SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

JESUS AND MARY COLLEGE

BAPU DHAM, CHANAKYAPURI, NEW DELHI
110021
www.jmc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jesus and Mary College, established in 1968, recognized under Sections 2(f) and 12 (B) of the UGC Act is a premier constituent College of Delhi University. The College is situated in the exclusive neighbourhood of the Diplomatic Enclave in Chanakyapuri that inhabits a 14.101-acre plot with lush green landscaped lawns that enhances the College atmosphere to an educational paradise. The built-in area encompasses two four-storied buildings that comprises of well-furnished airy classrooms and the administrative offices.

A state-of-the-art multipurpose auditorium with a seating capacity of about 700 at two levels also houses the computer laboratories and one mini conference rooms. The library is a four-storied building that lends itself to a quiet and reflective ambience for the students as well as the faculty members. It is well-stocked with 51,576 books, 72 Journals/ Magazines and about 5000 e-journals that is accessed through N-list.

Codes of professional ethics guide all stakeholders of the College about its principles of integrity, accountability, inclusiveness, commitment and sustainability. All stakeholders work within the institutional policies and practices so as to satisfy the Vision and Mission of the College.

The College practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals.

The College is committed to making students conscious of their social responsibility through outreach programmes organized by NSS, NCC, WSDC, AICUF, JMCEP, etc. to enhance students' social awareness and sensitivity towards the upliftment of the underprivileged sections of the society.

The College celebrated its Golden Jubilee Year in 2017-2018 with a sense of great pride and fulfilment in achieving this landmark. The inaugural ceremony was graced by the presence of the Honorable President of India, Shri Ramnath Kovind and the year-long celebrations culminated in an International Conference on the theme "Empowering Women with Transformative Education". The College has been imparting quality education as a means of empowering women so that they recognize and fulfill their roles and responsibilities as equal contributors towards nation building and making India a forerunner on the global map.

Vision

The Vision and Mission of Jesus and Mary College are reviewed and redefined in view of changing national and global trends in education. Goals are set to attain the objectives enshrined in national policy for higher education. In the present context, the vision of the College is to be a global leader in education and a valuable

partner in the evolution of a just, humane and inclusive society in India.

JMC, partnering in the vision of Christ, makes its contribution to the society through providing transformative education. The vision of the College defines its educational policy and has been one of its major strengths and characteristic features from the time of its inception till date. JMC provides a caring and nurturing environment where our students come into their own, blossoming into confident young women ready to face the world.

Untiring efforts are made to instill the values of mutual trust, team work and promotion of social capital, easy sharing of knowledge, skills and resources to create a vibrant society. At JMC, we appreciate, respect and promote the perspectives, rights and dignity of each individual.

Mission

The institution's mission reflects the distinctive characteristics of the institution. The College caters to the educational, social, cultural and economic needs of the society. All these characteristics are reflected in its policies. High quality educational programmes and healthy practices are being implemented keeping in mind the policy of uncompromising adherence to the values and principles of inclusion, responsibility and social accountability.

The success of the institution's mission is driven by value-based ethical behaviour of its committed faculty members, staff and students. The College believes that all aspects of education focus on the core values of contributing to national development while keeping in view the philosophy of having professional ethics and a sound uniform ethical conduct.

The mission of the College is not merely confined to imparting knowledge in the classroom, but is a means of reinforcing values of love, compassion, equality and justice. The College aspires to produce academically oriented, sensitive and responsible citizens who will contribute towards making the world a better place.

We accompany and mentor our students so that they develop as women of competence, compassion and conscience, and empowered with ignited minds and hearts, pursue the goal of transformation of our society

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

As a leading women's liberal arts College, the main strength of the College rests on providing a gender-sensitive and empowering education which assist students to realise their potential and self-worth and enabling them to make a significant contribution in all spheres of national and global development.

The College follows a dialogic process with its stakeholders and has a robust system of collecting feedback from students, teachers, alumni, employers, parents, and the non-teaching staff. The continuous evaluation and suggestions given by the stakeholders are regularly analysed and appropriate action is taken to incorporate such suggestions into all aspects of functioning in the institution.

JMC seeks to uphold the dignity and worth of every individual who is part of the institution particularly its young student community. It has a 'zero-tolerance policy' towards sexual harassment. All members of the staff

refrain from verbal, non-verbal and/or physical misconduct of a sexual nature in their interactions with students, other college staff, and visitors to the college.

Members of the Governing Body are eminent and experienced academicians and administrators who contribute substantially towards quality enhancement.

The College admits students from diverse national and international backgrounds which promotes a multi-cultural ethos on the campus.

An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.

There is a vibrant Research and Collaboration Committee that encourages research activities among the faculty and students of JMC. It is also the nodal agency for developing academic collaborations between JMC and other Institutes of Higher Education both national and international.

The Placement Cell and individual departments constantly provide a vibrant platform to meet the different needs of students for employability. They also provide opportunities for internship, fellowship and summer training, etc.

JMC strives to create a model of education that is based on fostering a culture of eco-friendly practices and making the campus environmentally sustainable. It is a campus that is plastic free, produces minimal waste, conserves energy, protects biodiversity and practices self-sustainability in areas of power, water and cleanliness.

Institutional Weakness

For enhancement of institutional growth and development, the number of permanent teaching staff in the College needs to be increased.

JMC is primarily an undergraduate college which focuses on teaching and learning activities rather than on research. Therefore, there is a limited scope in enhancing the research rigor on campus.

The College being a constituent College of University of Delhi is bound to follow the curriculum devised by the University and therefore does not allow for flexibility in curriculum design and delivery.

Limited resources in the use of digital technology to enhance teaching- learning on campus.

The College is funded by the UGC but has limited financial resources to cater to the growing academic needs that support funding requirements to enhance teaching-learning resources for faculty members. Generation of funds is often a serious limitation in expansion and upgradation of campus facilities.

Institutional Opportunity

The potential to collaborate with Universities in India and abroad and develop multidisciplinary academic collaborations/ faculty and student exchange programmes etc., is abundant as JMC has a wide network of working relationships with academicians and practitioners both at the national and international levels.

JMC provides ample scope to promote and create a more harmonious and peaceful world through its students who are groomed to be agents of social transformation in keeping with its vision and mission.

Highly qualified, efficient and committed faculty members who are capable of organizing and conducting high quality seminars, workshops, conferences is an added opportunity to further partner with eminent institutions both nationally and internationally, to carry out certificate programmes, add-on courses, etc. This will provide the scope to create more teaching-learning material and contribute to the various fields of education.

With the recent employment trends that require a more highly skilled workforce, JMC can initiate professional and job-oriented courses that meet the current needs of the society.

Senior and retired faculty members are equipped with knowledge and skills to train and conduct FDPs that induct the younger generation of students and faculty into the high quality of teaching and learning skills that stem from the timeless values and ethos of JMC.

Given the emerging educational needs and the constant change in the structures of work and employability, JMC has a large repertoire of its alumnae who can enhance learning experiences on campus adding relevance to the current programmes offered. This effort will strengthen the social capital of the college with the alumnae.

Over the years JMC has developed its own credibility and established strong bonds with industrial partners through its Placement Cell and internships of various departments. The scope to expand these linkages wider between the industry and the academic fraternity should be able to strengthen innovation and entrepreneurship activities in more tangible outcomes.

Institutional Challenge

Although the College offers two PG courses in English and Hindi but neither teaching nor research is conducted at the level of the institution. The admission and examinations are controlled by the University of Delhi and only tutorials are held in the College. Therefore, there is limited scope for teaching and research at the post graduate level.

It is a challenge to obtain the Grants and Funding for pursuing research projects.

JMC caters to a large number of students who hail from the marginalized sections of society, many of whom are first generation learners. The challenge of meeting their day-to-day educational and personal needs is an urgent and immediate need.

The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process.

The demand ratio for most courses remains consistently high, which leads to mismatch between the intake and the institutional capacity.

The commercialization of education and change in the societal values presents a challenge to the service motto of the College.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Jesus and Mary College is a constituent college of Delhi University, and as such follows a pre-determined syllabus. However, the college innovates within these established academic structures, committed to providing holistic development for its all-women student body.
- Academic processes in JMC are streamlined, with timetables, workloads and other administrative tasks prepped well in advance of teaching sessions.
- The intellectual teaching body of JMC is supported by relevant ICT. The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for the students to participate in a modern teaching-learning process. (https://www.jmc.ac.in/facilities/ict)
- Our teachers regularly update their disciplinary knowledge through active involvement in faculty development programmes, curriculum reviews, evaluation, and participation in different decision-making bodies of the University. (https://www.jmc.ac.in/uploads/staticfiles/naac/fdp/FDPs%20ORGANISED%20BY%20IQAC.pdf)
- Experiential learning through internships projects and field trips is specifically facilitated. JMC incorporates an empathetic approach, endeavoring to familiarize the students about how gender-based inequalities, neglect of environmental concerns and lack of ethics hamper an individual's and societal growth.
- Bolstering its academic credentials, JMC is one of the few colleges that offers a range of dedicated add-on certificate courses in *Graphic Designing*, *Mass Communication and Media Studies*, *Data Analysis* and *Artificial Intelligence*, *Camera and Photography* etc. These aid students' skill development and prepare them for the professional world.
- Complementing these pursuits is the strong tutorial and mentor-ward system. Smaller groups of students are created, so that academic and other discussions are individualized. Interdisciplinarity and sensitivity form a significant aspect of our vision of providing transformative education to women.
- At JMC, education is dialogic, and it is the feedback system that gives it this transparency and accountability. Feedback is taken on forms available on website, the data is compiled, analysed and shared with each Department and concerned individuals for prompt action. Channels for communication with different stakeholders are kept warm by responding to diverse needs. The IQAC conducts annual internal audits and all Departments are encouraged to undertake self-assessment to critically reflect on their practices. This approach supports the amalgamation of the interests of the stakeholders as well as the Institution.

Teaching-learning and Evaluation

- JMC focuses on holistic intellectual, social, emotional and aesthetic development of the students. We try to we work conscientiously to reflect upon and enhance our pedagogic methods.
- Right from admission, the college follows a well-administered and transparent procedure with ease of

availability of information on our website. A Grievance Committee looks into admission related problems of the students. (https://www.jmc.ac.in/admissions/grievancecommittee)

- With the intention to develop critical and innovative thinking, student centered pedagogies are evolved at the department level. Some prefer case study approach, while others prefer brainstorming duly supported by ICT and e-resources.

- Remedial courses and elaborate tutorial sessions are aimed at supporting learners in small groups so that teachers can provide individual support. Special attention is given to students with special needs and also from economically weaker sections. Students are also supported through a well-designed mentor ward system as displayed on JMC website.

- The evaluation procedure is elaborated upon in the prospectus and restated during subsequent classes to ensure effective implementation of the internal assessment. Students are assessed on a continuous basis through innovative and reformed techniques such as group discussions, assignments, analytical tests, practicals and projects. Accordingly, remedial classes and other techniques are used to support learners with different abilities and pace. Students with advanced needs are encouraged to research and given more challenging tasks. All students are encouraged to participate in inter-college competitions to optimize their potential.

- Students are given multiple opportunities to succeed. Through internal assessment students are encouraged and guided to improve their responses with more than one attempt at times. An online system helps students to view their marks at the end of each semester. Aiding that is a democratic teacher-student interaction, which makes it easier to report any discrepancies in the process before marks are uploaded on the University portal.

- The robust evaluation process is not the only parameter to assess the integrity of the teaching-learning process. There is also a strong online feedback system in place, which is critically analysed and addressed, to ensure quality enhancement. (https://www.jmc.ac.in/uploads/staticfiles/naac/supportingdocuments/criterion1/1.4.1/Stakeholders%20Feedback%20Report.pdf)(https://www.jmc.ac.in/uploads/staticfiles/naac/supportingdocuments/criterion1/1.4.1/11365371111-JUN-19301501.pdf)

Research, Innovations and Extension

- The research output of the college has increased manifold since the last SSR (56 papers in Journals in UGC care list, 80 books/chapters in books and 153 papers in Conference volumes published during the review period). (SSR:3.3.2 and 3.3.3)

- To facilitate more research, the Research Committee (an IQAC initiative) organised Conferences, Seminars and FDPs. (https://www.jmc.ac.in/research/seminars conferences). A 2-day International Conference, "Empowering Women through Transformative Education" in October 2018 was organised (https://www.jmc.ac.in/uploads/research/Conference%20Report.pdf.) Another

- International Conference on the theme 'Social Media Marketing' was organised by the Department of Commerce in March 2019.

- Besides the two International Conferences, 8 National Seminars/Conferences were organised during 2015-2020 by various departments focussing on latest developments and research. More than 270 talks, workshops, field visits, 19 Webinars were organised by departments and various societies on various themes including Research Methodology and Industry-Academia interactions. (SSR:3.2.2)

- A peer reviewed Interdisciplinary Journal with ISSN "JMC Review" was launched in 2017. (https://www.jmc.ac.in/jmcreview/about)

- In order to address evolving needs of students and bridge the gap with the world of work JMC offers add-on certificate courses like Artificial Intelligence and Data

- Science, Media Studies, Advertising & Marketing etc. which are transacted by practitioners.

(SSR:1.2.2)

- Extension Activities are organised by seven college societies (in collaboration with government and non-government entities and communities). These include: National Service Scheme (NSS), Women's Studies Center, JMC Education Programme, ENACTUS, All India Catholic University Federation, Green Society, National Cadet Corps (NCC). Departments and other societies also organise activities to sensitise students about social realities and challenges. Almost all students were involved in a large number of socially relevant activities (448 activities during the last 5 years). As part of the Golden Jubilee Year Celebrations, an MOU was signed with NDMC for total quality improvement in NDMC Senior Secondary School, Bapu Dham for 3 years. (SSR:3.4.3 and 3.4.4)
- Internships and fieldtrips are encouraged to strengthen experiential learning. Departments of Education and B.Voc have formal agreements with institutions (schools and hospitals etc.) for on-the-job training and internships. (SSR:3.5.1)
- Research and Collaboration Committee, IQAC facilitated MOUs with 3 universities of repute in China, Thailand and Romania. (SSR:3.5.2)

Infrastructure and Learning Resources

- Set against the backdrop of extensive green cover, Jesus & Mary College has aesthetically designed buildings which are architecturally striking and responsive to environmental concerns. A deliberate attempt has been made to preserve the natural habitat as much as possible. The infrastructure provides easy access to differently abled people thereby making it infrastructurally inclusive. (https://www.jmc.ac.in/facilities/differentlyabledfriendlycampus)
- The teaching block has well-appointed and spacious ICT enabled classrooms, tutorial and department rooms. The Psychology, Elementary Education, B.Voc. (Healthcare Management), and Computer departments have labs that are well-designed and adequately equipped with learning resources. The three floored library building is air conditioned, wi-fi enabled with relevant hardware and software, and a rich repertoire of learning resources.
- The college makes great efforts to provide the latest technology to students, keeping them up to date with the world. With a total hardware capacity of 730 workstations, it maintains a student to computer ratio of 1:1.
- The majestic Thevenet Hall houses an auditorium with a seating capacity of 1000 persons, and an excellent light and sound system. A spacious Amphitheatre provides a vibrant space for various exhibitions, street plays and music performances. (https://www.jmc.ac.in/facilities/auditorium)
- The college also takes pride in its comprehensive sports and fitness infrastructure. The outdoor sports facilities include a football court, cricket pitch, open space for yoga etc. Indoor arrangements include a badminton court, table tennis and judo room, which is also used for taekwondo and wrestling. A fully equipped gymnasium with trained instructors and the latest exercise machines, round off the state-of-the-art facilities in the college. (https://www.jmc.ac.in/facilities/gymnasium)
- Additionally, a Canteen Committee makes monthly visits to the Canteen, keeping regular checks on the infrastructure, and conducting hygiene checks in the kitchen and related areas to ensure a qualitatively satisfactory food experience for our students. (https://www.jmc.ac.in/facilities/cafeteria)
- The College has a five-year contract for the maintenance of the rooftop solar plant including monthly cleaning by the company.
- JMC ensures regular maintenance and upkeep of all facilities through trained and efficient staff and a system of periodic checks.

Student Support and Progression

- JMC has created a fabric of social inclusion and empowerment, through student-centric financial incentives and welfare measures.
- JMC provides a number of scholarships and fellowships in addition to the government freeships available to the students. The college has a scheme called the Student-Aid-Fund (SAF) to support marginalized students in continuation of education and to reduce the dropout rate. Many students have benefitted from this funding support over the last five years, highlighting JMC's contribution in broadening access to higher education.
- In addition to financial support, JMC has active students' grievance redressal mechanisms that help them seek redressal for complaints, including those about sexual harassment and ragging. For the students' emotional well-being, JMC also offers formal in-house counseling (https://www.jmc.ac.in/facilities/studentscounselling)
- As the number of students seeking admission to undergraduate education has increased over the last five years, there have also been a significant number of students graduating from JMC and pursuing higher education in India and abroad. Institutional provisions facilitate vertical movement of students to higher levels and gainful employment, with an average of 87.76% students progressing to higher education in the last five years.
- The Placement cell facilitates the students' professional growth and success as many leading Corporates like Deloitte, KPMG, Bain, etc, and non-corporates like schools and 'Teach for India' recruit a substantial number of students from the college. (https://www.jmc.ac.in/placementcell)
- JMC also facilitates students' representation and engagement in various administrative, and co-curricular activities through a formal student council body that is elected annually by active participation of all students.
- The institution has various co-curricular, cultural and sports activities to ensure the holistic development of the students. Students actively participate in extension activities through NCC, NSS, JMCEP, WDC etc.
- 523 sports and cultural events have been held at Jesus and Mary College over the last five years. The college has been bagging the Delhi University Vice-Chancellor's Excellence Trophy in Sports for the past 25 years, reflecting JMC's strong impetus to sports.

Governance, Leadership and Management

- JMC has a transparent and multi layered governance system. The Governing Body of the college meets on a regular basis to discuss issues related to the overall development of the institution. Similarly, Staff Council meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes. Student Council meetings are also held at regular intervals to address student related issues.
- As per Governmental rules, the college has implemented welfare schemes, and a range of development-oriented programmes for the teaching and non-teaching staff.
- JMC governance is marked by transparency, inclusivity and accountability. Feedback from various stakeholders like students, teachers, employers and alumni is invited through online feedback forms. It is then analysed, and appropriate action is taken and shared with the Governing Body. (https://www.jmc.ac.in/uploads/staticfiles/naac/supportingdocuments/criterion1/1.4.1/Stakeholders%20Feedback%20Report.pdf)(https://www.jmc.ac.in/uploads/staticfiles/naac/supportingdocuments/criterion1/1.4.1/11365371111-JUN-19301501.pdf). Staff Council and IQAC monitor the quality of the teaching-learning process, while the management facilitates smooth functioning of teaching and support systems.

- An Internal Audit Report is given by IQAC to each department. Each department is also given a tool for self-reflection (Self-Assessment Proforma) to take suitable action collectively. They give all departments and concerned staff of the college feedback to critically reflect on their practices and plan ahead.(https://www.jmc.ac.in/uploads/staticfiles/naac/supportingdocuments/criterion1/1.4.2/Self%20Assessment%20Proforma%20of%20Departments/) Besides this, external academic audit is also conducted regularly. Teachers are encouraged to carry out a self-appraisal every year so as to gain insight into the effectiveness of their teaching style and its impact on students.
- The College follows performance appraisal procedures as per the norms of Government of India. Accordingly, each employee is expected to fill an Annual Performance Appraisal Report (APAR) and submit it to the concerned authority. The grievances are further heard by the College Grievance Cell under the chairpersonship of the Principal.
- The college conducts internal and external financial audits on a regular basis. The audit wing of the UGC visits the college periodically and inspects all files pertaining to the financial matters that the college has availed of, as well as all the receipts and payments in the college.

Institutional Values and Best Practices

In keeping with the Sustainable Development Goals of the United Nations (SDGs 2030), JMC has initiated several sustainable practices on campus.

- The Colleges' best practice "The Gift of Green: Towards Building a Sustainable and Clean Campus" aims to build an environmentally sustainable campus that is plastic free, produces minimal waste, conserves energy, protects biodiversity and practices self-sustainability in areas of power, water and cleanliness through notable projects on campus:

Energy and Water Conservation Facilities on campus such as Solar Power Plant and Rainwater Harvesting.

Degradable and non-degradable wastes through two successful projects, DHARA and IFFAT. From 2019, JMC is a Plastic Free Campus.

Greening of the campus the college by planting and nurturing 642 trees.

- Responding to the needs of differently abled persons the campus is fitted with 6 ramps, 3 automatic lifts, 2 disabled-friendly washrooms and wheelchair and Braille signages. The Equal Opportunity Cell organises training sessions for students.
- JMC values inclusionary practices at multiple levels. We celebrate cultural, regional, linguistic, socio-economic diversities through various student societies.
- JMC educates students about their Fundamental Rights and Duties through various programmes organised by Departments/Societies.
- JMC fosters a Code of Professional Ethics and Conduct for students, teaching and non-teaching staff and the governing body to promote the core values of the college.
- Our best practice "Campus Placements/Internships: Empowerment through Employment" empowers our students through employability, making them socially, politically and economically active citizens. Given the skewed male-female ratio in urban professional spaces, the Placement Cell and individual departments connect young women with potential employers and provide opportunities for internship, fellowship and summer training.
- JMC's institutional distinctiveness lies in the empowerment of women from all strata of society

addressing the changing needs of students and society in the most innovative, engaged, compassionate way while providing cutting edge, competitive education.

- The Women's Study Centre plays a   critical role in fostering gender sensitivity. From 2015 JMC has organised 121 gender equity programmes. The Internal Complaints Committee handles cases of sexual harassment.
- JMC offers formal in-house Counselling and guidance services for its students through professionally trained counsellors regularly on its campus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JESUS AND MARY COLLEGE
Address	Bapu Dham, Chanakyapuri, New Delhi
City	New Delhi
State	Delhi
Pin	110021
Website	www.jmc.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sandra Joseph	011-26110041	011-26110041	011-24105466	principal@jmc.ac.in
IQAC / CIQA coordinator	Alka Marwaha	011-26875400	011-26110041	011-	amarwah@jmc.du.ac.in

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes [Minority Certificate and Reservation Certificate.pdf](#)
If Yes, Specify minority status	
Religious	Religious Minority
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	16-07-1968

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Delhi	University of Delhi	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	23-09-1968	[View Document](#)
12B of UGC	23-09-1968	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	20-06-1998	270	Validity Permanent

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Ministry of Human Resource Development
Date of recognition	12-01-2021

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Bapu Dham, Chanakyapuri, New Delhi	Urban	14.101	16226.66

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BElEd,Education	48	Senior Secondary	English	50	50
UG	BCom,Commerce	36	Senior Secondary	English	50	49
UG	BCom,Commerce	36	Senior Secondary	English	80	80
UG	BA,English	36	Senior Secondary	English	40	40
UG	BA,Hindi	36	Senior Secondary	Hindi	40	40
UG	BA,History	36	Senior Secondary	English	40	40
UG	BA,Sociology	36	Senior Secondary	English	40	40
UG	BA,Psychology	36	Senior Secondary	English	35	35
UG	BSc,Mathematics	36	Senior Secondary	English	40	40
UG	BVoc,Vocational Studies	36	Senior Secondary	English	50	50
UG	BVoc,Vocational Studies	36	Senior Secondary	English	50	50
UG	BA,Political Science	36	Senior Secondary	English	40	40
UG	BA,Economics	36	Senior Secondary	English	40	40
UG	BA,B A	36	Senior Secondary	English	120	120
PG	MA,English	24	Graduation	English	20	13
PG	MA,Hindi	24	Graduation	Hindi	20	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				131
Recruited	0	0	0	0	0	0	0	0	7	121	0	128
Yet to Recruit				0				0				3
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				50
Recruited	33	9	0	42
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				25
Recruited	6	4	0	10
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	27	0	1	18	0	47
M.Phil.	0	0	0	0	7	0	1	3	0	11
PG	0	0	0	0	6	0	0	2	0	8

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	16	0	20
M.Phil.	0	0	0	0	0	0	0	16	0	16
PG	0	0	0	0	0	0	0	26	0	26

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	2	0	0	2

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	6	8	0	14

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Certificate / Awareness	Male	0	0	0	0	0
	Female	54	9	0	0	63
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	15	13	0	0	28
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	675	402	0	0	1077
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	4	0	2	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	34	9	71	36
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	707	635	625	731
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	332	371	395	410
	Others	0	0	0	0
Total		1077	1015	1093	1177

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
576	557	605	553	425

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	14

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3281	3383	3124	3063	2816

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
378	378	378	378	328

22-05-2021 04:17:23

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1021	1084	811	814	833

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
129	131	130	127	108

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
131	131	131	131	131

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 62

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
99.63	461.07	74.80	173.44	64.42

4.3

Number of Computers

Response: 732

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

- Jesus and Mary College is a constituent college of University of Delhi, and as such follows a pre-determined syllabus set by the parent University. The college innovates within these established academic structures, committed to providing holistic development for its students.
- Academic processes are streamlined, with timetables, workloads and other supporting administrative tasks prepped well in advance of teaching session. Departmental reports are collated at the end of each academic session, documenting the academic and extracurricular work undertaken by the department in that year, thereby compiling its response in a systematic manner.
- For continuous growth, our teachers regularly update their knowledge through active involvement in Research and Faculty Development Programmes. They are also members of various bodies of the University contributing to curriculum reviews, assessment and evaluation.
- ICT supplements the intellectual teaching body of JMC. The college employs technologically enabled infrastructure for everyone, with special infrastructural assistance for our students with disabilities, which makes it possible for all our students to engage in an appropriate teaching-learning process. Experiential learning for the students through internships, projects, and field trips is specifically facilitated. JMC library provides access to a vast repertoire of international and national journals, reports, books etc as well as e-resources to strengthen the teaching learning processes
- Besides its academic credentials, JMC is one of the few colleges that offer dedicated certificate add-on courses like *Artificial Intelligence and Data Science*, *Financial Management and Corporate Communications*, *Media Studies*, *Advertising & Marketing*, language courses like *French* and *Spanish*, and even creative ones like *Camera and Photography*. These courses impart life skills and are transacted by practitioners, thus providing opportunity to students for hands on experience and building bridges with the world of work.
- Complementing the pursuit of effective curriculum transaction is the strong tutorial and mentor-ward system. Smaller groups of students are created, so that academic and other discussions are individualized. JMC prioritizes the amalgamation of academic and mental health of our students through the mentor-ward system where each student is assigned a faculty mentor for academic and extra-academic guidance. Through focused interactions and guidance offered by the teachers, students are able to have their academic and other issues suitably addressed.
- At JMC, education is a dialogic process, and it is the robust feedback system that gives it this accountability. Feedback forms for students, teachers, alumni, employers, parents, and the non-teaching staff are displayed on the college website for the requisite stakeholders to confidentially give the college their evaluations and suggestions. The institution strives to incorporate these into all aspects of its functioning.
- JMC champions an empathetic approach, endeavoring to raise the consciousness of our students about how gender-based inequalities, neglect of environmental concerns and lack of ethics hamper an individual's growth. This allows them to participate in society as mindful individuals.

Interdisciplinarity and sensitivity form a significant aspect of our vision of providing transformative education to women.

File Description	Document
Upload Additional information	<u>View Document</u>

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

- Being a constituent college of the University of Delhi, JMC follows the Academic Calendar issued by the University at the beginning of the academic year. It clearly delineates a schedule for teaching, examination, semester break and vacations, that is strictly followed by the college to ensure smooth and efficient functioning of its teaching and administrative processes. Within the same framework, the college also prepares its own calendar of events and activities before the commencement of the Academic Session and the same is communicated to all. For transparency of functioning, both the University and the college academic calendars are placed on the college website.

- All the aforementioned information is reinforced during the collegiate and departmental orientation of new students at the beginning of academic session.

- The Principal also conducts meetings with the Teacher-in-charge(s), faculty from individual Departments, and entire Staff including non-teaching to ensure smooth implementation of the activities as scheduled.

- For the purpose of conducting Continuous Internal Evaluation, teachers prepare their schedule of teaching, class tests and assignments in accordance with their allotted time table keeping the academic calendar and planned co-curricular activities of the college in mind.

- The students are informed well in advance about the deadline for assignment submissions, dates for class tests and presentations, as well as their final internal assessment marks. Criteria for assessment is also shared with the students. They are encouraged to seek guidance from teachers during the designated tutorial slots or the latter's free time. The mentor-ward periods are created specially to supplement this kind of academic framework with the extra-academic support that the students might require.

- Multiple assessments are taken, with the aim of allowing the students to incorporate suggestions offered by the teacher, thereby making learning a continuum and creating various opportunities for the students to succeed. The institution's approach is reoriented to suit the learner's pace, ensuring the mitigation of any pressure on the students.

- Project work, field work and presentation components of the syllabus and assessment are arranged keeping in mind the pre-planned academic calendars.

- Mid-Semester break, a week long break offered by University of Delhi, is utilized for the abovementioned field work, project work, excursions, industrial visits, etc. which form an integral part of CIE. This allows for students to recuperate and yet enhance their worldviews through innovative learning methodologies.

- JMC calendar bears testament to the diverse arenas in which our students enthusiastically contribute and excel. It is equally important to carve a space for collegiate events like the 'Sports Day', 'Montage' (college festival), 'Octet' (celebrating diversity through the cultural festival of

Ethnic Eight Society) in the lives of our students as the qualitative impact of an inclusive and balanced education allows for all-round development of the students.

Everything in the institution is geared towards providing transformative education in a structured manner to our students, with accessibility, comprehensibility, and transparency as our watchwords in this process.

File Description	Document
Upload Additional information	[View Document](#)

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

    1. **Academic council/BoS of Affiliating university**
    2. **Setting of question papers for UG/PG programs**
    3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
    4. **Assessment /evaluation process of the affiliating University**

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 81.25

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 13

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional information	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 42

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
9	7	9	8	9

File Description	Document
List of Add on /Certificate programs	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Any additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 6.67

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
195	165	213	176	280

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

22-05-2021 04:17:27

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

- JMC stands for values likes compassion and commitment to development of self and society. The college has compulsory student societies like JMCEP (Jesus and Mary College Educational Programme), WSC (Women's Study Centre), AICUF (All India Catholic Federation), Green Society and Peace Society, which regularly organize socially relevant events and outreach programmes so that students learn to engage with socio-cultural issues in a constructive manner.
- Academically, Generic Electives, Skill Enhancement Courses and Ability Enhancement Compulsory Courses are offered within and across departments, to help students critically examine issues related to gender, environment and ethics.
- Psychology Department conducted a project to assess menstrual health of girls living in low socio-economic areas, body image issues among male adolescents so as to develop a nuanced understanding of the workings of power and its impact on an individual's psyche. The Economics Department organized a discussion on workplace ethics and confidence building with an industry leader.
- JMC firmly believes in rigorous implementation of professional ethics; students are made cognizant of the significance of proper referencing in assignments, intellectual property rights issues, consequently discouraging any kind of plagiarism.
- Students from Sociology Department make ethnographic films on issues of gender, sustainability, and disability. The Department of Elementary Education facilitates its students to visit special schools, slum areas, and understand aspects of marginalization so that they become reflective practitioners, learning the significance of inclusive pedagogies.
- In 2017-18, JMC celebrated its Golden Jubilee. Theme for the year-long celebrations was "Empowering Women through Transformative Education". A two-day International Conference was also organized and a variety of gender-related issues were discussed. This was further explored by the departments using different disciplinary perspectives throughout the year.
- Strengthening its commitment to the community, JMC signed an MOU with NDMC in 2017 for a three-year collaboration with NDMC Senior Secondary Co-ed School, Bapu Dham. The aim is to enrich curricular processes towards quality enhancement on a sustainable basis. This collaboration was initiated by the President of India, Shri Ram Nath Kovind, at the opening ceremony of Golden Jubilee Celebrations.
- JMC has carefully planned its infrastructure so as to prioritize conservation of the environment. There has been a conscious effort to preserve rock base to a large extent. The building is well provisioned for students with disability.
- Students undertook COP+25 International Climate Action Course by IARC for United Nations.
- In 2019, The Department of B.A. Programme organized an E-waste awareness campaign and collection drive in collaboration with Karo Sambhav, an organization co-creating sustainable solutions for E-waste management. Enactus JMC, Mercatus, Green and Peace Societies organized two cycles of plastic collection in collaboration with Shayna, a GOI recognized plastic recycling company. IQAC organized the JMC Staff Swap Shop Meet, which sensitized everyone about the need to reduce carbon footprint.

The institution believes in the holistic development of students who are not only intellectually ready to face the world but are also empathetic human beings striving for an egalitarian and sustainable society.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 2.8

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
22	21	15	10	9

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 24.13

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 792

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: E. None of the above

File Description	Document
Any additional information (Upload)	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 100

2.1.1.1 **Number of students admitted year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
875	875	875	875	775

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
875	875	875	875	775

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 94.28

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
357	357	357	357	307

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The assessment of the learning levels of the students is done by the teachers in the classrooms during lectures and through conducting class tests, assignments, tutorials, etc; on the basis of which slow and advanced learners are identified. Specific teaching-learning methodologies oriented to the needs of such students are then discussed and implemented.

An integrated approach is followed in the classes by our faculty. Traditional teaching methods are aided by new age technological methods to make learning more engaging and relatable.

Slow Learners:

Tutorials and remedial classes are organized, the purpose of which is to give special coaching in areas where they need support.

Additional reading material and books in simple form is made available to increase their understanding of the subject. E-links are also suggested to the students to help them gain an in-depth knowledge of the subject.

Bilingual explanations and discussions are done in the class with the aim of reaching out to the slow learners so that they can be brought at par with the rest of the class.

Personal, academic and career-related counselling is given from time to time.

Home assignments are given and evaluated on a regular basis.

Additional tests are conducted outside the curriculum to assess the learning ability of students.

Peer learning is encouraged through group discussions and presentations. This aids in building a culture of team work and helps to develop leadership as well as interpersonal skills.

Advanced Learners:

During lectures, tutorials, class tests, assignments and interaction outside the class, the teachers are able to assess the calibre of the students and identify the advanced learners.

Departments through a combination of academic and co-curricular activities encourage the advanced learners to optimize their potential. Such students are encouraged to participate in inter college competitions.

The faculty helps the students to get relevant research projects and publish papers in the field of their choice.

They are suggested advanced readings in the relevant topics to enhance their understanding of the subject to enable them to pursue research in future.

They are encouraged to help and provide support to the weaker students by engaging in group discussions and presentations.

They are given an opportunity for micro teaching in the class as well as making individual presentations.

They are involved in special projects like book and movie reviews, analysis of current issues of relevance to their subjects.

The College library provides the Inflibnet facility and other e-resources (linked to Delhi University) to help the advanced learners to broaden their horizons.

Students who are advanced learners are encouraged to upgrade their knowledge and skills through add-on courses provided by the college along with special lectures organized by expert resource persons.

Students are given recognition for their achievements at various forums in terms of cash awards, medals, appreciation certificates and scholarships. They are also motivated to secure rank and distinction in University examination.

File Description	Document
Upload any additional information	[View Document](#)

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 25:1

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The College makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and transforming agents of society. Some of the methods employed by the college in this process are:

- **Slum visits are organised by several departments to gain an understanding of the geographical, socio-political and economic factors of the lives of the people living in slum areas.**

- **Management Interaction Cell helps to combine theoretical knowledge with practical knowledge, through visits to Industrial/ Corporate houses. It gives students a platform to enhance their interpersonal skills and provide an insight regarding internal working of companies.**

- **Finance and Investment Cell provides students with an environment conducive to continuous intellectual development for all the finance-enthusiasts. They are also provided with a simulated stock market trading platform to gain practical knowledge of stock trading.**

- **The Entrepreneurship Cell provides the platform for innovative thinkers to take forward their entrepreneurial ideas.**

- **The Research and Skill Development Cell helps students conduct independent research in survey methods, data collection, and social outreach.**

- **Fully equipped Experiential/Simulative Labs for Bachelor of Vocational Studies are created to familiarize them with the actual working environment. Students also intern with hospitals and leading retail chain stores to gain hands-on experience and make them professionally ready.**

- **Field trips to biodiversity parks, heritage sites, etc. are organized to promote grass root understanding of concepts.**

- **Extensive use of Case Studies to improve the problem-solving ability of the students.**

- **Use of ICT & E-resources by students is encouraged.**

- **The college employs an interactive approach through discussions, debates, oral group presentations to encourage greater participation and interactive learning.**

- **Project work is assigned in all practical subjects to encourage teamwork and participative learning.**

- **Newsletters and Magazines are published by various Departments and Societies to nurture creativity and other skills.**

- **A dedicated Activity Period is assigned every Wednesday to organize various events by different societies and departments.**

- **Short-duration Add-on Courses like Financial Management, Media Studies, Advertising and Marketing, and many others are conducted to fill the gaps in knowledge and give students a competitive edge.**

- **Professional Counsellors are employed to enhance the learning process by supporting them**

with their personal and professional concerns, if any.

- **Special lectures/seminars/conferences are organized to encourage and motivate students to become participative agents and not just passive recipients of knowledge.**

- **Physical Education Practicum Camps, physical education lesson planning and developing games are organized for school children by B.El.Ed students. This enhances their experiential learning as part of their training to become teachers.**

- **School Planning and Management Programme by the B.El.Ed Department to understand school systems and infrastructure. These projects give insights into the school as a social system by analysis of vision of the school, policies, practices, hierarchy (if any) or decision-making system of the school, teaching-learning processes and human resource system.**

As part of the B.El.Ed course, Fourth Year students engage in a four month long internship in various government schools (Directorate of Education, Navyug and NDMC) in Delhi.

File Description	Document
Upload any additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Teachers of the College try to make the best use of the technology in their teaching process. Teachers have the knowledge and skills to use new digital tools to help all students achieve high academic standards. ICT has enabled better and swifter communication; presentation of ideas in an effective and relevant way. It is an effective tool for acquiring information from multiple sources to help students to enhance their knowledge database.

- **The College has a Wi-Fi Enabled Campus which helps the teachers and students to stay connected to the internet and learn and teach the updated information. The college has ICT Enabled Classrooms having Desktops, Laptops, Projectors which helps in the e-learning process. Some teachers use and share E-books which are very useful for the students as they are handy and saves the cost of buying the physical books. Teachers use microphone-connected speakers to enable them to reach to all the students in the classroom effectively.**

- **The college has an Automated Library which enables the students to find the location of the books easily. The library provides accessibility to e-resources vide INFLIBNET to teachers and students. This provides resources to enable them to do research. The digital library also helps in accessing information from anywhere in the world, easy search and retrieval of information, etc.**

- **The college has well equipped Computer Labs. The teachers take practical classes for courses**

like Mathematics, Commerce, Computer Science, Economics, etc. The curriculum of these courses has practical components which require the use of computer labs. The labs are updated with new softwares like Tally, R, Matlab, Microsoft Office, the latest Excel utility downloaded from the Income Tax Department website, etc.

- The Department of Psychology has developed a Psychology Lab which is used to emphasize training in applied psychological skills with the purpose of creating students with high intra-psychic and interpersonal sensitivity.

- Teachers make and present PowerPoint presentations in the classrooms which help them have an interactive conversation with the students. Presentations are the best way to make notes as they can be updated with the latest changes in the knowledge, presenting diagrams, charts, etc.

- Teachers have started taking lectures online on Google Meet, Zoom, Microsoft Teams, etc. FDPs are conducted to enable/familiarize the teachers with these online platforms. Besides using the e-books in the e-classrooms, educational podcasts and videos, such as Ted Talks, YouTube Content, etc which further adds quality to lecture delivery.

- Teachers share reading materials, short notes, e-books over different media like Google Classroom, E-Mail, College Portal,Blogs, WhatsApp,etc.

Teachers most often use ICTs for 'routine tasks' (lesson plan development, information presentation, basic information searches on the Internet, record keeping and so on). Faculty is adapting to the usage of ICT tools to provide quality education to the students.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 25:1

2.3.3.1 Number of mentors

Response: 129

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 94.23

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 58.82

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
82	80	74	70	62

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 13.61

2.4.3.1 **Total experience of full-time teachers**

Response: 1756.32

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

JMC, being a constituent college of University of Delhi, is bound by the University rules regarding Internal Assessment. It gives 25% weightage in overall assessment of the students.

- **The breakup of Internal Assessment as prescribed by the University is as follows:**

  10 % through Class Tests and Tutorials;

  10% through Assignments, Projects and Presentations;

  5% through Attendance.

- **Teachers ensure that the students are aware of the Internal Assessment Evaluation Criteria. It is discussed with them in detail to enhance transparency and rigor with a view to focus on individual and original work.**

- **The criterion is objective and transparent devoid of any bias on the part of the teacher.**

- **Students are informed in advance that independent learning, original thinking and new ideas will be given additional points.**

- **Assignments and tests are regularly conducted and students are given multiple opportunities to improve their performance.**

- **A variety of techniques and methods such as MCQs, Analytical tests, Case studies, Book Reports, Classroom presentations, individual and group projects are employed.**

- **The College encourages the teachers to adopt innovative methods such as Open Book Tests, MCQs and Analytical Tests, etc. on a continuous basis before semester-end examinations held by the University.**

- **Teachers also bridge the knowledge gap of the students through innovative pedagogical practices employed in tutorials.**

- **According to individual needs of the students, sometimes personalized and individual evaluation methods are evolved, especially for foreign students and students with disabilities.**

- **Remedial classes are also offered in various subjects to provide additional help.**

- **Students are given the opportunity to improve upon their performance through re-tests and one to one discussion in tutorials.**

- **Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, powerpoint presentations, projects and assignments.**

- **Students are also encouraged to apply the theoretical concepts taught in class to real life situations/problems through these projects, assignments etc. In some programmes like B.Voc, role plays are conducted to make the course content relevant to real life.**

- **Curriculum of some courses allow skill enhancement through Practical Sessions and continuous evaluation is done through testing of skills developed. Disciplines such as Commerce, Computer Applications, Economics and Mathematics have Practical Components as part of their Curriculum which focus on problem solving skills using ICT techniques and Software.**

File Description	Document
Any additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

Jesus and Mary College is a constituent college of Delhi University and therefore it follows the guidelines set by the University for the conduct of examinations. At the end of each semester, there is a final exam which is uniformly conducted for students across all the constituent colleges of Delhi University. The final exam for each paper has 75% weightage of overall assessment and the remaining 25% constitute internal assessment marks.

- **The Internal Assessment forms a part of a continuous evaluation system conducted through Class Tests, Tutorials, Assignments, Projects and Presentations. All of these together constitute an integral part of Internal Examination which is carried out in a well-planned and systematic manner.**

- **The institution has a well-defined system in place to deal with examination related grievances.**

- **The College has adopted an online system where each student can view her total assessment marks at the end of each semester and can report discrepancies, if any, within a specified time period after which the marks are finally uploaded on the University portal.**

- **The College follows a completely web-enabled (online) internal assessment and attendance management system. Assignment and test / project marks are uploaded on the College website. The students can check their marks and approach the concerned teacher directly in case of any clarification or discrepancy.**

- **The faculty addresses the rightful grievances of the students pertaining to the marks obtained in the internal assessment.**

- **The evaluated papers related to internal examination consisting of class tests, assignments, projects, etc. are returned to students with detailed remarks and suggestions for improvement. Any query of students regarding the feedback and evaluation is thoroughly addressed by the respective teachers.**

- **The marks are sent to the university only after each student has been given ample opportunity and time to review and register her complaint, if any.**

- **The final Internal Assessment marks are reviewed by the Departments. There is a Moderation Committee at the college level that looks into any discrepancies in Internal Assessment marks and takes requisite steps to ensure transparency and objectivity.**

- **If any error is detected in the final mark-sheet in spite of rigorous scrutiny, it is promptly reported to the University by the College.**

Hence the College employs a robust multi-tiered mechanism to ensure transparency and objectivity in dealing with grievances related to internal examinations.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The Program Outcomes (PO) and Course Outcomes (CO) are adopted for all programs offered by the

institution in accordance with "University of Delhi" guidelines.

- The Learning Outcomes-based Curriculum Framework (LOCF) is intended to suit the present day needs of the student in terms of securing their path towards higher studies or a terminal degree guiding students towards career choices.
- Learning outcomes form an integral part of college vision, mission and objectives.
- The learning objectives are communicated through various means such as college prospectus, Principal's address to students and parents, Alumni meets and dissemination in classroom by concerned staff. These are also prominently featured on college boards, college magazine and other publications brought during conferences and seminars.
- Informing the stakeholders, especially the parents, persuade students towards skill oriented and value based courses.
- Students are made aware of the course specific outcomes through orientation programme, classroom discussion, expert lectures and practicals.
- Teachers are also well communicated about the outcomes.
- The college deputes teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes.
- Teachers actively participate in workshops on revision of syllabus organized by the university. Many teachers are also the members of syllabus sub committees, thus the process of perception and outcomes takes place in exact manner and excel the quality of teaching learning.
- Successful alumni students are also invited to interact with both students and teachers at specific events and meetings where they share how their individual course shaped their career thus helping existing students align better with the specified course outcomes.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The Institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes.

Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through University Examinations, terminal exams, internal and home assignments, unit tests, surprise tests, open book tests, etc.

Throughout the year the faculty records the performance of each student on each programme

outcome. At the same time remedial coaching is also provided to slow learners to make pace with the desired progression.

Average attainment in Evaluation Process: Students under university examination are evaluated for 75% of total marks and institution for 25% marks as internal assessment.

Students enrolled for Add On/Certificate Courses offered by the institution are evaluated by the institution itself. At the same time, observations of student knowledge and skills against measurable course outcomes are evaluated throughout the year.

The Methods of measuring attainment:

1. Annual and End Semester University Examination: The affiliating University conducts examinations as per semester and annual pattern through which the institution measures programme outcomes based on the course attainment level fixed by the programme. It is a direct evaluation process.

2. Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical files.

3. Institutional Examination and Tests: Students are assessed and evaluated throughout the year at institutional level through unit test, surprise test, terminal examination and the performance of the student is analyzed for assessing the attainment level of programme outcomes and programme specific outcomes.

4. Feedback Evaluation: The Institution collects feedback from students, Alumni, Employers and Parents which is an important method of measuring attainment with objectives of identifying the attainment level of students in terms of programme, subject, course and syllabus outcomes and to understand the impact of teaching learning process.

5. Internships: Students are encouraged to take up internships, projects, fieldwork, etc. This helps them to obtain necessary skills and practical experience in their chosen discipline.

6. Placements: One of the most important Programme Outcomes of Undergraduate Degree is the employability of students upon successful completion of their degree programme. The college has a vibrant Placement Cell, which caters to the demands of companies from different sectors.

7. Higher Studies: Another parameter to measure attainment of POs, PSOs and COs is through progression of students towards higher studies in educational institutions in India such as IITs, IIMs, and for post-graduation in Indian and Foreign Universities.

File Description	Document
Upload any additional information	
Paste link for Additional information	

2.6.3 Average pass percentage of Students during last five years

Response: 92.63

2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1021	1084	811	814	833

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1040	1146	955	892	884

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	
Upload any additional information	
Paste link for the annual report	

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.31

File Description	Document
Upload database of all currently enrolled students (Data Template)	

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 66.19

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
10	27.02	24.17	0	5

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 6.2

3.1.2.1 **Number of teachers recognized as research guides**

Response: 8

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 13.56

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	2	0	2

3.1.3.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	12	12	11

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Jesus and Mary College encourages students not only to absorb current knowledge but also to be enterprising and try to create new knowledge, products and ideas. The activities undertaken by several student societies have created an ecosystem for innovations and other initiatives for the creation and transfer of knowledge. Most important among these are;

Entrepreneurship-Cell organizes various talks by new and established entrepreneurs (including our alumni) about the practical aspects of starting an enterprise and the problems and challenges they faced in their journey. The cell supports innovative ideas and helps the students getting access to funds for putting their ideas into practice.

Mercatus, the Marketing Society organizes talks, Sales events and other activities through the year for developing marketing skills among students. Prominent amongst these is the Annual Marketing Convention attended by hundreds of students from JMC and other colleges who participate in various competitive and learning activities.

Finance and Investment Cell (FIC) organizes many informative talks and interactive sessions with members from the industry and academia including from the Stock Exchange. The society also organized various online and offline (inter-college) competitions to encourage and develop skills for financial and investment activities including trading in securities on virtual and real platforms and visits to SEBI

headquarters in Delhi.

Enactus earlier called SIFE (Students in Free Enterprise) is an international society which organizes students' competition in countries around the world. The activities of the teams are judged on the basis of their impact in encouraging entrepreneurial activities and increase in the incomes of individuals with low income in the communities. Enactus JMC students have undertaken many projects in partnership with various Government and Non-Government organisations. Many of these projects have received National as well as International accolades and laurels.

As a result of the above societies and the programmes organized by them, many of our students/ex-students have successfully launched their own start-ups. These budding and established alumni entrepreneurs are invited to come and interact with present students from time to time in order to motivate them to charter a carrier in entrepreneurship. Some of them are:

Ms. Prerana Kohli, Founder, Best Life

Ms. Gursakhi Lugani, Founder, NakhreWaali

Ms. Enid Lall, Founder, ENL Enterprises

Ms. Amien Narang, Startup, Bellissimo77

Ms. Isha Singhal, Co-owner at the Ambika Group, Guwahati

Ms. Sonakshi Mitta, Founder of a startup, The Chai Chronicles

Ms. Shubhangi Kapoor, Startup venture – UNGOOR

Other initiatives for creation and transfer of knowledge include support and motivation for Research by students. Research Incubation Centers have been set up by students from various departments (in particular Mathematics and Economics) for undertaking theoretical and applied research under the supervision of faculty from their own and other departments. Some of them have written papers and presented them at National and International Conferences and also published in reputed journals. The college organises many National and International Conferences which provide opportunities for students to learn about latest developments in knowledge.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 277

3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
65	76	58	35	43

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 1.13

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 9

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 8

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.09

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
4	2	4	0	1

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 1.16

3.3.3.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
50	39	30	20	6

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Jesus and Mary College organizes extension activities in the neighborhood community that sensitizes students towards community issues, gender disparities, social inequity, etc., and inculcate social values and commitment to society. A brief description of some of the student societies follows:

National Service Scheme (NSS) is a Central Sector Scheme of Government of India, Ministry of Youth Affairs & Sports that aims to develop the personality of student volunteers through community services and to make them sensitive and responsible human beings who are aware of the socio-economic realities of India.

Women's Studies Center (WSC) brings about awareness and sensitivity in the students and instill the desire to work for an equitable, safe, and just society for women through various activities such as poster

making, photography competitions, debates, and panel discussions with eminent personalities and an annual festival **'Jagriti'** on International Women's Day. The society offers certificate courses on related themes and brings out an annual magazine and a bi-annual newsletter.

Jesus and Mary College Education Programme (JMCEP) is an initiative where children of the lower economic groups in the neighborhood community (Bapu Dham) attending the regular school come to the college premises twice a week. JMC students provide them with one-on-one help with their school curriculum and create awareness about issues of cleanliness, sanitation, disease control, etc. through fun activities including Diwali party, movie screening, and an Annual event where the children are encouraged to showcase their talents.

Enactus JMC is a Social Entrepreneurship society that aims at the empowerment of people from marginalized and underprivileged sections by helping them become entrepreneurs. Since its inception, the Enactus JMC team has undertaken various projects that left an indelible mark on the target segments. Two current projects were shortlisted in the top 12 teams across the world for the World Water Race Competition.

All India Catholic University Federation (AICUF) is a national-level university students' movement. The AICUF unit at Jesus and Mary College organizes various socially relevant and personality development-oriented programs for its members through which the students get practical exposure to the day-to-day living of the underprivileged and the marginalized.

Green society works towards promoting the ethos of preservation and protection of our environment and to instill a feeling of responsibility for a better, greener, and cleaner environment through initiatives like plantation drives, competitions (online and Offline), and sale of plastic alternatives, talks by eminent speakers, excursions, screening of documentaries and campaigns on social media, etc.

National Cadet Corps (NCC) –The Youth wing of the Indian Armed Forces trains young students to live a life of discipline and service to society through various activities including residential training camps. JMC unit of NCC has been actively participating in various camps/activities and have won many awards.

Besides these societies, each department conducts Seminars, Workshops, Talks, Donation Drives, Field trips, etc. to sensitize students and most teachers work towards inculcating these values in their classroom teaching and as living examples.

(Please see the details of activities under 3.3.3 and 3.3.4 and also the Supporting Documents)

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 448

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
121	117	84	69	57

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 80.43

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration**

with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3119	2003	2639	2323	2466

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 103

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
28	27	16	15	17

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 10

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	6	0	0	1

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	[View Document](#)
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Jesus & Mary College has constantly endeavoured to provide quality education and ensure all round development of the students in order to create aware, responsible and empowered women. Set in the backdrop of an extensive green cover, the college has an aesthetic landscape which is architecturally striking. The institution has a well maintained, user friendly and resilient infrastructure conducive to teaching, learning and comprehensive development of students.

- The **Teaching Block** has well-appointed and spacious **classrooms, tutorial rooms, department rooms**, **B.El.Ed lab, B.Voc. Lab** and **Psychology lab**. The classrooms are equipped with projectors so that ICT can be used for strengthening academic discourse.
- There are three **computer labs** available for the students. These labs have adequate computer equipment, internet connectivity and projectors to support practical sessions. In addition, the college provides access to software packages such as Python, R, SPSS, MATLAB, Tally ERP9, Java etc.
- The **Lab for B.Voc.** Healthcare Management course is designed to simulate a hospital setting. It has various sections in it, for instance: Billing Section, Doctor's Room, Out Patient Section, Pharmacy. The students often engage in simulation and mock exercises to get a better understanding of how hospitals function. The **B.El.Ed lab** and Psychology lab have their own lab assistants who maintain the equipment.
- The campus is **Wi-Fi enabled** for the benefit of students and faculty.
- The well-stocked **College Library** is spread over three floors of an impressive building, with a total area of 1686.81 sq meters. It is fully air-conditioned, Wi-Fi enabled and has a seating capacity of 220 users. The ground floor of the library has a property counter, librarian's room, circulation (Issue/Return) counter, Online Public Access Catalogue, Processing Section, and Stacks. The first floor has a Text-Book Section, Periodical Section and computer access. Reading room for faculty and students is available on the ground floor as well as the first floor. The second floor is dedicated to the e- library, which has 100 mbps internet bandwidth to access e-journals through INFLIBNET and N-LIST, Reference Section, Book Bank, a seminar room, a research & audio-visual room and a counselling-cell.
- The **Administrative Block** of the college consists of the Principal's Office, the Accounts Office, the General Office, and the Caretaker's office which are fully ICT enabled.
- The magnificent **Multi-Purpose Hall with an Auditorium**, established in 2006, has a total area of 2979.55 sq. m. Academic events like conferences, seminars, talks etc. and student activities are hosted in the auditorium
- The Research & Audio Visual Room is equipped with a tripod, 2 Handycams and other aids for teaching and learning. The facility can be used to record lectures and create e-content. The room receives optimal natural light, it can accommodate up to 60 people, giving students a live multimedia experience.
- The college has a **Book Shop** and a **Photocopy unit** providing services to the students at subsidized rates.

File Description	Document
Upload any additional information	**View Document**
Paste link for additional information	**View Document**

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The college is committed to offering resourceful infrastructure for holistic growth of students. It provides adequate facilities for cultural activities, indoor and outdoor sports as well as other student and faculty support amenities.

- A spacious Amphitheatre, fully equipped and air-conditioned Auditorium, Common Room and Multi-Purpose Hall are available for the students to organize and participate in co-curricular, recreational and cultural activities.
- The Multi-purpose building and hall, inaugurated in 2006, has an area of 2979.55 sq. m. The Auditorium is situated within this building.
- The auditorium is equipped with state of the art infrastructure and apparatus. It has a seating capacity of 600 persons. The auditorium has excellent acoustics and has a JBL sound system with twelve speakers, four amplifiers and a mixer. There are two hand mikes, one collar mike, two floor mikes and eight standing microphones. The auditorium has been provided with a screen and a projector. There is Full Stage System of lights consisting of 60 lights and a mixer.
- The hall has an air conditioning system. There is a generator for power back-up and the fire-fighting system is in place. There are 25 hand fire extinguishers and six exit points in the hall.
- The basement of the hall consists of seminar rooms and fully equipped computer laboratories.
- It also has an area for indoor games like Judo, Badminton and Table Tennis.
- The roof of the MPH has the 48 KWh on-grid solar power plant which supplies green energy to the entire campus.
- The Amphitheatre provides an outdoor, vibrant space for various exhibitions and festivals. It has been an active space used for cultural activities like music, theatre in particular street plays, talks, poetry reading sessions, art and photography competitions.

The college takes pride in its comprehensive sports training and fitness infrastructure.

- The outdoor sports facilities include football court, basketball court, cricket pitch, tennis court, open space for yoga etc.
- Indoor arrangements comprise of a badminton court, table tennis and judo room which is also used for taekwondo and wrestling.
- A fully equipped gymnasium is open for the students and staff from 7:30am to 5:30pm. Trained Instructors are available for assistance, guidance and training. It is a popular spot for both sports enthusiasts and the health-conscious. The gymnasium has latest equipment and machines: Cross Trainer, Power Rack, Stationary Bike, Treadmill, Vibration Plate, to name a few.
- The Sauna (Steam Bath) unit in the gymnasium is quite sought-after by the students.

- There is an open gymnasium set in the verdant greens which is accessible to everyone.
- Training arrangements are often made with experts for activities like swimming, shooting, cricket, tennis, music, choreography, debating, dramatics etc.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 62

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 590.33

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
239.67	510.66	737.33	538.38	840.16

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

- The College Library is fully air-conditioned, wi-fi enabled and has a seating capacity of 220 users. An e-resource Centre has been established on the second floor of the Library consisting of 25 nodes to enable students to access information for their academic pursuits through internet and e-resources. Additionally, 5 computers have been installed for the faculty.

- The Library uses Troodon ILMS software, version 4.0 which was fully automated in 2006. Some of the key features of the software provided by Comtek Services Pvt. Ltd. are easy to use- Graphical User Interface, unicode support with Multilingual Search and export facility for most reports.

- The Online Public Access Catalogue module of the software allows library database searching by entering preferred terms and is mainly used for information retrieval.

- The Circulation module of the software covers all the operations of circulation right from creating member records to printing of reminders for outstanding books. The key features of the module are single screen Issue, Return and Renewal with total details of members, membership records with photo and statistical reports on membership.

- The Database Maintenance module covers all operations of database creation and maintenance. It takes records from the acquisition module for the books recently acquired. The key features of the module are duplicate checks with on-screen record comparison, provision to scan and add News Paper Clipping Article Indexing and Accession register printing. Additionally, the software has an excellent Support and Updates system.

- To ensure original writing among students and teachers, the Library also has access to a fully automated software, URKUND which checks submitted text for plagiarism.

File Description	Document
Upload any additional information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 9.84

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
8.56	8.41	11.91	9.66	10.65

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	
Audited statements of accounts	

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 26.39

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 900

File Description	Document
Details of library usage by teachers and students	

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Hardware Infrastructure

- Institute has 100 Desktops/Workstations and a total of 659 laptops out of which 655 are available for students.
- The college uses Acer and HP workstations.
- Computer Labs have adequate number of desktops maintaining student to computer ratio of 1:1 most of the times.
- In addition there are 18 HP Deskjet printers in the administrative block.
- The college uses 53 LCD projectors (Hitachi/Epson), 5 in the computer Lab, 1 in the IQAC room, 6 in the library (block), 2 in the auditorium and the rest are used in the teaching block.
- This infrastructure is complemented by Risograph, computer networking devices, scanners and interactive teaching board etc.
- The College has employed a full time IT consultant for maintenance and support of the ICT infrastructure.
- In general, computing and internet facilities are available to all teachers and students on the campus.
- The institution provides access to desktop systems and laptops to both faculty and students which allows them to use computer aid for academic projects, practical sessions and for learning.
- To make the learning process more effective various innovative methods are used by the teachers. This includes giving group assignments and having power point presentations, where students can discuss and explore their knowledge together. Learning combined with visual presentations or working on certain software is much more enjoyable and comprehensive for the students.

Software Infrastructure

- The College has four high configuration servers to allow fast transmission of data to the various computers. These servers are: Windows Based Active Directory, Kaspersky antivirus, Library OPAC and SONET.
- All the computers are supported by a 100mpbs LAN and a 2500-user capacity Wi-fi system.
- The desktops are running on windows 7, windows 7 pro, windows 10 and windows 10 pro operating systems while the laptops operate on Ubuntu.
- Most of the desktops have office 2010 pro installed and a few are running on office 365 and office 2016 pro. Laptops are functioning on open office.
- Office automation packages like Open Office, MS Office and Antivirus are purchased by the college and updated regularly.
- The college provides all standard Econometrics, Statistical, computational and scientific typesetting packages such as Python, R, SPSS, Stata, MATLAB, Wolfram Mathematica, Tally ERP9, Taxman for education, Visual Studio 2010, Miktex, Java, Maxima and Pascal. These are either open access software or available through Delhi University. Stata 13 license was purchased by the college, this was upgraded to version 14 later.
- A back up is taken for all the systems every three months, windows and anti-virus are updated on a regular basis. LAN and Network connections are also monitored by the IT consultant.

File Description	Document
Upload any additional information	

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 4:1

File Description	Document
Upload any additional information	
Student – computer ratio	

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	
Details of available bandwidth of internet connection in the Institution	

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 19.34

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
86.87	450.83	60.46	59.32	57.16

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	
Audited statements of accounts	

22-05-2021 04:17:45

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The College ensures regular maintenance and upkeep of all infrastructural facilities. A full time Care Taker supervises the maintenance work carried out by trained in-house experts. Maintenance is also outsourced to appropriate external agencies. Furniture and equipment are purchased on regular basis as per the requirements with Purchase Committee consisting of the Principal as Chairman, Bursar, 3 faculty members and SO, Accounts holding regular meetings to approve necessary purchases for maintenance of College infrastructure. IT machines and softwares are continuously upgraded to ensure the market relevance of acquired skills.

Classrooms

- The College has a separate Teaching Block with ICT enabled, well-functioning and maintained classrooms and tutorial rooms.
- Floor in-charges on every floor of the Classroom Building help students with ICT related work and report to the full time Care Taker with respect to maintenance of the classrooms.
- Servicing of Class Projectors' Lenses and Filters is done annually.
- A team of efficient workers is responsible for keeping the college premises clean.

Laboratories

- The College has a Psychology Lab with Psychometric tools, maintained by a Lab Attendant. The precision of the Lab instruments is frequently checked internally with external help taken whenever required.
- The B.El.Ed Lab containing print, audio-visual and teaching-learning resources is maintained by a full time non-teaching staff member. She maintains records of resources, handles issue and return of resources, maintains them and supports faculty in use of resources.
- A Healthcare Lab has been established for students opting for B.Voc-Healthcare Management Course to provide them with hands-on training in hospital functioning. All inventory kept in the Lab is maintained by a faculty member.

Library

- A Library Committee comprising of the Principal, Librarian and TICs of all Departments meets twice a year to discuss improvement/update of facilities provided by the library.
- The Library is maintained by 7 staff members headed by the Librarian. Daily dusting of books is done and occasionally, vacuum cleaner is used.
- A team of 7 Faculty members and the entire Library staff conduct stock verification involving counting of books and matching the numbers with official records every year.
- Around 800- 900 books are sent every year for binding, to keep them in good form.

IT Infrastructure

- All computers in the college have UPS facility with Server Windows monitored and Antivirus updated on a daily basis and full system backup of MS Office done every quarter.

- The College has appointed an IT Consultant to provide regular support services relating to computer hardware and software.
- A three member team, also consisting of the IT Consultant checks projectors in College yearly and College Computer systems half yearly.

Sports

- A Sports Committee comprising of 2 faculty members from the Department of Physical Education and 3 faculty members from other Departments holds monthly meetings for maintenance of sports infrastructure.
- The Gymnasium and Open Gymnasium, both established in 2017 are cleaned regularly. The Gymnasium has a Fitness Trainer and a Gymnasium Attendant who ensure that the equipment is in perfect working condition. Some of the equipment is under warranty, maintained by Power House Sports International.
- The College has a Sports Store room with sports equipment for 30 sports. A sports room has also been established for conducting official work related to sports. Both the Sports room and Sports Store room are maintained by a Sports Attendant. He also ensures regular upkeep of Yoga room, Badminton Court and Table Tennis Court.
- The Lawn Tennis and Cricket Fields are being maintained by MaxTennis Academy and S.M. Cricket Academy respectively.
- The Football Ground in College is maintained by a team of dedicated gardeners and a ground man.

Canteen

- The canteen was restructured into an open-kitchen canteen in 2017.
- The food is prepared and served hygienically by 10-12 workers who wear aprons, head covers, service hand gloves etc.
- The Canteen has opened a fruits and fresh juice corner to cater to the nutritional needs of students. The Canteen promotes consumption of steamed food over fried food and less usage of spices.
- It is properly cleaned every day with pest control done every three months.
- Adequate steps like substitution of plastic plates with stainless steel plates, selling items packed in non-plastic material, discouraging single-use plastic, etc are being taken with the aim of making the Canteen plastic free.
- The following are some of the guidelines of Food Safety and Standards Authority of India followed by the College Canteen :-
    - Raw materials used in the kitchen are listed and approved by FSSAI.
    - Processed material is purchased from identified vendors.Food contact surfaces are smooth for cleaning and without any pits, corrosion or foreign matter.

College Lawns

- The College has a team of six efficient and experienced gardeners to maintain the lawns and flora of the College.
- Under an initiative by Enactus JMC, around 2000 kgs of compost is produced yearly through pits located in College.

Rooftop Solar Power Plant

- JMC is the first Delhi University College to set up an on grid Solar Plant.
- It is a 40 kW Solar Grid Interactive Power Plant with a unit generation capacity of 57600 per year, installed and maintained by Boond Engineering & Development Private Ltd.
- The system installed has generated around 171 MW energy from 16/02/2016 to 07/05/2019.
- The plant also helps in providing Environmental Science students on-site exposure to working of a solar power plant.

Other Information

- The College water tanks are cleaned annually by a company named 'Tanclean'.
- The College also has an RO water Plant on the roof installed by Ion Exchange Company.
- A water chiller plant has also been installed by Voltas.
- A Firewater Pumping System has been set up that covers the entire College.
- An annual contract with Otis Elevator Company ensures maintenance of the three lifts in College.
- The College has a power generator, serviced annually by Vidyut Engineers.
- To conserve water, rainwater harvesting system has been developed in the College.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 0.29

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
9	27	6	3	2

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 7.46

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
189	295	200	226	255

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

>   1.**Soft skills**
>   2.**Language and communication skills**
>   3.**Life skills (Yoga, physical fitness, health and hygiene)**
>   4.**ICT/computing skills**

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 54.93

5.1.4.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1735	1815	1132	1871	1994

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

>   1.**Implementation of guidelines of statutory/regulatory bodies**
>   2.**Organisation wide awareness and undertakings on policies with zero tolerance**
>   3.**Mechanisms for submission of online/offline students' grievances**
>   4.**Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Upload any additional information	
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	
Details of student grievances including sexual harassment and ragging cases	

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 10.18

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
118	140	93	74	49

File Description	Document
Upload any additional information	
Self attested list of students placed	
Details of student placement during the last five years (Data Template)	

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 83.55

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 853

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education (Data Template)	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 50.73

5.2.3.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.*)) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	15	7	4	3

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	25	11	5	6

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 160

5.3.1.1 **Number of awards/medals for outstanding performance in sports/cultural activities at**

university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
52	55	31	14	8

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

- The JMC Student Council, first formed in 1970, is elected annually through a fair and democratic process by active participation of all students.
- The Student Council consists of a President (Third year student), Vice-President (Second year student), departmental and societal presidents, vice presidents, treasurers, and class representatives. In the academic year of 2018-19, for instance, the Student Council was supported by a cabinet of 98 Presidents and Vice-Presidents leading various student societies and academic associations within college and an organizing committee of 35 members.
- The Student Council is officially recognized and felicitated during the annual PTSA ceremony. During the ceremony, all members of the Student Council led by the President and the Vice-President of the council take an oath to serve in the interest of the institution and the society with integrity and devotion.
- The Student Council - elected to represent the fellow students - work with the Principal, faculty convenors, and students for organizing events and also building a bridge between the faculty members, administrative staff, and students.
- The Student Council members help the faculty and administration in the Admission process and the Orientation Programmes organised for new students annually.
- The student council members also help in organising Freshers' Welcome Party, Teacher's Day, PTSA, the annual College Fest – Montage and Farewell to the Final year students.
- Funding for the activities organized by the council comes from the fees paid towards student aid fund, sponsorships, advertisements, donations etc.
- The Board of Management and Staff at JMC actively encourages the Student Council to engage in a process of dialogue and consultation to help address student concerns.
- **Student societies**: The College focuses on educating young women and training them in responsibility and accountability, enabling them to take their positions in a competitive world.

Students are encouraged to participate in activities beyond their academic curricula so they become confident and well balanced individuals.

- There are several student societies that cater to a range of interests encouraging the students to hone their unique talents and managerial skills. At present, there are more than 25 such societies ranging from Indian classical dance and music societies to marketing and entrepreneurship cells.
- Besides representing the institution at different colleges and Universities, these societies also organize competitive events and showcase their talents in the various in-house events organized within JMC.

- **Academic Association**: Each student, by default after admission also becomes a member of an Academic Association depending on the course joined. Each academic association is led by a President (Third year student), Vice-President (Second year student), and a Treasurer/ Secretary (First year student). Guided by the association in-charge (a faculty member), the association organizes seminars, symposia, debates, lectures, academic festivals etc. throughout the academic year.
- **Class Representative System**: Besides an active Student Council, each class also has a Class Representative who acts as a bridge between her fellow students and the teachers. She ensures timely dissemination of information regarding events, examinations, and even learning material.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 100.8

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
170	140	90	69	35

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The JMC Alumni society – Old Students Association is a non-profit making registered Society, under the Societies Registration Act 1860, New Delhi bearing the Registration No: S/ND/507/2014. The Association is dedicated to bringing together the alumni committee on a common platform to build another channel of personal and professional support to members through "Self Help" within the community. The Mission of JMC OSA is to provide a vibrant, global network and forum that connects and engages the alumni with their Alma Mater.

The objectives of the Association are:

- To plan and organize successful reunions which JMC has been doing in the second week of January (2nd Saturday) on an annual basis.
- Involve alumni in student development through participation in ongoing academic activities including teaching, research, workshops, conferences, and placements.
- Champion all relevant fundraising activities to the development of the college
- To promote best practices in different areas of social life for the benefit of society

JMC envisions a transformative and empowering role for the students in today's digitalized world. The OSA family is proud of students who are achievers in every field, carrying with them the values imparted by JMC and are making a significant contribution to society.

In order to foster a warm relationship, the College maintains regular contact with the alumni and former faculty through various email groups and social networking sites such as Facebook. The Alumni is very active in promoting, mentoring and guiding the current students of the College. It has worked extensively in connecting the alumni with its Alma Mater through motivational talks, workshops by eminent Alumni at various levels. Our former faculty and alumni have been keenly involved in all major college functions such as the annual college festival.

Independently, various Departments of the College have taken initiatives to organize Departmental Meets which have facilitated the strengthening and widening of OSA family. The Sociology Department of the college had taken the first initiative of organizing an alumni meet of its own students on the 1st of April,

2017 that coincided with the ushering in of the Golden Jubilee Year of the Alma Mater. The meet was a great success not only in terms of the numbers who attended but also because those who had distinguished themselves in different fields came together to exchange stories of their career and life's journey for the benefit of younger students.

In the subsequent years, other departments like Economics, Commerce, Hindi, Political Science have also had their own Alumni meets. The objective has been the same, to build a strong alumni network which will participate in keeping the JMC banner flying high.

We are an able bodied team with a lot of enthusiasm, motivation and dedication to promote the Society under the able guidance of the core team.

President	Vice-President/Secretary	Treasurer
Anjali Jaitly	Anjana Grover	Mridu Chawla
9810080399	9810939240	9810387367

Some of our eminent team members include:

Ms. Jayanti Seth	Ms Nishwan Bhatia	Swati Talwar
Ms. Sylvia Lal	Nishal Mital	Ritu Bahl
Garima Nijhawan	Preeti Taneja	Shradha Modi

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Link for any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

- **The Vision and Mission of Jesus and Mary College are reviewed and redefined in view of changing national and global trends in education. Goals are set to attain the objectives enshrined in national policy for higher education. In the present context, the vision of the College is to be a global leader in education and a valuable partner in the evolution of a just, humane and inclusive society in India.**

- **The institution strives to stand true to the aspirations of St Claudine `Thevenet, the foundress of the Congregation of Religious of Jesus and Mary. She devoted her life for the cause of women's education and upliftment in the eighteenth and early decades of the nineteenth century. The institution is governed by the Congregation and holds the spirit of inclusiveness and empowering those women who are at the margins of our society.**

- **The institution's Vision and Mission reflect the distinctive characteristics of the institution. The College caters to the educational, social, cultural and economic needs of the society. All these characteristics are reflected in its policies. High quality educational programmes and healthy practices are being implemented keeping in mind the policy of uncompromising adherence to the values and principles of inclusion, responsibility and social accountability.**

- **The Governing Body and the Principal together work towards the designing and implementation of the institutional quality policy. The various administrative and academic departments of the College are effectively governed through a constitution of mandatory bodies such as IQAC, Staff Council, ICC, EOC, Purchase Committee etc. having well-defined roles and principles keeping in sync with the vision and mission of the College.**

- **The Principal forms the committees under the convenorship of a teacher or a non-teaching staff with members from teaching staff, non-teaching staff and students for overall management of the various operations of the college, such as, admission, academic coordination, conduct of examinations, promotion of research and extension activities, development of infrastructure-facilities, appointment of staff, maintenance of service records, encouraging cultural activities, implementation of healthy practices in the campus and inculcation of the spirit of national integrity and social responsibility.**

- **The Principal is ably supported by the Teachers-in-Charge who help in executing the strategic and perspective plans through their department members.**

- **The College strives to address the needs of the society through innovative actions, plans and policies. In addition to a number of extra- curricular societies, there are numerous other cultural societies dedicated to Indian Culture, Choreography, Dramatics, Magazine, Photography, Western Music, and so on. The teacher supervisors and the student office**

bearers of these societies make efforts to motivate students for their overall development through various skill-based and talent-enhancing activities so that they can contribute to society as responsible citizens.

- The management mobilizes funds for enhancement of infrastructure, laboratory, library and office equipment, apart from creating environment friendly campus/premise.

- The concern and commitment of the Principal and the Governing Body towards the goals of higher education is evident through their continuing efforts of mobilizing resources and introducing job-oriented courses.

File Description	Document
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

- Jesus and Mary College follows the practice of decentralisation in its true sense, in all the three important pillars of the institution, viz. academics, administration and extra-curricular activities.

- The practice of decentralisation and participatory management is reflected in all the activities of the College through a strong and efficient Organogram of Committees/Societies which includes the IQAC, the Staff Council, Student Council, Time Table Committee and various Cultural Societies.

- All the major stakeholders of the College including Management, The Governing Body, The Principal, Teaching and Non-Teaching Staff, Parents, Students and Alumni work in a democratic way of governance following the tacit rules of accountability in execution of their duties and responsibilities.

CASE STUDY OF MONTAGE, THE ANNUAL CULTURAL FESTIVAL OF THE COLLEGE

- Montage, the Annual Cultural Festival of the College showcases the practice of decentralisation and participative management in entirety.

- The primary objective of decentralisation with regard to this particular cultural event is to reorient organisational culture, thin out the official hierarchy, extend opportunities for teachers as well as students to contribute profoundly, enrich the decision-making process, and nurture greater democratic professionalism, together with proficient event management.

- **The decision to hold the Annual Cultural Festival is taken by the Staff Council and then the Student Council of the College is entrusted with the task of organizing the event.**

- **The students, non-teaching staff and teachers work together as active members in managing the entire event. To strengthen the idea of participative decision making, the Principal of the College has consultations with the staff members and student representatives.**

- **Under the guidance of Staff Advisors to Student Council, various Committees and Sub-Committees are constituted to take care of Sponsorship, Finance and Accounts, Programmes, Stalls, Security, Publicity and Logistics.**

- **Each Committee/Sub-Committee has Teaching and Non-teaching members as Staff Advisors and some students who are part of the Students Core Committee.**

- **The Sponsorship Committee seeks opportunities for arranging funds from various sources such as corporate houses, business establishments, individual donors etc.**

- **The Finance and Accounts Committee allocates funds to the societies for their respective events based on the budget prepared by the societies and presented to the Committee.**

- **The Stalls Committee manages the setup of food and goods stalls during the two days of the festival.**

- **The Security Committee in co-ordination with Delhi Police ensures that the event is conducted in a safe and secure environment.**

- **The Montage Core Committee and The Principal put up Duty Charts for Teaching and Non-Teaching Staff. Each staff member has to voluntarily sign up for the slots of duties on both days of the event.**

- **Decentralisation of administration in Montage refers primarily to a process, in which students are given a free hand to take decisions about the judicious use of resources, financial management, execution of programmes, security arrangements, and so on. This sort of decentralisation allows the students to be more responsible, responsive, sensitive and pro-active to exercise their own discretion for planning and execution in a participatory and democratic environment.**

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institutional perspective plan aligns with the vision and mission of the institution which are the constant driving factors for improving academic quality policies and strategies.

It is effectively deployed to focus on bringing quality improvements in the areas of:

1. Curricular Planning and Implementation

2. Teaching- Learning Processes

3. Research, Collaboration and Extension Activities

4. Academic infrastructural facilities

5. Student Support Activities and Student Progression

6. Internal Quality Assurance System

7. Institutional Values and Best Practices

8. Governance, Leadership and Management

At the beginning of the academic year, various bodies and committees that constitute the Organogram of the institution, chalk out the strategic plan of events and activities which will support the growth and development in these key areas and at the end of the year, a review is taken about implementation and the outcomes of the perspective plans.

One such broad area in which the Institutional Perspective and Strategic Plan has been successfully implemented is that of Teaching, Learning and Research. This has been achieved through the deployment of Action Plan for the following initiatives:

1. Faculty Development Programmes by RCC (Research and Collaboration Committee) and the Departments. https://www.jmc.ac.in/research/seminars-conferences

2. Introduction of innovative Add-on/Certificate Courses by the Add-on-Courses Committee. https://www.jmc.ac.in/naac/addoncourse

3. Collaboration with Foreign Universities for Student Exchange Programmes. https://www.jmc.ac.in/naac/mou

4. MoUs signed with Industrial sectors for training, development and placements. https://www.jmc.ac.in/naac/mou

5. Introduction of new UG programs in Vocational Studies (B.Voc) in Health Care Management and Retail Management & IT. https://www.jmc.ac.in/academics/departments/vocationalstudies/about

6. The College has applied for Undergraduate Courses in Management Studies (BMS), B.Ed, and Post Graduate Program in History. The applications are under process by the University of Delhi.

7. New certificate courses are introduced keeping in mind their relevance and market needs, in order to empower young women through targeted recruitment, internship programs, MOU's with various industries and other professional enrichment opportunities.

8. The College has also introduced an E-journal entitled, 'The JMC Review' which is an interdisciplinary refereed e-journal published annually. It is a journal of criticism, practice and theory. It is an interdisciplinary journal covering a range of subjects like anthropology, cultural studies, economics, education, English studies, history, international relations, philosophy, political science, psychology and sociology. It aims at providing an interdisciplinary platform for scholarly debates and exchange of ideas. To facilitate access to the same, it is available free of cost on the College website. https://www.jmc.ac.in/jmcreview/about

9. Emphasis on using the ICT tools for effective teaching and learning. https://www.jmc.ac.in/facilities/ict

10. Research Training workshops are organised for students to equip them with the latest research methodologies.

11. Conferences and Seminars are organized by various departments to give an exposure to both faculty and students about the latest global trends in academics, industry, sciences and environment.

File Description	Document
Upload any additional information	[View Document](#)
strategic Plan and deployment documents on the website	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The **Organizational Structure** of the College consists of the Management, Governing body, the Principal, the teaching staff, the non-teaching staff and the students.

The **Management** of the College constitutes of the Congregation of the Sisters of Jesus and Mary. It is the highest decision-making body which is in constant touch with the Principal on all matters pertaining to the smooth functioning of the institution.

This is followed by the **Governing Body** of the College which meets at least thrice a year to discuss issues relating to finance, infrastructure, faculty recruitment and the matters related to the overall development of College.

The **Principal** is assisted by the Teachers-in-Charge (TIC) of the Departments, the Staff Council (all teaching faculty) and the Non-Teaching Staff which comprises of the Administrative Officer, Section Officers (one for Accounts Office and one for the General Administration), Senior and Junior Office Assistants and manual staff.

The TIC oversees the smooth functioning of the department for which meetings are held on a regular basis to discuss issues and concerns relating to curricular and extra-curricular activities.

Staff Council meetings are held at least twice every semester for the effective planning and implementation of programmes like teaching, learning, academic administration, curricular and extra-curricular activities.

The College also has **Internal Quality Assurance Cell (IQAC)** which works towards realisation of the goals of quality enhancement and sustenance. The IQAC plays an important role for monitoring the internal quality of the institution. https://www.jmc.ac.in/iqac/objectives

Student Council meetings are held regularly to address the student related issues and organizing extra-curricular activities through various Cultural Societies. https://www.jmc.ac.in/studentscouncil

The **Library** organization includes Librarian, Assistant Librarian, Library clerks and library attendants. https://www.jmc.ac.in/facilities/library

College Committees: Various committees are constituted for the planning, preparation and execution of academic, administrative and extra-curricular purposes. Each committee consists of the Convenor and its members. https://www.jmc.ac.in/compulsory-societies, https://www.jmc.ac.in/cultural-societies

The **Anti Ragging Cell, Grievance Redressal Committee, Anti-Smoking Cell** and the **Internal Complaints Committee:** The objective of these committees is to ensure that no violation of rules takes place within the College and work towards addressing and settling grievances if any. https://www.jmc.ac.in/about/importantcommittees, https://www.jmc.ac.in/icc

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Leave Benefits (As per University rules)

- 8 days of casual leave plus 2 RH are provided to both teaching and non-teaching staff.
- 20 half-pay leave can be availed by the permanent teaching staff after completing one year of service. Commuted leave not exceeding half the amount of half pay leave is granted on the basis of medical certificate. Non-teaching staff is allotted 10 half-pay leave in the month of January and 10 half-pay leave in July.
- Duty leaves of maximum 30 days to the teaching staff are provided to attend various Orientation/Refresher/Seminar/workshops/Training Programs as per the Government rules. Non-teaching staff is also given duty leave.
- Female teaching and non-teaching staff can avail a Maternity Leave of 180 days as per Government rules.
- Male teaching and non-teaching staff can avail Paternity Leave of 15 days.
- Study leave up to 3 years is provided to both teaching and non-teaching staff.
- A Sabbatical Leave of 2 years may also be availed by the teaching staff subject to certain conditions.
- Leave given to teaching staff to participate and present papers and to the non-teaching staff for participation in Conference/ Seminars/ Workshops/ FDP,etc.

Retirement Benefits (As per the University Rules)

- **GPF** (General Provident Fund) which allows Pension to employees after superannuation.
- **CPF**: In accordance with the University guidelines, the College has offered the option of Contributory Provident Scheme whereby the Management contributes its share equal to the share of the employee every month.
- Gratuity
- **NPS** (National Pension Scheme for employees who joined services after 01.01.2004)
- Encashment of Earned Leave

Medical Benefits

- Medical reimbursement as per rules

- Infirmary Facility at College
- Health Checkup Camps are regularly organized by the College through tie-ups with hospitals.

Loan Benefits

- Both the teaching and non-teaching staff can avail Loan facilities as per Government rules .
- Quick Provident Fund Loan Facility – 100% of those who applied have availed the benefit.

Faculty Development Programmes

- Faculty Enhancement programmes for skill up-gradation and training are organized for both teaching and non-teaching staff.
- Permission is readily granted to participate in Refresher Courses/ Orientation Programmes/ Short-Term Courses to the teaching staff for professional development.
- Computer Training Courses are provided for teachers to help them hone their e-skills and the non-teaching staff is sent to attend computer training courses organized by the University.

Support Facilities

- Canteen
- Staff Cafeteria
- Grievance Redressal cell.
- Internal Complaints Committee
- Parking facilities for both teaching and non-teaching staff.
- Clean drinking water facilities.
- Bank facilities
- Facilities such as lifts, ramps, braille, and others for differently abled

ICT Facilities

- The College is fully Wi-Fi enabled.
- Two full-fledged Computer labs and a Psychology lab for research work for both students and faculty.
- Audio-Visual Lab and Research Centre.
- Laptop/Desktop facilities are provided in the library and staff room.

Recreational Activities for Physical and Emotional Wellbeing

- One-day annual excursion for both teaching and non-teaching staff.
- Separate department rooms are provided to the teaching staff.
- Outdoor and indoor Gymnasium facilities for all.
- March Past and other games held during Sports Day for both teaching and non-teaching staff.

File Description	Document
Upload any additional information	[View Document](#)

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 5.03

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
4	10	3	6	8

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 2

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	2	5	1

File Description	Document
Upload any additional information	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 6.35

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
4	7	7	11	10

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Teacher's Self Appraisal

- The College requires that the teachers furnish a self-evaluation form every year ,available on the College website. This provides an insight into one's own assessment of effectiveness of the teaching style and its impact on the students. It highlights how the teacher handles different situations that affect the learning progress of the students. It also makes known the involvement of the teacher in both academic and administrative activities . Through this form, a teacher can showcase his/her continuous professional development(paper presentations, publications, seminars and conferences attended) etc.
- Departments collate the data for appraisal of teaching-learning activities of teachers in the form of departmental reports which are then forwarded to the Principal.
- The IQAC of the college assesses the report submitted by the faculty/department and does an academic audit which is then shared with the departments.
- Next, the departments fill a self assessment proforma and prepare an Action Taken Report, appraised by the external auditor who is an expert in the discipline.
- The performance appraisal is also used for Career Advancement of the teachers who are updated about their performance at each level. If there is a scope for improvement on the part of the teacher, they are advised to upgrade themselves. This is crucial for later promotions as per the norms. The whole system is carried out in a confidential manner. The respective teacher is informed about the

same and suggestions given.
* The link for APAR is available on the website for the teachers to fill the annual performance appraisal report.

Non-Teaching Appraisal

* The College follows the performance appraisal procedures as per UGC norms.
* Each employee fills and submits online the Annual Performance Appraisal Report (APAR). This Document is then Certified by the respective Reporting Officer of the employee and further certified by Reviewing Officer.
* Both Reviewing and Reporting Officers accord points to the concerned employee on a scale of 10 after a careful insight into the self-appraisal report filled . A constructive feedback is given to the employee so that they can further enhance their performance level and efficiency.
* The administrative audit is conducted by IQAC and external agency.

Teacher's Evaluation by Students

* Students are given the opportunity to provide their feedback of the teachers.
* As per the procedures outlined by the IQAC, the feedback forms are available online on College website and the Teacher-in-Charge (TIC) ensures that the students of the department fill the feedback questionnaire.
* The questionnaire is structured to elicit responses for parameters like communication skills, subject knowledge, discipline, work-ethics, curriculum to provide effective mentoring and career guidance to students and grade the teacher's ability in creating an interactive, discussion-oriented and democratic classroom.
* These forms are then evaluated by TIC and the Principal of the institution with the help of IQAC who analyses all the reports and meets with teachers with constructive feedback and corrective measures.

File Description	Document
Upload any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Institution conducts internal and external financial audits on a regular basis.

Mechanism for Internal Audit and External Audit is as follows.

Internal Audit:

- **Internal audit is a continuous process which ensues after each and every financial transaction, whereby the college itself carries out the initial stage of the internal audit.**

- **In the initial stage, the officer in-charge scrutinizes and verifies the financial data. This is again scrutinized by the Administrative Officer and the Principal for clarity, authenticity, transparency and financial accuracy.**

- **Income/Expenditure is closely monitored by the Bursar, the Principal and the Section Officer (Accounts). The Institution is liberal, yet follows the strategy of restraint as far as the expenditure is concerned.**

- **Proper procedure for purchases is adopted. Quotations are called for and prices are compared. The Institution has formed a Purchase Committee for the purpose.**

- **The audit wing of the UGC visits the college periodically and inspects all the files pertaining to the financial matters that the college has availed of and all the receipts and payments in the college.**

- **They, in turn, submit the audit report to the college authorities.**

- **Corrections are effected on the basis of the audit report and clarifications called by them are submitted as an audit reply.**

- **For the grants received from the UGC, utilization certificates are prepared according to the allowed expenditure under various heads.**

- **The Utilisation Grant Certificates are annually submitted to UGC.**

External Audit:

- **The external audit takes place annually after the completion of every financial year. The Chartered Accountant, who works as an auditor is appointed by the College. The program goes on for 8 to 15 days during the month of May.**

- **The bills and vouchers of the revenue expenditure are checked. The vouchers and proper record with the concerned Department of the capital expenditure is also checked and verified.**

- **Departmental Accession Register, Dead Stock Registers/Purchase Registers are physically checked.**

- **The Utilisation Grant Certificates are also audited by the external auditor.**

- **Statutory external audit and assessment of Income-Expenditure and Receipt-Payment is also done by CAG.**

- **The audit objections/compliance, if any, is handled by the Accounts Department.**

File Description	Document
Upload any additional information	[View Document](#)

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 257.27

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
63.23208	63.07508	39.5550	47.11048	44.30177

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)
Any additional information	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The college mobilizes funds for its regular activities and development from different agencies and individuals. The mobilized fund is optimally used by the college.

Major sources of institutional receipts/funding:

- 95% funds are through UGC Grant
- 5% trust share is generated by the College
- Fees from students for regular and add-on courses
- Rent from letting out various parts of land/building:

1. Lawn tennis ground
2. Photocopy shop
3. Bank
4. National Ballet Academy
5. Stationery shop
6. Bhelpuri stall

7. Canteen
8. Booking of MPH, Football and Cricket Ground

- Donation

Utilization of Resources

- The College has a Governing Body, Planning and Purchase Committee, Library and various associated bodies which help in the preparation, division, allocation and utilization of funds.
- UGC funds are deposited in a separate bank account. The utilization of these funds is ensured through financial auditing at the end of each financial year.
- Grants received for B. Voc. Courses are used to start the courses, setting up of new laboratories and payment to teachers.
- Fees received from students are used for development of the college, non-grant faculty and staff salaries, and are properly audited. Physical and Academic facilities are augmented for students.
- Library services and Sports services are strengthened. Laboratories are augmented and IT infrastructure is increased.
- Number of workshops and seminars are organized. National and International Conferences are organized. Guest lectures, field trips, industrial visits are organized for students.
- The Purchase Committee decides the policy and procedure for purchasing any item. Each item is purchased by comparing a minimum of three quotations received from different vendors.
- All purchases are done through a tender system. Each and every transaction is supported by the vouchers.
- All the collections are deposited in the bank and all expenditure, recurring and non-recurring, are incurred through Cheques/Electronic mode. Only authorized persons by management can operate the transaction through the bank.
- The accounts are done by Tally Software, so all the entries can be monitored by authorities.
- For each and every financial transaction proper permission is taken from the Principal of the College.

File Description	Document
Upload any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Jesus and Mary College has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students and the non-teaching staff. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. In order to make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and motivated to develop a scientific temper so as to propagate a research culture amongst the

students. This is achieved by constantly sharing new research findings in their respective fields with the students.

The two practices institutionalized by IQAC are:

1. Promotion of Research
2. Streamlining of Administration

Promotion of Research

IQAC recognizes the significance of promoting a research environment amongst staff and students. To this end, IQAC has established a Research and Collaboration Centre in the College.

It is run by a committee, comprising the Principal of the college and six senior teachers from various departments. The main thrust of RCC is towards:

- Helping the interested teachers in writing research project proposals and publishing the research works by conducting Research Methodology Workshops.
- Providing the latest information about the quality journals of Scopus and UGC Care list and encouraging them to publish prolifically.

- Initiating interdisciplinary research projects undertaken by students and mentored by teachers.
- Establishing collaborations with Indian and foreign universities of eminence with the objective of encouraging student and faculty exchange programmes.
- Conducting FDP to bring the knowledge of the teachers at par with the latest developments in their respective disciplines.
- Organising National and International level Seminars and Conferences on subjects enveloping a broad range of themes/sub themes relevant to modern day education in HEIs.
- Encouraging teachers to apply to research organisations like UGC, ICSSR, ICHR, and so on for funding of research projects.
- IQAC organizes ICT workshops to enable teachers to intersperse technology in curriculum to make the art of classroom pedagogy more relevant and interesting for students.

Streamlining of Administrative Practices

IQAC takes care of the needs of the administrative staff to improve their work atmosphere, both at the professional and emotional fronts. The IQAC proposes a number of best practices in various aspects of functioning of the administrative branch.

- Administrative Audit is conducted from time to time.
- IQAC believes in establishing a democratic pattern of administration. The Management along with the Principal ensures that equal opportunities are given to staff members who are best suited for a particular department and also, they are provided with opportunities to hone their skills.
- The IQAC has developed a Non-teaching Self Evaluation & Feedback Form for the personal improvement of the staff members and to take suggestions for betterment of their performance, thus providing encouragement for growth and improvement.
- Self Enhancement Workshops are organised from time to time to improve Data Management skills of the staff.

- In order to encourage a harmonious work atmosphere amongst the administrative staff, workshops/seminars in Work Ethics, Stress Management and Emotional Well-being are conducted on regular intervals.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

It has been one of the primary concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process. This plays an instrumental role in enhancing the quality of the academic and co-curricular endeavours of the College in keeping with its vision and mission.

IQAC achieves this through mainly two practices, viz.,

1. **Conducting Academic Audits annually wherein departments are made to do a SWOC Analysis of their performance based on results, research projects, effective curriculum implementation and use of ICT-related pedagogical methodologies. Based on the audit, the IQAC gives constructive feedback to the Departments suggesting measures for internal quality enhancement. It makes recommendations for the Departments to do self-evaluation and to set higher goals to meet new challenges.**

2. **Collecting feedback from stakeholders like students, parents, staff and alumni to facilitate teaching-learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of teachers is conducted regularly. A careful analysis of the feedback received is done and communicated to the teachers to enable them to enhance their teaching skills and their relationship with the students.**

Based on the information received due to implementation of the above two practices, IQAC, post accreditation, has been able to develop a system for conscious, consistent and catalytic action to bring about reforms in teaching-learning process, structure, methodologies and learning outcomes.

Two broad areas where these reforms are reflected are as follows:

Attainment of Programme Outcomes, Programme Specific Outcomes and Course Outcomes

- **IQAC suggests innovative pedagogical methodologies like Power Point Presentations, Projects, Field Trips, Role Plays, Workshops, videos etc. in addition to the completion of curriculum through Assignments, Class Tests, Tutorials etc.**

- **IQAC promotes the culture of research amongst students by organizing Research Workshops for students.**

- **Departments are encouraged to organize Conferences and Seminars on themes relevant to the educational needs and futuristic growth of the students.**

- **Collaborations are established with foreign Universities and Colleges so as to provide global exposure to the students through Student Exchange Programmes to attend short term courses. This helps to widen the horizons of the students enabling them to gain in depth understanding of the course content.**

- **Internship opportunities are made available to the students by inviting reputed companies to the College through the Placement Cell or the Departments.**

- **Many Industry-Academia collaborations are established wherein students get the opportunity to keep themselves abreast of the latest trends in the various sectors viz, media, journalism, artificial intelligence, data analysis, film making, fashion designing etc. These add to the learning outcomes of the undergraduate programmes and courses being taught to the students.**

- **JMC is one of the few colleges that offer dedicated certificate add-on courses. These courses impart life skills and are transacted by practitioners, thus providing opportunity to students for hands on experience and building bridges with the world of work.**

Effective Use of ICT in Teaching and Learning

- **IQAC has ensured that all classrooms and labs are fully equipped with ICT facilities.**

- **In the past five years, after accreditation (Ist Cycle), new laboratories have been constructed for two B.Voc (Bachelor of Vocation) Courses in (a) Healthcare Management (b) Retail Management & IT introduced in the year 2016.**

- **There has been infrastructure augmentation wherein new classrooms have been constructed which are multimedia equipped with projectors and whiteboards as screens.**

- **An Audio-Visual Room has been set up to facilitate teachers to record their lectures.**

- **Teachers are encouraged to use ICT tools to prepare and deliver their lectures through audios, videos and PPTs.**

- **Workshops are organized to familiarize the faculty with the various teaching and**

communication platforms.

- **Research and Collaboration Centre has been established in the Library to facilitate teachers to use the ICT and e-resources for the purpose of doing research.**

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

- As a leading women's liberal arts college, our vision rests on creating a safe space for our students and providing a gender sensitive and empowering education.
- The pedagogy of gender sensitization is not limited to classrooms alone. We pride ourselves in having created a vibrant campus environment that allows students to think critically, and question, act and resist creatively.
- The college has organised an impressive number of formal events related to gender each year: from 2015-16, 25; 2016-17, 29; 2017-18, 28; 2018-19, 29; and 2019-20, 10.
- The Women's Study Centre (WSC) plays a critical role in fostering gender sensitivity on campus. Programmes in the form of lectures, conferences, and workshops are organised throughout the year that aim to provide an intersectional approach in creating awareness amongst students about the inequalities confronting all genders.
- The focus of the WSC has been to provide adequate space for students to engage in open discussions and think critically on various issues such as: 1. women and labour 2. gender and sexuality 3. violence at home 4. influence of media 5. laws and rights 6. health and hygiene.
- Each department organises events that reinforce the institution's larger vision and mission to provide empowering education to young women.
- JMC's year-long Golden Jubilee celebrations culminated in a two-day International Conference, 3rd-4th October 2018, titled "Empowering Women through Transformative Education". This Conference created a dialogue on the issues of gender empowerment, its meanings, importance and role of various agencies, in general, and higher education, in particular.
- In 2020, during the Covid-19 pandemic necessitated lockdown, JMC organised webinars addressing gender issues.
- JMC has an active Internal Complaints Committee, a statutory body formed to register complaints of harassment and to undertake formal proceedings to resolve them.
- The ICC and WSC have also organised various awareness orientation programmes and workshops for all the students, teaching and non-teaching staff on the issue of sexual harassment at the workplace.
- JMC has been cognizant of the view that gender sensitization and messages of gender equality cannot be imparted in isolation from the larger community. Surveys and research projects that further the goal of community inclusion:

1. Survey and research projects on PG safety and Safety Audits have been conducted in the neighbouring areas by WSC.
2. Results from the former have helped create a dossier of good and safe PGs for outstation students.
3. The Research and Outreach Cell, Economics Department, conducted a research project at Sanjay Camp, an urban slum located in Chanakyapuri. Focusing specifically on the situation of women, the survey collected information on living conditions, employment, educational qualification, demographics and health and sanitation.

- Special attention has also been paid to issues relevant to women in the 21st century, especially those of mental health, sexual identities, and sexual harassment in the workplace. For more personal and individualised help, the WSC has engaged counsellors to be available to students.

Action Taken Reports:

https://www.jmc.ac.in/uploads/staticfiles/naac/supportingdocuments/criterion7/7.1.1/SSR%207.1.1%20Action%20Taken.pdf

Geotagged Photos:

https://www.jmc.ac.in/uploads/staticfiles/naac/supportingdocuments/criterion7/7.1.1/7.1.1%20Specific%20Facilities%20Photos/

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**

- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Solid Waste Management

- Following the Government of India's resolution to ban all single-use plastics, the college administration declared the JMC campus plastic free. The ban is applicable to all entities.
- A Steel Crockery Bank has been set up as an alternative to single-use plastic crockery.
- Enactus JMC and Mercatus JMC, through their Anti-Plastic Campaign, have collected more than 200 kg of plastic. This was used to launch Project Sugam to recycle plastic to build eco-brick bathrooms.
- We organized the first Clothes Swap Shop Meet ever held at an educational institution in India to highlight and address the waste in the Fast Fashion industry.
- In 2016, Enactus JMC launched Project Dhara. Enactus JMC vermicomposts organic waste to produce a low-cost environment friendly alternative to expensive synthetic fertilizers like NPK. This initiative has empowered members of the local underprivileged community by training them to treat and manage waste to produce and sell vermicompost. We have pits in 4 locations - JMC, a school in Pusa Road called DTEA, Panipat and Dwarka. Our location in Panipat is self-sufficient.
- Project Dhara has diverted nearly 200 tonnes of annual organic waste away from landfills.
- Collection drives for newspapers and posters have been held by NSS and Green Society.
- Recycling workshops held amongst students by the Green Society raise awareness about plastic waste, food waste and menstrual waste.

Liquid Waste Management

- Project Iffat, an Enactus JMC project, recycles used soap bars collected from hotels like Crown Plaza, Rohini and The Park, CP and turns them into new soap cakes which are sold in areas facing sanitation issues.
- Iffat has recycled more than 1482 kg of soap and conserved 606.7 gallons of water.
- Project Iffat addresses 10 out of the 17 UN Sustainable Development Goals.
- Project Dhara's process of vermicomposting, segregation of liquid waste from solid waste has helped conserve 6,00,000 litres of water.
- The college has systematically reduced water wastage by building 88 Indian style toilets out of a total of 153.
- Various department and student level sensitization programmes have been organised.
- Reuse of waste water produced by Reverse Osmosis (RO) system in the college by channelizing this water in the washrooms.
- Grease trap system is installed with three sedimentary tanks to remove excess oil and organic impurities of canteen waste before the waste water is released. This way the Biochemical Oxygen Demand is reduced in the effluent waste water produced by the JMC canteen.

E-Waste Management

- We organized an E-Waste Awareness Campaign. We collaborated with 'Karo Sambhav', an NGO that collects and recycles e-waste. Talks, quizzes and competitions were held to educate the students and staff alike and to encourage active participation. The students collected an impressive

100 kg of e-waste that was handed over to Karo Sambhav to responsibly recycle.
- Various department and student level sensitization programmes have also been organised.

File Description	Document
Any other relevant information	[View Document](#)
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

JMC, as a minority institution values inclusionary practices at multiple levels including its admission policy, where students from diverse cultures are admitted. JMC has a total of 16 scholarships and awards to encourage inclusion and diversity. All festivals like Diwali, Onam, Christmas etc. are celebrated with equal fervour.

We celebrate and protect cultural, regional, linguistic, communal, socio-economic diversities through student societies like Jesus and Mary College Educational Programme (JMCEP), Ethnic Eight: North East Society, All India Catholic University Federation JMC (AICUF), Enactus JMC, Hindi Dramatics, Hindi Debating, Poetry, Magazine, Women's Study Centre (WSC) etc.

- **JMCEP** inculcates values of inclusion and respect for people from all strata. It makes students key agents in the process of empowering young minds through education.
    - JMCEP was started in 1979 with the motto of "Learning to help by helping to learn" as a National Adult Education Programme where 54 college girls taught 'arithmetic' to the elderly, kids and women from Bapu Dham.
    - JMCEP witnessed a vibrant growth and it now has around 300 volunteers imparting education to underprivileged children.
- JMC signed an MOU in 2017 with **NDMC School, Bapu Dham** to positively impact it through transformative practices.
- **Ethnic Eight: North East Society** is a compulsory society that specifically caters to the needs of students from North-Eastern states and the representation of their cultural and regional identities.
    - Since the last two years, it has started including students from Ladakh and Nepal.
    - Since 2016, it has been organizing north east specific presentations and festivals to promote and preserve the socio-cultural diversity of northeast India and integrate them with the mainstream.
- **AICUF** stands for the service and liberation of all people, irrespective of caste, sex, language and belief. AICUF JMC achieves this through outreach programs that provide students with practical exposure to the lives of the marginalized.
- **Enactus JMC** empowers people from marginalized segments through creating livelihood opportunities towards achieving sustainable development for themselves and their communities. Projects *Dhara* and *Iffat* have made differences to poor slum dwellers and women affected by HIV/AIDS, respectively.
- **Nrityanjali and Tarannum:** The Indian Dance and Music societies celebrate diverse cultures through folk dance and music performances from different parts of the country, respectively.
- **Linguistic Diversity Initiatives:** JMC encourages and promotes linguistic diversity through the following-
    - **Hindi Department** celebrates Hindi Diwas with a range of events.
    - **Hindi Dramatics Society and Hindi Debating Society** through their activities spread appreciation for Hindi and its various dialects in and around Delhi.
    - **Poetry Society** events promote the many languages of poetry.
    - **Magazine Society** produces the college magazine with content in English, Hindi and French.
- **WSC** engages with cultural, regional, communal, socio-economic and sexual diversities from a variety of gendered perspective.
- The college time table has weekly slots for **Catechism and Mass**.
- **UGC sponsored remedial classes** are conducted and have a book bank for SC/ST/OBC and other students who need additional help in English, Hindi, Maths and Computer Science.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Jesus and Mary College has been committed to educating our students as constitutionally aware citizens sensitized to their Fundamental Rights and Duties. Various programmes and activities are organised both by departments as well as societies.

The National Cadet Corps (NCC) unit of JMC is dedicated to creating a 'sense of patriotic commitment' for national development. The NCC appoints Campus Ambassadors in their SVEEP programme besides participating in the Republic Day Camp and Annual Prime Minister's Rally. JMC has an active National Service Scheme (NSS) unit where students engage in community service programmes. Through the Jesus and Mary College Education Programme (JMCEP) students teach children of underprivileged backgrounds, in sync with the 86th Constitutional Amendment Act (2002) recognizing their Fundamental Right to Education. JMC observes a Vigilance Awareness Week by organizing activities to foster honesty and orient students towards fighting corruption. National Unity Day is observed with a pledge to celebrate our glorious history of national integration. History Department organizes *Sansad*, a Mock Youth Parliament around issues of national relevance like Freedom of Speech and Expression and National Education Policy. Visits to the Parliament are organised by the Political Science Department.

To promote the ideal of the Swachh Bharat Abhiyan, JMC organises cleanliness drives like *Swachhta Pakhwada*. JMC also initiated the anti-plastic and recycling campaign inaugurated by Mr Gautam Gambhir (M.P.) in 2019. International Yoga Day has been observed by the college through sessions on 'Ashtanga Yoga' organised by the Peace Society and a webinar on *Yoga: Guardian of the Mind, Body and Spirit.* Hindi Debating Society organizes debates on issues of national relevance, such as '*Bharat ke samagr vikas mein dharm hi ek badhak tatv he','Vimudrikaran- vikas ke liye uthaya gaya ek mahatvpurn kadam hai',and 'Bhrashtachar hi rashtra nirman mein badhak hai'*. Dastaan, the Art and Architecture Society organises educational walks to historical sites, sensitizing the students to the need to protect our rich cultural heritage.

JMC believes that promoting religious harmony is very important to maintain peace in our diverse society in accordance with the principle of secularism as enshrined in the Preamble of the Constitution. In 2017, Dalai Lama Lhama Dhondrub visited JMC and addressed students on the oneness of humanity and religious harmony. JMC also helps the Christian community to preserve their heritage and culture in accordance with Articles 29 and 30 of the Constitution through activities of the All India Catholic University Federation (AICUF). AICUF in JMC has held panel discussions inviting eminent speakers from different religious backgrounds on topics including *Celebrating Diversity Rooted in Divinity, Can Science and Religion Converse* among others. Academic discussions at JMC regularly highlight the salience of national unity and social harmony. Lectures on topics such as '*Pluralism, Tolerance and*

Multiculturalism', freshers' debates on '*The House believes that India needs a stronger law on sedition*' and screening of documentaries like *Nero's Guests: The Age of Inequality* inculcate values of liberty, equality and fraternity among the students.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Commemorating days, events and festivals of national importance honors the great heritage of India. Recognising the momentous contributions of historical figures to freedom and justice, likewise, inspires the youth. JMC observes several nationally and internationally significant occasions to educate our students on the history, traditions and practices of India in engaging and participatory ways.

JMC celebrates India's Independence Day with much fanfare, usually on a prior working day. Students, teachers and administrative staff join in the celebrations, which commence with the singing of the National Anthem, and include cultural performances carefully curated by the Indian Cultural Society. The Republic

Day is marked in college with various programmes organized by JMCEP. As a tribute to the father of our nation, on 2nd October, the birth anniversary of Mahatma Gandhi, programmes by the Peace Society, Green Society, NSS, etc., familiarize students with the life and philosophy of Gandhiji. Since its launch on 2nd October 2014, as part of the Swachh Bharat Abhiyan which seeks to accomplish one of the cherished principles of Gandhiji, JMC undertakes several measures to enlighten students about the importance of hygiene and sanitation on an individual, local, regional and national level.

Dr. Sarvepalli Radhakrishnan's birth anniversary on 5th Sept, observed nationally as Teacher's Day, is celebrated at both the department and college level. Numerous programmes organized by our students on the occasion remember and pay homage to the valuable contributions of the teaching community. Sardar Vallabhai Patel's birthday on 31st October is commemorated as National Unity Day. National integration activities like Run for Unity and Unity Pledge are organized to honour the 'Iron Man of India'. Peace Society, JMC, organizes different motivational events on Swami Vivekananda's life and teachings on 12th January, his birthday, observed as National Youth Day.

In December 2014, the United Nations General Assembly Resolution adopted 21st June as International Yoga Day. Since 2015, JMC celebrates this day, acknowledging the transnational role of Yoga, an ancient Indian knowledge system, in promoting physico-mental health. International Girl Child's Day is celebrated on 11th October by WSC and NSS through various events sensitizing students to the challenges faced by a girl child in our society. The WSC also commemorates International Women's Day on 8th March with street plays, student seminars and discussions to honour the historical and contemporary struggles of women for empowerment.

On 25th January, National Voter's Day, NSS, JMC strives to spread awareness about the importance of elections and the role of citizens as voters. Our Hindi Department observes Hindi Diwas on 14th September to commemorate the adoption of Hindi as an official language of India by the Constituent Assembly in 1949.

JMC celebrates pan-Indian festivals like Diwali and Christmas. *Sparsh*, NSS' Annual Diwali Mela, has stalls by many NGOs and local artisans showcasing their products at JMC. Christmas celebrations every year features the singing of Christmas carols, among other activities. JMC celebrates these and other regional festivals like Onam to inculcate a sense of respect for our religio-cultural diversity among students.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document
Link for any other relevant information	View Document
Link for Geotagged photographs of some of the events	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format

provided in the Manual.

Response:

BEST PRACTICE 1

1. Title of the Practice: "The Gift of Green": Towards Building a Sustainable and Clean College Campus"

2. Objectives of the Practice (100 words)

At JMC, we strive to create a model of education that is based on compassion and mindful living. The Green Campus initiative began with an objective of fostering a culture of eco-friendly practices and making the campus environmentally sustainable. We aim to build a campus that is plastic free, produces minimal waste, conserves energy, protects biodiversity and practices self-sustainability in areas of power, water and cleanliness. This is a collective endeavor of our students, staff and neighbouring community in an effort to recognize our place and responsibility on this planet.

3. The Context (150 words)

The relationship between JMC and nature is a long and enduring one, something that students and staff of the college are aware of. The buildings of this educational institution stand on the solid rock of the Aravali range, a topographical feature that the Congregation along with the Northern Construction Company have consciously chosen to preserve and protect. 11.88% of the 14.1 acre lush campus in the Diplomatic Enclave is built up. The rest of the campus can be categorized as playgrounds, lawns and gardens. A huge area is left in its natural form and acts as a natural habitat for biodiversity. The variety of species of grasses, herbs, shrubs and trees also help in recharging of groundwater.

Climate change is no myth: The rate of environmental degradation in the 21st century industrial, consumerist society is alarming. JMC has been consistently working towards creating and maintaining an eco-friendly and clean campus.

4. The Practice (400 words)

Infrastructural Practice

• While cutting trees on campus is strictly prohibited, JMC plants new trees each year and maintains a Kitchen Garden and Green House. Bird watching and tree identification walks are often carried out.

• The campus is single-use plastic free. Steel crockery is used in the canteen.

• Environment-friendly, energy-saving electrical appliances that reduce wasteful inefficiencies have been installed. The electrical wiring is protected against leakage and short circuit at three levels: MCBs on all floors; ELCBs for each building; and Electric feeder station for the campus set up by NDMC. We have phased out 95% of CFL and conventional light sources with LED lighting.

• The college uses solar energy and practices rain water harvesting.

• Waste water coming out of the Reverse Osmosis (RO) system is reused by channelizing this water to the washrooms.

• Grease trap system is installed with three sedimentary tanks to remove excess oil and organic impurities of canteen waste before the waste water is released. This reduces Biochemical Oxygen Demand in the effluent waste water produced by the JMC canteen.

Green Campus Initiatives

• To engage the larger community of students, industry experts, policy makers, and academicians, we organized two National Conferences titled 'National Resources Management for Sustainable Development' and 'Innovative Approaches for Plastic Free India'.

• Green initiatives in college are student driven. The Green Society boasts of over 300 active student members. It has organized innumerable events to raise awareness around environmental issues, some of which have been under the directive of Ministry of Environment, Government of Delhi.

• Enactus JMC has undertaken noteworthy waste management projects, namely Project Dhara and Project Iffat, that tackle the problem of waste management and provide employment to women from marginalized communities.

• Single-use plastic ban by college was accompanied by the Anti-Plastic Collection and Recycling Campaign led by Enactus JMC, Mercatus and Green Society.

• As the ban on plastic use extends to invited business entities like stall owners, external caterers, promotional stalls, etc., Mercatus began a Crockery Bank to supply caterers with steel crockery for college events.

• E-Waste Awareness and Collection campaigns have been organized.

• Recognizing that the Fast Fashion industry is a major polluter, we slowed the movement of clothes to the landfill and encouraged reuse, sharing and swapping of clothes, by organizing a Clothes Swap Shop Meet. The idea was to bring about an ideological shift in our relationship with fast fashion.

5. Evidence of Success (200 words)

• JMC campus uses solar street-lights from 7 PM to 5 AM.

• Plastic Collection drives have recycled 200 kg of plastic waste. Subsequently, Enactus JMC launched Project Sugam using this waste to build sustainable eco-brick bathrooms. It has successfully raised Rs. 2,00,000 from crowdfunding on Milaap.

• Project Dhara has conserved 600 tonnes of water and diverted nearly 205 tonnes of annual organic waste away from landfills and reduced approximately 10.43 tonnes of toxic gas emissions. It was listed in the top 4 projects in the 2018 World Water Race.

• Project Iffat has conserved 2932 litres of water in 2019-20 and recycled 3271.575 kg of soap since its inception. It was named in the top 12 projects in the 2018 World Water Race.

- Enactus JMC projects placed second in the Adidas X Parley Run for the Oceans competition.

- We re-introduced 200 items of clothing into the circular economy and away from landfills through our Clothes Swap Shop Meet, thus initiating an ideological shift in our relationship with fast fashion.

- Tree plantation drives are carried out annually. There are approximately 350 trees, 1000 shrubs and 1.5 acres of grass cover. 56 species of trees have been identified and tagged.

6. Problems Encountered and Resources Required (150 words)

We faced problems in efficient maintenance of solar power generation. There were technical faults including failure of one of the inverters. This reduced the efficiency of in-house solar panels.

An inadequate supply of plastic alternatives increases their cost which makes them less popular in society.

The pandemic has adversely affected our ongoing green initiatives. Maintenance of the lush green cover has been difficult due to the manpower availability being impacted by the lockdown.

Due to the onset of COVID-19, (a) Project Dhara had to halt the production of its manure, keeping the health of its beneficiaries in mind, (b) Project Iffat was unable to collect soaps, as the hotel industry is adversely affected (c) Project Sugam stands suspended and (d) the Swap Shop initiative could not be implemented at the student level.

7. Notes (150 words)

Some suggestions for future green initiatives as deliberated upon in the IQAC. The aim is to encourage students to become genuine agents of change, committed to treasuring the campus environment and the neighborhood.

a). Initiatives within the campus: creating eco-friendly interior spaces, setting up vertical gardens, creating a students gardeners team, and organising healthy competitions between departments based on green practices.

b). Make JMC a college that actively spreads the green ideology in the neighborhood and city. To identify and adopt "The JMC tree", gift it to neighbouring institutions and start green dialogues with them.

c). Further initiatives linked with fast fashion like upcycling and recycling in collaboration with women tailors, encouraging pre-cycling.

More information about the Future Green Initiatives can be found here:

https://www.jmc.ac.in/uploads/staticfiles/iqac/initiatives/Future%20Green%20Initiatives.pdf

BEST PRACTICE 2

1. Title of the Practice -- Campus Placements/Internships: Empowerment through Employment

2. Objectives of the Practice (100 words)

The Placement Cell and individual departments constantly provide a vibrant platform to meet the different needs of students for employability.

- Given the skewed male-female ratio in urban professional spaces, the Placement Cell and individual departments connect young women with potential employers, empowering them through employability, making them socially, politically and economically active citizens.
- The Placement Cell and the departments also provide opportunities for internship, fellowship and summer training, etc.
- In addition, the institution also organizes talks on academic and career development, training programs and workshops to bridge the knowledge gap between students and the job market.

3. The Context (150 words)

The Periodic Labour Force Survey by the Ministry of Statistics and Programme Implementation (2017-18) recorded the Work Participation Rate (WPR) for women as 18.2 percent in urban areas and the number of female workers is recorded as 28 million in 2018-19. Women's employment in urban areas is hence low and has not increased substantially in the last decade.

- JMC was a pioneer at Delhi University in starting a Placement Cell in 1998 to offer an institutionalized mechanism to facilitate placements.
- Helping young women to become economically independent through providing a wide range of employment and entrepreneurship opportunities has been the principle objective.
- Internships, training programmes and field visits are additionally a crucial focus of departments like B.El.Ed, B.Com and B.Voc.
- Placing students in summer internships enables the students to get hands-on training to make informed career decisions. It also facilitates potential employers to assess the suitability of candidates.

4. The Practice (400 words)

JMC coordinates with various organizations for campus placements. It began with a single company (GE Capital) in 1998, but now more than 100 reputed multi-national companies, banks, and other corporates such as Deloitte, Accenture, Ernst & Young, KPMG, Wipro are keen to recruit our students.

- JMC scrutinizes the companies' profiles and schedules a preliminary presentation by them which informs the students about the job profile, working conditions and growth opportunities. The companies then conduct their standard recruitment procedures such as written tests, group discussions and interviews.
- JMC is one of the few women's colleges to offer a Bachelors degree in Vocational Studies. It is also the only college in DU to offer both Healthcare and Retail Management as areas of study.
- Aimed at training students in specific skills required by the job market, JMC's B.Voc department ensures one-month internship programmes for its final year students. The B.Voc department students have interned and have been placed in reputed organisations and hospitals like Accenture, Marks & Spencer, PWC, Godrej Properties, DLF, Primus, Fortis, Medanta, CK Birla, etc.
- In addition to corporate placements, the department of Elementary Education has placed our students in some of the best schools in the country, such as Santa Maria School, Hyderabad, Shiv Nadar School, Noida, GD Goenka Public School, Ryan International School, Presidium School and Heritage School, New Delhi, Delhi Public School International, Ghaziabad, etc.

- The Department of Commerce has started Neev: A Training & Development Centre that provides internship opportunities to students across departments by organizing internship fairs.
- The college also offers 7 add-on courses on an average to move beyond the curriculum knowledge.
- E-cell that was established in 2014 provides a platform to our innovative young minds to showcase their brilliant business ideas.
- In July 2018, the Economics Department established a Research and Skill Development Cell with the objective of training students to conduct independent research and in the process reach out to the disadvantaged sections of society.
- JMC also offers certificate courses in foreign languages like French and Spanish that add value to the students' profile.
- The college has invited a wide variety of organizations and educational institutions such as Harvard University, Indian School of Development Management, Young India Fellowship, Gandhi Fellowship, Flarrio, Asmat India, GRE Institutions, GMRI, Indian School of Business and Teach for India to conduct presentations, seminars and career guidance programmes.

5. **Evidence of Success (200 words)**

Given that JMC primarily offers Liberal Arts and Commerce at the undergraduate level, the placement record of the college is extremely successful when compared to its peers.

- Clarity regarding student employment through College's Placement Cell and other departments for 2015-20 is provided below.

Year	Placements	Median salary of placed graduates p.a. (Amount in Rs.)
2015-16	153	375000
2016-17	91	380000
2017-18	113	385000
2018-19	127	380000
2019-20	83	425000

Number of Students Placed
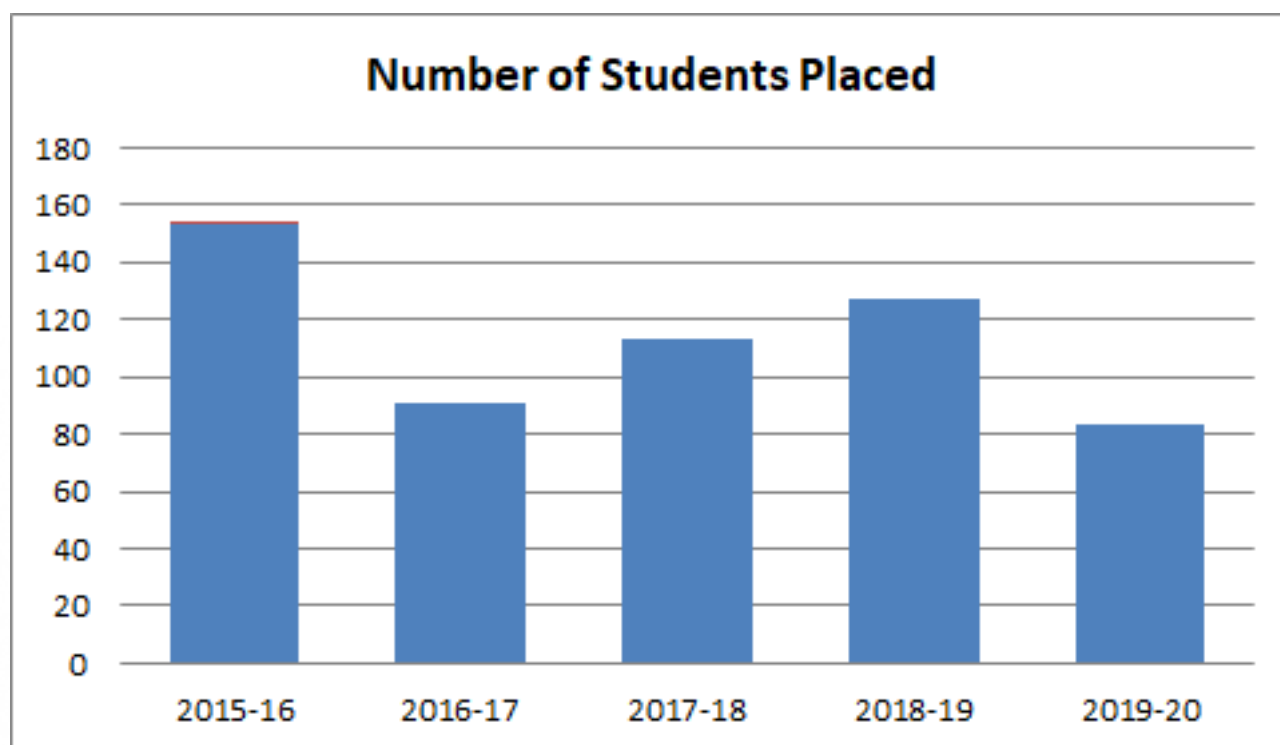
- Data of internship:

Year	Internships				
	Placement Cell		**Research &**	**NEEV**	**B.El.Ed**
	B.Voc **Healthcare** **Management(H M)**	**B.Voc Retail** **Management &** **IT(RMIT)**	**Skill** **Development** **Cell**		**Department**
2015-16	Started in 2016	Started in 2016	Established in 2018-19	Established in 2019-20	34
2016-17	45	46	-	-	29
2017-18	91	94	-	-	31
2018-19	145	140	48	-	31
2019-20	149	143	*	87	45

- In 2019-20, Research & Skill Development Cell was renamed as Research and Outreach Cell. Instead of internships now the students conduct outreach activities and publish their research findings.

Number of Students Selected for Internships
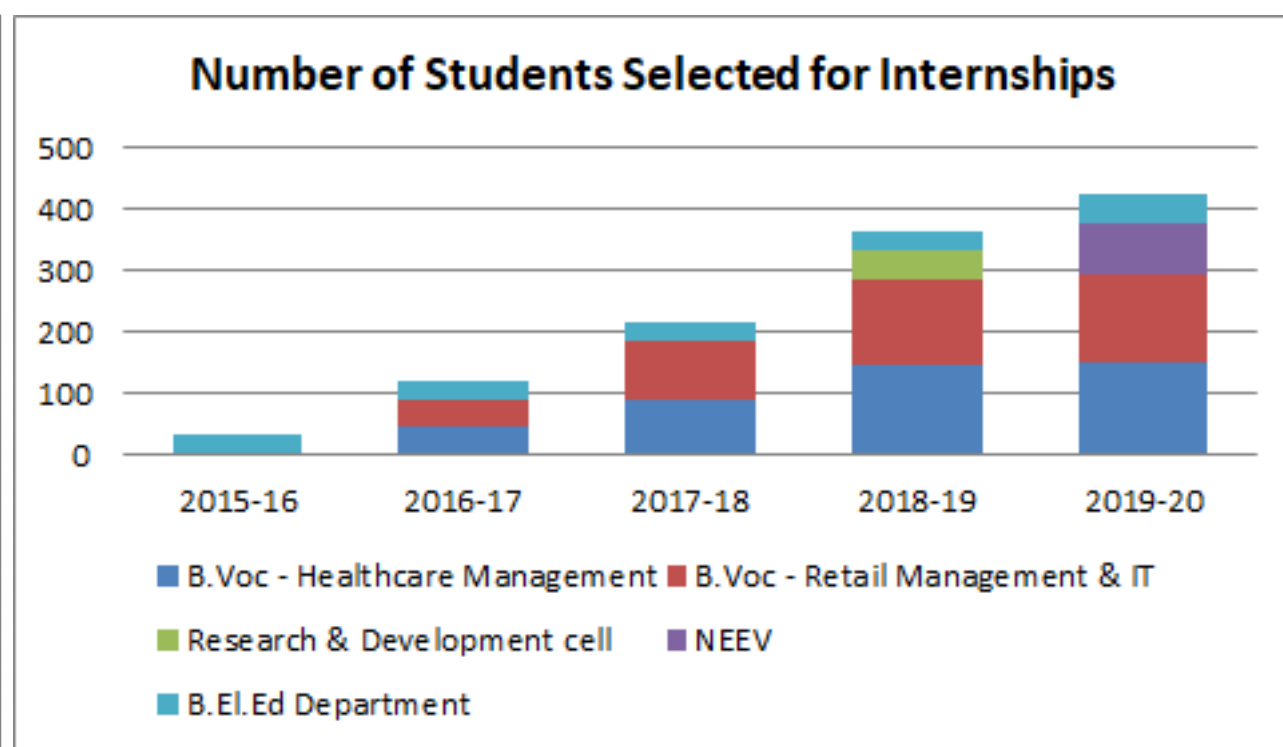
6. Problems Encountered and Resources Required (150 words)

Inadequate support from the Govt. agency NSDC and respective Sector Skill Council meant to facilitate placements for B.Voc Healthcare and B.Voc Retail Management.

There has been a considerable improvement in the resources provided for placement activities in the last five years. However, further resources are required for better multimedia rooms and other infrastructural resources to meet the increasing demand for placements in better companies.

7. Notes (150 words)

Internships is to promote industry academia collaboration and to provide opportunities for professional growth and employment. Many Industry-Academia collaborations are established wherein students get the opportunity to keep themselves abreast of the latest trends in the various sectors viz, media, journalism, artificial intelligence, data analysis, film making, fashion designing etc. These add to the learning outcomes of the undergraduate programmes and courses being taught to the students.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Jesus and Mary College is a beacon of hope and empowerment for women from all strata of society across India in the field of higher education. It has a stellar track record in transforming the lives of the countless young women students that have passed through its portals. JMC continues to challenge itself to stay ahead of the curve and address the changing needs of its students and society in the most innovative, engaged, compassionate way while providing cutting edge, competitive education.

Women Centric Founding Mission and Vision

Jesus and Mary College was founded in 1968 with a mission to provide quality education to young women. Last year we celebrated our Golden Jubilee marking 50 years of 'Empowering Women through Transformative Education'.

Our vision has been to provide the kind of transformative education that will enable our students to

- create a just, humane and inclusive society
- develop as women of competence, compassion and conscience
- pursue the goal of social transformation as empowered individuals
- realize their potential and self-worth so that they evolve as leaders and transforming agents who make a significant contribution in all spheres of national and global life.

Gender Sensitization within and outside the Classroom

- As a leading women's liberal arts college, we prioritize creating a safe space for our students to gain a gender sensitive and empowering education.
- All courses at JMC offer papers that are gender oriented, though the pedagogy of gender sensitization extends beyond the classroom. We take pride in having created a vibrant campus environment that allows students to think critically, to question, act and resist creatively.
- The vast and open amphitheater, the Common Room, and the various lawns at JMC provide spaces to students to hold public discussions and interactive sessions. Our Women's Study Centre often uses these spaces to hold *jan sunwais* (public hearings).
- Each department organises events that reinforce the institution's larger vision and mission to provide empowering education to young women.
- In 2015-16, twenty-five formal events related to gender were organised; 2016-17, twenty-nine; 2017-18, twenty-eight; 2018-19, twenty-nine; and 2019-20, ten.
- Jesus and Mary College's year-long Golden Jubilee celebrations culminated in a two-day International Conference on 3rd and 4th October 2018 titled "Empowering Women through Transformative Education". This Conference created a dialogue on the issues of gender empowerment, its meanings, importance and role of various agencies, in general, and higher education, in particular. Around 40 delegates presented their papers in 4 Thematic Technical Sessions. Both the Chief Guest Prof. Yogesh K. Tyagi, Vice Chancellor of University of Delhi and Keynote Speaker Prof. (Retd.) Karuna Chanana highlighted the need for education to be truly transformational.
- In 2020, during the lockdown necessitated by the Covid-19 pandemic, JMC organised webinars

addressing gender issues.

The Women's Study Centre (WSC) and Its Specialized Role in the Institution

- WSC, JMC plays a critical role in fostering gender sensitivity on campus. Programmes in the form of lectures, conferences, and workshops are organised throughout the year to create an intersectional awareness amongst undergraduate students about the inequalities confronting different genders.
- From 2015-20, the WSC has been focused on providing adequate space for students to think critically and engage in open discussions about various issues such as:

1. women and labour 2. gender and sexuality 3. violence at home 4. influence of media 5. laws and rights 6. health and hygiene.

Sensitivity to Mental Health Issues and Provision of Counsellors on Campus

- Special attention has been paid to issues relevant to women in the 21st century, especially those of mental health, sexual identities, and sexual harassment in the workplace.
- For more personal and individualised help, the WSC has engaged counsellors to be available to students. These counsellors not only meet students for individual sessions but also meet with teachers to further help them to create a gender sensitive and enabling classroom environment.
- During the Covid-19 necessitated lockdown, JMC organized several webinars that sought to address student related issues like mental and physical health, meditation and well-being and careers in a post-Covid world. JMC also organized a webinar for the faculty titled "Understanding and Mentoring Young People" to equip faculty members to be better mentors.

Internal Complaints Committee (ICC)

- The college has constituted an ICC in accordance with the guidelines delineated by the UGC and notifications issued by the University of Delhi pertaining to the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressed) Act, 2013.
- ICC comprises of elected students and nominated members from the teaching and administrative communities. It registers complaints of workplace sexual harassment and undertakes formal proceedings to resolve them.
- Every year the ICC organizes a special session on what constitutes sexual harassment and explains the procedure of filing a complaint with the ICC. Information of the ICC members is displayed in important places in the college and on the college website.

Engagement with the Local Community

- In 2018-19, the Research and Outreach Cell, Department of Economics, conducted a research project at Sanjay Camp, an urban slum located in Chanakyapuri. Focusing specifically on the situation of women, the survey collected information on living conditions, employment, educational qualification, demographics and health and sanitation. The objective was to conduct an outreach programme focusing on aspects which showcased the weakest indicators. The cell conducted a session on menstrual hygiene, contraceptives and legal rights since many women were unaware of these issues.
- The JMC WSC and ICC have been committed to include and engage with the local community.

They recognize the fact that gender sensitization and messages of gender equality cannot be imparted in isolation from the larger community.

- Each year, the WSC undertakes projects that further the goal of community inclusion vis-a-vis issues of women's safety. For example:

1. Survey and research projects on PG safety and Safety Audits conducted in the neighbouring areas.

2. The results of the same have been submitted to the office of Delhi Commission of Women and UGC.

3. Results from the former have helped create a dossier of good and safe PGs for outstation students.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

1994 was a landmark year in which JMC became a pioneering College to offer the 4-year Bachelor of Elementary Education Course in collaboration with Delhi University's Department of Education (CIE).

Apart from offering Undergraduate Programs in Arts, Mathematics and Commerce, the College has also introduced two courses on Healthcare Management and Retail Management & IT in Bachelor of Vocational Studies in the year 2016.

JMC can boast of running a vibrant Placement Cell since 1998.

Since 1975, the College has been a **Centre for NCWEB** and since 1978, it has also been running a centre for **IGNOU.**

In keeping with its goal of imparting education that focuses on all round integrated development of our students, JMC encourages and facilitates active participation in sports by our students.

In the year 2000, which was the Jubilee Year of Jesus Christ, the College was honoured by the Government of India by naming the road in front of the College **'Jesus and Mary College Marg'**.

The institution has about 30 societies for extra-curricular activities and our students have been winning many laurels in national and international events.

The College recognizes the significance of promoting a research environment amongst staff and students. To achieve this end, a Research and Collaboration Centre has been established in the College.

JMC brings out the annual edition of The JMC Review, an interdisciplinary refereed e-journal.

A variety of Add-on Courses are offered to students to give them an edge in today's job market.

To preserve and nurture the bond with its alumni, the college maintains an active Alumnae Association.

The College has Energy and Environment Policies to protect and conserve ecological systems and resources within the campus.

The College implements E-governance in all functioning of the institution in order to provide simpler and efficient system of governance which promotes transparency and accountability within the institution.

The institution believes in inclusion of people with disabilities by promoting the rights and dignity of each individual.

Concluding Remarks :

In 52 years since its inception, the College has expanded its horizons, attaining many a milestone.

The College has introduced two B.Voc courses in Healthcare Management and Retail Management & IT in 2016 and is running successfully. The students are receiving industry relevant skill-based education with the objective to meet the rising demand in the healthcare and retail sector job market.

Research Incubation Centers have been set up by Research and Collaboration Committee (RCC) for undertaking theoretical and applied interdisciplinary research for both students and faculty. Some of the students have written papers and presented them at National and International Conferences and also published in reputed journals.

RCC has been successfully conducting FDPs and establishing academic collaborations with eminent Universities such as Chang Mai University of Thailand, American Business School in Paris, North China University of Technology, to name a few.

Many Industry-Academia collaborations are established wherein students get the opportunity to keep themselves abreast of the latest trends in the various sectors viz, media, journalism, artificial intelligence, data analysis, film making, fashion designing etc through Add-on-Courses. A few of these courses are: Financial Management, Media Studies, Camera and Photography etc.

As of date, the College e-journal 'The JMC Review' has published four volumes since 2017.

An Audio-Visual Room has been set up to facilitate teachers to record their lectures.To support interactive/classroom pedagogical methodologies, the teachers are also encouraged to use ICT tools to deliver their lectures using audios, videos and PPTs.

Numerous renowned companies visit the College annually and a large number of our students find placements with them.

The College has been winning the Vice Chancellor's Trophy for Sports for the past 25 years. Our NCC students are trained to be of assistance to the country in any National Emergency.

The college is proud of many of its alumnae who have made a mark for themselves in various spheres of academics, media, journalism, politics, public services, business entrepreneurship, corporate and film industry.

The college strives to fulfill its vision of imparting transformative education for the empowerment of young women and promotion of a more just and humane society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.1.3	**Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**
	
	    1. **Academic council/BoS of Affiliating university**
	    2. **Setting of question papers for UG/PG programs**
	    3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
	    4. **Assessment /evaluation process of the affiliating University**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: B. Any 3 of the above
	Remark : Nomination letter of teachers participating in SI. No. 3 has not provided.

1.4.1	*Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders*
	
	1) Students
	
	2)Teachers
	
	3)Employers
	
	4)Alumni
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: E. None of the above
	Remark : DVV has made the change as per the as per the report provided by the HEI.

2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>1168</td><td>1092</td><td>1179</td><td>1297</td><td>1064</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>875</td><td>875</td><td>875</td><td>875</td><td>775</td></tr></table> 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
875	875	875	875	775

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
875	875	875	875	775

Remark : As per supporting document , count of 2.1.1.1 is more than 2.1.1.2, which has not possible. So DVV has change the input in 2.1.1.1 as same as 2.1.1.2.

2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)** 2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
366	377	378	378	328 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
357	357	357	357	307 | Remark : DVV has made the changes as per the report provided by HEI.
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3.1.1	**Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)** 3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
0	27.02	24.17	0	5 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
10	27.02	24.17	0	5 | Remark : DVV has made the changes as per shared e-copies of grant award letters by HEI in 3.1.3
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3.3.2	**Number of research papers per teachers in the Journals notified on UGC website during the last five years**
	3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years. Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
19	11	18	4	7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	2	4	0	1

3.3.3	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** **3.3.3.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
76	53	54	37	40

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
50	39	30	20	6

4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)** **4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
225.80	512.43	737.32	606.61	840.15

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
239.67	510.66	737.33	538.38	840.16

Remark : DVV has made the changes as per addition of highlighted fixed assets in audited

	statement duly signed by CA.
4.2.3	**Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
8.76	8.32	10.09	7.99	7.12

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8.56	8.41	11.91	9.66	10.65

Remark : DVV has made the changes as per the audit statement provided by the HEI.

5.3.3	**Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
178	142	94	71	38

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
170	140	90	69	35

6.3.2	**Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	16	6	9	9

	Answer After DVV Verification :				
	2019-20	2018-19	2017-18	2016-17	2015-16
	4	10	3	6	8

Remark : DVV has made the changes as per shared financial support letter by HEI in first level. DVV has not considered list for teachers.

6.3.3	**Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years** 6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	6	2	5	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	2	5	1

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).** 6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	15	7	11	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	7	7	11	10

7.1.4	**Water conservation facilities available in the Institution:** 1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds**

	4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has select B. 3 of the above as per shared bills and supporting letters of SI. No. 1, 4 and 5 by HEI.
7.1.6	**Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above Remark : DVV has made the changes as per the report provided by the HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year-wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
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3282	3383	3124	3063	2816 | Answer After DVV Verification: | 2019-20	2018-19	2017-18	2016-17	2015-16
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3281	3383	3124	3063	2816	
2.2	**Number of sanctioned posts year-wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
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133	133	133	133	131 | Answer After DVV Verification: | 2019-20	2018-19	2017-18	2016-17	2015-16
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131	131	131	131	131	
3.2	**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
330.78	939.17	813.15	686.61	896.71

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
99.63	461.07	74.80	173.44	64.42