphones, computer, UPS and accessories.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Asso. Professors	Professors	Others
135	86	49	Nil	1 Principal 1 Librarian 2 (Temp Asst Prof)

2.2 No. of permanent faculty with Ph.D.   99

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

Asst. Professors		Asso. Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
Nil	34	Nil	NA	Nil	NA	Nil	NA	Nil	34

2.4 No. of Guest   35   Ad hoc faculty   69

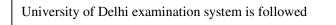Visiting faculty   7 B.El.Ed Resource Persons
8 Sports Coaches   and Temporary faculty   2

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State/ Institutional level[*]
Attended	41	61	8
Presented papers	32	20	1
Resource Persons	32	20	60

  *Includes participation in Workshop/ Panel Discussion/ Seminar course and Seminars/ Bridge Courses

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

Use of PowerPoint presentations whenever possible

- Assigning presentation topics to students and holding students' presentations followed by discussion
- Use of tactile models for better understanding of molecular structures, stereoisomerism and crystal structures in Chemistry and Life Sciences.
- Use of charts, herbarium, live specimens and permanent slides in Life Sciences.
- Understanding of computer applications in different fields of Science.
- Individual hands-on use of subject-specific software including Open Source software where possible
- Computational courses in all disciplines use modelling software
- Testing students' level of knowledge and understanding through baseline tests, pre- and post-lecture and pre- and post-lab quizzes
- Providing students additional study material and Question Banks
- Information on student assignment, lectures, etc. is shared between students and teachers using Google apps for education.
- Students are encouraged to refer to rich online resources like MIT course ware, NPTEL lectures, etc.
- Educational trips within and out of town.
- Organisation of Bridge Course for orientation of I Year students in the laboratory
- Project based learning by conducting group projects during the semester
- Giving students a flavour of research through summer internship at DSKC.

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

| 165 |

2.8 Examination/ Evaluation Reforms initiated by the Institution

| University of Delhi examination system is followed |

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

| 3 | 1 | 7 | 1* | 1# |

* Department Research Committee and Board of Research Studies, University of Delhi
# Involved in four national committees (NAAC, DBT,NSC-DST, IRIS-DST)

2.10 Average percentage of attendance of students

| 75% |

2.11 Course/Programme wise distribution of pass percentage (based on the results declared in July 2017):

Title of the Programme	Students appeared	Division (%)				
		Distinction >80%	I 60-100%	II 50-60%	III 40-50%	Pass Percentage
B.Sc. (H) Botany	41	58	85	7	-	93
B.Sc. (H) Chemistry	66	62	100	-	-	100
BSc (H) Maths	77	73	97	3	-	100
BSc (H) Physics	82	65	96	4	-	100
BSc (H) Zoology	34	47	79	-	-	79
BSc. Life Science	32	19	84	3	-	88
B. Tech Computer Science	33	53	97	3	-	100
B A (H) Bengali	5	-	80	-	-	80
B A (H) Economics	77	15	77	10	5	92
B A (H) English	75	1	67	20	9	93
B A (H) Geography	52	10	96	4	-	100
B A (H) Hindi	60	7	82	8	3	93
B A (H) History	49	-	51	39	4	93
B A (H) Music	17	-	59	29	6	94
B A (H) Philosophy	39	-	82	13	5	100

B A (H) Pol. Science	76	-	92	8	-	100
B A (H) Sanskrit	22	7	86	14	-	100
B A (H) Sociology	46	-	63	28	2	93
B.A. Prog	179	-	89	9	2	100
B. El.Ed	43	-	93	7	-	100

Post Graduate

Title of the Programme	Total No. of students appeared	DIVISION (%)				
		Distinction >80%	I 60-100%	II 50-60%	III 40-50%	Pass Percentage
M.Sc. Anthropology	10	-	100	-	-	100
M.Sc. Botany	22	-	82	5	-	86
M.Sc. Chemistry	34	-	85	6	-	91
M.Sc. Maths	36	-	50	2	1	78
M.Sc. Physics	38	-	82	18	-	100
M.Sc. Zoology	22	-	100	-	-	100
M.A. English	31	-	81	19	-	100
M.A. Hindi	23	-	74	26	-	100
M.A. History	19	-	16	63	-	79
M.A. Music	11	-	55	36	-	91
M.A.Philosophy	13	-	69	15	-	84
M.A. Sanskrit	15	-	73	6	-	92

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

The college views the teaching-learning process as the single most important function it performs. The defining attribute of excellence at Miranda House is the quality of its teaching-learning programmes that are not restricted only to the classroom but include the staggering range of enrichment activities. Although MH functions within the constraints of the overarching curricular framework prescribed by the parent university, it exercises its relative autonomy to create uniquely enabling experiences for the student to help each one accomplish the generic goals of education, and specific course objectives and learning outcomes. Teaching-learning is student-centric, highly interactive and innovative, blending a variety of methods including ICT as deemed suitable. Tutorials and continuous assessment are used to identify students' learning difficulties and special needs so that no student is left behind and every student receives adequate support through remedial and bridge courses. Enhancement of language proficiency and communication skills through specially designed courses is high priority.

Creative teaching-learning within the classroom and enrichment activities beyond the classroom have ensured successful achievement of learning outcomes. With peer support and formal capacity building programmes, the faculty have been adequately motivated, oriented and professionally enabled to handle changes in the syllabi. Under CBCS, the college has leveraged the system to provide students maximum available flexibility in choice of courses. Proper monitoring and timely procurement has ensured students have the necessary course material. The college has taken a quantum leap in digital infrastructure to remain on the leading edge as knowledge based community, leveraging e-resources. It has evolved as a networked community with *Learning Anytime Anywhere* as its motto. Its own proclivity towards converting the gardens, arcades and unconventional spaces into classrooms has helped the college to overcome the impediments of shortage of brick and mortar classrooms. The Wi-Fi enabled campus and excellent student-computer ratio has given the additional boost. MH views beyond the classroom activities as essential for nurturing talent and developing a sense of social responsibility, soft skills and leadership qualities. It also encourages UG research.

Faculty members undertake continuous assessment as a tool for enhancing and enriching teaching learning. Then instead of cursory evaluation, they integrate assignments, projects and other innovative instruments to gauge students' course specific achievements. Following an open system, individual work and collaborative group work are blended. Performance on each task is discussed. The Department Moderation Committee scrutinizes the IA scores. These are publicly displayed for one week during which the individual student is required to validate correctness. If at any stage an error is identified, a formal mechanism of grievance redressal exists.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	4
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	4
Faculty exchange programme	
Staff training conducted by the university	
Staff training conducted by other institutions	6 (4[*])
Summer / Winter schools, Workshops, etc.	3
Others (Faculty Development Programme)	10

* Training on Research Based Pedagogical Tools (RBPT)

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily during the year
Administrative Staff	49	21	Nil	01
Technical Staff	71	23	Nil	

* 33 administrative and technical staff working on contractual basis.

Criterion – III

3. Research, Consultancy and Extension

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

As a leading college for Liberal Arts and Basic Science, the college is committed to broad-based yet rigorous education for all. MH believes that fostering scientific reasoning and scientific way of functioning is vital for all disciplines. Students need to be trained to pose questions, hone observation skills, learn the art of hypothesizing, set up investigations with appropriate controls, appreciate the value of evidence-based inference, learn to validate findings, interpret and communicate these to diverse interest groups. It holds these understandings are vital for creative growth and innovative progress. The Add-on Course *Rethinking the Obvious: Examining the Rhetoric of Development* was introduced in 2015 to develop these skills. The participating students carried out about 20 valuable projects that explored the social process of thinking and acting in wide ranging contexts. Classroom discourse and debates are also used to inculcate the art of scientific reasoning and argumentation. The college also believes that with ubiquitous use of technology, it is important for young students to understand the underpinning scientific principles. To this end, basic scientific literacy is essential for all. In the erstwhile FYUP, the Foundation Course *Science and Life* gave students a fine overview; several projects were carried out in multidisciplinary teams. DSKC Science Education Outreach Programmes, including those for school children and INSPIRE Internship Workshops include exciting talks that attract UG students of all courses. College networks with *Vigyan Prasar*, National Council for Science and Technology Communication (NCSTC) and has been funded by these organizations to set up science exhibitions. An extremely successful venture was *Vigyan Vichitra* Science Fair that set up hundreds of low cost hands-on experiments to demonstrate basic science principles and also included a talk on Science of Magic. British Council sponsored the visit of Simon Singh, renowned popular science writer to this event. NGOs such as *Jodo Gyan* are invited to set up stalls at many events. INSPIRE Mentorship Workshops invariably include a demonstration talk by National Science Centre Science Communicators and *Agastaya* Foundation Mobile Science Lab including innovative experiments. President of Federation of Indian Rationalists Associations, Professor Narendra Nayak delivered a talk and held an interesting workshop for students. Apart from this, talks on climate change, sustainable development, miracle machines of medicine, Indian mission to Mars, the nuclear and missile programmes, raging debates on stem cell research and genetically modified crops introduce students to the interface of science and society. The college has also been inviting leading medical experts and scientists to speak to diverse student populations on public health, cancer awareness, etc. The emphasis on UG research and innovation has increased manifold since the introduction of DU Innovation Projects. Working in collaborative groups on year-long interdisciplinary projects has provided students an excellent opportunity to develop as researchers. The work done has been of high calibre. Since 2016, the College has been granted three interdisciplinary projects under the DU Star Innovative Project Scheme. Over the last year many international and national conferences/symposia have been organised enabling interaction with renowned academicians. The three-day Science Conclave which had fifteen renowned scientists as speakers was attended by INSPIRE Scholars across the university and students of Miranda House

3.2 Details regarding major projects during 2017-18 (*Annexure III*)

	Completed	Ongoing	Sanctioned	Submitted
Number		16	16	
Outlay in Rs. (Lakh)		1,737.676	1,737.676	

3.3 Details regarding minor projects during 2017-18 (*Annexure IV*)

	Completed	Ongoing	Sanctioned	Submitted
Number		2	2	
Outlay in Rs. Lakh		18.00	18.00	

3.4 Details on research publications

	International	National	Others
Peer Review Journals	78[*]	30[*]	
Non-Peer Review Journals			
e-Journals		1	
Conference proceedings		13	

*Authored by both Permanent and *Adhoc* faculty members

3.5   Details on Impact factor of publications for the years 2017, 2018

Range [ ]   Average [ ]   h-index [ ]   Nos. in SCOPUS [60]

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

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned
Major projects	Refer 3.2		
Minor Projects	Refer 3.3		
Interdisciplinary Projects	1	DBT	53 Lakhs
	3	DU Star Innovation	116.16 Lakhs
Industry sponsored			
Projects sponsored by the University/ College	3	DU Star Innovation	116.16 Lakhs
Students research projects			
Any other(Specify)			

3.7 No. of books published   i) With ISBN No. | 7 | Chapters in Edited Books | 7 |

ii) Without ISBN No. | 6 |

3.8 No. of University/ Departments receiving funds from

UGC-SAP [ ]   CAS [ ]   DST-FIST [ ]

DPE [ ]   DBT Scheme/funds [6]

3.9 For colleges   Autonomy [ ]   CPE [ ]   DBT Star Scheme [4]

INSPIRE [4]   CE [ ]

Any Other | Project grant from DBT, ICMR, ICSSR & UGC |

3.10 Revenue generated through consultancy | Not applicable |

3.11 No. of conferences organized by the Institution

Level	International	National	State/University	College
Number	6	6	39	48
Sponsoring agencies	DST, Miranda House	Govt of India	Miranda House	Miranda House

3.12 No. of faculty served as experts, chairpersons or resource persons | 60 |

3.13 No. of collaborations   International | 5 | National | 11 |

Any other (University Level) | 4 |

3.14 No. of linkages created during this year | 13 |

3.15 Total budget for research for current year in lakh:

From funding agency | 1639.516 | From Management of University/College | 116.16 |

Total | 1755.676 |

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	1
	Granted	
International	Applied	1
	Granted	1
Commercialised	Applied	
	Granted	

3.17 No. of research awards/ recognitions received by faculty of the institute in the year

Total	International	National	State	University	District	College
6	3 (1 each in Chemistry, Physics, History)	2 (1 each in Geography, Physics)		1 (Political Science)		

3.18   No. of faculty from the Institution who are Ph. D. Guides   14

and students registered under them   28

3.19 No. of Ph.D. awarded by faculty from the Institution   13

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

JRF   7   SRF   2   Project Fellows   7   Any other   1[*]

*DU Scholarship

3.21 No. of students Participated in NSS events:

University level   140   State level

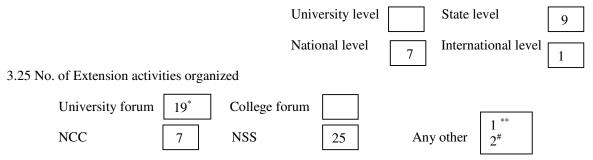National level   100   International level

3.22 No. of students participated in NCC events:

University level   State level   19

National level   19   International level   1

3.23 No. of Awards won in NSS: University level   3[*]   State level

National level   International level

* college award

3.24 No. of Awards won in NCC:

University level | | State level | 9

National level | 7 | International level | 1

3.25 No. of Extension activities organized

University forum | 19* | College forum | |

NCC | 7 | NSS | 25 | Any other | 1 **
2 #

* Thematic department festivals which go beyond the curriculum to explore new ideas and emerging trends
**Tempest – Miranda House Inter College Cultural Festival
SPIC MACAY, *Virasat*

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

1. International Yoga Day
2. Election Commission of India-Voter ID Event
3. NSS Orientation
4. NCWEB Event
5. Raksha Bandhan Celebration
6. National Trust- Chanakyapuri Event
7. Kavi Sammelan- NSS DU Centre
8. Awareness for Stem Cell Donation
9. No Poster Party Event
10. Road Safety Campaign
11. Essay Writing & Film Making Competition and Collection Drive
12. Cleanliness Drive
13. Rashtriya Ekta Diwas
14. Mind Power and Motivation Seminar
15. Career Counselling Seminar
16. Onella
17. Teach for India
18. Vigilance Day
19. Jet Set Vote
20. Menstrual Hygiene Workshop
21. Distribution Drive in Cigarette Wala Bagh
22. Khelo India School Games
23. Installation of Sanitary Napkin Vending Machine
24. Navoudit
25. Cervical Cancer
26. Anti Litter Drive
27. March on Ozone Day
28. Eco-friendly Diwali Campaign
29. Petroleum awareness and fuel conservation walk
30. Poster making competition –Benefits of recycling
31. Samdrishti- Sensitization activity
32. Training on First Aid and CPR

Criterion – IV
4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	15.11 acres			15.11 acres
Class rooms	74			74
Laboratories	24			24
Seminar Halls	1			1
No. of important equipments purchased (≥ 1-0 lakh) during the current year.		25	*	25
Value of the equipment purchased during the year (Rs. in Lakh)		83.72	*	83.72
Others				

*Includes equipment purchased under

(i) DU Star innovation project since its inception in 2016

(ii) For the year 2017-18:
- DBT Star College Scheme
- Dr. Monika Tomar's projects
- For college facilities

4.2 Computerization of administration and library

> All library functions are computerized. Library services are also both on internet and intranet.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books Reference Books	101579					
e-Books	97000*					
Journals	51					
e-Journals	43270 E Journals DULS N-List 6000 E Journals*					
Digital Database						
CD & Video						
Others (specify)	280 seats, photocopying facility available in library; 1 computer lab for visually challenged; 1computer room for browsing					

*College is a member of number of E journals subscribed by the University and therefore has access to 43270 E-journals through Delhi University Library System (DULS). INFLIBNET N-List provides 97000 + e-books and 6000 e-journals for access to students and faculty members. E-resources available on American Centre Library, British Council Library and Delhi Library Network (DELNET) are also available to faculty and students.

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	1609	Computer Sc. 35 Web lab 10 DSKC project lab: 30	1609	1609	DRC (II&III): 80 DRC(Lib): 30 DRC (Hostel): 16 Amba Dalmia Centre (Lib):10	Admin: 14 Accounts: 8 Library: 11	Computer Sc. 35 Physics:12 Maths: 24 Geography:24 Chemistry :8	111 (Net books) 1127 Laptops
Added	16							
Total	1625							

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

- Wifi enabled campus
- Workshop for Lab staff, MS Word & internet usage

4.6 Amount spent on maintenance in Lakh:

   i) ICT 4.04

   ii) Campus Infrastructure and facilities (Auditorium included) 55.41

   iii) Equipments 5.32

   iv) Others (AMC's, consumables, running expenses e.g. electricity, water bills) 135.27

   Total: 200.04

Criterion – V
5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

College Prospectus is published annually coinciding with the admission schedule for the fresh batch of students. It provides pertinent information about the college and the admission process to prospective students. Typically, it carries a welcome message from the Principal, brief overview of the college, its mission, its history, and structured information on

- *Academic Programmes:* Courses offered along with number of sanctioned seats; Course details; Department wise faculty list; Add-on Courses
- *Admissions:* Important dates; Procedure for Admission; Fee Structure; Procedure for
- admission to the Hostel
- *Campus life:* Extracurricular and Co-curricular activities; Infrastructure; Leisure facilities;
- Research and education outreach; International Collaborations; Placements, Career and
- Education Advancement; Discipline, Ordinances on Anti ragging and Sexual Harassment
- *Hostel Bulletin of Information* provides essential information on the hostel facilities, process
- of admission, hostel fee, and the hostel rules.
- *Handbook of Information* is distributed to the new batch of students on the first day of the
- academic year after the Orientation Programme; and to students of II and III Year at the time
- of payment of the college fee for the year. It provides information on
- Administrative Structure: Principal, Vice Principal, Bursar; Administrative, Accounts Section
- and Library staff; Departments Teachers-in-Charge
- Extracurricular and Co-curricular Activities and Faculty Conveners
- Statutory Committees on Discipline and Empowerment
- Student Entitlements:
  - Student Documents: Identity Card, E-mail; course/subject change; Bona fide and Migration Certificate; Withdrawal; Transcripts; DTC, Rail/Air Concession
  - Fee and Financial Assistance: Payment, Refund, Bank Accounts, Bursaries, University and Government Scholarship Schemes including reserved category
  - Awards and Fellowships: College Academic and Extracurricular Awards; Scholarships for Resident Scholars, PwD.
- Student Life
  - Facilities; Extracurricular and Co-curricular Societies
- Academic Requirements (Statutes and Ordinances): Absence and Leave, Attendance,
- Internal Assessment, Conduct Rules at Examinations, Classification of Results, Eligibility for
- award of Degree, Promotion Criteria
- Discipline: Code of Conduct; Prohibition and Punishment for Ragging; Sexual Harassment policy and Internal Committee; Statutory Undertakings
- Oversight: Grievance Committee Schedules
- Academic Calendar; Activity Calendar
- Campus Details: Layout Plans; Getting about
- Security: College, Police and Women Desk Helpline numbers

Handbook on Anti-ragging is an important booklet distributed to all students at the beginning of the academic year to reiterate zero tolerance on ragging. With student-centric policies, the college ensures that all processes are streamlined and the best service is provided to all stakeholders.

5.2 Efforts made by the institution for tracking the progression

The college does not have well-organized reliable and validated quantitative data on progression of students. Qualitative observations are that a significantly large number of MH students prefer to pursue higher education and research in the best institutions rather than entering the job market early. Many students do not actually take up the Campus Placement offers. Civil Services and Social Sector are seen to be very attractive. Refer Department Evaluative Reports.

Programme-Wise College Result Analysis: Careful analysis of the DU Examination Results shows excellent performance. Almost all students who are enrolled complete the course. The number of students getting first division and distinction has been consistently increasing. Many are University Rankers. The Result Analysis depicted in section 2.11shows students of all the departments are high scoring. At times students get ER for various reasons that range from personal, academic to instability in course curriculum at the macro level in DU. The eventual pass rate is 100%. This reflects academic support and investment made by the college in improving performance of students through tutorials, remedial classes and mentoring in addition to classroom teaching.

Progression to higher level of education and/or towards employment: The College has a Career and Education Advancement Centre which provides student guidance as well as placement opportunities through campus placements. Various enrichment activities introduce students to issues of contemporary interest and ever increasing opportunities in academic, corporate and social sectors. The MoUs with institutions, like Utrecht Business School, S P Jain School of Global Management, Lynchburg College, USA also facilitate progression.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
3530	551	37	

(b) Number of students outside the state

~2600

(c) Number of international students

49

Men

No	%
-	-

Women

No	%
	100

Last Year(UG and PG)						This Year(UG and PG)					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
1869	496	240	1026	71	3702	1876	464	219	913	55	1876
293	83	29	151	17	573	284	78	27	142	16	547

Demand ratio   1:100[*]   Dropout   ~1%

* In the Academic Year 2017-18, University of Delhi offered a centralized online pre admission form for admission where the candidate applied for a number of courses and colleges. A total of about 1.25 Lakh applications were received.
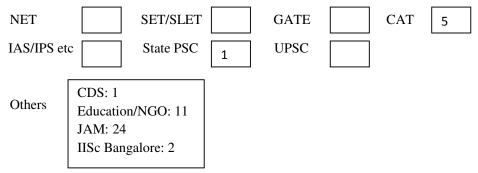
5.4 Details of student support mechanism for coaching for competitive examinations (If any)

As such, no structured assistance is provided to students taking the above competitive examinations. UG students preparing for CAT and Civil Services prefer to take private coaching. The data on those taking GRE/TOEFL/GMAT is not available. In as much as teaching of PG courses is at the University level, very few PG students seek help of the college as they prepare for NET. The college undertook a survey to determine how best it could help students taking these examinations. There was very little expression of interest, largely because of the proximity of a large number of coaching centres in the university area that entice students with claims of high success rate. However, some faculty deliver lectures at the NET coaching camps organised by the university departments for those students who are unable to attend expensive private coaching classes. The faculty contributes to the education and career advancement of students in a variety of ways. Students are always encouraged to discuss their plans related to higher study including research and their choice of career. They are encouraged and guided to appear for the entrance exams for post-graduate studies in prestigious institutions and universities in and outside the country. The help rendered includes rigorous discussion on course material, books, approaches to problems and perspectives on research proposals. The continuous interest taken by faculty in the academic and career choices of students which include teaching, the administrative services, publishing, the mass media and pure research, contributes to an abiding and enriching relationship of the students with the faculty and the institution.

No. of students beneficiaries   ~1500

5.5 No. of students qualified in these examinations

NET [ ]   SET/SLET [ ]   GATE [ ]   CAT [5]

IAS/IPS etc [ ]   State PSC [1]   UPSC [ ]

Others

CDS: 1
Education/NGO: 11
JAM: 24
IISc Bangalore: 2

5.6 Details of student counselling and career guidance

- Students discuss different issues with faculty to gain a better understanding and help them in attempting questions based on these topics.
- Alumnae who are already in the Administrative and Civil Services are invited to interact with the present students and give them useful advice for preparation for the Civil Services
- Panels are constituted with alumnae from a variety of professions during Department events and students are able to discuss the preparations for joining these professions.
- Young India Fellowship seminar
- Gandhi Fellowship Programme
- Workshops/ seminars on GRE/TOEFL, JAM, CAT and other PG entrance examinations
- "Careers in science teaching in the global scenario" talk delivered by Dr. Stuart Wise University of Canterbury New Zealand

No. of students benefitted   ~500

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
11	Approx 75	38	Data unavailable

5.8 Details of gender sensitization programmes

MH has a legacy of being an empowering space for women. Admissions in recent years have brought to the institution students from across the country and from different social groups. Student diversity ranges along several dimensions, including those of region and language. The college has developed mechanisms to meet the needs of all students. Initiatives and interventions are multipronged. These involve creating better infrastructure inside the college especially for the students with disability; enhancing safety within the college and more importantly, in the immediate environment in collaboration with civic agencies; creating strong peer and student-faculty interaction, providing mentoring and counselling services, creating oversight and redressal mechanisms. The process of sensitizing students to key concerns on gender, inclusion and environment is initiated at the beginning of each academic session at the Freshers' Orientation Programme itself. The ethos is such that the students and faculty continue to engage with these issues on a daily basis. On one hand, formal courses weave in these ideas and concerns, integrating them into the mainstream curriculum. This provides a scholastic framework and academic perspective. On the other hand, various societies keep the discussions alive outside the classroom and make the concerns on gender, inclusion and environment an important part of their belief system and identity. The specific task of wide ranging extramural engagement is taken up by the dedicated societies of the college which include the NSS, WDC, ICC, Equal Opportunity Cell, *Lakshita*, the Enabling Society, Forum for North-Eastern Students, and MH *Vatavaran*. Through workshops, seminars, enrichment activities, community engagement programmes and extension activities, these societies provide a platform for directly addressing the concerns. This provides the critical integration of the ideas into lifestyle; and exposure to finely calibrated activism and advocacy.

Women's Development Cell: WDC spearheads the gender sensitization and empowerment programmes. In 2013-2014 the college took a lead role in organizing the *One Billion Rising (OBR)* global campaign to create awareness on the issue of violence against women. The programme has since been continued each year. Through regular informal discussions and debates, an enabling environment has been created in the college where students are able to break their silence on child sexual abuse, family violence and violence by close and intimate partners. WDC offers annually a weeklong Workshop on Women and Law to educate students on their fundamental legal rights. In 2015-16, WDC organized a *Gender Mela* with convergence of renowned academicians, grassroot level workers, children from the community and students. The basic emphasis of the *Mela* was to spread awareness amongst staff and students alike on the crosscutting issues of gender, masculinity and climate change. There are courses available in the existing DU curriculum, which have an inbuilt potentiality to sensitize students to concerns of human rights, gender and environment.

The Internal Complaints Committee (ICC): The College Complaints Committee constituted as mandated by the Vishakha Judgment and University of Delhi Ordinance XV-D has now been replaced by the Internal Complaints Committee (ICC) which has been formed under the aegis of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 by an order of DU passed in 2013.

The ICC has developed an excellent experiential base on working with police and various law enforcement agencies, Counselling Centres and women's groups to provide quick redressal as well as support mechanisms like counselling and free legal aid. The ICC specifically takes care of sensitization and orientation of staff and students to issues of sexual harassment.

Counselling Unit: The Counselling Unit with a trained Counsellor is available to provide psychological support and remediation to students in distress. Focus is on organizing sensitization programmes on a variety of issues for the entire college community.

Equal Opportunity Cell: The College has a proactive committee to look after the affairs of the reserved category students. Special attention is paid to their education and development of soft skills. This empowers them, makes them confident and well aware young women, who are capable of handling difficult situations and know where to seek help when in need.

5.9 Students Activities

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

State (Inter College) | 98 | University level | 27 |

National level | 36 | International level | 6 |

PwD Sports (Others events):

State/University (Inter College) | 9 | National level | 7 |

No. of students participated in cultural events:

State/ University level | 202 | National level | 6 | International level | 55 |

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

Sports: State (Inter College) | 21 Individual / 2 Team events | University level | 2 Individual / 2 team |

National level | 12 | International level | nil |

PwD Sports:

State/University (Inter College) | 12 | National level | 4 |

Cultural: State/ University level | 77 | National level | 4 |

5.10 Scholarships and Financial Support

	Number of students	Amount/Rs
Financial support from institution	146	619750
Financial support from government	23 PG (INSPIRE) 114 UG (INSPIRE 97 + Haryana state 17) + 66 Science Meritorious award	9668000+198000 =9866000
Financial support from other sources	44	497074

5.11   Student organised initiatives

Fairs: State/ University level ☐   National level 1 (INSEF)   International level ☐

Exhibition: State/ University level ☐   National level ☐   International level ☐

Others: State/ University level

7: No Poster Party, *Swachh Parisar Abhiyan*, Enactus projects, Boot Camp, E-Cell, *Lakshita* - Enabling Society, Equal opportunity cell

National level

2: Model UN, Tempest inter-college festival

International level

1 (Manzar - Parliamentary Debate)

5.12 No. of social initiatives undertaken by the students   31

5.13 Major grievances of students (if any) redressed: 2

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

> **Vision:** The college motto *Swadhyayanna pramaditavyam* ("self-study should not be neglected") – steers students towards introspection and self-learning. The *Upanishadic* maxim incorporated in the college logo enshrines the college's vision of what it must accomplish. MH envisions a world where women have their rightful place and are given due recognition as leaders to reach the top positions in all sectors of human endeavour. To give shape to this vision, MH continually reaffirms and embraces its responsibility to build on its historic legacy of leadership in education of women. It remains strongly committed to addressing issues of gender in all their complexity and preparing the young women to
> - lead professionally successful lives enriched by the love of learning
> - build personally fulfilling lives radiating integrity and strength of character
> - sustain purposeful engagement with the world with an open mind and balanced perspective
> - meet with confidence the challenges they will encounter in their lives
> - flourish in different cultural milieus in an increasingly interconnected world
> - uphold the core collegeal values of respect for diversity, inclusiveness and humanism
> - emerge as leaders charged with new ideas and the capacity to make a difference
>
> **Mission:** The stated mission of the college is to provide
> - a stimulating active learning environment attracting young women with an exceptional desire to make a difference to the world
> - highest quality liberal arts and basic science education through distinctive academic programmes that instil rigour in the pursuit of knowledge
> - culturally sensitive inclusive environment upholding core values of respect for diversity
> - enriching co-curricular activities linking education to the world of work and communities
> - dedicated and responsive faculty of scholars to assist each student fulfil aspirations and reach milestones
> - competencies for new domains of knowledge and the future of work in a globally connected world
> - early mentoring for leadership, instilling capacity to explore new ideas, take intellectual risk and usher paradigm change.

6.2 Does the Institution have a Management Information System?

- *Digital Infrastructure:* The college has developed a very strong hardware and software backbone. The entire campus is WiFi enabled. All faculty members were issued Netbooks. All classrooms are multimedia enabled. Pupil-Computer ratio is 2:1. The library provides easy access to digital knowledge resources through DULS.
- *Google Apps for Education*: MH became the first college at DU to sign up for Google Apps for education, when it rolled out Apps for education (drive, docs, calendar, forms, videos, etc.) at its own domain (*mirandahouse.ac.in*) in collaboration with Google Ltd.
  − This is a big step since future-learning methodology would rely on students and faculty being able to communicate and collaborate effectively. The entire faculty and administration switched to their official email accounts created on the domain *mirandahouse.ac.in* using Google Apps for Education.
  − Gradually but steadily, the college community has started using apps like Google Calendar, Google drive and Google Docs to effectively organize the teaching-learning process.
  − Several student groups/societies have used Google forms to collect survey data, student feedback or simply to collect RSVP information for events.
  − The college pioneered the live streaming of some of its important events like Founder's Day 2013 and International Women's Day celebrations through Google Hangout on its official YouTube channel *mirandahousedu*.
  − Departments like Economics and Physics used the Google Apps platform to develop in-house departmental websites on the domain *mirandahouse.ac.in.*
  − The college is establishing a rich digital resource library online using Google videos, video recordings of various lecture series, seminars, panel discussions, etc. held in the college from time to time. A video on a Green Chemistry lab session was filmed in the Chemistry laboratory by Impartus Innovations as an initiative towards building a digital library of videos on laboratory methodology.
- *ICT Use Training Programmes*: The college has organized several training programmes for faculty members. The in-house workshops are supplemented by those held at ILLL, CPDHE and other institutions. Also, in March 2017, IQAC along with DSKC conducted a three day Workshop, MS-Word and internet usage for Laboratory Staff. The resource personnel were provided by Weekendr Innovative Labs Pvt Ltd.
- *Developing IT Enabled Active Learning Resources*: Several faculty members are actively engaged in writing course materials and creating e-Resources for DU.
- *Mobile Apps in Education:* MH understands Mobile Technologies are the future of ICT and is fast integrating these, in education.
  − *Mobile! MyLab, Anytime Any where* was the title of one of the DU Innovation Projects undertaken by a multidisciplinary team of students and faculty from Chemistry, Computer Science, Botany and Physics Departments. The project involved developing Apps for use of the Mobile as a versatile lab, leveraging onboard sensors for measurements in real-time.

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

6.3.1 Curriculum Development

- Several faculty members are involved in workshops and seminars conducted by the University of Delhi, NCERT, ILLL, CIE etc. for discussions and feedback on curriculum development and modification.
- The college adheres to the academic calendar and examination schedule announced by the University of Delhi. The planning for teaching-learning in the Odd Semester is done in the month of April-May and for the Even Semester in November.
- Departments draw up the workload of individual teachers and the department as a whole. After approval by the Workload Committee and checking the Roster, recruitment of teachers if needed is undertaken before the commencement of the academic session. The specialization and expertise of individual teachers plays an important role in the papers/topics allocated for teaching. The Academic Committee monitors this process as well as collaborative teaching and resource sharing across departments.
- The Timetable Committee prepares and allocates teaching periods to every department. The Teachers-in-Charge distribute the lecture and tutorial/practical periods among the individual teachers of the department. The distribution is done through a consultative process. The individual timetables are uploaded on the college website for easy access by the students. The Room Timetable is also encased and displayed outside each classroom.

The College holds itself accountable to the stakeholders: the students, their parents, serving and former staff, alumnae, the funding agencies and the parent University. It understands that it is answerable also to the society at large. The college endeavours to be fair, transparent and culturally sensitive in all that it undertakes. Through the college website, it announces relevant policies, decisions and data for public knowledge. The foremost objective of education at MH is to train students to take charge of their own learning by *learning to learn*. Since its inception, the college has always promoted student-centric teaching-learning. Classrooms at MH have always been vibrant spaces for discussion, discourse and debate. They have integrated with ease theatre, cinema and discourse in real world contexts with experts. There are excellent examples of how teachers frequently move learning beyond the walls of the formal classroom and seamlessly integrate enrichment activities with formal teaching to create not just memorable learning experiences but transformative paradigms of intellectual growth. Generations of alumnae recollect the lessons that helped them take quantum leaps in understanding and laid the foundations of an abiding love for knowledge. These stories are a part of the legacy of the college. The college believes that student centric teaching-learning has to be the norm and not the exception. Teachers make sure that the lectures are sufficiently interactive and the tutorial system is further strengthened. At every forum they are made aware that having mastery over *Discipline Knowledge* or being a good orator is not enough. It is important for them to enhance their own *Pedagogic Knowledge* to understand how students learn best; what the common learning difficulties are; how these are best addressed and what the diverse set of teaching methods should be to generate interest and understanding. This entails some familiarity with constructivist and social theories of learning; and how active learning can be promoted and enhanced by leveraging peer learning and collaborative group work. Then concerted effort is made to orient the faculty to not just the newer ways of teaching but also the theoretical underpinnings of new pedagogic approach. This enables them to understand the importance of relating abstract knowledge to appropriate examples, providing relevant contexts for experiential learning; and enabling students to transfer knowledge gained to solve real world problems. Field trips, excursions and visits to other organizations are encouraged and an important component of activities undertaken by all departments. The college has organized several training programmes for faculty members to familiarize them with the use of computers, generic and specific software, and IT tools. The programme *Miranda Goes Google* has empowered faculty and students alike to use collaborative IT tools. It is easy to claim that with these initiatives, the college has mainstreamed the use of IT in education. Several faculty members have undergone training in use of IT tools at ILLL and CPDHE and are also actively engaged in writing course materials and creating e-Resources for DU. A large number blend PowerPoint presentations regularly in theory classes. Student projects and presentations are the norm. The college funded a project *Digitization of High Resolution Slides of Indian Coins*, undertaken by a History faculty member in January-March 2015, to enhance classroom teaching of the subject. Projects and presentations became a part of internal assessment for every department. This is being sustained and is expected to mature into flipped classrooms at MH.

Oversight Mechanism: To accomplish its mission of quality teaching-learning, the college designed an Oversight Mechanism as an independent and objective assurance activity. Specifically, the stated objectives of the oversight mechanism are to ensure:

- well-informed and systematic implementation of all processes;
- effective organization of teaching-learning so that the needs of each and every student are served and grievances, if any addressed appropriately;
- the evaluation process is systematic, objective, impartial and transparent with inbuilt mechanism for timely feedback to the student;
- the evaluation process is evidence-based and reliable measure of students' learning
- teaching, continuous evaluation and feedback are uniformly executed across different courses and classes;
- appropriate mechanisms for moderation of evaluation across sections are setup;
- students are given adequate support and remedial opportunities as they work towards achieving the learning objectives;
- the college remains accountable to students, their parents and the University;
- shortcomings in the organization, implementation and monitoring of all processes are recognized and remedial measures adopted for iterative improvement.

The Oversight Mechanisms assume great significance in the context of Choice Based Credit System where flexibility, freedom to choose from a range of courses, and requirement of compulsory courses for large cohorts necessitate that a large number of multi-ability, multi-disciplinary sections be taught the same course by different teachers. This raises questions on standardization of teaching, student satisfaction and assessment. For instance, the freshman class of 1000 are required to study Ability Enhancing Compulsory Courses (AECC) on Language Communication and on Environmental Science. In the odd semester, Group A consisting of about 500 students study Language Communication in 10 distinct sections and Group B with another 500 students studies Environmental Science, again in 10 sections. In the even semester, the groups interchange. On varying scales, similar challenges are successfully addressed with utmost quality assurance in teaching of many other courses to the satisfaction of all stakeholders. The objectives of oversight are implemented through two Committees, with differentiated responsibilities. These are the Academic Committee and the Moderation Committee. The Committees meet periodically and work synergistically for smooth functioning. The Academic Committee works closely with the College Workload and Timetable Committees to organize teaching for the large cohort drawn from 20 Bachelor's degree programmes. This entails overcoming several challenges of time and space. The members of the Academic Committee organize teaching, overseeing recruitment of *ad hoc* or guest faculty and issues of their retention. They also ensure standardization of teaching and address questions of student satisfaction. The Moderation Committee works independently to ensure normalization in assessment across multiple sections. Despite multi-pronged efforts on quality assurance, grievances, if any, are addressed by the Grievance Committee, which further elaborates on redressal mechanisms. With careful quality checks at each stage, feedback shows that the satisfaction level with the teaching-learning is excellent. Inasmuch as many functions of the college reside with the parent university, appropriate documentation and timely communication between the partners ensures seamless integration of services to stakeholders.

6.3.3 Examination and Evaluation

The academic progress of students is mapped dynamically on the basis of continuous evaluation. Faculty members exercise autonomy to use a variety of teaching-learning methods as per the specific requirements. All departments go into far more depth than is stipulated by the DU prescribed curriculum. They also undertake continuous assessment as a tool for enhancing and enriching teaching-learning. Then instead of cursory evaluation, they integrate assignments, projects and other innovative instruments to gauge students' course-specific achievements.

Following an open system, individual and collaborative work and group work are blended. Performance on each task is discussed. The department Moderation Committee scrutinizes the IA scores. These are publicly displayed for one week during which the individual student is required to validate correctness. Discrepancies and grievances, if any, are resolved in this duration. The College Moderation Committee then takes charge and after a final scrutiny uploads these formative assessment marks for inclusion in the summative assessment on the university website. If at any stage an error is identified, a formal mechanism of grievance redressal is set in motion.

6.3.4   Research and Development

MH encourages research activities by providing the necessary infrastructural set up to faculty and students at large. Seven research Centres have been established with help from external funding agencies. The recognized research Centres are:

The D S Kothari Centre for Research and Innovation in Science Education
(DSKC): DSKC was established at Miranda House with grants from DST in project mode for three years in 2008.This enabled establishment of unique laboratories to promote project-based learning and UG research across Science Departments. DSKC continues to function with sustained vigour judiciously using the assets generated; several new initiatives have burgeoned under its aegis. Science Departments are custodian of different laboratories established under the project.

Recognized Research Labs: Faculty members from Physics, Zoology and Chemistry Departments have been given formal recognition by the DU Board of Research Studies for independent supervision of Ph.D. students. The first independently guided Ph.D. thesis was submitted in 2015. Advanced Research Laboratories established are:

• Material Science Research Lab
• Biosciences Research Lab
• Nano Science Research Facility
• Plant Tissue Culture Lab

Open Source Drug Discovery Centre (OSDD)*:* Established in 2009, this Centre is a part of the CSIR Team India Consortium created with global partnership in a bid to make healthcare affordable. DSKC OSDD undertakes research on drug and vaccine discovery for Tuberculosis. Three research interns, 25 undergraduate and 10 graduate level students have been trained at this Centre in basic Cheminformatics and Bioinformatics tools for the stated objectives. Seven students have been awarded Tata CSIR-OSDD Fellowships of Rs.5000 each per month for a period of three months.

Amba Dalmia Digital Resource Centre for Visually Challenged (ADDRC)*:*
Established in 2006 with generous grant from alumna Manju Kapur Dalmia andcollege resources, this is amongst the first centres at DU setup to facilitate visually challenged students.

Miranda Tech, The Green Technology Centre: A DST Research Project grant under its Women and Society scheme in 2003 led to establishment of a Paper Recycling Plant. A Compost Plant was soon added. The projects also received financial support from Ministry of Environment, Govt. of NCT of Delhi. The success of these initiatives and the research component of the work led to development of dedicated facilities and upgradation of equipment in association with NGO partners and endowment from a superannuated faculty member. Multidisciplinary group of faculty have been awarded grant of Rs. 40.88 lakh for a project titled *3R: Reduce, Reuse, Recycle*. These and other Green Technology Projects are located in a dedicated area and constitute the Centre.

UN University Regional Centre of Expertise (UNU-RCE): MH is the only college to be a member of the UNU RCE Network of Education for Sustainable Development. It works with TERI and other partner institutions to promote environment consciousness. National Workshop on Art and Science of Paper Recycling in 2010 and Delhi Youth Summit on Climate in 2013 are amongst programmes hosted on the MH campus.

QuarkNet Nodal Centre: MH is the only educational institution in the country to have established this facility. QuarkNet is a High Energy Physics Education Outreach Project of Fermilab, University of Chicago, set up as a global network of physicists, teachers and students. The cosmic ray detector installed at DSKC is linked to the Cosmic Ray e-Lab Portal at Fermilab. It provides an online environment in which students engaged in projects across the world have scientific collaboration with each other on the portal.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Effective twinning of academic and administrative processes at MH is the bedrock of the quality education delivered by the college. The coherent synergy between faculty, support staff and the apex administrative team ensures timely delivery of services to numerous stakeholders. The college provides excellent work environment to all sections of its staff. Offices of administration, accounts, library, laboratories, ICT services, hostel, and all miscellaneous services are ergonomically designed work spaces with high quality contemporary facilities. An early user of technology, the college has invested resources in development of custom designed software packages for Enterprise Resource Planning (ERP). These are periodically upgraded to meet new requirements. For example, administrative staff provides the faculty timely information on student admissions, demographic profile, course options exercised by students, distribution of students across courses and sections, examinations to take, and so on. It manages attendance and Internal Assessment (IA) records. There is seamless integration and linking of all processes; this entails management of student data from the start point defined by online admission application to the end point defined by examination results and issue of certificates and transcripts. The college uses web linked software modules for key academic services such as Department, individual faculty and room timetables; and student attendance. The faculty can log in to upload the data themselves with the assistance of staff, if required. The library has Web OPAC.

6.3.6 Human Resource Management

Members of the staff are continually challenged to produce professional quality work. They see this as an opportunity to learn new skills. The apex administration mentors and provides training on the job for quality service. Short duration highly targeted skill development courses are organized for delivery of requisite services. MH inherently follows quality assurance procedures in all its processes. The college endeavours to deploy the latest technologies for effective management. Maintenance and upgradation of computers is accorded high priority. New software packages are introduced at a rapid pace. The principle of rotation has ensured that a significant number of staff members are well trained and able to keep pace with the multifaceted activities the college undertakes as a community of students, educators and researchers.

It needs to be added that the laboratory staff has also been trained in-house to high calibre. This has been an essential pre-requisite for the large number of ongoing research projects and education outreach programmes organized throughout the year. The appreciation they receive from distinguished resource persons and visitors has enhanced their motivation to excel further.

6.3.7 Faculty and Staff recruitment

As a constituent college of DU, the college is subject to provisions of the Acts, Statutes and the Ordinances of the University. Further, as a University maintained college, fully funded by the UGC, all its quality assurance mechanisms are aligned with the parent university and the funding agency. The college understands that the single most important factor that determines the quality of teaching-learning in the classroom is the scholastic accomplishments of the faculty, their motivation level and commitment to the institution. Teaching at MH is more than a job. It is a mission in which all members of the community are expected to join. Faculty members are recruited to permanent posts through a well-defined process of recommendation by duly constituted selection committees. While the college has tried its level best to ensure that recruitment of new faculty occurs as soon as the need arises, due to reasons beyond direct control of the college, there have been inadvertent delays in permanent appointments. In the best interests of organization of teaching-learning, the college, however, ensures that *ad hoc* and guest faculty are recruited in a timely manner in accordance with the approved workload and roster, following due procedures. An appointment at MH is considered a privilege and a valuable experience by *ad hoc* and guest faculty. Irrespective of nature of appointment, the college provides orientation to all new faculty members. They are mentored, expected to follow the processes diligently and also contribute to beyond the classroom enrichment programmes.

6.3.8 Industry Interaction / Collaboration

NGO's and autonomous institutions: *Maitri*, Green Bandhu, IPCA, *Jan Gyanuday*, Sulabh International, National Institute of Urban Affairs (NIUA), Teach for India, Shriram Institute for Industrial Research, Regional Centres of Expertise (RCE)

6.3.9 Admission of Students

The admission process at MH is highly calibrated and based on the data made available by the DU Centralized Pre-Admission process which gives details of all applicants to a course across the constituent colleges. Each department scrutinizes this data in great detail. The cutoff is determined by number of seats on offer and statistical distribution of % marks of applicants. It is also influenced by the earlier years' data on last cutoff and the number of students admitted. To avoid over-admission, the college begins with a high cutoff and lowers it cautiously in subsequent steps. The profile of students admitted over the last few years influences admission policy on cutoffs. Some interesting trends are summarized herein:

- MH cutoffs are consistently amongst the highest in DU across disciplines.
- The difference between the first and the last cutoff is rather low in comparison to other colleges indicating a sagacious model for admission.
- In some courses, when over-admission occurs despite a very high cutoff, greater care is exercised in the next academic year.
- The difference between the academic profile of students in general and reserved categories has decreased significantly. This holds in particular for the case of OBC candidates; several are observed to be eligible under the general category cutoff. This mandates recalibration.
- With the biological sciences emerging as the new frontiers of science, and given the twinning with chemical sciences, there is a heightened interest in the UG courses in these streams. The cutoffs have increased accordingly. Although Physics remains the flagship course in sciences, in 2016-2017, the cutoffs for all the science courses were comparable.
- High demand for Economics and English needs extreme care in declaring cutoffs.
- Courses where seats on offer take longer to fill, such as certain language courses, efforts are made to reach potential candidates through counselling and concession.

6.4 Welfare schemes for

Teaching & Non teaching	Students
Childrens' Education	Financial assistance to Arts students from College, DU, Government agencies
LTC/HTC	Financial assistance to Science students from College, DU, Government agencies including DST INSPIRE
Leave Encashment LTC/HTC	Financial assistance to PwD students from government agencies and fellowships within the College
Medical Reimbursement	Group personal accident insurance- Premium of Rs.100 per student

6.5 Total corpus fund generated

Rs 59 lakh (approximately)

6.6 Whether annual financial audit has been done   Yes √   No ☐

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	NA	Yes	Academic Committee
Administrative	No	NA	Yes	Core Administrative Team

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

For UG Programmes   Yes √   No ☐

For PG Programmes   Yes √   No ☐

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

The College follows University of Delhi Examination format.

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

Apart from syllabi and end-semester examinations, the University does not interfere in the day-to-day functioning of the college. The organisation of teaching-learning is left to the college.

6.11 Activities and support from the Alumni Association

The Miranda House Alumnae Association (MHAA) is a registered body with its office located in the college. In addition to fostering friendship and maintaining contact amongst old students; and between them and the college; it aims to contribute towards the overall development of MH as a premier women's college in a variety of ways. Its affairs are managed by an Executive Committee which is an elected body of 11 members, constituted annually in accordance with the rules of the association. The Principal, Vice Principal as well as President and Secretary of Students Union are *ex officio* members. There is provision to nominate one or more patrons and co-opted members. It is ensured that the executives represent all generations of alumnae. The
Membership is open to all former students of the college. Former and current teachers who have not been students of the college can become Associate Members without voting rights. In the last two years, the college has started a drive to enrol the graduating class into the association.
Academic and Cultural support: MHAA is committed to fostering amongst the young women students at their alma mater the progressive, secular and liberal values enshrined in the constitution and work towards the goal of gender equality and empowerment of women. Alumnae are invited to deliver lectures as well as participate in panel discussion to share their experiences post-Miranda. Well-known author Anuja Chauhan discussed her latest book, *Baaz* and spoke of her days as a Mirandian. Such interactions inspire and motivate current Mirandians.

MHAA Excellence and Achievement Awards: These awards honour the distinguished alumnae and are given at a special function organized at the college. Each award carries a citation and a silver plaque. Laureates give an acceptance speech to a packed hall of current students. The programme is extremely inspirational as the awardees in sharing their life experiences model for the students what it takes to craft a successful life and career. It also gives the students a chance to interact with celebrities and understand the legacy of excellence each generation of MH inherits. In 2017-18, the *Excellence and Achievement Award* has been given to Dr. Mithu Alur, Founder Chairperson, the Spastics Society of India, now rechristened ADAPT.

MHAA Scholarships: Two merit-cum-need scholarships of Rs. 5000 each have been instituted by MHAA. Funds for these were generated by auction of sketches donated by the famous artist, alumna Anjolie Ela Menon and bought by another alumna, Radhika Roy of NDTV. These scholarships are awarded to II Year students of Humanities and Science, respectively. Students with family income not exceeding Rs. 1.5 lakh per annum are eligible to apply. Merit is based on cumulative marks in the first two semesters. Additionally, two Awards of Excellence of Rs. 6000 each, instituted by alumna Angeli Qwatra, are given on basis of merit to final year students drawn from the Humanities and Science streams, respectively.

6.12 Activities and support from the Parent – Teacher Association

Not Applicable

6.13 Development programmes for support staff

- Workshop, 'Laboratory Techniques and Instrumentation' organized by Departments of Botany and Zoology and IQAC, 31 January and 7 February, 2018.

- Workshop, 'MS Office and Internet Usage', organized by IQAC and DSKC, 5-7 March 2018.

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

Towards a Zero-waste College Campus: Every member of the MH community diligently works towards making it a *Green Campus, Clean Campus*. This effort has entailed establishment of a comprehensive Solid Waste Management System through several pioneering initiatives and innovation projects. The attitudinal commitment is best witnessed at *Tempest*, the Annual College Festival, which draws a footfall of more than 5000. Student volunteers ensure that the campus remains litter free. Again, at the time of DUSU elections, when the entire DU Campus is littered with pamphlets and leaflets, Miranda House remains noticeably cleaner than the roads outside. In an effort to maintain the areas surrounding the college clean, two aesthetically designed structures for garbage disposal have been constructed outside the front and back gate of the college.

Paper Recycling Plant (2003 – onwards): MH was sanctioned a grant for setting up a Paper Recycling Plant in 2003 under the Women and Science Division of National Council for Science and Technology Communication. It envisaged training women from economically weaker sections in the making of recycled paper and paper products. MH tied up with the SEWA chapter of Delhi. SEWA Delhi sent groups of women from some slums of Delhi to receive training at the paper plant. Training was given by technical experts sent by M/s Green Technologies, the firm which had installed the paper plant. Students also joined the training session whenever possible. After successful completion of the four-year project, the college made special efforts to keep the plant running. A mini paper plant was also obtained through a grant from the Department of Environment, Government of NCT of Delhi and set up. In 2014-15, a generous grant from Dr Urvashi Dhamija, a superannuating faculty member who was one of the founder members of *MH-Vatavaran,* allowed the refurbishment of the old equipment and purchase of a new paper plant of a higher capacity. The plant is currently functional and produces good quality recycled paper including printer quality paper. Excellent quality thick marbled recycled paper is crafted into folders, big and small envelopes, gift bags and gift envelopes. The paper and products made in Miranda House are appreciated and are being used within and outside the college.

Compost Plant (2003 – onwards): In the initial years, the college used vermicompost pits to convert the bio-degradable waste into compost. Subsequently, a need was felt for speeding up the composting process to cope with the huge amounts of biodegradable waste, including horticultural waste piling up in the college compound. In 2014, MH in collaboration with Green Bandhu Environmental Solutions & Services set up a model de-centralized organic waste-to-compost system as part of *Miranda Tech: The Green Technology Park* initiative to process the organic waste generated in the college campus and study the various aspects of solid waste management. The initiative has been a huge success in minimizing the burden on the city's dumping grounds and landfills. The in-house composting system has been able to process over 2,00,000 kg or 200 tonnes of organic waste since its inception in a sustainable

Criterion – VII

7. Innovations and Best Practices

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

- Government e-Marketplace (GeM) portal is being used to procure items for the College;
- College Science Purchase Committee-Rate Contract (SPC-RC) has been constituted for procurement of items required for undergraduate teaching laboratories;
- forms for streamlining Leave Application, Leave Travel Concession, Medical Reimbursement, Nomination, Festival Advance, Family Declaration have been uploaded on the College website;
- most notices are uploaded on the College website so that they are available for viewing by the entire College community;
- digital notice boards have been placed in various parts of the College to display details of up-coming events/lectures/conferences/workshops;
- a pre-project submission form/sanctioned project details/expression of interest to supervise M.Phil/PhD students has been designed;
- a data base of visitors to the college and resource persons already exists and is constantly being updated;
- Department of Zoology recently held a seven-day Faculty Development Program;
- Departments of Botany and Zoology have organized a Workshop for Laboratory Staff of Botany, Chemistry and Zoology Departments;
- Workshop to enhance Computer Literacy has been organized for Laboratory Staff;
- in collaboration with Impartus Innovations, an effort is being made to record lectures and hence create a digital resource;
- Mobile Apps: *MH Acadme, Event Hub and Infra Care* are being used successfully by the Miranda House community: *MH Acadme* by faculty for attendance of students, *Event Hub* for booking a venue for an event to be hosted by the college or a department, *Infra Care* for registering a complaint for any infrastructural repair required;
- Weekly department colloquia are being planned;
- Workshops to further enhance Financial Literacy will be held.

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

- The IQAC Office is situated in Room number 233 (opposite Accounts Section). The room is IT enabled with computers, printers and an Evota screen.

- Workshops to enhance computer literacy and financial literacy of students, non-teaching staff and faculty are being held.

7.3 Give the Best Practices of the institution

1. Energy conservation: The college is designed to optimally utilize natural light. The original buildings have 13 inch brick walls that instead of cement used lime and sand; rooms are buffered by long wide corridors; rooms have ample windows and glass panelled doors for optimal utilization of natural light; halls with high arched ceiling are naturally cooler. The college has ensured maximum possible use of natural light, using the maxim is 'small measures go a long way to save energy'.

- The Principal's Office, the Administrative Block, the Library and the Laboratories are always suffused by natural light.
- Classrooms have transparent glass doors and windows for maximum use of natural light so that electric lights do not need to be switched on all the time.
- 'Save Electricity' campaigns are conducted throughout the academic year. Student volunteers of *MH Vatavaran* have put up posters near the switchboards of classrooms urging users to switch off lights and fans on their way out.
- Gas burners in the laboratories are ignited only when necessary.
- In classrooms and labs, lights and fans are switched on only in the occupied area.
- While purchasing air conditioners or refrigerators, the Bureau of Energy Efficiency (BEE) star rating is checked.
- Students are urged to conserve every drop of water, especially in the hostel.
- College community observes the Earth Day when lights in the academic block, the hostel and the residences are switched off.

Use of LED Lighting: The college is rapidly substituting tube lights and CFL bulbs with appropriate LED luminaries. In a concerted move, traditional lights which consume a greater amount of power have been substituted by LED's in the library and all corridors.

Use of renewable energy: The hostel has installed 7 Solar Water Heaters on the roof to cater to the needs of the residents and the hostel kitchen.

- The college has installed 40 Solar Street Lights. (i) Installation of 20 Solar Photovoltaic (SPV) Street Lights of capacity 20 Wp SPV in January 2013 has been facilitated by KPMG Foundation which has funded the cost of the project under CSR. (ii) Installation of another 20 Solar Street Lights was facilitated by a Memorandum of Understanding (MoU) in January 2008 with M/s Sonen who have installed and maintain the luminaires. The MoU is valid for 10 years.
- Under the DU Star Innovation Project *3R: Reduce*, *Reuse, Recycle,* funds were earmarked for installation of 7 kWp Grid Connected Roof Top SPV Power Plant which became operational in 2017. This provides electricity to the *MirandaTech* Park area where the green technologies are installed. The initial cost of installation of the assets will be recoverable in a period of 5 years.

2. Solid Waste Management: As mentioned earlier under 6.14, the college routinely recycles its biodegradable waste and paper waste. The NIUA has included a visit to the MH solid waste management facility (composting and paper recycling) as an example of Best Practice in the training programme schedule for officials of Municipal Corporations from across the country under the *Swachh Bharat Abhiyan.* The college also received the Plastic Free College of the Year Award in June 2018 jointly awarded by the Indian Institute of Ecology and Environment, New Delhi and National Institute of Cleanliness Education and Research (NICER).

3. Green Laboratory Practices: The Department of Chemistry has been leading the movement for green practices in the laboratory and management of chemical waste.

- Green practices are followed by minimizing the quantity of chemicals required for different experiments by employing dilute solutions, using smaller burettes and pipettes and performing experiments in groups where feasible.
- Greener chemical methods are employed where possible e.g. synthesis using a microwave oven. Solutions for disposal are neutralized, e.g. during titrations, and flushed down the sink using copious amounts of water.
- A *Green Chemistry and Environment* Add-on Course which has been conducted by the department since 2008 has spread awareness about green chemical methods to be adopted in laboratory work and eco-friendly practices which could be adopted in their daily routine. *Green Methods in Chemistry* has been added in the new CBCS curriculum started in July 2015, partly due to input from Miranda House.

4. Disaster Research Programme: Neighbourhood Mapping

Background: Disasters are extreme events that have been disturbing the functioning of the society. Limited resources and widespread impacts have added to the misery of the people. It is increasingly important to assess the risk and take actions before a situation turns into a disaster. The National Capital Territory of Delhi has been traditionally vulnerable to natural disasters on account of its unique geo-climatic conditions. It lies among the high-risk areas facing threat from both floods and earthquakes. Falling in the Earthquake Zone IV, Delhi has had a long seismic history, experiencing earthquakes of local as well as Himalayan origin. Land use change and paved urban landscape have led to heavy surface run off and very low infiltration rates. The continuous problem of water logging too affects many parts of the city. Delhi is also highly vulnerable to man-made disasters like fire and chemicals hazards. Highly congested areas, poor electrical wiring, proliferation of small scale hazardous industries near residential areas and improper storage and disposal of chemicals have increased the incidents of fire and chemical hazards. JNU Disaster Research Programme (DRP) has launched a College Cluster Initiative. MH is a part of this cluster. Under its aegis, students of Geography have undertaken a project titled *Neighbourhood Mapping and Assessment of Disaster Risk and Vulnerability for Selected Places in and around University of Delhi, North Campus* with a sanctioned grant of Rs. 2 lakh. The project is aimed at sensitizing the youth by involving them in participatory neighbourhood mapping programme for disaster risk reduction. The objectives of the study are to

- identify the nature of disaster risk in the four wards of Civil Lines Municipal Zone and one ward of Sadar Paharganj Municipal Zone.
- study the land use in the area and create a spatial database of risk.
- analyze the risk and assess the dimensions of vulnerability.
- determine the method for reducing risk through disaster preparedness.

Research Methodology: Comprehensive work has been done by the team for a detailed mapping and profiling of disaster risk, along with sensitization of local people to understand disaster risk. The research team of Miranda House has designed its own research methodology to assess vulnerability and disaster risk in the neighbourhood of the college. This has entailed the following:

Demarcation of Area: A detailed study has been done to choose the localities in the neighbourhood to be considered for the study based on secondary sources and reconnaissance survey. In the first instance, Kamla Nagar, Jawahar Nagar, Malkaganj, G.T.B. Nagar, B.D. Estate, Mukherjee Nagar, University Area, Outram Lane, Vijaynagar, Indra Vihar and Christian Colony have been selected.

Tools and Techniques: Different variables have been chosen to arrive at a suitable methodology to conduct the research work. A carefully designed survey technique has been devised for administering to a well represented sample group.

Survey: Observation, Structured Questionnaire Survey, Focused Group Discussion and Expert Interviews have been included to undertake the study.

• *Preparation of Questionnaires for Institutional, Residential and Commercial Land Uses*: The student research team after a thorough review have prepared detailed questionnaires for surveying the neighbourhood areas to gain knowledge regarding various aspects of disaster awareness, compliances and threats.

• *Expert Interviews*: In order to accomplish the assigned objectives, the team of students carried out interviews of various experts in the related fields. It included personnel and experts from Delhi Disaster Management Authority (DDMA), National Institute of Disaster Management (NIDM), Seismological Observatory, academic experts in the University, Police Station, hospitals, and Fire Station.

Assessment Tools: An inventory of present land use and land use changes has been done. Risk has also been assessed for this region based on the above survey. Notional mapping, Interpretation of images and maps; Vulnerability and capacity assessment; Risk mapping and Resource mapping are the tools used.

Educational institutes can greatly contribute by building capacity among the youth in disaster awareness and education. Through sustained initiatives, students can be taught to guide others, and thus usher in a tradition of preparedness. At MH, the culture of prevention and preparedness has already taken shape, through volunteerism, project work and as a routine activity. With the Principal lending a firm support to this initiative, the college community is making continuous efforts in this direction. The Department of Geography is leading this campaign to sensitize the need for disaster awareness and preparedness.

7.4 Contribution to environmental awareness / protection

> **MH Vatavaran:** The Environment Society provides a platform for awareness generation and sensitization on issues of environment and sustainable development. The Society has undertaken various activities centred on issues of climate change, water and sustainability. The clean and green environs of the college provide an impetus to the love for nature amongst students. The Society strives to encourage ecofriendly lifestyle amongst students and faculty. It has gradually intensified *the clean and green* campaign within the college and the neighbourhood on waste disposal, recycling of waste and related cleanliness drives. The 3R's: *Reduce, Reuse and Recycle* have become the *mantra* of the college and symbols of environmental consciousness in the college community. These practices undertaken on a daily basis motivate life-style changes and encourage harmonious existence with nature.

7.5   Whether environmental audit was conducted?   Yes ☐   No ☑
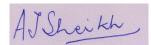
7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

> The inauguration of the new building in the coming academic session will add to the already existing infrastructure and help to overcome the shortage of space for lectures, tutorials and academic events. The renovated auditorium will enhance the quality of cultural events held in the college.

Plans of institution for next year

- Inauguration of new building to enhance the existing infrastructure
- Increasing the existing residential accommodation for non-teaching staff
- FSSAI certification for the college cafe
- Streamlining peer teaching by students
- Increasing the number of foreign languages taught in the college under the Add-on Courses
- Setting up of language lab and media lab
- Organisation of weekly department colloquia

Dr. Amrita Tripathi Sheikh

Signature of the Coordinator, IQAC

Dr. Pratibha Jolly

Signature of the Chairperson, IQAC

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Annexures

I: Abbreviations

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

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UNIVERSITY OF DELHI
दिल्ली विश्वविद्यालय

Most Urgent/Out Today
No. Aca.I/299/Academic Calendar/56
09.05.2017

NOTIFICATION

The following Academic Calendar to be followed for the Undergraduate and Postgraduate courses for the academic year 2017-2018, is hereby notified for necessary compliance by all concerned:

SEMESTER I/III/V/VII	
Classes Begin	20th July, 2017 (Thursday)
Mid-Semester break	30th September, 2017(Saturday) to 6th October, 2017 (Friday)
Classes begin after Mid-Semester Break	7th October, 2017 (Saturday)
Dispersal of Classes, Preparation leave and Practical Examinations begin	16th November, 2017 (Thursday)
Theory Examinations begin	30th November, 2017 (Thursday)
Winter Break	17th December, 2017 (Sunday) 31st December, 2017 (Sunday)

SEMESTER II/IV/VI/VIII	
Classes begin	1st January, 2018 (Monday)
Mid-Semester break	2nd March, 2018 (Friday) to 7th March, 2018 (Wednesday)
Classes begin after Mid-Semester Break	8th March, 2018 (Thursday)
Dispersal of Classes, Preparation leave and Practical Examinations begin	27th April, 2018 (Friday)
Theory Examinations begin	9th May, 2018 (Wednesday)
Summer Vacations	20th May, 2018 (Sunday) to 19th July, 2018 (Thursday)

REGISTRAR

Copy to:
- (i).   The Dean Students' Welfare/The Proctor/The Dean (Examinations)
- (ii).   All Deans/Heads/Principals/Directors/Prof. –In –Charge
- (iii).   The Chairman, Delhi University Sports Council/The Director-SOL/NCWEB
- (iv).   The OSD (Admission), University of Delhi, Delhi-110007.
- (v).   The Joint Dean, University Information Centre
- (vi).   The JR-VCO, JR (Teaching)/Colleges/Council/JR-SDC
- (vii).   The DR-SDC/AR-Colleges/SDC/Registrar-Office
- (viii).   The PS to VC/PVC/DC/DSC/Registrar

III: List of major projects:

Name	Sponsoring Agency	Title of the projects	Tenure	Budget (Rs. in Lakh)	PI/ Co-PI	Amount received (as of 30 April 2018)
Dr. M. Sharma Dr. S. Sharma	DST	A study of macrophage apoptosis and mitochondrial integrity in response to PE/PE_PGRS family proteins of Mycobacterium tuberculosis.	March 2018-2021	68.00	PI	38.00
Dr. J. Pillai Dr. S. Chitalkar	ICSSR	Inter regional aspirations in Jammu and Kashmir	Nov 2017-Jan 2019	18.7	PI	3.74
Dr. M. Tomar	DRDO	Feasibility study for fabrication of Air bridges by gold electroplating	Sept 2017-Dec 2018	9.42	Co-PI	
Dr. M. Tomar	DST	Development of Ferroelectric thin film based photovoltaic cells [EMR/2017/000194]	July 2017-2020	31.54	PI	18.52
Dr. B. Kaur	ICSSR	Access of Institutional credit to small and marginal farmers and its impact on their livelihood –A case study of Punjab	May 2017-Nov 2018	8.00	PI	6.40
Dr. S. Sharma - Coordinator with Co-coordinators from other science departments*	DBT	Star College Scheme 102/IFD/SAN/3819/2016-17	February 2017-2019	53.00		53.00
Dr. Poonam	DST	Thio-click approach for the synthesis of stable glycomimetics and chiraloxathiacrown ethers	August 2016-2019	36.81600	Co-PI	
Dr. P. Jolly Dr. B. Roy Dr. A.T. Sheikh Dr. M. Pathak Dr. J Arora	DU Star Innovation Project	3R: Reduce, Reuse, Recycle	October 2015-2019	40.88	PI	20.64
Dr. P. Jolly Dr. M. Verma Dr. B. Roy Dr. J. Subramanyan	DU Star Innovation Project	Eureka! MyLab: Developing Resources & Hands-on Science Activities & an Adaptation Accessible for Visually Impaired	October 2015-2019	37.50	PI	19.75

Dr. S. Bahri Dr. S. Sharma Dr. S. S. Bhatia	DU Star Innovation Project	Therapeutic Potential of Medicinal Plants: Culture, Extraction, Physicochemical Characterization and Testing their Cytotoxic or Immunostimulatory Properties	October 2015-2019	26.66	PI	13.85
Dr. Pratibha Jolly	DU Star Innovation Project	Core Development of College Infrastructure and up of a Central Instrumentation Facility	October 2015-2019	26.00	PI	26.00
Dr. M. Tomar	DRDO	Molecular Modelling of Halons alternatives [CFEES/TCP/CARS/ NOMHA - FCPCG/CC/09/2013]	April 2015-Oct. 2017	274.13	Co-PI	
Dr. M. Tomar	DST	Validation and improvement of indigenously developed table-top Surface Plasmon system (SPR) system [DST/IDP/SEN-NEW/25(G)]	March 2015-2017	86.31	Co-PI	
Dr. M. Tomar	DST	Development of thin film Surface Acoustic Wave device as a platform for the sensing applications [DST/TSG/ME/2013/58-G]	Nov.2014-2019	474.34	Co-PI	
Dr. M. Tomar	DeITY	Demonstration of GaN LED by PLD [File No.:5(3)/2010-NANO]	Feb.2014-Sep.2017	479.54	Co-PI	
Dr. S. Sharma Dr. M. Sharma	DBT	Molecular Cloning and Immunological Validation of Three Hypothetical Proteins of M. Tuberculosis with Strong T-Cell Epitopes 102/IFD/SAN/1141/2013-14	June 2013 – 2017	66.84	PI Co PI	

Total amount sanctioned: 1,737.676 Lakhs

Total amount received   : 199.87   Lakhs

* Dr. Sadhana Sharma, Associate Professor, Department of Zoology, is the co-ordinator.
   Departmental Coordinators:
     Botany: Dr Janaki Subamanyan, Dr. Saloni Bahri
     Chemistry: Dr. Mallika Pathak, Dr. Bani Roy
     Computer Science: Ms. Anuradha Khattar
     Physics: Dr. Pratibha Jolly, Dr. Mallika Verma
     Zoology: Dr. Rekha Kumari, Dr. Sadhna Sharma

IV: List of minor projects

Name	Sponsoring Agency	Title of the projects	Tenure	Budget (Rs. in Lakh)	PI/ Co-PI	Amount received (as of 30 April 2018)
Dr. K. Saini Ms. N. Rani Dr. S.S. Bhatia	DBT	To Establish a Pollution Monitoring Station Across road over the Nala at Kingsway Camp and determine effects of pollutants and Air quality on the public health and microflora/microfauna	April 2018-2019	8.0	PI	6.00
Dr. Poonam	UGC	Detoxification of environmental persistent organic pollutants primarily pesticides using functionalized nanomaterials	Apr 2017-2019	10.00	PI	8.00

Total amount sanctioned: 18.00 Lakhs

Total amount received: 14.00 Lakhs