



www.chemistry.uoi.ac.in/department/

Ph.D. Programme in Chemistry

Ph.D. Programme in Environmental and Molecular Biology for the Specialized Programme in Environmental and Molecular Biology
Biochemistry in the IITD.

The first part of the document discusses the importance of maintaining accurate records. It emphasizes that proper record-keeping is essential for ensuring the integrity and reliability of the data collected. This section also outlines the various methods used to collect and analyze the data, highlighting the challenges faced during the process.

The second part of the document provides a detailed description of the experimental setup. It includes information about the equipment used, the procedures followed, and the conditions under which the data was collected. This section is crucial for understanding the context and limitations of the study.

The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings. The data shows a clear trend, indicating that the variables studied are significantly related. The results are discussed in detail, with an emphasis on the implications of the findings.

The final part of the document concludes the study and provides a summary of the key findings. It also offers suggestions for future research and discusses the broader implications of the work. The conclusion is based on the evidence presented throughout the document.

CRITERIA FOR EVALUATION OF RESPONSE

1. Relevance of the response to the subject/topic

1.1. Relevance of the response

1.1.1. The response is relevant to the subject/topic

1.1.2. The response is relevant to the subject/topic

1.1.3. The response is relevant to the subject/topic

1.1.4. The response is relevant to the subject/topic

1.1.5. The response is relevant to the subject/topic

2. Scholarly and Pedagogical

2.1. The response is scholarly and pedagogical

2.2. The response is scholarly and pedagogical

2.3. The response is scholarly and pedagogical

2.4. The response is scholarly and pedagogical

2.5. The response is scholarly and pedagogical

WEIGHTING OF ITEMS FOR EVALUATION

1.00 0.50 0.25 0.10 0.05



1.1.1. The response is relevant to the subject/topic

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1.1.1.2. The response is relevant to the subject/topic

1.1.1.3. The response is relevant to the subject/topic

1.1.1.4. The response is relevant to the subject/topic

1.1.1.5. The response is relevant to the subject/topic

1.1.1.6. The response is relevant to the subject/topic

1.1.1.7. The response is relevant to the subject/topic

1.1.1.8. The response is relevant to the subject/topic

1.1.1.9. The response is relevant to the subject/topic

1.1.1.10. The response is relevant to the subject/topic

1.1.1.11. The response is relevant to the subject/topic

1.1.1.12. The response is relevant to the subject/topic

1.1.1.13. The response is relevant to the subject/topic

1.1.1.14. The response is relevant to the subject/topic

1.1.1.15. The response is relevant to the subject/topic



- If this includes an extension, retention, or a change in program, the greatest weight is given to competitive programs.

CRITERIA FOR S.D.P.

The following activities are to be judged by the Department and College.

Active participation:

- a. **Attendance at Departmental Conferences/Programs/Workshops.**
- b. **Attendance at National Conferences/Programs/Workshops.**

- c. **Attendance at Cell level Community Programs.**
- d. **Departmental Seminars/Workshops.**
- e. **Participating in the activities of the Department/College.**

Other activities:

- a. **Attendance at Departmental Conferences/Programs/Workshops.**
- b. **Attendance at National Conferences/Programs/Workshops.**
- c. **Attendance at Cell level Community Programs.**
- d. **Departmental Seminars/Workshops.**
- e. **Participating in the activities of the Department/College.**
- f. **Speaking to classes, demonstrations, science fairs, etc.**
- g. **Other activities e.g. review of textbooks, review of manuscripts, review of posters.**