



JESUS AND MARY COLLEGE

Chanakyapuri
New Delhi – 110021



SELF STUDY REPORT 2014

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National Assessment and Accreditation Council
Bangalore

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PREFACE

Jesus and Mary College (JMC), a constituent College of the University of Delhi, is a premier institution providing education to women. It was established in 1968 by a great education visionary, Mother Felix Pritchard belonging to the Congregation of the Religious of Jesus and Mary, a religious congregation founded by Saint Claudine Thvenet in Lyons (France) in 1818. The College was founded with the aim of empowering women of all social milieus through higher education at a time when education for women was still in its nascent stage and was the privilege of only a select few.

The College is part of a global order of the many educational institutions being run by the Congregation in all continents. A few of the institutions in India include St. Bede's College, Shimla, St. Joseph's College, Sardhana, Meerut and St. Margaret's Training College, Mumbai. The College is recognized under Sections 2(f) and 12 (B) of the UGC Act.

JMC aims at providing holistic education to its students and inculcating the spirit of humanity, justice and social service. Though it is a Christian minority institution, the College has been imparting liberal education to women of all religious backgrounds without any discrimination. The main focus is on enabling our students to enter adult life as women of competence, compassion and conscience so that they are able to meet the challenges of modern society

Situated in the exclusive diplomatic enclave in Chanakyapuri, New Delhi, JMC is spread across a 14.1 acre plot, and is proud of its beautiful campus comprising teaching and administrative blocks, state-of-the-art multipurpose hall (MPH), a well-stocked library and lush green landscaped lawns that make the College an educational paradise.

In the year 1993 Jesus and Mary College celebrated its Silver Jubilee year on a grand scale. Through the year, seminars, plays and other activities were organized to commemorate the event.

1994 was the landmark year in which Jesus and Mary College became the pioneering College to offer a Bachelor of Elementary Education (B.EL.ED) Course in collaboration with Maulana Azad Centre for Elementary and Social Education (MACESE) and University of Delhi's Central Institute of Education (CIE). This is a four year professional course to train teachers for elementary schools.

Jesus and Mary College encourages active participation in sports by the students. It offers facilities for indoor and outdoor games, including a well-equipped gymnasium. Our students regularly participate and excel in inter-College, inter-university, national and international sports events. We have the unique distinction of winning the Vice Chancellor's Trophy year after year since 1995. In the Glasgow Commonwealth games 2014 our student Apurvi Chandela has won the gold medal in Rifle Shooting. Manika Batra reached the quarter finals in Table Tennis in the individual event, and was a part of the team that came fourth in the team events. Rishika Sunkara and Apurvi Chandela have been selected to represent India in Rifle Shooting and Tennis respectively in the forthcoming Asian Games. Our NCC students are trained to be of assistance to the country in any national emergency. Our student Ruby

Williams was the first girl cadet to fly solo and get a private flying license in 1978.

We were the first college of University of Delhi to introduce a Placement Cell. About sixty five to seventy prestigious companies visit the College annually and a large number of our students find placements with them each year.

In the year 2000, which was the Jubilee Year of Jesus Christ, the government of India honored JMC by naming the road in front of the College 'Jesus and Mary College Marg'. Ms. Shiela Dixit, the then Chief Minister of Delhi inaugurated the road and Archbishop of Delhi, Rev. Alan De Lastic blessed it.

In 2006 the Multipurpose Hall (MPH) with a seating capacity of about one thousand persons was added to the existing infrastructure. The MPH includes an auditorium, which can double as an area for indoor games. It also houses a computer lab, seminar, conference rooms and a virtual classroom.

Jesus and Mary College is proud to have a well-stocked, fully automated and computerised Library with about 51,000 books, 100 journals and magazines. Twenty five computers have been designated specially to access the e-resources. The Library database can be accessed through Online Public Access Catalogue (OPAC). The College has subscribed to National Library and Information services Infrastructure of Scholarly Content (N-LIST). The library is also connected to INFLIBNET and Delnet. Our institution is an esteemed member of the British Council Library. Approximately Rs. 5.5 lakhs are allocated annually for purchase of Books and approximately 3.5 lakhs are spent separately on the annual purchase of journals and magazines. The Library is working towards having an e-learning Centre.

The College is in the process of adding extra floors to its existing buildings to provide additional classrooms. The campus is differently abled friendly, and the new construction will provide facilities such as lifts, more ramps and interconnection of buildings.

The College has a repertoire of societies for extra-curricular and cultural activities, such as English and Hindi Dramatics, Debating, Western and Indian Music, Quiz, Choreography. The Green Society promotes environment awareness. The Women's Studies Development Cell inculcates a sense of self-esteem in our students through workshops on legal literacy, women's rights, nutrition, and many other relevant issues.

Even as the College strives, to attain academic excellence, it is also committed to making our students conscious of their social responsibility through outreach programmes organized by societies such as NSS, NCC, WSDC, AICUF, JMCEP, etc. Through these societies our students work towards the upliftment of the marginalized and underprivileged sections of society.

Annual plays directed by eminent theatre personalities have been a regular feature of the College calendar. Recently our students were invited by Institute of Life Long Learning (ILLL) for the recording of their performances on extracts from Shakespeare's 'The Merchant of Venice' and 'The Twelfth Night' and 'The Goblin Market' by Christina Rossetti. These video recordings along with panel discussions are part of curriculum modules of ILLL and are displayed on the virtual learning website <http://www.vle.du.ac.in>.

In the year 2012-13 Jesus and Mary College undertook seven interdisciplinary innovation projects for which the University of Delhi provided substantial grants. The research findings of these projects have been included in the coffee table book, *Crossing Boundaries, Erasing Margins: Interdisciplinary, Collaborative, Innovative Projects*. The book is displayed on the University of Delhi innovation website as a model book for fine documentation. The project of the Economics Department focused on an analysis and estimation of the social and economic contribution of street vendors to urban life. As part of the project they designed and created a cart for street vending with many interesting features. This innovative product received extensive appreciation and acclaim. In the current year our students and staff are engaged in three such projects.

Jesus and Mary College is probably the only College in the University of Delhi to have a Parent Teacher Student Association (PTSA). Through this association, JMC brings together all the major stakeholders to discuss, support, shape and energize its educational endeavor in a healthy and productive manner.

The College has an active Alumni Association which plays an important role on various occasions and renders valuable service to the College. The association has also raised funds, for the development of the College infrastructure. Our ex-students carry far and wide the values and traditions of the College and bring glory to their Alma Mater. Many of our alumni have come back to JMC to serve as brilliant teachers, have entered politics, bureaucracy, law, corporate sector, media and entertainment industry. Few among our many distinguished alumni are Ms. Ruby Williams, first girl cadet to fly solo and get a private flying license in 1978; Ms Shauna Singh Boldwin, an eminent writer; Ms. Gopa Sabarwal, Vice Chancellor, Nalanda University; Ms. Rini Simon Khanna, Media Personality; Ms. Neha Dhupia, Ms. Sushmita Mukherjee and Ms. Amanpreet Wahi, Entertainment Industry; Ms. Priyanka Gandhi, well known public figure; Ms. Benita Mary Jaiker, Indian Police Service etc.

Jesus and Mary College is privileged to be considered an institution of repute. It is ranked amongst the best colleges in the country. We do not, however, take our reputation for granted. JMC constantly strives at excelling its achievements and endeavours to be acknowledged as one among the top-notch liberal arts educational institutions of the world.

The College has adopted a decentralized methodology for the preparation of this Self Study Report. The entire staff was divided into seven groups to collate data and document the requirements for the respective seven criteria of the report. Each department has also worked towards preparing a very comprehensive departmental evaluative report. The contributions of our esteemed external advisors like Prof. Yogendra Verma, Central University of Himachal Pradesh, Fr. (Dr.) Davis George, St Aloysius College, Jabalpur, Prof. Peter Ronald D'Souza, Centre for Study of Developing Societies, Prof. (Fr) Pius Malekandathil, Jawaharlal Nehru University have been invaluable.

In order to further enhance quality, growth and development of the institution, the College is in the process of submitting the Self Study Report for the first cycle of Assessment and Accreditation by NAAC.

It is my privilege to submit the Self Study Report to the National Assessment and Accreditation Council, Bangalore for assessment and accreditation of the institution.



Sr.(Dr.) Marina John
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Jesus and Mary College

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EXECUTIVE SUMMARY

Jesus and Mary College is a leading liberal arts College for women, which started with 116 students offering English (Hons) and B.A. Pass Course. Today the College has approximately 2800 students and 131 faculty members. There is also an efficient team of non-teaching and support staff. At present the College offers undergraduate courses in Humanities and Commerce disciplines, and it has been the pioneer in starting a four-year integrated professional programme in Bachelor of Elementary Education (B. El. Ed.) The faculty of B. El. Ed and other departments of JMC made a significant contribution in the development of the curriculum of this course along with the Department of Education. Departments of English and Hindi also offer Masters in their respective disciplines.

A brief summary of the seven criteria in the Self Study Report is given below:

Criterion 1: Curricular Aspects

JMC follows the curriculum prescribed by the University of Delhi. The College has an innovative approach towards the curriculum. It supports and encourages constant improvisation in the pedagogical practices and teaching methodologies to optimize curriculum delivery and maintain a consistently high standard of education. There is also considerable flexibility in the methods and modes of student evaluation at JMC.

Each department develops productive methods for the implementation and execution of the curriculum. **Interdisciplinarity** is an integral aspect of the pedagogical approaches adopted by the faculty at JMC in order to offer a richer multi-pronged introduction and exposition of various curricular subjects in the classroom.

Dedicated faculty, meticulous scheduling, work allocation, transparency, accountability, as well as institutional support in terms of infrastructure, funds, access to information about research opportunities and faculty development programmes are central to the high quality of curricular transactions at JMC.

The College is a study centre for Indira Gandhi National Open University (IGNOU) as well as for Non collegiate classes under the Non Collegiate Women's Education Board (NCWEB), University of Delhi.

The faculty is actively involved in the curriculum development of University of Delhi as members of academic bodies and subject experts of curriculum revision committees. They organize seminars, workshops and talks by eminent speakers on academic and curriculum-related issues and interface with industry, media houses, research bodies, and other educational institutions to facilitate and augment the curriculum. This takes our educational enterprise beyond the classroom and in the process equips our students with valuable life-skills to cope with the challenges of the world outside.

Keeping in mind the challenges of today's competitive job market, a variety of self-financed add-on Certificate Courses are offered to students for skill enhancement to give them an edge over their peers when they seek professional opportunities upon graduation. JMC also has an active Placement Cell with a stellar placement record. Together, they play a vital part in curriculum enrichment through supplementation.

JMC gives special attention to students who are weak in their studies. The College offers additional help to such students in the form of UGC sponsored Remedial Courses in subjects like English, Hindi, Sociology, Mathematics and Computers Science. In addition, teachers at JMC take extra classes when required. They also provide counseling on the curriculum to the students as well as mentor them through regular tutorials

Curricular enrichment at JMC is also facilitated through involvement in extra-curricular activities. In addition to the discipline specific Associations of each department, the College has a number of societies for extra-curricular activities and Green Society for environment awareness. These enrich the understanding of different curricular pursuits on gender, climate change, environmental education, cultural values, human-rights and justice, among others, while providing ample opportunities to students to discover and hone their individual talents and aptitudes.

Societies such as AICUF, JMCEP, NCC, NSS, Peace Society, WSDC etc., instill in students a sense of social responsibility and community orientation. Through the projects, programmes and outreach efforts of these societies, students at JMC learn that with freedom comes responsibility, that justice for oneself cannot mean injustice to another, that development is best when it is guided by the Gandhian principles of *antyyodaya* and *sarvodaya*.

JMC believes in all-round development of its students. To this end, JMC offers facilities for indoor and outdoor games, including a well-equipped gymnasium. Through their sporting engagements our students learn the values of fair-play, discipline, endurance, a never-say-die attitude in addition to a keen appreciation of the importance of strategizing, planning, and improvisation.

The College has a longstanding practice of result analyses and feedback collection. It has initiated a process of internal and external academic audits, in its quest for excellence. JMC's **Internal Quality Assurance Cell** as well as Staff Council and department meetings regularly assess the feedback and make their suggestions for institutional improvement. Institutional openness to feedback, in fact, is one of the hallmarks of JMC's continued success as a premier centre of higher education for women.

The goals and objectives of the College are integrated into the academic curriculum as much as possible to ensure that expected learning outcomes are achieved.

Criterion 2: Teaching, Learning and Evaluation

The aim of the College is to provide all-round education that focuses on the intellectual, social, emotional, aesthetic and spiritual development of every student so that they engage with the world as women of substance. For this

purpose there is an effort to constantly reinvent and adopt innovative pedagogical techniques.

High demand ratios for all programmes can be attributed to consistently excellent results, campus discipline and general atmosphere conducive to learning. The College has a transparent admission procedure. The admission form, prospectus and percentage cut-off lists of all departments are available on the College website. A Grievance Committee looks into admission-related problems and queries of the applicants.

Specific teaching-learning methodologies oriented to the needs of the students are discussed and implemented at departmental level. Remedial courses and tutorial sessions are aimed at supporting the learners. The needs of the advanced learners are addressed through multiple options of assessment and evaluation. The College gives special attention to the students with special needs as well as economically and socially weaker students.

Field trips, work-shops, educational tours, practical assignments, group discussions, case studies, extensive use of ICT etc. enrich the learning experience of the students. A combination of foreign language and add on courses are offered for additional language competency as well as up-gradation of knowledge and skills.

Highly qualified and competent teaching faculty is recruited to ensure high quality of education. The College has thirty teachers with M. Phil and fifty seven teachers with Ph.D. as their highest qualification. The total number of books published by our faculty is one hundred twenty two, number of national and international research publications is one hundred seventy two, one hundred seven chapters have been contributed to edited books and our faculty have attended more than two hundred seventy one national and international seminars/conferences. Our teachers have received twenty awards and recognitions for outstanding achievements in the field of academics and other fields.

The College has a well placed system of taking feedback from the students as a part of continuous evaluation of teachers. Students' performance is constantly assessed and evaluated through tutorials, tests, assignments, projects and practicals. Students are also counseled and mentored under the tutor-ward system. The College has initiated a process of Internal and external academic audit and IQAC has been set up to ensure quality enhancement.

Guidelines are given to the faculty and students at the very start of the academic session to ensure an effective implementation of internal assessment. There is constant interaction between the Principal and the faculty to discuss and deliberate upon all matters related to the evaluation process and practices of Internal Assessment. The Grievance Committee of the College looks into any complaint that is directed to them pertaining to academics, discipline, infrastructure etc.

A student's performance is an indicator of her grasp and understanding of a subject. It also reflects the strengths and skills that will stand her in good stead in the future. The final results serve as the basis for further academic/professional planning.

Criterion 3: Research and Consultancy

Jesus and Mary College is mainly an institution for undergraduate studies in Liberal Arts. Postgraduate courses are also offered in English and Hindi. In keeping with the rules of University of Delhi, classes for these courses are conducted in the University while the tutorials are held in the College. We encourage research-related activities as we strongly believe that an institution can become the centre of academic excellence, only when a research culture exists and proliferates among the faculty and students.

The College has a Research Committee comprising of the Principal and four senior teachers from various departments who are involved in the promotion of research in the institution. The faculty members have been continually involved in developing a scientific temper and research culture among students of Jesus and Mary College. They constantly engage in sharing new research findings in the respective fields with the students. Critical comments and discussions with the students contribute greatly to building a scientific temper and research culture.

The College encourages teachers to attend and organize various national/international level seminars and conferences. The faculty members are motivated to pursue and complete their doctoral research work with support of the Study Leave Committee. The College provides 'leave' facilities to the permanent teachers for research work as per the 'DU Regulations of Leave Rules 2013'.

Over the decades several institutional strategies have been adopted to improve and enhance academic excellence and promote research. For example, budgetary allocations have been made consistently for infrastructure development and maintenance. Over the years, there has been significant augmentation in library resources and laboratories as well.

Our College has received grants for seven departments by University of Delhi in the year 2012-2013 to carry out interdisciplinary Innovation projects. The research findings of these projects have been included in the Coffee Table Book entitled "Crossing Boundaries, Erasing margins: Interdisciplinary, Collaborative, Innovative Projects." The book is displayed on the DU innovation website as a model book for fine documentation. In the current year our students and staff are engaged in three such projects. The College purchased equipment such as laptops with printer, voice recorders and cameras to facilitate students with their project work.

An excellent, well equipped library is the foundation of any College that encourages research. Jesus and Mary College has a well-stocked, fully automated library with Wi-Fi connection which has enhanced the academic and research growth of the faculty and students over the years. As a part of library collaborations, JMC library can access journals of the Delhi University Library System. It has an online membership for research material of Sage publications. The Library provides the facilities of INFLIBNET-NLIST. Apart from access to digital editions of journals like CLIO digital maps, Gutenberg, JSTOR and Project muse among others, the College also has access to digital copies of certain books that are available in CDs and can be used by research scholars, students and teachers.

The faculty members have published several papers in reputed National and International journals. Various departments in our College also supervise research work wherein the students conduct research projects and submit reports to the teachers. The field trips and extension activities make the students aware of their Institutional Social Responsibility and Commitment.

The College collaborates with a number of Non-Governmental Organizations at different levels in realizing the common objectives of educational and societal service. JMC has a vibrant Placement Cell which collaborates with numerous renowned and distinguished companies, who visit the College annually and a large number of our students find placements with them.

At individual and departmental levels, the faculty members have been consultants for other independent institutions. For example, there are teachers who have taught abroad, or, in other national universities, sometimes they have been resource persons in various programs. Many faculty members have also helped in developing curriculum outside of University of Delhi syllabus.

As part of the extension activities the various societies of the College spread awareness and sensitize the student community about socially relevant issues.

Criterion 4: Infrastructure and Learning Resources

The College believes that an excellent physical infrastructure is quintessential to providing quality education to its students. Such infrastructure can help the institution in maintaining high academic standards and in providing ample opportunities to cater to multiple educational needs of its students.

Spread over a lush green area of 14.1 acres, the campus boasts of spacious and well-maintained physical facilities, a resourceful library and superior information-technology infrastructure. The College encourages every possible effort to make the campus eco-friendly. The use of solar-lights as well as solar water heating system, rain water harvesting, tree-plantation, waste-reduction, use of LED light bulbs etc are some of the measures taken by the College for environment protection.

The College has fifty well ventilated, spacious classrooms, forty tutorial rooms with seminar halls, conference rooms and sports infrastructure. The aesthetically designed Multi-Purpose Hall of the College houses an area for indoor games and an auditorium with a seating capacity of about one thousand persons, a good light and sound system with twelve speakers, four amplifiers and a mixer.

The College has two state of the art, air-conditioned computer labs with about sixty computers, with all the requisite software support, and connected through LAN and Internet. The Department of Elementary Education houses a well-equipped laboratory for practical work conducted by the students. The Psychology Laboratory is furnished with OHP/LCD, Laptops, desktop computers, white boards etc. as well as required apparatus. All the labs have competent and trained assistants.

The well-organised, efficiently maintained, fully computerized library has approximately 51,000 books and 100 journals, total seating capacity of 210 and air conditioned reading halls. Library database can be accessed through

Online Public Access Catalogue. Twenty-five computers are installed for users to access e-resources. The library ensures the acquisition of latest edition of books/publications by accessing various websites, catalogues, book reviews, and bibliographies as well as by consulting publishers enrolled with University of Delhi Library System. The College has subscribed to National Library and Information services Infrastructure of Scholarly Content (N-LIST).

The College is an esteemed member of British Council Library. The Librarian and library staff are well trained and have specialized knowledge of using TROODON software. They provide help and relevant information to the users.

The current computing infrastructure of the College consists of about one thousand computers. A computer-student ratio of less than 1:3 is maintained per course. The College has four servers; all the computers are supported by a 100 mpbs LAN and a 2500-user-capacity Wi-fi system.

This infrastructure is complemented by LCD projectors, printers, Risograph, computer networking devices, scanners and interactive teaching board etc. In general, ICT facilities are available to all teachers and students on the campus.

The College ensures regular maintenance and upkeep of all infrastructural facilities. The maintenance work is carried out by trained in-house experts and also outsourced to appropriate agencies. The College has appointed a full time care taker and an IT consultant for this purpose. Equipment and furniture is regularly purchased to keep the infrastructure upgraded.

The College has undertaken significant expansion work, by building additional floors on all the three blocks. This will provide additional facilities in the form of about twenty five class rooms, seminar halls, three lifts, external stair-cases, common room etc.

Criterion 5: Student Support and Progression

The College believes that its primary stakeholders are the students. All aspects of education focus on the core values of contributing to national development while fostering global competencies among students. The College admits students from all social milieus and empowers them through intensive mentoring and counselling to face the challenges of life and become responsible and sensitized citizens of the country. The various societies of the College spread awareness and sensitize the student community about socially relevant issues. Under the tutor-ward system, the teacher is available within the College premises and students can approach him/her with their personal, academic and career related problems. There is also a professional counselor available for students who does psychological, group and career related counseling.

Book bank facility, fee concession, students' aid fund and about 51 scholarships and prizes are given by the College every year. The prizes are merit based and given for excellence in the field of academics and extra-curricular activities providing support and incentive to students to do their best. Special consideration in the form of scholarships and freeships is also

given to deserving wards of support staff and to girls from financially disadvantaged background.

The College has an Equal Opportunity Cell which looks after the interests of the students with special needs. Special support is provided to slow learners and those who need additional help through a variety of means such as remedial and extra classes.

A Grievance Redressal Cell, Anti-Ragging Committee, Committee for prevention of Caste based discrimination; Anti-Smoking committee and committee for prevention of sexual harassment ensure a conducive and secure environment for growth and development of students.

The College ensures exposure of its students to faculty and institutions of the highest standards in eminent Indian and foreign universities through workshops, seminars, talks and lectures etc. The College believes in equipping its students to face the challenges of the future and encourages the development of a spirit of financial independence amongst students. The Placement Cell at JMC facilitates the training and on campus recruitment of our students. Sixty five to seventy organizations come to the College for pre placement talks and recruitment. From time to time, we take feedback from the companies and corporate houses that employ our students. This has helped us to organize some relevant Certificate Courses for our students.

There are several popular job oriented add-on courses offered in the College which enable students to achieve vocational qualifications along with their regular degree to give them a head-start in the competitive world today.

Many students of JMC have cleared competitive examinations like UPSC, State Civil Services, GRE, GMAT, TOEFL, CAT, CSIR/ UGC-NET and so on. We constantly support and guide our students for career advancement and progression.

The College has a varied range of sports and games facilities and a fully equipped Gymnasium which can be accessed by all students. There is a repertoire of societies offering abundant opportunities of participation in extra-curricular and cultural activities. The student council is a democratically elected student body which oversees student participation in all student related activities of the College.

The College maintains regular contact with Alumni and former faculty through various email groups and social networking sites. Many of our alumni have come back to their alma mater to serve as brilliant teachers, entered politics, bureaucracy, law, corporate sector, media and entertainment industry. The association has also raised funds, for the development of the College infrastructure.

The alumni association meetings are an important occasion where the alumnae give their suggestions for improvement in performance and institutional provisions.

Criterion 6: Governance and Leadership

The mission of the College states “*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*”.

The management and the Principal are conscious of their responsibility and play both an inspirational and exemplary role. Their concern and commitment to the goals of higher education is evident through their continuing efforts of mobilizing resources and introducing job oriented courses.

The governance of the College is based on the principles of transparency, democracy, flexibility and innovation and has a result oriented approach. The Staff Council and IQAC monitor the quality of the annual teaching-learning process while the management, through its effective leadership, supervises the overall administration in general and teaching, in particular.

The Principal interacts with a majority of students and parents and seeks formal feedback on various aspects of education, including the teaching-learning evaluation and campus provisions and facilities.

The Teachers in charge of the Departments provide detailed information about the functioning of various units of their respective departments. Corrective measures are taken for the improvement of the various aspects of the functioning of the department. An open door policy allows students, staff as well as parents to have direct interaction with the Principal.

The management believes in a democratic pattern of administration. The Governing Body and Management give full freedom to the Principal and Staff for the effective functioning of the College. The Management encourages the Staff for the promotion of academic quality. The College promotes a culture of participative management through Departments, Staff Council, Student Council and Teachers’ Association.

The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the College. It has proposed a number of best practices in various aspects of institutional functioning. It has established a network of committees to take care of upgradation of standards in these areas. It analyses the feedback and recommends suitable measures in view of positive outcomes.

There is a practice by which the Teachers in charge of the Departments and the Principal give suggestions for betterment of the performance of individual teachers, thus providing encouragement for growth and improvement.

The research committee encourages a culture of research in the College by providing information about research opportunities and funding agencies, schemes and related facilities. The committee helps the interested members in writing the research project proposals and publishing the research work.

Student Feedback on curriculum has been taken through interaction and also in the prescribed proforma which the students have filled. The feedback is analysed by the faculty members and relevant suggestions are communicated

periodically to the University of Delhi in the form of suggestions for curriculum enhancement.

Staff refresher programmes and skill development sessions are regular features of the academic calendar to provide a platform for the faculty to keep itself abreast with the latest methodologies and innovative pedagogical practices.

Criterion 7: Innovations and Best Practices

The College is sensitive to climate and environment issues and has taken a number of measures to make the campus eco-friendly:

Solar energy is being used to light up the campus from 7p.m. to 5 a.m. The campus has also been using solar water heaters for the last five years. The College hopes to power the library completely through solar energy in the near future. The College also practices rain water harvesting, to supplement the available water resources.

The NSS runs drives in the College to collect used paper that can be recycled. Online attendance has significantly reduced the amount of paper being used. The B. El. Ed department has a practice of re-using waste material for making teaching learning material in all the subject areas.

The College has always focused on maintaining the highest possible academic standards and has followed a continuing tradition of packaging the course as innovatively as possible so as to instill deep interest in students for the subjects that are being taught to them. Each department innovates to make their course material as impactful as possible. This often involves going beyond the minimum requirements set down by the University for completing the course.

In recent times, the College has been attempting to develop a technology-centric teaching and administrative model. This involves on the one hand a classroom space where the use of chalk and paper is reduced with the introduction of whiteboards and LCD projectors, and on the other a dynamic and up-to-date website which allows attendance and internal assessment records to be uploaded and accessed remotely.

Teachers consistently make efforts to set the right precedent for the students in terms of hard work, conduct and punctuality. To complement the teaching staff, the non-teaching staff goes out of the way in ensuring that the administrative functions of the College are carried out with the highest dedication.

JMC aims at the holistic development of its students focusing not only on academic achievements but also personality development through extra-curricular, socially sensitizing and cultural activities. In its quest for excellence the College has nurtured certain practices, which have evolved over the years and given JMC a unique identity. The Jesus and Mary College Education Programme (JMCEP) is one of its kind amongst the colleges of University of Delhi, in its endeavor to instill a sense of social responsibility in our students through teaching the children of the neighboring slum, government schools as well as children of construction workers on the premises.

Another distinctive feature is the very active and vibrant Placement Cell. Given that the College primarily focuses on liberal arts courses, that too at the undergraduate level, the placement record of the College can be considered extremely successful when compared to its peers. The percentage of students progressing to employment through the College's Placement Cell over the years is commendable.

SWOC ANALYSIS

Jesus and Mary College is an educational institution of high standing in the national academic community. As a Christian institution founded by a religious congregation of Jesus and Mary, education for 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. This 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.

Strengths

- JMC is a leading liberal arts College for women, which encourages critical thinking and openness to new ideas.
- Studying in a women's College our students share a special bond and have innumerable opportunities to explore and enhance their talents and strengths without fear of any gender bias.
- Holistic development of every student is ensured through a carefully planned and executed educative system.
- A repertoire of *social service societies* and outreach programmes such as All India Christian Universities Federation (AICUF), Jesus and Mary College Education Programme (JMCEP), National Cadet Corps (NCC), National Service Scheme (NSS), Peace Society and Green Society have the common goal of sensitizing our students to become socially responsible individuals.
- Productive inter-linkages between curricular, co-curricular and extra-curricular activities are encouraged.
- Members of the Governing Body are eminent and experienced academicians and administrators who contribute substantially towards quality enhancement.
- Competent and qualified Faculty who are experts in their respective fields/disciplines and adopt innovative pedagogical and evaluation practices, are the pillars of the teaching learning process.
- The College focuses on student-centric learning through participatory and interactive learning techniques.
- The College has a robust system of taking feedback from all its stake holders on various issues related to curriculum enrichment, infrastructure and enhancement of quality education
- The College admits students from diverse national and international backgrounds which promotes a multi-cultural ethos on the campus.

- JMC has initiated the practices of Internal and External Academic Audits.
- An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the College.
- A research committee disseminates information about available research projects, motivates faculty and guides them to tap various funding agencies.
- JMC has a beautiful campus spread across 14.1 acres with lush green landscaped lawns, teaching and administrative blocks, sports field, and state-of-the-art multipurpose hall with computer laboratory, virtual classroom and conference rooms.
- The college maximizes the use of available infrastructure by allowing external agencies to utilize it after College hours for educational, cultural, sports and community out-reach programmes.
- There is a well-equipped library with the latest technology support.
- The administrative functioning of the College is fully computerized.
- The admission process is transparent, inclusive and completely online.
- A vibrant Women Studies Development Cell (WSDC) sensitizes faculty and students to a range of gender issues.
- JMC has a dynamic Placement Cell.
- The College has a Personal guidance and Career Counselling Cell.
- A number of Add-on/Certificate skill based courses provide opportunities for vocational and professional growth.
- The College networks with distinguished, well placed Alumni in various fields like industry, media, academia, sports, bureaucracy, politics etc.
- Strong Mentoring, remedial teaching and other support facilities for students are provided.

Weaknesses

- For enhancement of institutional growth and development the number of permanent teaching staff in the College needs to be increased.
- Being a College that primarily focuses on under-graduate courses, there is limited scope and facilities for research in the curriculum.
- The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process.

- Generation of funds is often a serious limitation in expansion and upgradation of campus facilities.
- Institutional level consultancy services are limited and need more attention.

Opportunities

- Consultancy services could be developed into an income generating source and the income thus generated utilized for the infrastructure enhancement of the departments/College.
- To create thick linkages between the industry and the academic fraternity in the College.
- Enhancing support from the alumnae and benefactors of the College.
- The online courses, video, tele and web conferencing can be made greater use of to supplement the conventional teaching methodology.
- The connection to National Knowledge Network can be utilized in productive ways for research and development activities.
- Inter institutional tie-ups for faculty and student development.
- To extend the community reach of the College by allowing sports persons of other institutions and neighbourhood to use our extensive sports facilities.

Challenges

- Finding a more equitable balance between teaching and research activities. Being an undergraduate College, the focus has been on teaching. With changing times the College is aware that it needs to find a better balance between teaching and research.
- To overcome the bureaucratic delays in regularization of teaching positions.
- 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.

Future Plans

- Start more professional courses to cope with contemporary global employment needs.

- Equip all the classrooms with multimedia and ICT teaching learning facilities.
- Productive tie-ups and collaborations with International Universities, more MOUs and exchange programmes with reputed international and national universities.
- To build a vibrant women's studies centre that networks with other leading women's colleges for research and policy-making.
- To start an online inter-disciplinary peer reviewed research journal.
- To develop programmes that provide opportunities to students to innovate and pursue their interests towards reaching specific professional and entrepreneurial goals.
- To organise an inter-College/university level annual theatre festival, to give young people a platform to pursue their passion for theatre and showcase their abilities.
- To develop the College website into a virtual learning portal which will become an excellent means of knowledge sharing for the benefit of the student community.
- The College will work towards empowering women to ensure their safety through the development of an inclusive inter disciplinary module which trains them physically, technologically and psychologically.

PROFILE OF THE COLLEGE

1. Name and Address of the College:

Name :	JESUS AND MARY COLLEGE	
Address :	Chanakyapuri, New Delhi	
City :	Pin : 110 021	State : Delhi
Website :	www.jmc.ac.in	

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Sr. Dr. Marina John	O: 011-26876444 R: 011-26881945	9818316853	011-24105466	info@jmc.ac.in principal@jmc.ac.in
Vice Principal	Not Applicable	O: R:			
Steering Committee Co-ordinator	Dr. Alka Marwaha	O: R:	9891361608	011-24105466	naac.coordinator@jmc.ac.in

3. Status of the Institution:

Constituent College

√

4. Type of Institution:

a. By Gender

- i. For Men
- ii. For Women
- iii. Co-education

√

b. By Shift

- i. Regular
- ii. Day
- iii. Evening

√

5. It is a recognized minority institution?

Yes

No

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.
(Annexure- 1)

Religious minority

6. Source of Funding

Government

Grant-in-aid

Self-Financing

Any other

7. Date of establishment of the college: 16 July, 1968

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

Constituent College. University of Delhi (Annexure -2)

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	28/09/1968	
ii. 12 (B)	28/09/1968	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act) (Annexure - 3)

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

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
Section14(3)(a)	B.El.Ed	29June,1998		

(Enclose the recognition/approval letter) (Annexure - 4)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes No

If yes, has the College applied for availing the autonomous status?

Yes No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes No

If yes, date of recognition: (dd/mm/yyyy)

b. for its performance by any other governmental agency?

No

If yes, Name of the agencyNA..... and

Date of recognition:NA..... (dd/mm/yyyy)

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

Location *	Urban
Campus area in sq. mts.	14.101 acres
Built up area in sq. mts.	16226.66 sq.mts

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

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

- Auditorium/seminar complex with infrastructural facilities ✓

The aesthetically designed Multi-Purpose Hall of the college was inaugurated in 2006. It houses an auditorium and an area for indoor games. The basement of the hall consists of seminar rooms, a virtual classroom and a fully equipped computer laboratory. The hall is air-cooled which is soon going to be fully air conditioned. 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.

- Sports facilities
 - * **play ground** ✓
 - * swimming pool -
 - * **gymnasium** ✓

- *Facilities for Outdoor Sports/Games:*

Field (grassy): 190x75 m. 83x78 m area is available for games including hockey, football, netball, korfbal, baseball, softball, handball, athletics, kho-kho, kabbadi, badminton and warm-up for all sports.

Cricket: 107x78 m area is earmarked for cricket . It comprises 1 cemented pitch for practice , and 2 mud/clay pitches for matches.

Basketball Courts: 1 basketball court (cemented) = 28.10x15.10 m, 1 basketball court (synthetic) = 32.80x19.50 m, and ½ basketball court (cemented) = 14.05x15.10 m (for practice).

Volleyball Court (mud) = 26x13.60 m (including service area)

Tennis Courts (clay only): 2 courts = 36.56x30.56 m and ½ court = 17.60x12.00 m.

- *Facilities for Indoor Sports/Games:*
A badminton court of 18.40x26.10 m(wooden) is available in the MPH.
A room of 9x5 m is used for judo, taekwondo, boxing, wrestling, gymnastics and yoga. It is also used to hold meetings of the Sports Department.
An area of 9x5.30 m is used for table tennis.
- *Sports Room:* We have a fully air-conditioned sports room (5.30x4.00 m) which is also used to hold meetings. A store room (4.35x2.42 m) is available for storage of sports equipments.
- The college has an in-house gymnasium which offers membership to both students and college staff.

- Hostel NA
- Residential facilities for teaching and non-teaching staff (give numbers available—cadre wise) NA
- Cafeteria —
- Health centre –

First aid, Inpatient, Outpatient, Emergency care facility,

Ambulance..... Health centre staff –

Qualified doctor	Full time	Part-time	<input type="checkbox"/>
Qualified Nurse	Full time	Part-time	<input checked="" type="checkbox"/>

The College houses a medical room with an attached washroom. It is equipped with two bed and provides First Aid facilities. In case of emergency the patient is taken to a hospital or a doctor is called. Periodic health check-ups for students and staff are organized by the college.

- Facilities like **banking**, post office, book shops
- Transport facilities to cater to the needs of students and staff
- Animal house NA-
- Biological waste disposal
- Generator or other facility for management/regulation of electricity and voltage

A constant supply of electricity is ensured by the following ;-

- Power station for supply of electricity is located behind the Multi Purpose Hall (MPH). For uninterrupted supply of electricity one Generator has been installed.

- Upkeep and maintenance of these equipments is the responsibility of the college Caretaker and technical staff.

All electronic equipment of the college is covered by an Annual Maintenance Contract with appropriate agencies.

- Solid waste management facility ✓
- Waste water management ✓
- Water harvesting ✓

Recycling is encouraged at the college to recycle used paper and paper products like glasses, plates to make paper.

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

Sl. No.	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under graduate	B.El.Ed	4 years	12 th Passed	English	35	35
	Under-Graduate	B.Com Hons.	3 years	12 th Passed	English	80	118
		B.A. Hons. Economics	3 years	12 th Passed	English	40	61
		B.A. Hons. English	3 years	12 th Passed	English	40	47
		B.A. Hons. Hindi	3 years	12 th Passed	Hindi	40	54
		B.A. Hons. History	3 years	12 th Passed	English	40	51
		B.A. Hons. Political Sc.	3 years	12 th Passed	English	40	50
		B.A. Hons. Sociology	3 years	12 th Passed	English	40	57
		B.A. Hons. Psychology	3 years	12 th Passed	English	35	55
		B.Sc. Hons Mathematics	3 years	12 th Passed	English	40	44
		B.A. Programme	3 years	12 th Passed	English	120	267

		B.Com	3 years	12 th Passed	English	40	56
	Post-Graduate	M.A. Hindi M.A. English	2years 2 years	Undergraduate Undergraduate	Hindi English	20 20	11 20
	Integrated Programmes PG	-	-	-	-	-	-
	Ph.D.	-	-	-	-	-	-
	M.Phil.	-	-	-	-	-	-
	Ph.D	-	-	-	-	-	-
	Certificate courses	Language Spanish/French/Russian	1 year	12 th Passed			
	UG Diploma	Language Spanish/French	1 year	Certificate Course			
	PG Diploma	-	-	-	-	-	-
	Any Other (specify and provide details)	Add on courses *					

- Add on Courses: Certificate Course duration 6 months

1. Airlines, Travel agent and Airport Handling
2. Corporate Communication and Public Relation
3. Course on Entrepreneurship
4. Effective Communication and Personality Development
5. Financial Management
6. Interior Designing
7. Leadership & Entrepreneurship (ONUS) (One Year)
8. Media Studies
9. Problem Solving and Decision Making (in collaboration with Stratford University)
10. Travel and Tourism

13. Does the college offer self-financed Programmes?

Yes No

If yes, how many?

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	03
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15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
B.Sc. Hons.	Mathematics	✓		
B.A.Hons.	English and Hindi	✓	✓	
B.A.Hons	Economics, History, Pol. Sc., Psychology, Sociology	✓		
B.A. (Programme) ¹	Eco-Esb,Eco-Mt,Esb- Adv,CA-Adv,CA-Mt,EE- Fr,EE-Hs,Hs-Ps,Hs-Sp,Sp- Sy, Ps-Sy, Py-Sy, Py-Philo, Fr-Philo, Sp-Adv	✓		
B.Com (Hons.)	Commerce	✓		
B.Com(Programme)	Commerce	✓		
B.El.Ed	Elementary Education	✓		

¹Eco- Economics, Esb- Entrepreneurship and Small Business, Mt - Maths, Adv Advertising, CA- Computer Application, EE- Elective English, Fr- French, Hs- History, Ps- Political science, Sp – Spanish, Sy- Sociology, Py- Psychology, Philo- Philosophy

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)

- a. annual system
- b. semester system
- + 2 trimester system
- NIL

17. Number of Programmes with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approa
- c. Any other (specify and provide details)

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

If yes,

- a. Year of Introduction of the programme(s) and number of batches that completed

the programme :

- b. NCTE recognition details (if pplicable)1

Notification No.: F.No.F-3/DL-

63/97/1523.....

Date:

26.06.1998.....

(dd/mm/yyyy)

Validity:.....(Annex5)

- c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes No

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

Yes No

If yes,

- a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)
and number of batches that completed the programme

- b. NCTE recognition details (if applicable)

Notification

No.:

.....

Date:

(dd/mm/yyyy)

Validity:.....

c. Is the institution opting for assessment and accreditation of Physical Education Programme

Separately Yes No

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

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government	131						58			
<i>Recruited</i>	--	--	2	65	0	6	38	11	6	4
<i>Yet to recruit</i>					58		NIL			
Sanctioned by the Management/ society or other authorized bodies <i>Recruited</i>	NA									
<i>Yet to recruit</i>										

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.			1	44		02	47
M.Phil.				11		03	14
PG			1	10		01	12
Temporary teachers / Ad Hoc							
Ph.D.						10	
M.Phil.					01	15	
PG					01	10	
Part-time teachers							
Ph.D.							
M.Phil.							
PG							

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

NA

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

Categories	Year 1 (2011-12)		Year 2 (2012-13)		Year 3 (2013-14)		Year 4 (2014-15)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC		-		-		2		3
ST		88		46		50		54
OBC		01		-		-		-
General		512		566		544		519
Others (Christian)		266		314		306		340

24. Details on students enrollment in the college during the current academic year :(after 31st July)

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	598	20		α	618
Students from other states of India	291	11			302
NRI students	-	-			
Foreign students	05	-			05
Total					925

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

two batches) UG PG

Negligible

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component

Rs. 70329.00

(b) excluding the salary component

Rs. 8953.00

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

Yes

√

No

If yes,

a) Is it a registered centre for offering distance education programmes of another University

Yes

✓

No

b) Name of the University which has granted such registration.

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

c) Number of programmes offered 11

d) Programmes carry the recognition of the Distance Education Council.

Yes

✓

No

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

PROGRAMME WISE STUDENT TEACHER RATIO	
Course	Ratio
B.Com(Honours)	15:1
B.Com.(Programme)	12:1
B.A.(Honours)Sociology.	15:1
B.A. (Honours)Economics	25:1
B.A. (Honours)Psychology	19:1
B.A. (Honours)Pol. Science	20:1
B.Sc. (Honours)Mathematics	15:1
B.A. (Honours)English	14:1
B.A. (Honours) Hindi	13:1
B.A. (Programme)	20:1
B.El.Ed.	14:1

**Under the FYUP 2013-14, no admissions were given in B.A. Programme.*

29. Is the college applying for

Accreditation : Cycle 1

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

31. Number of working days during the last academic year.

197

32. Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

136

33. Date of establishment of Internal Quality Assurance Cell
(IQAC) IQAC 16th April, 2014..... (dd/mm/yyyy)
34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC
35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)

CRITERION I

CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1 Vision, Mission and Objectives

Vision

JMC, partnering in the Vision of Christ, makes its contribution to the creation of a just, humane and inclusive society on earth through providing transformative education.

Mission

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.

Objectives

1. Enable our students to 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.
2. In the knowledge society that is evolving, nurture a community of learners motivated by a quest for academic excellence.
3. Equip our students with the latest technological and soft skills as well as other learning resources available, so that they have the confidence to cope with the emerging demands of a digitalised world.
4. In pursuit of an inclusive development model, create and maintain an institutional ethos for multi-cultural thinking, freedom to learn, experiment, question, innovate by developing critical and cognitive faculties.
5. As a leading liberal arts College, to emerge as a path-breaker nationally and globally in the realm of education.

Core Values

1. Mutual trust, team work, promotion of social capital, easy sharing of knowledge, skills and resources to create a vibrant society.
2. We appreciate, respect and promote the perspectives, rights and dignity of each individual.

Communication of Vision, Mission and Objectives

JMC regularly communicates its vision, mission and objectives to students, teachers, parents and staff through an **Annual Orientation for freshers and their parents** at the start of each academic year. This Orientation is conducted by the Principal who welcomes the students to the JMC family and introduces them to the broad guidelines that the institution follows as well as to general details about the curriculum as it is implemented at JMC. This is supplemented by more specific **departmental Orientation programmes** conducted by individual disciplines for their own fresh batch of students. In addition, the vision, mission and objectives of the College are disseminated through the **College Prospectus** and prominently displayed at strategic points on the College campus. JMC's **website** also plays a vital role in communicating the College's vision, mission and objectives to its stakeholders as well as the public in general.

1.1.2 Action Plans for Effective Implementation of the Curriculum

As an affiliated College, JMC follows the syllabus prescribed by the University of Delhi. It deploys a number of action plans for the effective implementation of the curriculum. It adheres to University guidelines regarding the number of lectures and tutorials allocated to different courses. The courses offered are all rigorous, academically challenging, and up-to-date as they are periodically revised by the University of Delhi, a process in which JMC has been an active participant at various levels through the years.

Facilitation of Curriculum Implementation through Meticulous Scheduling and Work Allocation: JMC takes pride in maintaining academic and professional discipline in its day-to-day functioning. For the effective implementation of curriculum, the College faculty also takes pains to ensure that the teaching workload is distributed in such a way that it yields optimum results. For example,

Time-tables are prepared well in advance and displayed prominently outside classrooms to ensure transparency and accountability.

- Students regularly meet faculty for tutorials and are assessed throughout the semester on the basis of well thought out work assignments, project presentations and group discussions.
- Teachers' strengths and areas of specialization are kept in mind while allocating papers/texts to be taught.
- Care is also taken to ensure timely, continuous and careful evaluation of student assignments by ensuring a balanced teacher to student ratio and teacher to assignment heavy course/paper ratio.
- Further, teachers at JMC have voluntarily evolved a practice to stave off academic stagnation and intellectual fatigue: faculty periodically switch/rotate the papers they teach so as to remain intellectually engaged and fresh in their ideas and methodologies.

1.1.3—1.1.4 Facilitation of Curriculum Implementation- Infrastructure and Other Support

JMC ensures productive delivery of the curriculum by enabling ready access to information and through constant development and upgradation of its infrastructural facilities as well as institutional support for academic research and skill development.

- JMC regularly informs its faculty about various skill development programmes conducted either by University of Delhi or other academic institutions. It encourages its faculty to enhance their skills by providing support in terms of leave and funds for attending training and skill development courses. In addition, teachers are eligible for different types of grants and funds for carrying out research projects and attending seminars, etc.
- Teachers regularly participate in Refresher and Orientation courses, workshops and seminars conducted by University of Delhi as well as JMC on an ongoing basis.
- Time-tables are prepared well in advance and displayed prominently outside classrooms to ensure transparency and accountability.
- JMC regularly taps the DU website which provides course-related support in terms of study material, lists of readings, question banks, and online lectures.
- As a constituent College of DU, JMC also has access to important online databases of research journals which the university subscribes to.
- JMC brings out helpful handbooks that clarify the curriculum for students and parents.
- The College provides excellent infrastructure in terms of laptops for each department, multimedia rooms, psychology and computer labs, classrooms equipped with LCD projectors etc., and a well-stocked up-to-date library which subscribes to a range of national and international journals across disciplines to facilitate effective translation of the curriculum.

1.1.5 Interaction with industry, research bodies, the affiliating University and other educational institutions for effective operationalisation of the curriculum

The faculty networks and interacts with research bodies, other national and international educational institutions and its affiliating University, as well as with various government institutions like NDMC, the police and transport departments, government schools, NGOs, media houses and the corporate sector, to effectively operationalize different aspects of the curriculum.

- The teacher trainees of the B.El.Ed Department of the College visit Government, NDMC Schools for practical teaching exercises, thus influencing the teaching–learning process in these schools.
- Similarly, the BA Programme III year Mass Communication students benefit from interaction and practical experience with media houses. Our students have been involved with award-winning online platforms for young journalists like *Youth Ki Awaaz* and campus magazines like *DU Beat*.
- Through the Placement Cell, JMC is in contact with an impressive range of successful and prestigious industrial partners with whom we constantly network and exchange resources.
- The College facilitates University activities like competitive examinations, centralized evaluations etc. by providing the University the use of our building, infrastructure and staff.
- Many of our teachers are involved in research and curriculum development and are associated with various research bodies, schools and Universities.

1.1.6 Role of Faculty in Curriculum Planning and Implementation

The faculty at JMC plays a crucial role in the implementation and enrichment of the prescribed curriculum. The College has highly qualified and dedicated faculty who keep abreast with the latest developments in teaching and research methodologies in their fields.

Many of our teachers are involved in the process of curriculum development at the University level. Members of our faculty are part of the Board of Studies/Committee of Courses and Studies of DU, University Departmental Committees for curricular planning and syllabi design (Ref. Table 1.1) and are actively engaged under the purview of the university in course design, paper setting, evaluation and moderation as well as developing curriculum for courses offered by universities other than University of Delhi.

Table 1.1 Faculty Involved in Developing Syllabus/ Course Content / Curriculum at University of Delhi

• Department • Faculty Name	Paper/ Course	University/ Board	Year
Commerce			
Dr. Ameeta Motwani	Convenor, Course Restructuring, 'Business System,' Department of Commerce	University of Delhi	1994

Dr. Mani A. Nandhi	Member, Management Area Committee for Restructuring of B.Com (Honours.) Courses, Department of Commerce, Delhi School of Economics	Department of Commerce, Delhi School of Economics, University of Delhi	1994-95
Elementary Education			
Dr. Susmita Ram	Member, Committee for Restructuring the Course on Science, Society and Education, taught at the M. Phil level	Department of Education, University of Delhi	2001
	Member, Committee for Construction of the Liberal Option Course for Biology in the B. El. Ed programme,	University of Delhi	1993
	Member of the team to elaborate the guidelines for Core Natural Science (C1.3; a paper of the B.El.Ed. programme)	University of Delhi	1996
	Prepared the guidelines and reading list for Pedagogy of Environmental Studies (P3.3; a paper of the B.El.Ed. programme)	University of Delhi	1996-97
	Member of the Committee to develop guidelines for the practicum, Material Development and Classroom Management (SC3.1 and SC3.2; a practical component of the B.El.Ed. programme)	University of Delhi	1996-97

Dr. Alka Sehgal	Member, Core Co-ordination Committee to review B.El.Ed. programme, a standing committee	Faculty of Education, University of Delhi	2012-13
Economics			
Dr. Ela Trivedi	Member of the Committee of Courses and Studies in Economics for Honours, Post-Graduate and Research Studies, University of Delhi	Department of Economics, Delhi School of Economics, University of Delhi.	2008-09
English			
Ms. Harriet Raghunathan	Member, Committee for Concurrent courses	University of Delhi	2004
	Member, Committee for designing the new syllabus for the Discipline English course for the BA programme	University of Delhi	2005
Ms. Purnima Topden	Member of the Committee of Courses and Studies in English for Honours, Post-Graduate and Research Studies, University of Delhi.	Department of English, University of Delhi.	1990
Hindi			
Dr. Kamlesh Mahajan	Member, Committee for designing Paper, Bhartiya Bhasha Sahitya	Hindi Department, University of Delhi	2012
	Online lessons for B.A. (Programme.)	Institute for Life Long Learning (ILL)	2009
Dr. Neelam Rishi	Member, Committee for designing Paper, Hindi Kahani (1 st year, 2 nd semester)	Hindi Department, University of Delhi	2012
Dr. Neelam Rishi	Online lessons for B.A. (Programme.)	Institute for Life Long Learning (ILL)	2009

Mathematics			
Dr. Indrakshi Dutta	Member, Committee for designing syllabus and course content for Four Year Undergraduate Programme (FYUP)	University of Delhi	2013
Philosophy			
Dr. Gargi Jain	Member, Undergraduate Course Committee	Dept of Philosophy, University of Delhi	2013

- Faculty are also engaged in developing study material in the form of textbooks, edited anthologies and other reading material.
- The curriculum of the Bachelor of Elementary Education (B.El.Ed) course introduced in University of Delhi in the academic year 1994-95 was developed by the Central Institute of Education (C.I.E) along with the faculty of the B.El.Ed. Department, Jesus and Mary College in conjunction with other experts in the field. The third and fourth year practicum courses were designed, developed and executed by the faculty of the College. These were discussed and ratified by the department and other colleges in a series of meetings and workshops.
- Periodically, a revisionary analysis according to the changing circumstances, student learning etc. is undertaken by the faculty. The changes worked out are discussed in the department and further presented at the Internship Board and /or the Moderation Board meeting that take place each year. These bodies are constituted of faculty from the Department of Education, special invitees and representatives of all colleges offering the programme.
Changes and fresh ideas that strengthen and enhance student learning are usually welcomed after a thorough discussion of their merit and viability. The principle underlying these deliberations is respecting teacher autonomy and College flexibility, in executing the well thought out aims of teacher education. This makes for a unique, world class, innovative teacher education programme, one that has been acclaimed in the XIIth Five Year Plan as the model programme for teacher education in the country.
- Innovative pedagogical practices are adopted by teachers in JMC to make the curriculum interesting and contemporary.
- JMC regularly gathers and conveys teacher feedback on the curriculum to the University. It has also recently instituted a mechanism for gathering student feedback on the curriculum through a comprehensive questionnaire.

1.1.7 Self-financing Add-on / Certificate Courses and UGC-funded Remedial Classes:

JMC also has an array of self-financing, revenue generating add-on and

professional certificate courses. The curriculum for these courses has been designed by leading professionals as per the needs of industry. JMC also runs many UGC-funded Remedial Classes in Maths, English, Hindi etc., for the benefit of students, giving them help and input beyond that available in the classroom.

1.1.8 Optimization and Monitoring of Curricular Delivery through Internal and External Academic Audits and Feedback Collection

JMC has a long running practice of conducting result analyses and feedback collection. It has recently initiated a process of internal and external academic audits. Together, these ensure that the stated objectives of curriculum are achieved in the course of implementation.

- For many years now, JMC has meticulously collated and analyzed its examination results. The Principal meets every department to discuss areas of improvement, and matters of pedagogy. In addition, there are regular department meetings discussing assignments, criteria of assessment, suitable pedagogical approaches, as well as rational allocation of workload among faculty.
- JMC has recently instituted a practice of internal and external academic audit as a means of even more effectively identifying areas for improvement in its educational enterprise.
- The Internal Quality Assurance Cell (IQAC) regularly monitors and evaluates quality and effectiveness of curriculum delivery at JMC.
- JMC regularly gathers and conveys teacher feedback on the curriculum to the University through the Principal or through different departmental heads. It has also recently instituted a formal mechanism for gathering student feedback on the curriculum through a comprehensive questionnaire. Informal feedback on the curriculum is taken periodically from students and faculty and these are also conveyed to the University Departments when necessary through various channels.
- The College is one of its kind in holding annual PTSA (Parent Teacher Student Association) meetings to allow parents to become actively involved in the education of their wards. Parents have sometimes sponsored small-scale seminars and educational trips for faculty. In PTSA meetings, parents discuss student enrichment programmes and give their valuable feedback on the same.

All these measures and practices enable effective curriculum implementation, and contribute towards creating conducive professional and academic environment at JMC.

1.2 ACADEMIC FLEXIBILITY

1.2.1 Self-financing Add-on Skill Development / Certificate Courses

The following add-on / certificate courses are offered by the College:

- Airlines, Travel Agent and Airport Handling
- Certificate Courses in French, Spanish & Russian
- Certificate Courses offered by WSDC on “Gender Studies” & “Women and Law”
- Corporate Communication and Public Relations
- Entrepreneurship
- Financial Management
- Interior Designing
- Media studies

The self-financing add-on / certificate courses at JMC are instituted and designed to carefully supplement the University prescribed curriculum. The combination of core and optional as well as add-on / certificate courses give students valuable exposure to contemporary and upcoming trends in industry so that they are well-placed in a global employment pool. Held after College hours, the different add-on / certificate courses enable students to achieve vocational qualifications along with their undergraduate degree. This gives students a head start in the competitive world today.

Certificate courses are also offered in different languages like French, Spanish, and Russian to provide our students additional skills and tools of communication in the modern global environment. These courses open up lucrative professional opportunities for students as prospective translators, interpreters, in the publishing and tourist industry, as well as in academia.

Admission to the listed add-on / certificate courses is conducted during the regular admission process each year. As there are limited seats available, admission to the courses is competitive. The curriculum as well as teacher qualification for the certificate courses is decided by professionals as per the latest requirements of the industry.

1.2.1 Academic Flexibility

Table 1.2 Overview of Courses at JMC

Undergraduate Programmes	Postgraduate Programme	Centre for NCWEB, University of Delhi	IGNOU Centre for Counselling	Add-on / Certificate Courses
➤ B.A.(Honours	➤ M.A.	➤ B.A.	➤ B.A	➤ Airlines, Travel Agent

<ul style="list-style-type: none"> ➤ B.A. (Programme) ➤ B.Com. (Honours) ➤ B.Com. (Programme) ➤ B.Sc.Maths (Honours) ➤ B.El.Ed (Honours) 	<ul style="list-style-type: none"> ➤ in English ➤ M.A. in Hindi 	<ul style="list-style-type: none"> ➤ B.Com 	<ul style="list-style-type: none"> ➤ B.Com ➤ B.T.S ➤ M.A. Eng, Hindi, Hist & Socio ➤ M.P.A. ➤ M.P.S. ➤ M.T.M. ➤ C.W.E.D 	<ul style="list-style-type: none"> and Airport Handling ➤ Certificate Courses in French, Spanish & Russian ➤ Certificate Courses offered by WSDC on “Gender Studies” & “Women and Law” ➤ Corporate Communication and Public Relations ➤ Entrepreneurship ➤ Financial Management ➤ Interior Designing ➤ Media studies
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As an affiliated College of University of Delhi, JMC follows the curriculum prescribed by the university. This curriculum has significant scope for academic flexibility and interdisciplinarity, which JMC makes full use of to excel in its educational mission. Academic flexibility at JMC is also evident in the care it takes to supplement the prescribed curriculum through a choice of carefully designed self-financed add-on / certificate courses and UGC-funded remedial classes

1.2.2 Provision for Twinning / Dual Degree

As an affiliated College of University of Delhi, JMC follows the University prescribed curriculum. At present, this provides no provision for twinning and/or dual degree.

1.2.3 Academic Flexibility and Interdisciplinarity in Course Structure

The university syllabus offers a set of optional papers across disciplines, thereby providing scope for students to choose areas of specialization in various Honours courses as well as in the Four-Year B. El. Ed Programme. JMC diligently offers its students the full benefits of this built-in curricular flexibility. Different departments of the College select their optional papers after deliberation and giving due consideration to preferences of students. The interdisciplinary course structure of Honours and B. El. Ed papers at University of Delhi ensures that students are given the advantage of studying at least some subjects other than the main subject of their course through different credit/qualifying language courses and concurrent papers.

In addition, the B.A. Programme is designed as an interdisciplinary three-year course where students are offered many different subjects and choose different combinations to study (Overview of the different Honours, Programme and B. El. Ed. courses at JMC is given below in Fig. 2).

JMC is also a centre for the non-collegiate classes under the NCWEB, University of Delhi. There are two courses running at present for undergraduate degrees, i.e., B.A and B.Com which follow the structure of the regular courses of University of Delhi.

Table 1.3 Three-Year Undergraduate Courses at JMC

I: BACHELOR OF ARTS (HONOURS)

JMC offers Bachelor of Arts (Honours) in 7 subjects. These are

- Economics
- English,
- Hindi,
- History,
- Political Science,
- Psychology,
- Sociology

B.A. (HONOURS.) ECONOMICS

SEMESTER I	SEMESTER III	SEMESTER V
Paper-I Introductory Micro Economics Paper-II Statistical Methods in Economics –I Paper-III Mathematical Methods for Economics I Paper IV Qualifying Language Hindi	Paper IX Intermediate Micro Economics I Paper X Intermediate Macro Economics I Paper XI Economic History of India 1857-1947 Paper XII Introductory Econometrics Paper XIII Concurrent Inter Disciplinary – Mathematical Awareness	Paper XIX Indian Economic Development Since 1947 – II Paper XX Development Theory and Experience – I Paper XXI Public Economics Paper XXII Option - I
SEMESTER II	SEMESTER IV	SEMESTER VI
Paper V Introductory Macro Economics Paper VI Statistical Methods in Economics –II Paper VII Mathematical	Paper XIV Intermediate Micro Economics II Paper XV Intermediate Macro Economics II Paper XVI Economy,	Paper XXIII International Economics Paper XXIV Development Theory and Experience – II

Methods for Economics II Paper VIII Credit Language English	state and society Paper XVII Indian Economic Development – I Paper XVIII Concurrent Centred I : Discipline Elements of Analysis	Paper XXV Option - II
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B.A. (HONOURS) ENGLISH

SEMESTER I	SEMESTER III	SEMESTER V
Paper-1 English Lit 4(i) Paper-2 20th Century Ind Writing (i) Paper-3 Hindi Qual Lang	Paper-8 Eng Lit I (ii) Paper-9 Eng Lit 2 (i) Paper-10 Options a. 19 c Euro realism (i) b. b. Class Lit (i) c. c. Pop Fic (i) Paper -11 Gender and Society (Concurrent)	Paper 16 Eng Lit 3 (ii) Paper 17 Eng Lit 5 (i) Paper 18 Contemp Lit (i) Paper 19 Options: a. Literary Theory (i) b. Women’s Writing (i)
SEMESTER II	SEMESTER IV	SEMESTER VI
Paper-4 English Lit 4(ii) Paper-5 20th Cent Ind Wrtg (ii) Paper-6 Eng Lit 1 (i) Paper- 7 in lieu of Credit Lang Indiv & Society	Paper 12 English Lit 2(ii) Paper 13 English Lit 3(i) Paper 14 Options a. Class Lit (ii) b. b. Pop Fic (ii) Paper 15 Psychology for Living (Concurrent)	Paper 20 Eng Lit 5 (ii) Paper 21 Contemp Lit (ii) Paper 22 Options: a. Literary Theory (ii) b. b. Women’s Writing (ii) Paper 23 Concurrent Course II Philo

B.A. (HONOURS) HINDI

SEMESTER I	SEMESTER III	SEMESTER V
<p>Paper-I Sahitya Chintan – I</p> <p>Paper-II Pracheen Aur Purv Madhyakaleen Kavita</p> <p>Paper-III Qualifying Language English</p>	<p>Paper- VII Hindi Sahitya Ka Itihaas (Madhya kaal tak)</p> <p>Paper- VIII Sahitya Chintan – II</p> <p>Paper-IX Concurrent Inter Disciplinary Logic</p>	<p>Paper-XIV Hindi Sahitya Ka Itihaas (Aadhunik kaal)</p> <p>Paper-XV Aadhunik Kavita – II</p> <p>Paper XVI Hindi Nibandh aur anya gadyavidhyayen</p> <p>Paper XVII Hindi Natak</p>
SEMESTER II	SEMESTER IV	SEMESTER VI
<p>Paper-IV Hindi Kahani</p> <p>Paper-V Uttar Madhyakaleen Kavita</p> <p>Paper-VI Credit Language Hindi</p>	<p>Paper –X Aadhunik Kavita – I</p> <p>Paper –XI Saamanya Bhasha vighyan aur hindi bhasha</p> <p>Paper-XII Hindi Upanyaas</p> <p>Paper XIII- Concurrent Paper-Political Science</p>	<p>Paper XVIII Rachnatmak Lekhan</p> <p>Paper-XIX Vikalp</p> <p>Paper XX Vikalp</p> <p>Paper XXI Concurrent Discipline centered II- Pol Sc</p>

B.A. (HONOURS) HISTORY

SEMESTER I	SEMESTER III	SEMESTER V
<p>Paper-I History of India –I</p> <p>Paper-II Social Formations and Cultural Patterns of Ancient World</p> <p>Paper-III Qualifying Language Hindi A+B /Ethics in Public Domain</p>	<p>Paper-VII History of India – III (750-1206)</p> <p>Paper –VIII Rise of Modern West-I</p> <p>Paper-IX History of United States of America (1776-1945)</p> <p>Paper –X Concurrent Inter-Disciplinary Environment Issues in</p>	<p>Paper-XV History of India –V (1550-1605)</p> <p>Paper-XVI History of India –VI (1750-1857)</p> <p>Paper XVII History of China &Japan-I (1840-1949)</p> <p>Paper XVIII History of Modern Europe I (1780-1939)</p>

	India	
SEMESTER II	SEMESTER IV	SEMESTER VI
Paper-IV History of India – II Paper-V Social Formations and cultural Patterns of the Medieval World Paper-VI Credit Language English	Paper –XI History of India –IV (1206-1550) Paper –XII History of Modern West –II Paper-XIII History of United States of America(1776-1945) Paper-XIV Concurrent Psychology for Living	Paper XIX History of India- VII (1605-1750) Paper-XX History of India- VIII (1857-1950) Paper XXI History of China & Japan- II (1840-1949) Paper XXII History of Modern Europe-II (1780-1939) Paper XXIII Concurrent Discipline Centred II - English

B.A. (HONOURS) POLITICAL SCIENCE

SEMESTER I	SEMESTER III	SEMESTER V
Paper-I Colonialism in India Paper-II Understanding Political Theory Paper-III Constitutional Democracy and Govt in India Paper-IV Concurrent-Hindi (A+B)/Ethics in the Public Domain	Paper-IX Intro. to comparative Govt and Politics Paper –X Theories of Administration Paper-XI Theories of Intl. Relations and World History Paper –XII Concurrent: Interdisciplinary Gender and Society	Paper-XVII Indian Political Thought-I Paper-XVIII Classical Political Philosophy Paper XIX Dev Process and Social Movements in India Paper XX Optional
SEMESTER II	SEMESTER IV	SEMESTER VI
Paper-V Nationalism in India Paper-VI Political	Paper –XIII Political Institutional and Processes in	Paper XXI Indian Political Thought-II Paper-XXII Modern

<p>Theory : Concepts and Debates</p> <p>Paper-VII Political Processes in India</p> <p>Paper- VIII Concurrent – Credit Language English</p>	<p>Comparative Perspective</p> <p>Paper –XIV Public Policy and Admn in India</p> <p>Paper-XV Global Politics</p> <p>Paper-XVI Concurrent-Discipline Centred I : Sociology of Contemporary India</p>	<p>Political Philosophy</p> <p>Paper XXIII India’s Foreign Policy</p> <p>Paper XXIV Optional</p> <p>Paper-XXV Concurrent-Discipline Centred II : Psychology for Living</p>
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B.A. (HONOURS) PSYCHOLOGY

SEMESTER I	SEMESTER III	SEMESTER V
<p>Paper-1 Foundations of Psychology</p> <p>Paper-2 Statistical Methods for Psychological Research – I</p> <p>Paper-3 Hindi/Environment Studies</p>	<p>Paper-7 Psychological Research</p> <p>Paper -8 Practicum-II</p> <p>Paper-9 English</p>	<p>Paper-14 Industrial/Organisational Psychology</p> <p>Paper-15 Abnormal Psychology –I</p> <p>Paper-16 Practicum III</p> <p>Paper-17 Child and Adolescent Development</p>
SEMESTER II	SEMESTER IV	SEMESTER VI
<p>Paper-4 Physiological Psychology</p> <p>Paper-5 Practicum –I</p> <p>Paper-6 English (Concurrent)</p>	<p>Paper-10 Emergence and growth of Psychology</p> <p>Paper 11 Statistical Methods for Psychological Research II</p> <p>Paper-12 Social Psychology</p> <p>Paper-13 Contemporary India</p>	<p>Paper-18 Abnormal Psychology –II</p> <p>Paper -19 Counselling Psychology</p> <p>Paper-20 Project/Field Study</p> <p>Paper-21 Concurrent Course II</p>

B.A. (HONOURS) SOCIOLOGY

SEMESTER I	SEMESTER III	SEMESTER V
Paper-1 Introduction to Sociology-I Paper-2 Sociology of India-I Concurrent Qualifying Language Hindi Ethics	Paper-5 Sociology of Religion Paper -6 Economic Sociology Concurrent Inter Disciplinary (LLC/English)	Paper-11 Sociological Theories-I Paper-12 Social Stratification-I Paper-13 Introduction to Sociological Research-I Paper-14 Urban Sociology (Optional) Paper-15 Industrial Sociology (Optional)
SEMESTER II	SEMESTER IV	SEMESTER VI
Paper-3 Introduction to Sociology-II Paper-4 Sociology of India-II English Credit Language	Paper-7 Sociology of Kinship Paper-8 Political Sociology Paper-9 Environment and Society (Optional) Paper-10 Sociology of Gender (Optional) Concurrent Discipline Centered-I (Delhi Modern)	Paper -16 Sociological Theories-II Paper-17 Social Stratification-II Paper-18 Introduction to Sociological Research-II Concurrent - Discipline Centered-II (Psychology for Living)

II. BACHELOR OF ARTS (PROGRAMME)

JMC offers the following fifteen subject combinations as part of its restructured Three- Year B.A. (Programme)

1. Computer Application – Advertising, Sales Promotion & Sales (CA-ADV)
2. Computer Application – Mathematics (CA-MT)
3. Economics – Mathematics (ECO-MT)

4. Economics – Entrepreneurship (ECO-ESB)
5. Entrepreneurship –Advertising, Sales Promotion & Sales Management (ESB-ADV)
6. History – Political Science (HS-PS)
7. History – Spanish (HS-SP)
8. Political Science – Sociology (PS-SY)
9. Psychology – Sociology (PY-SY)
10. Spanish – Sociology (SP-SY)
11. Advertising, Sales Promotion & Sales Management – Spanish (ADV-SP)
12. French – Philosophy (FR-PHILO)
13. Psychology – Philosophy (PY-PHILO)
14. Elective English – History (EE-HS)
15. Elective English – French (EE-FR)

Table 1.4 B.A. (PROGRAMME)

Subject Combination	SEM I	SEM II	SEM III Credit Lang/ MIL	SEM IV\ Foundation Course	SEM V Lang/MIL	SEM VI Application Course
CA-ADV	English	Hin/Hist	Hin/Hist	Gender	English	Tourism
CA-MT	English	Hin/Hist	Hin/Hist	Gender	English	Banking & Insurance
ECO-MT	English	Hin/Hist	Hin/Hist	Cont India	English	Banking & Insurance
ECO-ESB	English	Hin/Hist	Hin/Hist	Cont India	English	English
ESB-ADV	English	Hin/Hist	Hin/Hist	Gender	English	Tourism/Mass Communication
HS-PS	English	Hin/Phil	Hin/Phil	Cont India	English	Mass Com
HS-SP	English	Hin/Phil	Hin/Phil	Soc Enq	English	Tourism
PS-SY	English	Hin/Hist	Hin/Hist	Cont India	English	Mass Com
PY-SY	English	Hin/Hist	Hin/Hist	Gender	English	Fam & Child Dev
SP-SY	English	Hin/Hist	Hin/Hist	Soc Enq	English	Tourism
ADV-SP	English	Hin/Hist	Hin/Hist	Hindi	English	Tourism/Mass Communication
FR-PHILO	English	Hin/Hist	Hin/Hist	Gender	English	Tourism
PY-PHILO	English	Hin/Hist	Hin/Hist	Gender	English	Fam & Child Dev

EE-HS	English	Hin/Phil	Hin/Phil	Soc Enq	English	Fam & Child Dev
EE-FR	English	Hin/Hist	Hin/Hist	Soc Enq	English	Mass Com

III. BACHELOR OF SCIENCE IN MATHEMATICS (HONOURS)

Table 1.5 B.SC. (HONOURS) MATHEMATICS

SEMESTER I	SEMESTER III	SEMESTER V
Paper-I.1 Calculus with Practical Paper-I.2 Analysis I Paper-I.3 Algebra I Paper-I.4 Credit Course I Financial Management	Paper-III.1 Calculus II Paper-III.2 Numerical Methods with practicals Paper-III.3 Algebra III Paper-III.4 Qualifying Hindi	Paper V.1 Differential Equations III Paper V.2 Analysis-IV Paper V.3 Algebra-IV Paper V.3 Linear Programming and Theory of Games
SEMESTER II	SEMESTER IV	SEMESTER VI
16 Paper-II.1 Differential Equations I with practicals Paper-II.2 Analysis II Paper-II.3 Probability and Statistics Paper IV.4 Credit Course II English	Paper-IV.1 Differential Equations II with practicals Paper-IV.2 Analysis III Paper-IV.3 Algebra-III Paper-IV.4 Credit III.1 Logic	Paper-VI.1 Analysis V Paper-VI.2 Algebra V Paper-VI.3 Optional Paper-VI.4 Credit Course III.2

IV. BACHELOR OF COMMERCE (HONOURS)

Table 1.6 B.COM. (HONOURS)

SEMESTER I	SEMESTER III	SEMESTER V
CH1.1 Business Organisation & Mgt CH1.2 Financial Accounting (Part A & B) CH1.3 Micro Economics-I Ch1.4 Business Laws	CH 3.1 Business Mathematics CH 3.2 Income tax Law & Practice CH 3.3 Macro Economics CH 3.4 Principles of Marketing CH 3.5 English (Interdisciplinary)	CH5.1 Management Accounting CH5.2 Financial Management CH5.3 (a) Auditing (b) E-Commerce (Part A) (Part B) (Part C- Practical) CH5.4 Any One of the Following (a) Financial Markets, institutions and Financial Services (b) Compensation Management
SEMESTER II	SEMESTER IV	SEMESTER VI
CH 2.1 Business Statistics CH 2.2 Fundamentals of Computer Part A CH 2.2 Fundamentals of Computer Part C (Practical) CH 2.3 Micro Economics –II Ch 2.4 Corporate Laws Ch 2.5 Hindi A/B/Ethics	CH 4.1 Indirect Tax CH 4.2 Corporate Accounting CH 4.3 Cost Accounting CH 4.4 Human Resource Management CH 4.5 Indian Economy- Performance and Policies	CH 6.1 International Business CH 6.2 Governance, Ethics and Social Responsibility of Business CH 6.3 (a) Business Communication (b) Project Work CH 6.4 Option (Any One of the Following) (a) Entrepreneurship and

		Small Business (b) Fundamentals of Investment (c) Consumer Relations and Customer Care (d) Business Tax Procedures and Management (e) Business Data Processing II Practical
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V. BACHELOR OF COMMERCE (PROGRAMME)

Table 1.7 B.COM. (PROGRAMME)

SEMESTER I	SEMESTER III	SEMESTER V
CP 1.1 Business Organisation & Management CP 1.2 Financial Accounting CP 1.3 Micro Economics CP 1.4 MIL / Humanities – Hindi A/B/C	CP 3.1 Business Mathematics & Statistics CP 3.2 Company & Compensation Laws CP 3.3 Economics Development and Policy in India CP 3.4 Elective Language - English	CP 5.1 Financial Management CP 5.2 Computer Applications in Business CP 5.3 Corporate Governance, Business Ethics CP 5.4 Industrial Economics
SEMESTER II	SEMESTER IV	SEMESTER VI
CP 2.1 Business & Industrial Law CP 2.2 Corp. Accounting CP 2.3 Macro Economics CP 2.4 English	CP 4.1 Cost Accounting CP 4.2 Income Tax & Auditing CP 4.3 Economic Regulation of Domestic and Foreign Exchange Markets CP 4.4 Business	CP 6.1 Marketing Management CP 6.2 Business Environment CP 6.3 Human Resource Management CP 6.4 International Trade

	Communication CP 4.5 MIL- Advanced- HINDI A/B	
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VI. B.El.Ed PROGRAMME

Table 1.8 FOUR-YEAR B.EL.ED PROGRAMME

FIRST YEAR		SECOND YEAR	
Theory Papers Foundation (F) and Core (C): F1.1 Child Development F1.2 Contemporary India C1.1 Nature of Language C1.2 Core Mathematica C1.3 Core Natural Sciences C1.4 Core Social Sciences	Practicum (PR): PR1.1 Performing and Fine Arts PR1.2 Craft, Participatory Work School Contact Programme Academic Enrichment Activities	Theory Papers Foundation (F) Pedagogy (P) and Optional (O): F2.3 Cognition and Learning F2.4 Language Acquisition F2.5 Human Relations and Communication P2.1 Language Across the Curriculum O2.1 English I O2.3 Mathematics I O2.7 History I	Practicum: PR2.3 Observing Children PR2.4 Self- development Workshops PR2.5 Physical Education Children's Literature Academic Enrichment Activities
THIRD YEAR		FOURTH YEAR	
Theory Papers Foundation (F), Pedagogy (P) and Option (O): F3.6 Basic Concepts in Education F3.7 School Planning and Management P3.2 Logico Mathematics Education	Practicum (School Contact Programme-SC): SC3.1 Classroom Management SC3.2 Material Development and Evaluation Theatre Academic Enrichment Activities	Theory Papers Foundation (F) and Optional Pedagogy (OP): F4.8 Curriculum Studies F4.9 Gender and Schooling OP4.1 Language OP4.2 Mathematics OP4.3 Natural	Practicum (PR): School Internship Project Building a resource room in the school

Pedagogy of Environment Studies O3.1 English II O3.3 Mathematics II O3.7 History II		Science OP4.4 Social Science	
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Academic Flexibility and Interdisciplinarity in Pedagogical Practices:

Interdisciplinarity is an integral aspect of the pedagogical approaches adopted by the faculty at JMC in order to offer a richer, multi-pronged introduction and exposition of various curricular subjects in the classroom. A literary text, for instance, is seldom taught at JMC without taking into account the historical, philosophical, political, economic, psychological and sociological imperatives that attend its production, circulation and consumption.

Faculty regularly invites colleagues from other departments in the College as well as academics from outside to shed light on a topic from a different disciplinary perspective.

A range of methods are used to bring alive the curriculum for the students, such as plays, workshops, film and documentary screenings, debates and discussions, talks and seminars as well as practical exercises such as conducting surveys and interviews, developing questionnaires and evaluating data, etc.

Academic Flexibility in Methods and Modes of Evaluation: There is great flexibility in the modes and methods of student evaluation at JMC. Students are assessed through various mechanisms such as group discussions, presentations, written assignments, projects, field trips etc.

Academic Flexibility in Curriculum Supplementation: The self-financing add-on / certificate courses at JMC are instituted and designed to carefully supplement the University prescribed curriculum. The combination of core and optional as well as add-on / certificate courses enable students to achieve vocational qualifications along with their undergraduate degree. This gives students a head start in the competitive world today.

In addition, the UGC-funded Remedial Classes that JMC conducts in various disciplines like English, Mathematics, Computers, etc., ensures that students who need it are able to get the extra attention to cope better with the demands of the University’s competitive curriculum.

1.2.4 Self-Financed Courses

The College offers popular self-financed job-oriented add-on / certificate courses. These courses are optional and do not form part of the university curriculum. They are held after College hours to enable students to achieve vocational qualifications along with their undergraduate degree. The courses offered include: Financial Management, Media studies, Airlines, Travel Agent

and Airport Handling, Entrepreneurship, Corporate Communication and Public Relations, Interior Designing. Admissions to the listed courses are conducted during normal admission processes each year. As there are limited seats available, admission to the courses is competitive. The curriculum, teacher qualification, etc., for the certificate courses is decided by the professionals as per the latest requirements of the industry.

1.2.5 Additional Skill Oriented Programmes Relevant to Local, Regional and Global Needs

Spearheading the University of Delhi B. Ed Programme was part of JMC's continuous endeavour to emerge as an anchor in skill-oriented programmes sensitive to local, national and global imperatives. A course that trains students to become teachers is not just an academic exercise, but ensures employment in today's competitive and digital world.

The self-financing add-on/certificate courses at JMC which have been detailed in 1.2.4 are instituted and designed to carefully supplement the University prescribed curriculum. They give students valuable exposure to contemporary and upcoming trends in industry so that they are well-placed in a national and global employment pool.

JMC has started work on a project in keeping with the model of community colleges to provide education and skills to school dropouts to enhance their employability options. The College has collaborated with an industry partner, Devyani International Pvt. Ltd., for this ambitious venture.

JMC has entered into collaboration with Warwick University, London, and held workshops on game theory on the College premises.

1.2.6 Provision for Combining the Conventional and Distance Mode of Education

As an affiliated College of University of Delhi, JMC follows the University prescribed curriculum. At present, there is no provision for combining conventional face-to-face and distance modes of education.

JMC is a centre for the non-collegiate classes under the NCWEB, University of Delhi. There are two courses running at present for undergraduate degrees, i.e., B.A and B.Com which follow the structure of the regular courses of University of Delhi.

The College also collaborates with IGNOU for weekly counseling sessions across its various Distance Education Programmes. An IGNOU centre was set up in JMC in 1988 with two courses and 250 students. Today the centre has 3000 students and runs 13 undergraduate and postgraduate courses.

1.3 CURRICULUM ENRICHMENT

The curriculum studied by the students of an educational institution mirrors not just the academic standing of the institution, but also the value system upheld by the institution. JMC adopts a multi-pronged, value-based approach to curriculum enrichment. It provides institutional support, extracurricular and

social outreach programmes, interface with industry and various skill development opportunities as part of its agenda for curriculum enrichment.

1.3.1 Institutional Support for Academic and Curricular Enrichment

To ensure that the academic programmes and institutional goals of the College are integrated, the Principal regularly conducts staff orientation programmes for the teachers. In addition all departments frequently conduct seminars, talks, workshops, symposiums. This gives students and faculty opportunity to interact with many eminent speakers and experts hosted by the College.

As part of its Faculty Enrichment Programme various JMC faculty members have been trained by organizations such as SANJEEVANI for counseling and AIACHE for effective classroom communication. JMC's IT department regularly conducts training modules for students and faculty to make the best use of the infrastructure the College provides.

The College has an extensive Value Education Programme which runs a variety of classes, workshops, talks, presentations, campaigns and other activities such as visits to orphanages, etc., through societies such as the Peace Society, Green Society, AICUF, JMCEP, NSS, among others.

Moreover, the College has an Internal Quality Assurance Cell (IQAC) that carefully monitors and evaluates its different curriculum enrichment programmes.

1.3.2 Curriculum Enrichment through Skill Development and Enhancement of Employability

JMC is constantly striving to provide opportunities to students to enhance their individual qualities and skills to become independent, strong and responsible leaders and members of society.

Self-financing Add-on / Certificate Courses:

A variety of add-on/certificate courses are offered to students at JMC to give them an edge in today's job market. These self-financing courses provide opportunities for candidates to stay abreast of current developments in technological innovations applied to modern industrial needs. They provide an organized, sequential curriculum that addresses the demand for knowledge and skills as per current requirements of the employment market.

The add-on/certificate courses offered by the College are given below:

- Airlines, Travel Agent and Airport Handling
- Certificate Courses in French, Spanish & Russian
- Certificate Courses offered by WSDC on "Gender Studies" & "Women and Law"
- Corporate Communication and Public Relations
- Entrepreneurship
- Financial Management
- Interior Designing
- Media studies

Certificate Courses in Languages:

Certificate courses are also offered in different languages like French, Spanish, and Russian to provide our students an additional skill and tool of communication in the modern global environment. These courses open up lucrative professional opportunities for students as prospective translators, interpreters, in the publishing and tourist industry, as well as in academia.

Four-year Professional B. El. Ed Programme:

Spearheading the University of Delhi B. El. Ed Programme was part of JMC's continuous endeavour to emerge as an anchor in skill-oriented programmes. A course that trains students to become teachers is not just an academic exercise, but ensures employment in today's competitive world.

Excellence in Sports: Sports is another department at JMC which provides many gifted students a chance to tap professional opportunities in various sports-related careers in government as well as in private organisations. In the Glasgow Commonwealth games 2014 our student Apurvi Chandela has won the gold medal in Rifle Shooting. Manika Batra reached the quarter finals in Table Tennis in the individual event, and was a part of the team that came fourth in the team events. Rishika Sunkara and Apurvi Chandela have been selected to represent India in Rifle Shooting and Tennis respectively in the forthcoming Asian Games.

Organisational Skills: The College's annual festival MONTAGE provides a fantastic platform for students to develop leadership and organisation skills, learn team-work and financial management as well as liaise with different sectors of industry for sponsorship, publicity, and participation.

Curricular Enrichment through Remedial Classes and Other Forms of Support:

- The UGC-funded Remedial Classes which JMC conducts help students gain a better grasp of different subjects like Maths, English, Computers, etc.
- There is a Book Bank facility in College for students to avail, free of cost, text books needed for these classes.
- Extra classes are conducted when required by teachers of all departments at JMC.
- Needy students, especially minority, SC/ST are taught computer skills. They are also given some help regularly to cope with the subjects they find difficult, many of which are essential in today's globalized world. Competence in these subjects gives all JMC students an added advantage when they enter a competitive job market.

1.3.3 Integration of cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum.

The College has many societies such as WSDC (Women Studies Development Cell), NSS, NCC, Green Society, Peace Society, English and Hindi Dramatics, etc which enrich the understanding of different curricular pursuits on gender, climate change, environmental education, literacy, human rights, among others. Students have completed projects on Water Harvesting, Cleanliness Drives, use of Compost Pits, etc.

Under the aegis of AICUF, students have collaborated with NGOs to work with street children in educational and development programmes.

In addition, students of the College actively involve themselves in numerous national, regional and local relief efforts in the face of natural calamities.

1.3.4. Value-added Courses/ Enrichment Programmes for Holistic Development of Students Focusing on 1) Moral and Ethical Values, 2) Employable and Life Skills, 3) Better Career Options, and 4) Community Orientation

- The plethora of societies on offer at JMC play a key role in enabling the holistic development of students, inculcate moral and ethical values and instill a sense of social responsibility and community orientation. Through the projects, programmes and outreach efforts of these societies, students at JMC learn that with freedom comes responsibility, that justice for oneself cannot mean injustice to another, that development is best when it is guided by the Gandhian principles of *antyodaya* and *sarvodaya*.
- Societies such as the WSDC (Women Studies Development Cell), NSS, NCC, Green Society, Peace Society, English and Hindi Dramatics, Indian and Western Music Societies, etc., enrich the understanding of different curricular pursuits on gender, climate change, environmental education, cultural values, human rights, among others. Our students have completed projects on Slum Dwellers, Cleanliness Drives, use of Compost Pits, etc.
- Under the aegis of AICUF, students have collaborated with NGOs to work with street children in educational and development programmes. In addition, students of the College actively involve themselves in numerous national, regional and local relief efforts in the face of natural calamities.
- The College has conducted a series of talks, presentations and activities for first year students which focus on the intellectual, physical and ethical development of the students.
- JMC also has an active Placement Cell with a stellar placement record and runs a range of add-on / certificate courses that enhance and hone

student skills for better career options. The Placement Cell also offers career counseling to students.

- JMC annually hosted interactions and readings of DSC Prize nominees (awarded at the Jaipur Literature Fest).
- The College excels in sports. It has numerous students who have represented and won laurels for the College and country in different state, national, and international events Apurvi Chandela has won the gold medal in Rifle Shooting. The College supports their efforts by providing excellent facilities, including a well-equipped gymnasium, trainers, etc. Through their sporting engagements our students learn the values of fair-play, discipline, sportsmanship, endurance, in addition to a keen appreciation of the importance of strategizing, planning, team-work and improvisation. These skills and values are equally important in the classroom and in any academic pursuit as on a sporting field. Department of Sports is also a department at JMC providing many gifted students a chance to tap professional opportunities in various sports-related careers in government as well as private organisations.

1.3.5 Role of Feedback in Curriculum Enrichment

JMC periodically collects feedback, formally and informally, from all its Principal stakeholders for curriculum enrichment.

Feedback from students as well as interaction with various industry bodies and corporate houses through its Placement Cell has been instrumental in deciding the types and design of the various add-on / certificate courses which the College offers to enhance student skills and employability.

Recently, based on student feedback, JMC has entered into collaboration with the renowned Warwick University, London, to hold workshops on game theory within the College premises.

The programmes of WSDC regularly take into account student, faculty and industry feedback to give a broad-based understanding of gender issues at the workplace, in institutions of higher education, in the family, etc.

1.3.6 Institutional Monitoring of the Quality of Various Enrichment Programmes

The College has an Internal Quality Assurance Cell (IQAC) that assesses feedback from various stakeholders. It regularly monitors and evaluates curriculum delivery as well as the different enrichment programmes run by the College for faculty and students.

Regular Staff Council and departmental meetings are held to monitor work, take stock of the quality enrichment efforts and make concrete suggestions for new steps that can be taken.

.4 FEEDBACK SYSTEM

1.4.1 Institutional Contributions in Design and Development of University Prescribed Curriculum

Many of our teachers are involved in the process of curriculum development at the University level. Members of our faculty are part of the Board of Studies/Committee of Courses and Studies of University of Delhi, University Departmental Committees for curricular planning and syllabi design (as given in table of Fig.1 under 1.1.6) and are actively engaged under the purview of the university in course design, paper setting, evaluation and moderation as well as developing curriculum for courses offered by universities other than University of Delhi.

Faculty are also engaged in developing study material in the form of textbooks, edited anthologies and other reading material.

The curriculum of the Bachelor of Elementary Education (B.El.Ed) course introduced in University of Delhi in the academic year 1994-95 was developed by the Central Institute of Education (C.I.E) along with the faculty of the B.El.Ed. Department, Jesus and Mary College in conjunction with other experts in the field. The third and fourth year practicum courses were designed, developed and executed by the faculty of the College. These were discussed and ratified by the department and other colleges in a series of meetings and workshops.

1.4.2 Feedback System

JMC has a longstanding practice of collecting periodic feedback, formally and informally, from all its principle stakeholders in its quest for excellence. When relevant, JMC conveys this feedback on the curriculum to the University through official and unofficial channels.

- Feedback from teachers is gathered in regular department meetings and other brainstorming sessions which the Principal conducts from time to time with faculty members.
- The College is one of its kind in holding annual Parent Teacher Student Association (PTSA) meetings to allow parents to become actively involved in the education of their wards. In PTSA General Body meetings parent representatives are selected for managing the committee. Parents have sponsored small-scale seminars and educational trips for faculty as well as facilities like water coolers for students. In PTSA meetings, parents discuss student enrichment programmes and give their valuable feedback on the same. In addition, there is a facility available on the JMC website for parents to give their valuable feedback.
- The College has an active Old Students Alumni Association (OSAA) which provides important feedback on different aspects of curriculum

enrichment and delivery, in addition to being a useful resource for networking and career development for JMCites.

- JMC has set up an Internal Quality Assurance Cell (IQAC) that assesses feedback from various stakeholders. Its primary role is to monitor and evaluate curriculum delivery as well as the different enrichment programmes run by the College for faculty and students.
- Regular Staff Council and departmental meetings are held to take stock of the quality enrichment efforts and make concrete suggestions for new steps that can be taken.
- Feedback is regularly gathered from students on the curriculum, faculty, and infrastructure through questionnaires, student-teacher workshops, suggestion and grievance boxes, as well as a tutor-ward system. The data and results from one such exercise requesting student feedback on the curriculum are given below in Fig. 3

Table 1.9 Data Collected on Curriculum Feedback from Students

	Very Good	Good	Satisfactory	Unsatisfactory	Total
1	44	76	16	4	140
2	68	56	16	0	140
3	40	58	34	8	140
4	64	46	26	4	140
5	50	58	26	6	140
6	42	58	32	8	140
7	52	70	16	2	140
8	74	48	16	2	140
9	48	64	26	2	140

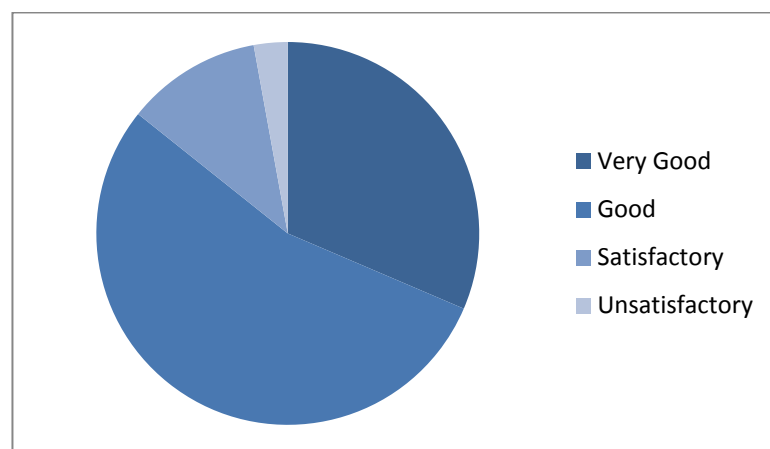


Fig. 1.1 Depth of course content in the curriculum

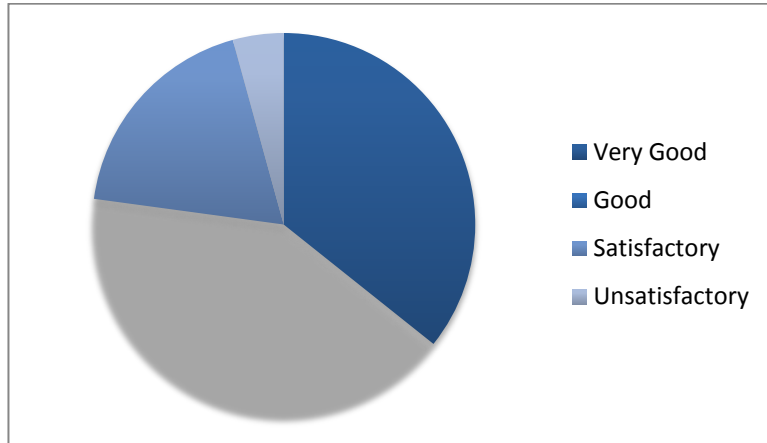


Fig. 1.2 Clarity and relevance of textual reading material

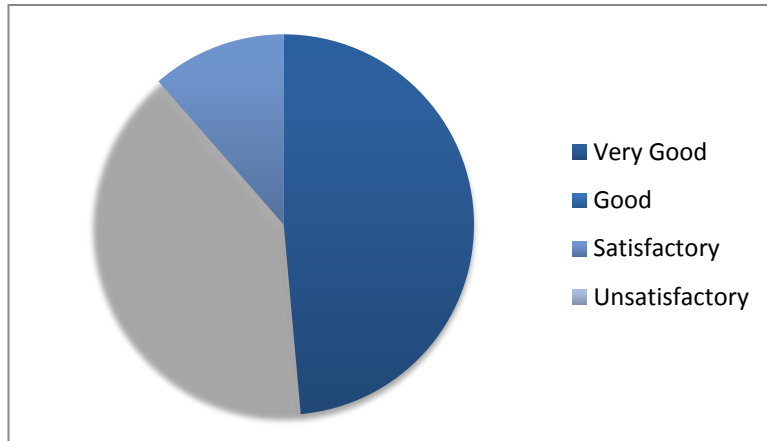


Fig. 1.3 Encouragement of interaction and dialogue

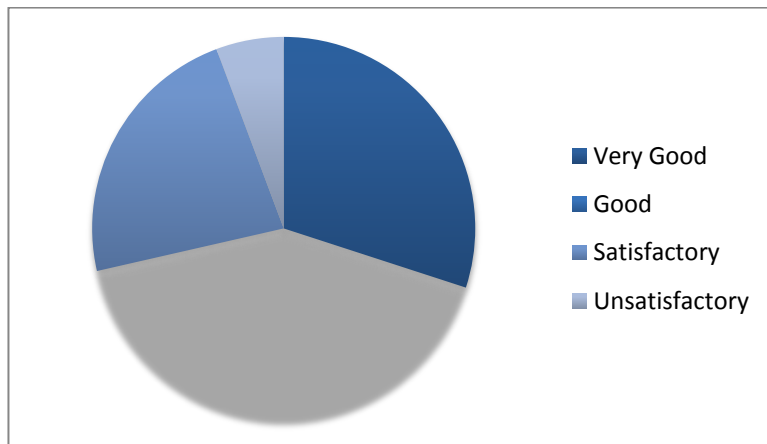


Fig. 1.4 Relevance of additional source material

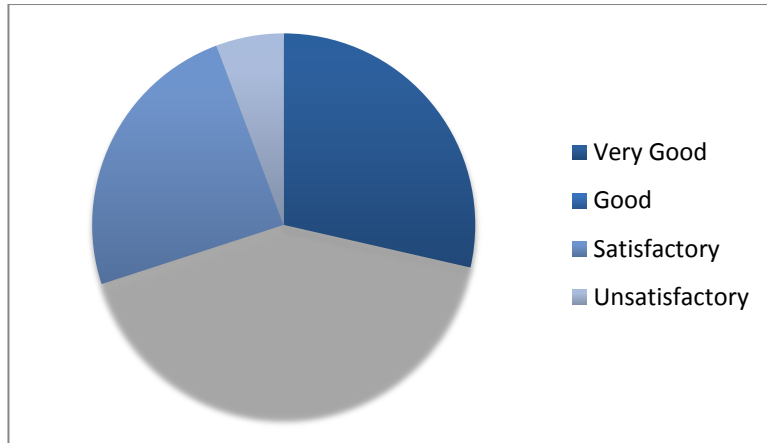


Fig. 1.5 Relevance of curriculum to real life situations

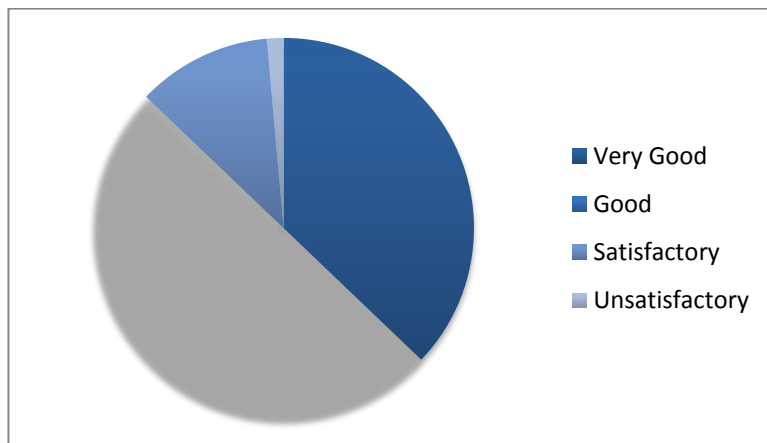


Fig. 1.6 Extent of effort required by students

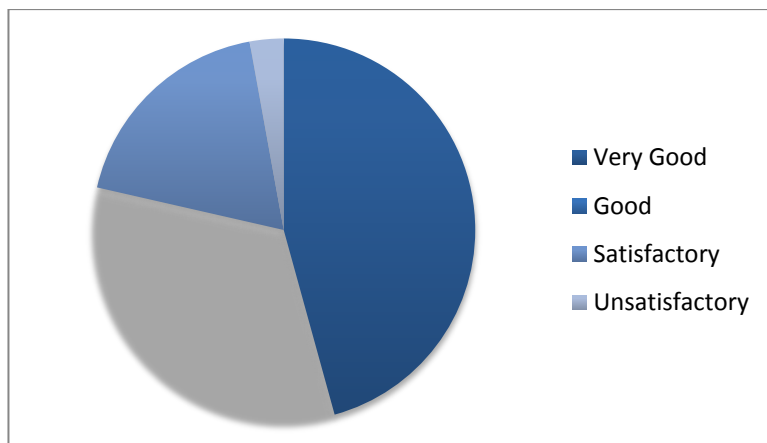


Fig. 1.7 Learning Value

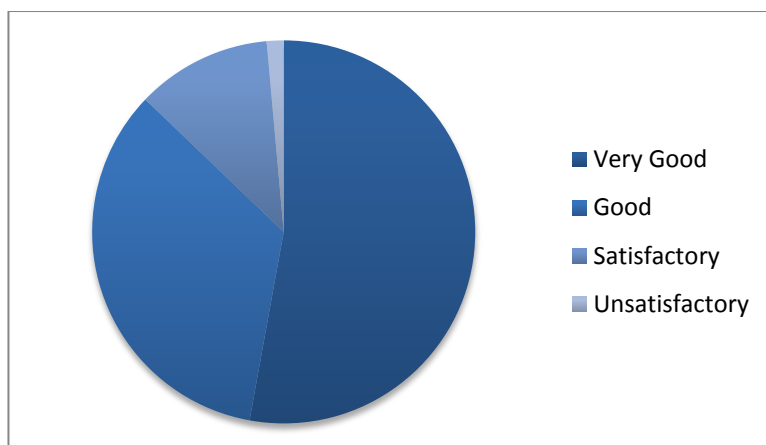


Fig. 1.8 Motivation and encouragement for self-development and self-confidence

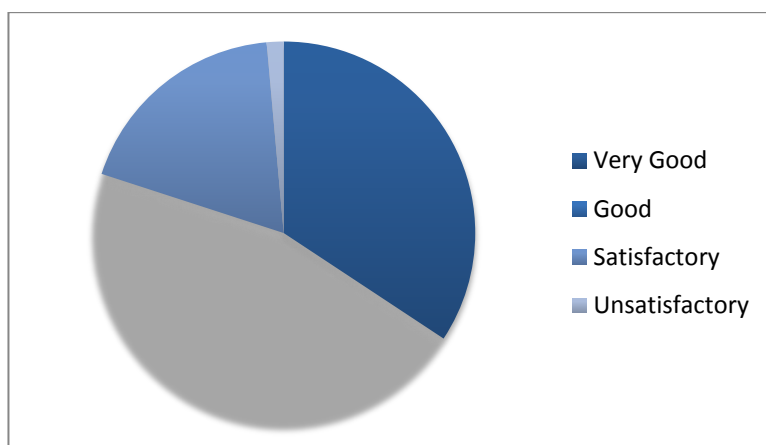


Fig. 1.9 Overall rating of the curriculum

1.4.3 New Programmes / Courses

Keeping in mind the significance of providing quality elementary education, JMC was the first to introduce a full-fledged Four Year Bachelor of Elementary Education Programme (B.El.Ed.) which has been approved by National Council of Teacher Educators (NCTE). This is a professional course to train teachers for elementary schools and provides a platform to the College to go a step further from the conventional undergraduate programmes offered by colleges.

As a women's College, JMC is committed to empower its students to be well informed individuals who are aware of their rights and responsibilities. Two certificate courses on "Gender Studies" and "Women and Law" have been introduced by WSDC which receives funds from the UGC to achieve this purpose.

In addition, innovative add-on courses are introduced each year to enable students to achieve vocational qualifications along with their B.A. Degree. This gives them a head start in the competitive and digital world today.

The College has recently got approval to begin a new self-financed add-on course in Hindi Journalism.

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

2.1.1 Publicity and Transparency in Admission Process

JMC follows admission norms within the broad framework of University of Delhi rules and there are no entrance tests for different courses except for Bachelor of Elementary Education (B. El. Ed) which is a four year integrated professional degree programme for Elementary Teacher Education. The entrance test for this programme is conducted by the Central Institute of Education (CIE), University of Delhi.

- Eligibility criteria and guidelines for all courses are printed in the prospectus and put up on the College and the university websites (<http://www.jmc.ac.in>), (<http://www.du.ac.in>) respectively, as well as on the College notice boards which provide all necessary information.
- The entire admission process of the College is computerized. Application and registration are online. The prospectus is available on the College website for ready reference of the applicants.
- The College provides facilities of telephonic/email counseling along with personalized guidance by subject teachers available at the admission help desk throughout the days scheduled for applying.
- Cut-off lists for each subject are published on the College and university websites, newspapers, as well as posted on the College notice-boards during admission as per University of Delhi schedule.
- Online registration numbers of candidates granted admission under minority category and any other special category allowed by rules of University of Delhi, e.g. Sports, Extra Curricular Activities, differently abled etc., are displayed on College notice boards and on the College website.
- To ensure transparency the College has an Extra Curricular Activities (ECA) committee which has a panel of teachers who set the guidelines for selection under different categories e.g. dance, western music, drama, debate, etc.
- Similarly there is a sports committee that formulates guidelines, organizes trials and monitors the admission process. There is also an external expert sent by the University of Delhi for each sport, besides another external Supervisor who oversees the entire process to ensure fairness and transparency.

2.1.2 Admission Criteria

Admission criteria for under graduate courses are decided by each department of the College within the broad framework of University of Delhi rules and there is no interview/ written test for admission to under graduate courses offered in the College.

- For all Honours and BA/B.Com.(Programme) courses merit is decided on the basis of Class XII marks (best four subjects including English).
- Admission to B El Ed is on the basis of an entrance examination that includes both a written test and an interview conducted by the CIE, University of Delhi.
- Each department determines its cut-offs for admissions to their respective courses in consultation with the Principal every year.
- The previous year's cut-offs are displayed on the College website and noticeboard to guide the applicants in making an informed choice of subjects.
- Minority students (Christians) are taken according to merit from the list provided by the Principal in consultation with Teachers in Charge.
- In terms of specific skills and talents with respect to students excelling in sports and extracurricular activities, there are centralized committees (ECA and Sports committees) designated by the Staff Council every two years.
- These Committees scrutinize the applications received each year; select suitable applications based on predetermined criterion developed by them and hold trials / auditions leading to final selection of candidates.
- These two central committees allocate the selected candidates to various Departments. The allocation is based on a combination of both skill and merit.

Table 2.1 Admission Criteria

Year 2010-11	Year 2011-12	Year 2012-13	Year 2013-14	Year 2014-15
DEPARTMENT OF PSYCHOLOGY				
Weightage 1 % in aggregate if 85 % or above in Psychology Weightage 1 % each with History, Political Science, Sociology, if included in Best four subjects (B.	Weightage 1 % in aggregate if 85 % or above in Psychology Weightage 1 % each with History, Political Science, Sociology, if included in Best four subjects (BFS).	Weightage 1 % in aggregate if 85 % or above in Psychology	Weightage 1 % in aggregate if 85 % or above in Psychology	Weightage 2% for Psychology in Class XII.

DEPARTMENT OF ECONOMICS

<p>Math Compulsory in class XII.</p> <p>Minimum Marks 60% in English Core 70 % in Mathematics</p>	<p>Math compulsory in class XII with minimum marks 70%</p> <p>English Core included in Best Four with minimum marks 60%.</p> <p>Weightage 3% for Science and Humanities with Economics.</p> <p>Weightage 2% for Science and Humanities without Economics.</p> <p>No weightage for Commerce Stream.</p>	<p>Math compulsory in XII with minimum 70% and minimum 60% in English</p> <p>Commerce stream given no weightage.</p> <p>Science stream to be given a weightage of 2 % if Economics is not taken as optional and 3% if Economics is taken as optional.</p> <p>Humanities with economics to be given a weightage of 4%</p>	<p>Math compulsory in class XII with minimum 70%</p> <p>Minimum marks in English 60%</p> <p>Commerce stream to be given no weightage.</p> <p>Science stream to be given a weightage of 1 %</p> <p>Humanities to be given a weightage of 2 %</p>	<p>Math compulsory.</p> <p>Minus 2% if a candidate has not studied Economics.</p> <p>Three academic subjects other than language to be considered in calculation of best of four percentage.</p>
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DEPARTMENT OF ENGLISH

<p>Additional Subject Requirement (Preference to Elective English)</p> <p>% Deduction/Relaxation</p> <p>1st Preference :- Humanities and Science Stream.</p> <p>2nd Preference :- Commerce Stream.</p> <p>1) Weightage for Humanities Stream Additional 5%</p> <p>2) 3 Academic Subjects and English for the Best of Four.</p>	<p>Minimum marks required in English is 84%</p> <p>Cutoff for Commerce stream will be 8% higher than the humanities and Science stream</p>	<p>Minimum marks required in English Core is 84% or 74% in Elective English.</p> <p>+8% to the aggregate percentage for the Humanities and Science streams.</p>	<p>Non Academic subjects not to be counted in best four.</p> <p>Minimum marks required in English Core is 84% or 74% in Elective English.</p> <p>+8% for the Humanities and Science streams.</p>	<p>Minimum 90% in Core English or 92% in Functional English or 88% in Elective English.</p> <p>Preference for the course is given to those students who have Elective English.</p>
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DEPARTMENT OF SOCIOLOGY

<p>2% Weightage for those having Sociology in Class XII.</p> <p>1 % Weightage for Economics, History, Political Science, Psychology in best four.</p>	<p>2% Weightage for those having Sociology in Class XII.</p> <p>1% Weightage for Economics, History, Political Science in best four.</p>	<p>English to be included in the Best Four Academic Subjects.</p> <p>2% Weightage for Sociology and 1 % Weightage for Economics, History, Political Science and Psychology in best four.</p>	<p>English to be included in the Best Four</p> <p>2% Weightage for Sociology</p> <p>1% Weightage for Economics,History, Political Science, Psychology, if in best four</p>	<p>2% weightage for those having Sociology in Class XII.</p> <p>1 % Weightage for Economics, History, Political Science, Psychology, if in best four</p>
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DEPARTMENT OF HINDI

English Passed in 12 th . Minimum 55 % in Hindi. Minimum 55 % in Aggregate.	Need to have pass marks in English in class XII. Minimum marks in Hindi 70% . 5% weightage will be given to students whose Best Four are academic subjects.	Hindi compulsory upto XII Need to have pass marks in English in Class XII Minimum marks in Hindi 60%	Hindi compulsory upto XII Need to have pass marks in English in Class XII Minimum marks in Hindi 60% : Aggregate 60%	Hindi and English compulsory upto XII Need to have pass marks in English in Class XII Minimum marks :in Hindi 60% : Aggregate 55%
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DEPARTMENT OF MATHEMATICS

Minimum 75 % in Math in Class XII B.A. (P) :Minimum 65 % in Math in Class XII	Aggregate marks will be calculated on the basis of Best of Four academic subjects including English. B.Sc.Math Hons.:Minimum 75 % in Maths in 12 th Class. B.A. (P) :Minimum 60 % in Maths in 12 th Class.	Aggregate marks will be calculated on the basis of Best of Four academic subjects including English. B.Sc. Math Hons.: Minimum 75 % in Maths in 12 th Class and a minimum of 75% in aggregate	80% and above in aggregate and 80% and above in Maths Maths to be included in best four	Minimum 80% in best four subjects including maths Minimum 80% in Mathematics in class XII
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DEPARTMENT OF POLITICAL SCIENCE

Aggregate Marks will be calculated on the basis of the Best of four academic subjects including English.	Aggregate Marks will be calculated on the basis of the Best of four academic subjects including English	Aggregate Marks will be calculated on the basis of the Best of four academic subjects including English	Non Academic subjects not to be considered. English to be counted in the best of 4 subjects. Weightage of 1% aggregate to be given to candidates securing 85% and above in Political Science.	2% deducted for not having studied Political Science in Class XII.
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DEPARTMENT OF COMMERCE

B.COM: English + 3% academic subjects Added 1 % for each commerce subject studied by		B.Com (Hons) Best four subjects will include English and three academic	B.Com (Hons) Best four subjects will include English and three academic	1% weightage (plus) for studying maths in class XII A disadvantage
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<p>non-commerce students.</p> <p>B.COM (Hons): English, Mathematics and three Academic Subjects.</p> <p>Deducted 5% for Science</p> <p>Added 1 % for each commerce subject studied by non commerce student.</p>		<p>subjects</p> <p>5% to be deducted for science and humanities stream.</p> <p>Mathematics is compulsory in class XII only for B.Com(Hons).</p> <p>1% will be added for each commerce subject studied by non-commerce students. Commerce subjects will include Accountancy, Business Studies, Economics and Entrepreneurship</p>	<p>subjects</p> <p>5% to be added to the Best four Subjects' Marks for Commerce students.</p> <p>3% will be added for students who have studied mathematics in class XII.</p> <p>1% will be added for each commerce subject studied by non-commerce students. Commerce subjects will include Accountancy, Business Studies, Economics and Entrepreneurship</p>	<p>(minus) of 2% from Best of four percentage for students of science and Humanities stream. Weightage (plus) of 1% each will be given for having studied Accounts/Business Studies/Economics (for science and humanities stream) in the last qualifying examination.</p>
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DEPARTMENT OF B.A. PROGRAMME

Students with Commerce, Economics and Math background in Class XII are offered combinations CA-ADV, ECO-MATH, ECO-ESB, CA-MATH and ESB-ADV. Similarly, students with humanities background are offered combinations like SOC-PSY, POL SC-SOC etc. according to their subject preference. Admission criteria for different combinations is varied.

DEPARTMENT OF HISTORY

	<p>1) Weightage for Humanities Stream - additional 2%</p> <p>2) 3 Academic Subjects and English for the Best of Four.</p> <p>3) Students should have studied in the English Medium (Preferable)</p>	<p>3 academic subjects and English for best of four.</p>	<p>English to be included in best four subjects.</p> <p>Criteria for admission: students from all streams - science, commerce and humanities- are eligible to apply and no weightage will be given to the humanities stream</p>	<p>Criteria for admission: students from all streams - science, commerce and humanities- are eligible to apply</p> <p>2% weightage will be given to the humanities stream.</p>
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DEPARTMENT OF ECONOMICS

<p>Maths Compulsory in class XII. Minimum Marks</p> <p>English Core = 60%</p> <p>Maths = 70 %</p>	<p>Maths Compulsory in class XII. Minimum marks required in Mathematics is 70%.</p> <p>English Core is included in Best Four, minimum marks required in English is 60%.</p> <p>Cut Offs for various categories will be as</p>	<p>Maths should be a compulsory subject in class XII.</p> <p>Minimum marks obtained in Maths should be 70%</p> <p>Minimum marks obtained in English should be 60%</p> <p>Cut offs to be decided as follows:</p> <p>Commerce stream to</p>	<p>Maths should be a compulsory subject in class XII</p> <p>Minimum marks obtained in Maths should be 70%</p> <p>Minimum marks obtained in English should be 60%</p> <p>Cut offs to be decided as follows:</p> <p>Commerce stream</p>	<p>Maths is compulsory.</p> <p>A disadvantage (minus) of 2% from Best of four percentage if a candidate has not studied Economics.</p> <p>Three academic subjects other than language to be</p>
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	<p>follows :</p> <p>A. Science and Humanities with Economics +3% to Aggregate percentage</p> <p>B. Science and Humanities without Economics +2% to Aggregate percentage</p> <p>C. Commerce Stream No extra weightage will be given.</p>	<p>be given no weightage.</p> <p>Science stream to be given a weightage of 2 % if economics is not taken as optional and 3% if economics is taken as optional.</p> <p>Humanities with economics to be given a weightage of 4%</p>	<p>to be given no weightage.</p> <p>Science stream to be given a weightage of 1 %</p> <p>Humanities to be given a weightage of 2 %</p>	<p>considered in calculation of best of four percentage.</p>
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DEPARTMENT OF ENGLISH

<p>Additional Subject Requirement (Preference to Elective English)</p> <p>% Deduction/Relaxation</p> <p>1st Preference :- Humanities and Science Stream.</p> <p>2nd Preference :- Commerce Stream.</p> <p>1) Weightage for Humanities Stream Additional 5%</p> <p>2) 3 Academic Subjects and English for the Best of Four.</p>	<p>Minimum marks required in English is 84%</p> <p>Cutoff for Commerce stream will be 8% higher than the humanities and Science stream</p>	<p>Minimum marks required in English Core is 84% or 74% in Elective English.</p> <p>+8% to the aggregate percentage for the Humanities and Science streams.</p>	<p>Non Academic subjects not to be counted in best four.</p> <p>Minimum marks required in English Core is 84% or 74% in Elective English.</p> <p>+8% to the aggregate percentage for the Humanities and Science streams.</p>	<p>Minimum 90% in Core English or 92% in Functional English or 88% in Elective English.</p> <p>Preference for the course is given to those students who have Elective English.</p> <p>If a candidate has Core and Elective English then both may be counted in the best four subjects. In such cases the core score will be taken for the language requirement and the Elective marks will be considered as one of the other three subjects.</p>
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DEPARTMENT OF SOCIOLOGY

<p>% Relaxation/Addition</p> <p>2% Weightage for those having Sociology in Class XII.</p> <p>1 % Weightage for having the Following Subjects in Class XII</p>	<p>2% Weightage for those having Sociology in Class XII.</p> <p>1 % Weightage for each of the following Subjects in Class XII</p>	<p>English to be included in the Best Four Academic Subjects.</p> <p>2% Weightage for those having Sociology in Class XII.</p>	<p>English to be included in the Best Four Academic Subjects.</p> <p>2% Weightage for those having Sociology in Class XII.</p>	<p>2% weightage for those having Sociology in Class XII.</p> <p>1 % Weightage for each of the following Subjects</p>
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Economics History Political Science Psychology Weightage will be given only if included in the best four.	Economics History Political Science Psychology Weightage will be given only if included in the best four.	1 % Weightage for each of the following Subjects in Class XII Economics History Political Science Psychology Weightage will be given only if included in the best four	1 % Weightage for each of the following Subjects in Class XII Economics History Political Science Psychology Weightage will be given only if included in the best four	in Class XII Economics History Political Science Psychology Weightage will be given only if included in the best four.
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DEPARTMENT OF HINDI

English Passed in 12 th . Minimum 55 % in Hindi. Minimum 55 % in Aggregate.	Need to have pass marks in English in class XII. Minimum marks in Hindi 70% . 5% weightage will be given to students whose Best Four are academic subjects.	Hindi compulsory upto XII Need to have pass marks in English in Class XII Minimum marks in Hindi needs to be 60%	Hindi compulsory upto XII Need to have pass marks in English in Class XII Minimum marks in Hindi 60% : Aggregate 60%	•Hindi and English compulsory upto XII •Need to have pass marks in English in Class XII • Minimum marks :in Hindi 60% : Aggregate 55%
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DEPARTMENT OF MATHEMATICS

B.Sc. MathsHonours. :- Minimum 75 % in Maths in 12 th Class. B.A. (P) :- Minimum 65 % in Maths in 12 th Class.	Aggregate marks will be calculated on the basis of Best of Four academic subjects including English. B.Sc. MathsHonours.:Minimum 75 % in Maths in 12 th Class. B.A. (P) :Minimum 60 % in Maths in 12 th Class.	Aggregate marks will be calculated on the basis of Best of Four academic subjects including English. B.Sc. MathsHonours.: Minimum 75 % in Maths in 12 th Class and a minimum of 75% in aggregate	80% and above in aggregate and 80% and above in Maths Maths to be included in best four	•Minimum 80% in best four subjects including maths •Minimum 80% in Mathematics in class XII
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DEPARTMENT OF POLITICAL SCIENCE

Aggregate Marks will be	Aggregate Marks will be	Aggregate Marks will	Non Academic	2% deducted for not
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calculated on the basis of the <u>Best of four academic subjects including English.</u>	calculated on the basis of the Best of four academic subjects including English	be calculated on the basis of the Best of four academic subjects including English	subjects not to be considered. English to be counted in the best of 4 subjects. Weightage of 1% aggregate to be given to candidates securing 85% and above in Political Science.	having studied Political Science in Class XII.
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DEPARTMENT OF COMMERCE

<p>B.COM :- English + 3 academic subjects</p> <p>% Deduction/Relaxation</p> <p>Added 1 % for each commerce subject studied by non-commerce students.</p> <p>B.COM (Honours) : English, Mathematics and three Academic Subjects.</p> <p>% Deduction/Relaxation</p> <p>Deducted 5% for Science</p> <p>Added 1 % for each commerce subject studied by non commerce student.</p>		<p>B.Com (Honours)</p> <p>Best four subjects will include English and three academic subjects</p> <p>5% to be deducted for science and humanities stream.</p> <p>Mathematics is compulsory in class XII only for B.Com(Honours).</p> <p>1% will be added for each commerce subject studied by non-commerce students. Commerce subjects will include Accountancy, Business Studies, Economics and Entrepreneurship</p>	<p>B.Com (Honours)</p> <p>Best four subjects will include English and three academic subjects</p> <p>5% to be added to the Best four Subjects' Marks for Commerce students.</p> <p>3% will be added for students who have studied mathematics in class XII.</p> <p>1% will be added for each commerce subject studied by non-commerce students. Commerce subjects will include Accountancy, Business Studies, Economics and Entrepreneurship</p>	<p>•1% weightage (plus) for studying maths in class XII</p> <p>•A disadvantage (minus) of 2% from Best of four percentage for students of science and Humanities stream. Weightage (plus) of 1% each will be given for having studied Accounts/Business Studies/Economics (for science and humanities stream) in the last qualifying examination.</p>
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Department of History

	<p>1) Weightage for Humanities Stream - additional 2%</p> <p>2) 3 Academic Subjects and English for the Best of Four.</p> <p>3) Students should have studied in the English Medium (Preferable)</p>	<p>3 academic subjects and English for best of four.</p>	<p>English to be included in best four subjects.</p> <p>Criteria for admission: students from all streams - science, commerce and humanities- are eligible to apply and no weightage will be given to the</p>	<p>•Criteria for admission: students from all streams - science, commerce and humanities- are eligible to apply</p> <p>•2% weightage will be given to the humanities stream.</p>
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BACHELOR OF ELEMENTARY EDUCATION (B.EL.ED.)

(A) Candidates seeking admission to the Bachelor of Elementary Education (B.El.Ed.) programme must have passed* the Class XII examination of the Central Board of Secondary Education (CBSE) or any other Board recognized as equivalent to the CBSE. All candidates are required to select four subjects in the following manner:

(i) One from List A and three from List B

OR

(ii) One from List A, two from List B and one from List C

List A ##	List B*	List C
1. English 2. Hindi	1. Any other subject (other than that chosen in list A, offered by CBSE or its equivalent Board at 10+2 level) 2. Biology 3. Physics 4. Chemistry 5. Mathematics 6. Economics	7. History 8. Political Science 9. Geography 10. Sociology 11. Philosophy 12. Psychology 13. Business Studies <u>or</u> Accountancy
		Any other subject (other than that mentioned in list A and B) in class XII offered by CBSE or its equivalent Board.

The weightage given for written test and Class XII marks for admission to B.El.Ed is as follows:

I. Written Entrance Test			
Section	Content	Type	Marks
A	(i) Bilingual Language Comprehension	Multiple choice	35
	(ii) Mathematical Thinking & Reasoning	Multiple choice	35
B	(i) Subject Knowledge (Science upto class X)	Multiple choice	35
	(ii) Subject Knowledge (Social Science upto class X)	Multiple choice	35

II. Weightage of Class 12 Marks	10
TOTAL MARKS (I+II)	150

General candidates require at least 50% marks in each of the four subjects (chosen from list A – C) and aggregate of minimum 55% in the same four subjects.

OBC candidates will have a relaxation of 10%. They will require 45% (10% Relaxation of 50%) in each of the four subjects chosen and an aggregate of 49.5% (10% relaxation of 55%) in the same four subjects.

SC/ST candidates must have passed the qualifying examination (XII standard), i.e. of CBSE or any other board recognized as equivalent to the CBSE.

Christian candidates must have passed the qualifying examination (XII standard), i.e. of CBSE or any other board recognized as equivalent to the CBSE.

PWD candidates will have a relaxation of 5% in the class XII exam. They will require 47.5% (5% relaxation of 50%) in each of the four subjects chosen and an aggregate of 52.25% (5% relaxation of 55%) in the same four subjects.

C/WAP candidates will have a relaxation of 5% in the class XII exam. They will require 47.5% (5% relaxation of 50%) in each of the four subjects chosen and an aggregate of 52.25% (5% relaxation of 55%) in the same four subjects.

Note:

* Candidates whose results are awaited or those who have to re-appear in the current year will not be considered.

#not more than two languages will be considered for the purpose of eligibility from list A and B together.

##for example, if you have chosen English under list A, you could choose Hindi from list

B. Similarly, if you have chosen Hindi under list A, you could choose English from list B

(b) Candidate should have completed 17 years of age on or before October 01, 2013.

2.1.3 DEPARTMENT WISE ADMISSION CUT OFFS

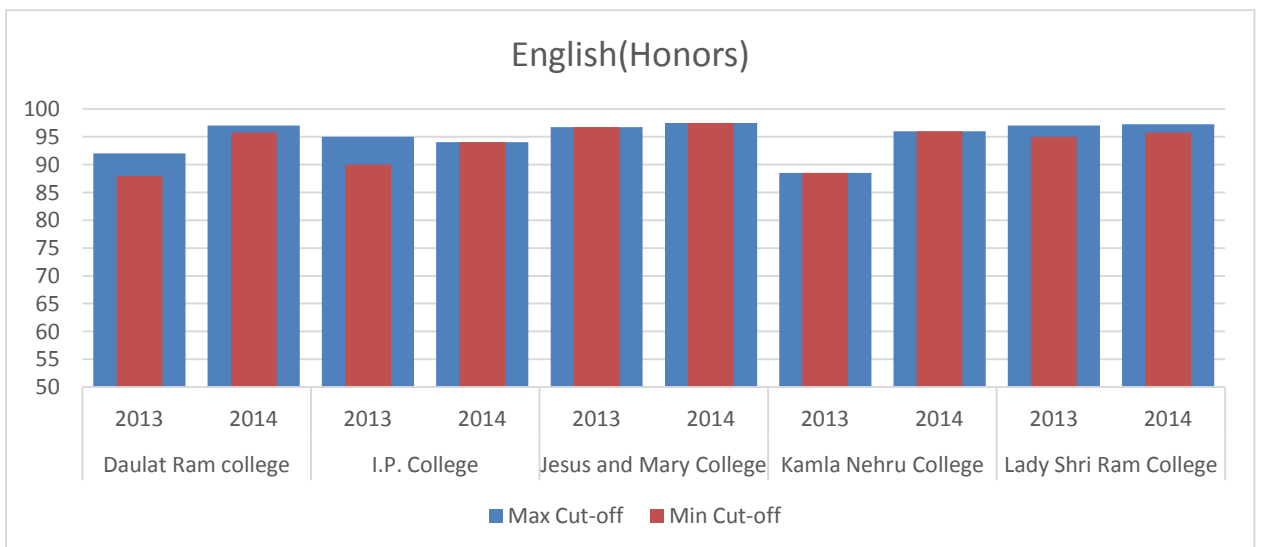
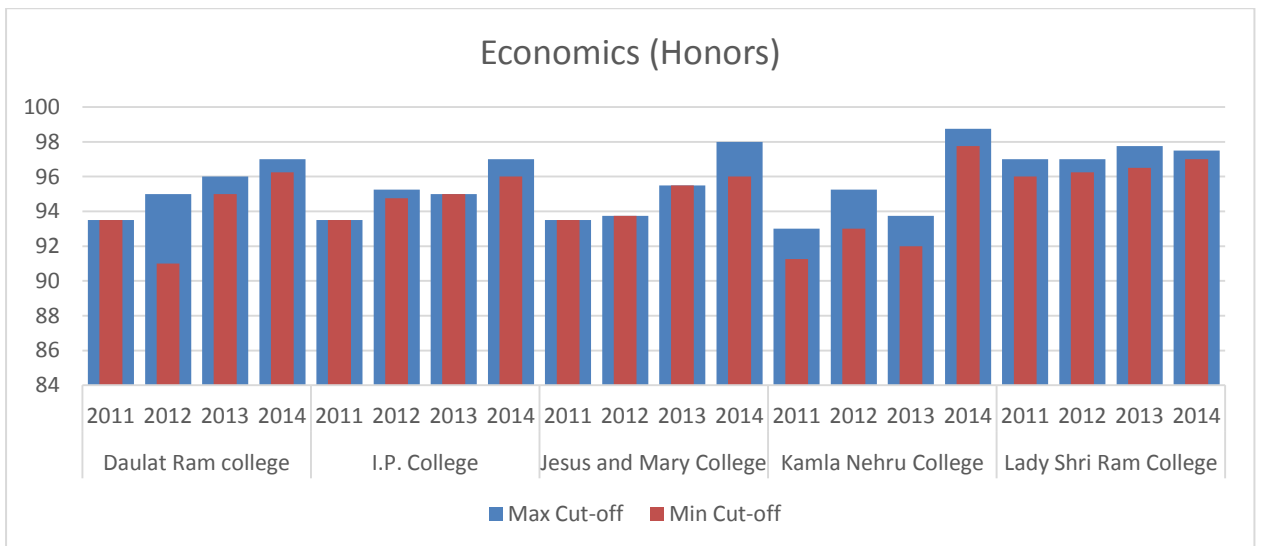
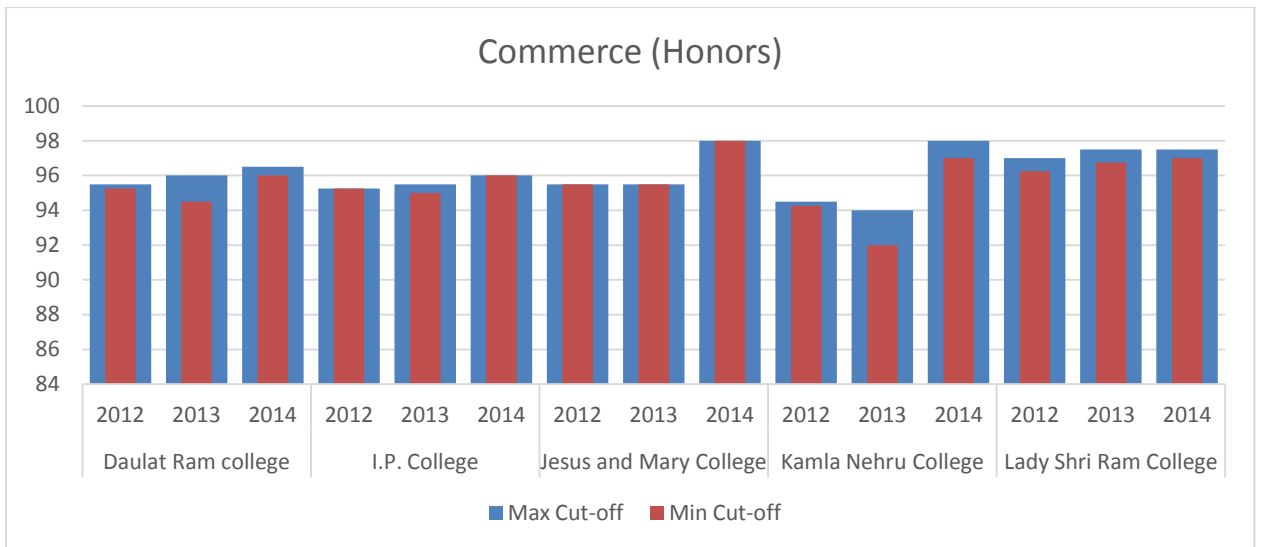
Table 2.2 Admissions Cut offs

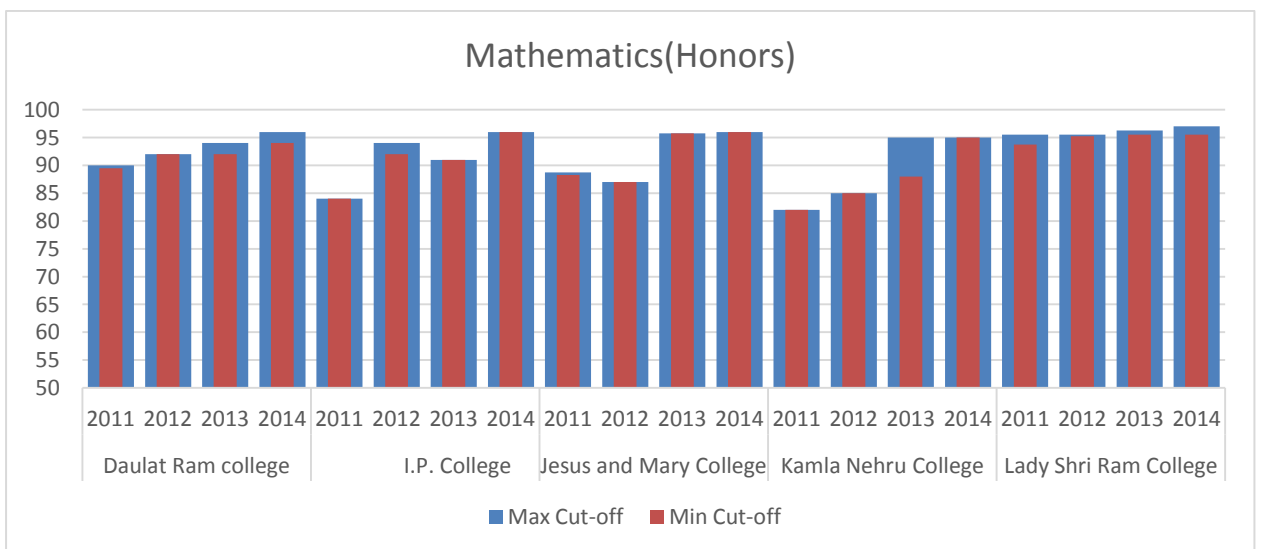
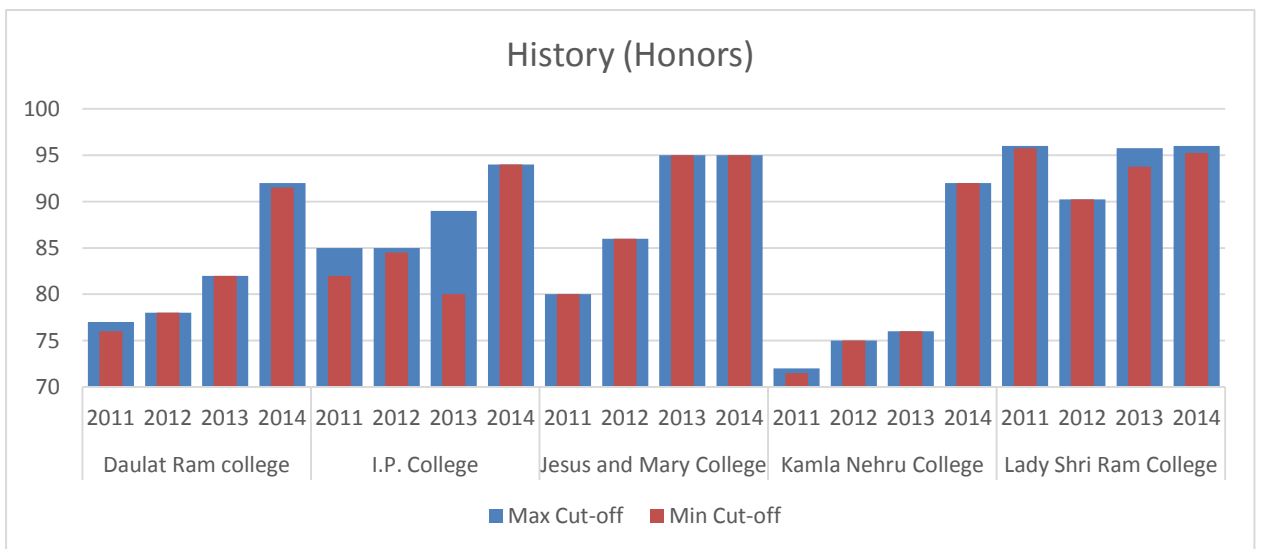
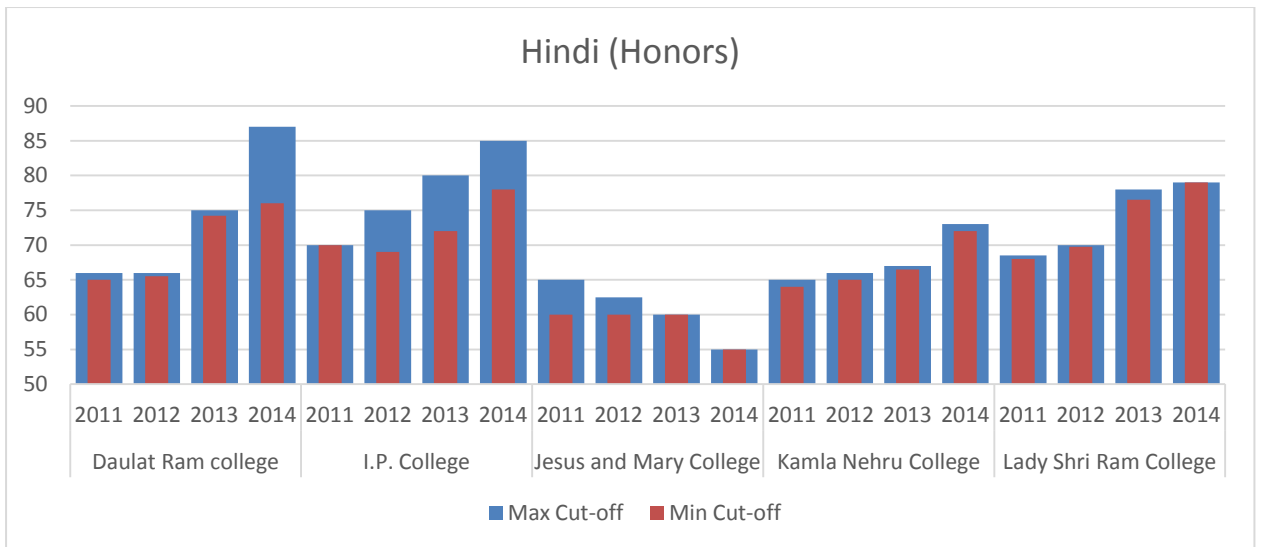
Department	2011-2012	2012-2013	2013-2014	2014-2015
B. Com (Honours)	94.5%	95.5%	99% weighted	97 – 98%
B. Com	93.25%	94.5%	-	96.75 – 97.75%
Economics (Honours)	93.5 – 96.5%	93.75 – 97.75%	95.5 – 97.5%	97 – 98%
English (Honours)	88 – 96%	89.5 – 97.5%	96.25 – 97.25%	96 – 97.5%
Hindi (Honours)	65%	62.5%	60%	55%
History (Honours)	80%	86%	95%	95% weighted
B.Sc. Mathematics (Honours)	88.75%	87%	95.75%	96%
Political Science (Honours)	89.5%	90%	96.75% weighted	95.5%
Psychology (Honours)	91 – 95%	95-25 – 96.25%	96.25 – 97.25%	98.25% weighted
Sociology (Honours)	85.5 – 89.5%	90% weighted	93.75 – 97.75%	92.5 – 96.5%
B. A. Programme	varied	varied	-	Varied

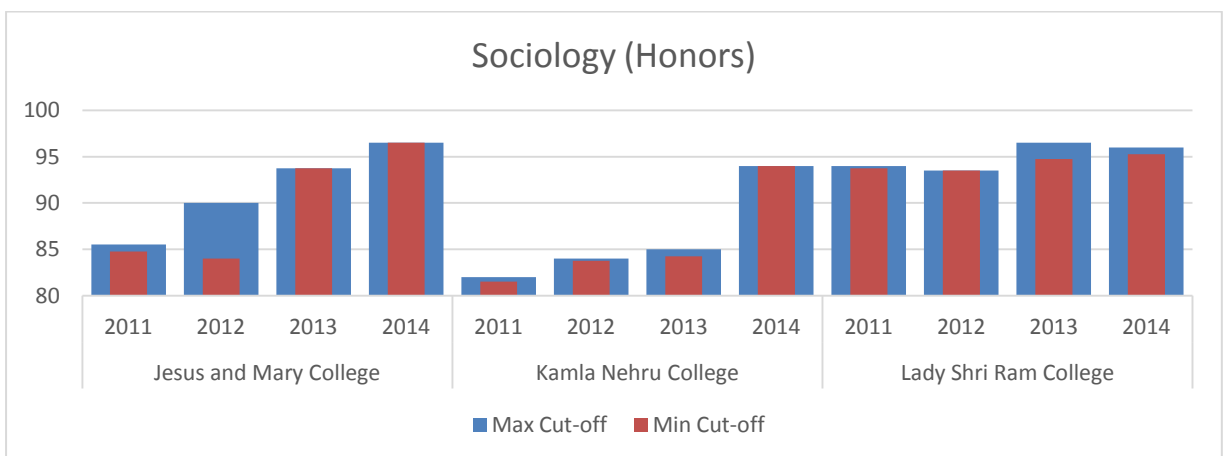
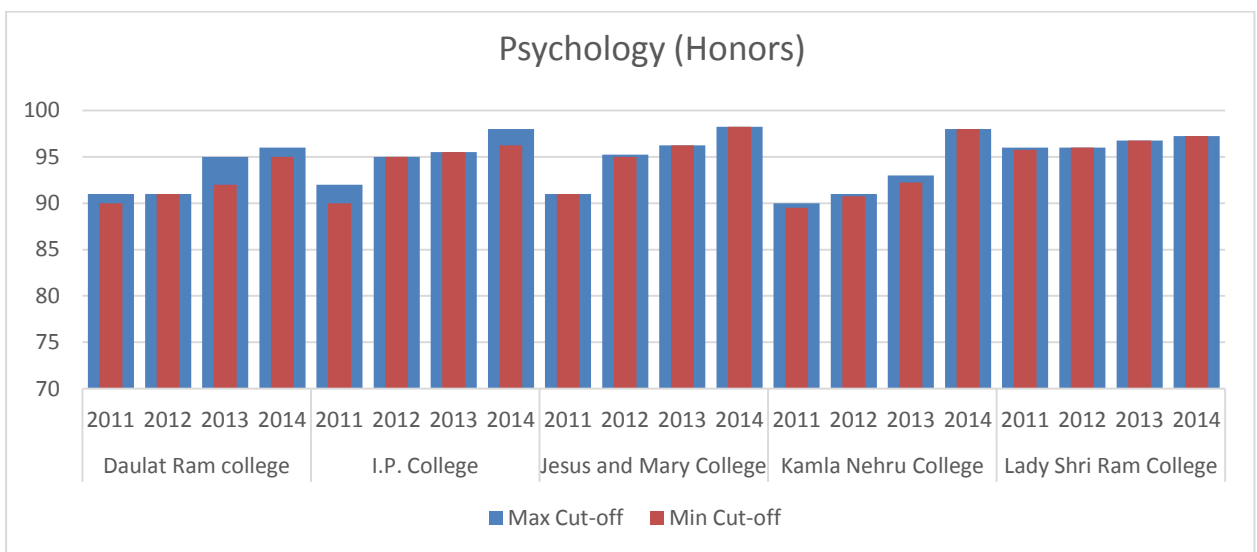
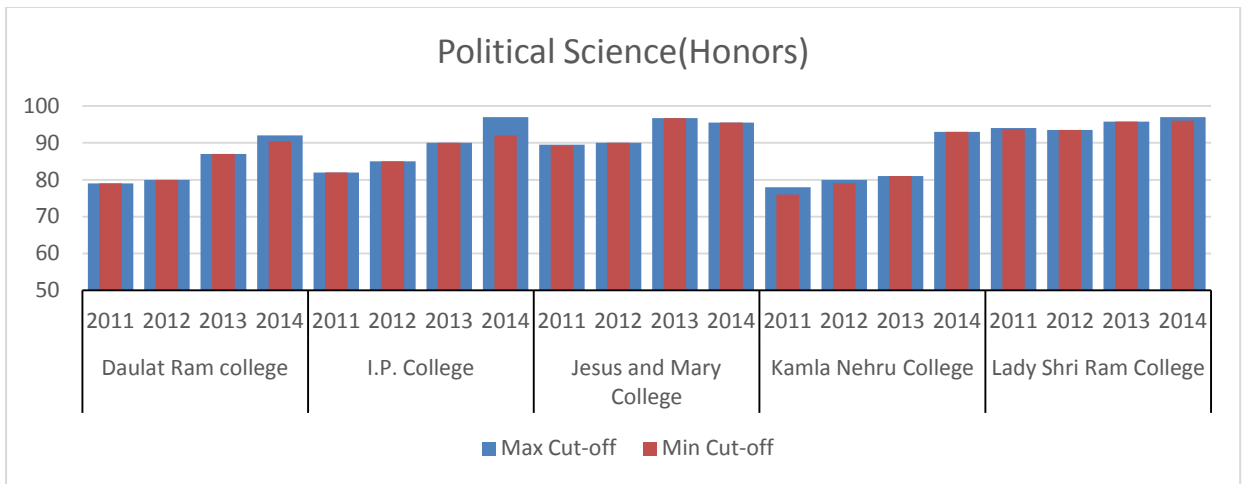
COMPARISON WITH OTHER COLLEGES OF DELHI UNIVERSITY

JMC being a minority institution, comparison with non-Minority Colleges is difficult and may not be a clear indicator of its standing with respect to other Colleges. The subject cut offs are affected by the fact that there is fifty percent reservation for Christian students in the College.

A comparative display of previous years' cut offs:







2.1.4 Admission Process Review

- The admission criteria is discussed and debated upon each year by the departments.
- The Staff Council reviews the admission policy every year.
- A Grievance Committee looks into the problems and queries of the students and parents.
- The admission committee as well as committees for sports, ECA, differently abled Persons, Foreign Nationals, Staff quota and minorities, review the admission policy each year and make necessary modifications.

Elementary Education Department:

Every year, regular centralized meetings are held before admissions which are attended by the faculty members associated with the programme of different colleges of University of Delhi at Central Institute of Education, University of Delhi to review the admission process and profiles of students admitted to the course. Since the last five years a faculty member from the participating colleges acts as a Co-Convener of the Admissions Committee. This ensures direct inclusion of observations from faculty on the intake process, for example, a decision on desirable attributes, competencies for the course and what weightage to be given in the entrance test.

2.1.5 National Commitment to Diversity, Inclusive Admission Policy and Student Profiles

In keeping with the mission and objectives of the College the focus is on reaching out towards the less privileged sections of the society and addressing the needs of students from diverse social, economic and religious backgrounds. For the achievement of this goal the College is committed towards:

- Education for women from all strata of the society, especially the economically and socially marginalized.
- 50% reservation for Christian students including Christian SCs and STs.
- Meeting the special needs of the differently abled through an Equal Opportunity Cell.
- Providing a nurturing environment for out station students from other parts of the country and abroad.

The College undertakes the following steps to fulfill its commitment towards students from diverse backgrounds.

- The College has constituted committees for prevention of sexual harassment and caste based discrimination.

- The Anti Ragging Committee ensures that no student faces any mental or physical harassment in the College.
- A teacher is assigned to specially look into any specific problems faced by the students from the North-Eastern states of the country. The students from these states showcase their culture and display their talents in their annual cultural festival.
- The College organizes inter faith dialogues to inculcate inter-religious harmony.
- The College Chapel is open to all for silent reflection and prayer.
- Provision of essential facilities for the differently-abled including construction of ramps, specially designed toilets and software like JAWS, Braille etc.
- Remedial classes for weak students are available.
- Financial aid is provided in the form of Student Aid Fund and Fee Concession to students from economically weaker sections and sports categories.

2.1.6 Details of Various Programmes offered by The Institution

Admissions to various courses are based on a cut-off of marks announced by the College. All students meeting the criteria are granted admission.

Table 2.3 Number of applications received

Department & Programmes	Year ²	Number of applications	Number of students admitted	Demand ratio
B.Com. (Honours)	2012-13	1413	118	1:11.9
	2013-14	2257	234	1:9.6
	2014-15	2117	106	1:19.7
B.Com (Programme)	2012-13	347	56	1:62
	2013-14	513	(No admissions under FYUP)	
	2014-15	443	59	1:7.5

² The application process prior to 2012-13 being manual, detailed data about the number of application received is not available

B.A. (Economics)	2012-13	1192	48	1:24.8
	2013-14	1722	77	1:22.3
	2014-15	1680	59	1:28.6
B.A(English)	2012-13	1052	45	1 : 23.3
	2013-14	1924	104	1:18.5
	2014-15	1701	48	1:30.9
B.A. (Hindi)	2012-13	128	35	1:3.6
	2013-14	124	32	1:3.8
	2014-15	127	51	1:24
B.A. (History)	2012-13	147	34	1:4.3
	2013-14	191	45	1:4.2
	2014-15	212	53	1:4
B.Sc (Mathematics)	2012-13	358	80	1:4.5
	2013-14	513	85	1:6.03
	2014-15	443	50	1:8.86
B.A. (Political Science)	2012-13	221	53	1:4.2
	2013-14	461	76	1:6.06
	2014-15	492	53	1:9.28
B.A. (Psychology)	2012-13	593	53	1:11.2
	2013-14	759	44	1:17.2
	2014-15	842	50	1:16.8
B.A. (Sociology)	2012-13	170	54	1:3.14
	2013-14	252	72	1:3.5
	2014-15	261	52	1:5

BA Programme.	2012-13	499	331	1:1.5
	2013-14	No admissions under FYUP		
	2014-15	No applications forms because of FYUP	272	
MA (Eng)	2012-13	Centralized Registration	24	
	2013-14	Centralized Registration	28	
Certificate / Add-on paid courses				
Financial Management	2011-12	09	09	
	2012-13	16	16	
	2013-14 ³	03	03	
Problem-Solving and Decision Making	2011-12	19	19	
	2012-13	14	14	
	2013-14	Course not conducted		
Corporate Communication and Public Relations	2011-12	18	18	
	2012-13	21	21	
	2013-14	17	17	
Course on Entrepreneurship	2011-12	10	10	
	2012-13	Course not conducted	-	
	2013-14	Course not conducted	-	
Effective Communication	2011-12	10	10	

³ Admissions for th1 year 2014-15 are in progress,

and Personality Development	2012-13	Course not conducted	-	
	2013-14	Course not conducted	-	
Media studies	2011-12	20	20	
	2012-13	9	9	
	2013-14	18	18	
Certificate French	2011-12	39	39	
	2012-13	55	55	
	2013-14	36	36	
Certificate Spanish	2011-12	20	20	
	2012-13	29	29	
	2013-14		-	

2.2 Catering to Student Diversity

2.2.1 Adherence to Government Policies with Respect to Differently-abled Students

The College has initiated many steps for the benefits of differently abled students as per the university and government ordinances. All the policies delineated by the Equal Opportunities Cell (EOC) of the university are implemented by the College. These include:

- No tuition fee charged from them.
- Specialized study material is available free of cost.
- The College campus is accessible and movement friendly for the differently abled.
- The College website has been designed keeping in mind the special needs of persons with disability.
- Youth exchange programs.
- Extra time is given during examination.

- Readers or writers are available for the students as per their requirement.

2.2.2 Assessment of Students' Needs: (in terms of knowledge and skills)

The College on its part is not fully competent to assess their needs before the commencement of classes. However the College does take initiatives to assess the needs and provide full support to the students once they are admitted.

Counseling is provided for students and parents at the time of applying.

The College readies itself before the session starts with schedules well in place and class rooms and laboratories ready to use.

- Software and hardware that help in enhancing skills in specific courses are made available prior to the commencement of the session.
- Students are given orientation in the College about the course before the commencement of the programme.

2.2.3 Enabling Strategies Adopted to Bridge the knowledge Gap of Enrolled Students

Teachers bridge the knowledge gap of the enrolled students through regular tutorials. Remedial classes are also offered in various subjects to provide additional help. During the tutorials individual progress of students is assessed by the teachers. Appropriate readings are suggested to help them clear their basic concepts. Students interact with each other through group discussions and presentations thereby enhancing peer learning.

Specific strategies and interventions are discussed and implemented at the departmental level:

- Weak students are given remedial classes.
- Focus on small group interaction.
- Computer Literacy Programme for students.
- Foreign Language courses for additional language competency.
- Add on courses for upgradation of knowledge and skills.
- Specialized Resource Persons are invited to give lectures and share their expertise and skills with the students.

2.2.4 Sensitisation of Staff and Students on Socially Relevant Issues such as gender, inclusion, environment etc.

The College has several societies such as Green Society, Women Studies Development Cell, National Service scheme, National Sports Organisation, National Cadet Corps etc under which both faculty and students are sensitized towards empowerment, inclusion and environment protection.

- The faculty encourages the students to participate in activities and events conducted/organized by these societies such as tree plantation

and cleanliness drives, street plays on gender and other social issues, talks and workshops on legal rights of women, debates on relevant issues etc.

- All the departments complement the efforts of the societies by organizing seminars, talks, paper reading, workshops etc on similar topics.
- Students are generally required to do projects on issues such as environment protection, development, social inclusiveness etc.
- Classroom teaching is also used as a platform, wherever appropriate, in order to create awareness among students on these issues.

2.2.5 Identification and Response to Special Educational / Learning Needs of Advanced Learners

There is a constant effort to have a close interaction between the faculty and students.

- During lectures, tutorials, class tests, assignments and interaction outside the class, the teachers are able to assess the caliber 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.
- They are given additional readings in the concerned and related subjects.
- They are motivated to carry out more research on various aspects of the syllabus.
- They are made responsible for helping and providing support to the weaker students.
- 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 Infilibnet facility to help the advanced learners to broaden their horizons.

2.2.6 Analysis of Academic Performance of the Marginalised Students

A data base of students from weak socio-economic status as well as students with special needs is created at the time of admissions as the students from such backgrounds are identified by information given in the admission forms relating to income status, special categories including ST/SC, and differently abled.

- There is Fee Concession and Students' Aid Fund for the economically deprived students.
- The library maintains a book bank of essential texts which the economically deprived students can borrow for the whole year.

- Faculty reaches out to them through personal counseling in case of economic or personal problems.
- Weak performers are identified, counseled and provided extra help in every respect possible.
- In case it is required, the Principal meets the parents of these students.

There are negligible cases of drop outs in the College. The College authorities and the teachers make every possible effort to address the issues and help in solving the problems of such students.

2.3 TEACHING-LEARNING PROCESS

2.3.1 Planning and Organising the Teaching, Learning and Evaluation Schedules

- The Academic Calendar constituting the teaching and examination/evaluation schedule is finalized by the University of Delhi. The University sends this Calendar to all its constituent colleges and the colleges are required to comply.
- The Staff Council of the College under the leadership of the Principal deliberates and decides on the College activities it plans to hold in that academic session.
- Committees for different academic as well as co-curricular activities are formed by the Staff Council.
- The College Time Table Committee appointed by the staff council prepares the time-tables for each department in advance so that teaching begins on the very first day of the session.
- The Class time-tables as well as the time-tables of the teachers are accessible online.
- The room time-tables are put up outside every room.
- The teachers have the freedom to make their own teaching plan within the time frame stipulated by the university.
- The teachers participate in the evaluation process scheduled by the university.

2.3.2 Contribution of IQAC to improve the teaching – Learning Process

The Management and staff of the college have always striven to provide quality education to the students through an effective and meaningful teaching learning process. In keeping with this goal and the requirement of NAAC the college had instituted an IQAC. The IQAC plays a proactive role in enhancing the quality of the academic and co curricular endeavors of the College in keeping with its vision. It works towards strengthening the good practices of the College, encourages innovative practices and modifies any practices that need to be improved.

- It plays a constructive role by making recommendations and suggesting measures for internal quality enhancement such as an

improved system for feedback in teaching-learning and infrastructural upgradation.

- The IQAC of the College proposed an internal and external audit which was initiated by the College.
- The IQAC proposed the setting up of a language laboratory and the College is working towards it.
- ICT enablement of all the class rooms was recommended by the IQAC.
- Scheduling of all significant events, including research activities, study trips in the form of an annual almanac.
- Starting a peer reviewed research journal was recommended.

2.3.3 Student-Centric Learning – Availability of Support Structures and Systems For Teachers For Development Of Skills

There is a conscious effort both on the part of the authorities as well as faculty to make learning student centric.

- A **dialogic approach** in teaching that ensures every student participates in the class discussions.
- Freedom is given to choose from topics of home assignments, presentations and projects according to their interests.
- Use of ICT techniques and E- learning by students is encouraged.
- **Project work** to foster the spirit of exploration and team work is a regular practice.
- **Collaborative learning** Paper and Power Point presentations for which students work together in small groups is encouraged.
- **Independent learning** in tutorial groups where students are made to do assignments or solve problems is a feature of student-centric learning.
- Class discussions, quiz, debates, essay-writing are organized for broadening of knowledge base.
- Seminars / Workshops are organized and external experts are invited.
- **Journals are maintained** as a tool for enabling critical thinking and self reflection. For example 1st year B El Ed students log the experiences they had while interacting with young learners.
- Newsletter and Department magazines are also brought out by students (NSS, WSDC, Mass Communication, Economics to name a few)

Support structures - In College:

- Technological support:
 - ✓ A wi-fi enabled campus.
 - ✓ ICT aided infrastructure (most classrooms have projectors and screens).
 - ✓ ICT enabled library which is also connected to the INFLIBNET.

- ✓ Some classrooms have interactive boards as well.
- ✓ The College is connected to the National Knowledge Network (NKN).
- ✓ Training sessions for faculty to use these effectively have been organized.

Support structures: In University:

- ✓ Institute of Life Long Learning (ILL) provides audio-visual course content for various subjects on its website.
- ✓ Orientation Courses for teachers.
- ✓ Refresher courses for upgrading skills and knowledge.
- ✓ Short-term workshops to encourage teachers to use interactive techniques.
- ✓ Training for teachers for upgradation of technical and teaching skills.

2.3.4 Nurturing critical thinking, creativity and scientific temper among the students for transformation into life-long learners and innovators

The aim of the faculty is not only imparting knowledge but also to encourage and nurture critical thinking among students. To fulfill this aim the faculty organizes activities and programmes such as:

- Debates / Discussions
- Seminars / Talks
- Research based projects
- Group discussions
- Presentations
- Writing reflective journals
- Internships in companies
- Role playing
- Case studies
- Awareness programmes

The students are also encouraged in taking independent decisions to enable them to become life-long learners and innovators.

- Critical thinking, creativity and scientific temper are at the core of our teaching.

They are integral to every lecture delivered by the faculty. Students are encouraged to think rationally, be objective, rise above stereo-types and use evidence to construct arguments.

We believe there can be multiple solutions to a problem. Divergent solutions are encouraged in an attempt to nurture creativity and respect the multiplicity of perspectives. This is achieved :

- By encouraging them to extend their understanding of theories to real life situations.
- Students are encouraged to observe, investigate and analyse logically and come up with novel solutions.
- Contemporary developments are closely followed (newspapers, magazines, journal, e-sources) and used as the basis to build classroom discourse.
- Autonomous learners are developed consistently through exposure to various sources of knowledge, varied field experiences, interacting with eminent scholars in the field, in addition to understanding and realizing one's own potential.

2.3.5 Availability of Technologies and Facilities For Faculty For Effective Teaching

- The College has a technologically well-equipped and wi-fi enabled campus.
- Computers and internet facilities are available for both faculty and students.
- The fully automated College library is connected to the Central library (University of Delhi) so all library users have accessibility to e-resources vide INFLIBNET.

2.3.6 Exposure Of Students and Faculty To Advanced Level Of Knowledge and Skills (Eg. blended learning, expert lectures, seminars, workshops etc.)

- The College upgrades facilities for faculty through annual staff development programs.
- Teachers attend lectures, seminars, conferences, group discussions, and workshops related to their areas of interest and expertise organised by various institutes or universities.
- Students participate in internships and Innovation Research Projects of University of Delhi.
- Participation in University of Delhi's Gyanodaya journey was very fruitful for the students.
- The College has a virtual class room for teachers and students.
- The College encourages the faculty to conduct research and many of our teachers are members of various national and international research bodies.

2.3.7 Benefit of academic, personal and psycho-social support and guidance services (professional counseling / mentoring / academic advise) provided to students.

- There is a professional counsellor available in the College.
- Tutor-ward system under which teachers are mentors of students and guide them.

- The tutors provide support and advice to their wards on a one-to-one basis.
- Each tutor is available for personal consultation as and when required.
- Departments have a decentralized system wherein the faculty in-charge along with other members of the department micro manage the students' concerns and demands.
- Every student is given academic, personal and psycho-social support and guidance services through professional counseling, mentoring and academic advise given to students.

2.3.8 Innovative teaching approaches/methods adopted by the faculty

The aim of the College is to provide all-round education that focuses on the intellectual, social, emotional, aesthetic and spiritual development of every student so that they engage with the world as women of substance. For this purpose there is an effort to constantly reinvent and adopt innovative pedagogical techniques. To facilitate this:

- Laptops and projectors have been provided in most classrooms.
- Use of PowerPoint presentations to assist lectures; use of audio-visual medium.
- Film screenings to further their understanding of the texts.
- Peer-review exercises
- Creative writing exercises
- Encouraging Field- visits and trips
- Role Playing
- Dramatization of literary texts.
- Heritage Walks
- Inter disciplinary approach

2.3.9 Use of Library Resources to augment the teaching- learning process

In keeping with the College's aim to provide a stimulating teaching-learning environment, the emphasis on availability of latest sources of knowledge is high. The goal is to develop lifelong learners, so the focus on **learning to learn** is deliberate.

- The library has about 51,000 books and journals and a seating capacity for 210 people. It has open access system in which users can search for their required documents directly from the book rack.
- Library books, journals and other reading material are also available throughout the year for issue and/or reference.
- Library orientation programmes are conducted from time to time to train the students in the use of the library catalogue, reference sources and internet based information.

- Library has two computers with Online Public Access Catalog.
- Other than these, the library has 15 computers for faculty and student use.
- The College library collaborates with the British Council Library providing access to learning resources for faculty and students.
- E resources are made available to teachers and students.
- The faculty can go through new books and resource material and order them conveniently.
- The library's stock of books is checked meticulously once a year during annual stocktaking.

2.3.10 Challenges in completing the curriculum within the planned time frame and calendar

The university is undergoing a lot of changes due to a shift from annual to semester mode and the rollback from Four Year Undergraduate Program to the three year format. Because of the same, there are numerous challenges:

- Unavailability of reading material /books recommended
- An all round development of students requires the academic and extracurricular activities to be balanced. Due to time constraints extra-curricular activities and events encroach on the teaching time.
- In the semester system examinations are conducted twice a year, thereby doubling the time spent on preparatory leave, conduct of examination and evaluation etc. This has considerable reduced effective teaching time.
- Information related to syllabi, curriculum revisions, academic calendar etc is sometimes delayed which disrupts the flow of class room teaching.

However, teachers have met these challenges in the following ways:

- Accessing readings in libraries as well as on the internet and converting it to study material for the benefit of students, sometimes even translating for hindi medium students.
- Most of the extra-curricular activities are held either during late afternoons or a specific period set aside for the same in the College time table; this minimizes their impact on regular teaching.
- Time constraints are overcome by scheduling extra classes for the benefit of students.
- The teachers and College office make an extra effort to keep in touch with the university and other appropriate authorities so as to remain updated about any changes and developments to prevent any delays and disruptions.

Elementary Education:

- Since the department continues to be in the annual mode, systems are in place, so it does not face the challenges as mentioned above.
- As part of the course design, interaction with external agencies is a major component, so scheduling the practicum according to the availability of the same disturbs the academic processes in the department.
- Efforts are made to compensate by extra classes and coordinating in advance with the agencies.

2.3.11 Monitoring and Evaluating the Quality of Teaching-Learning

The College monitors the quality of teaching-learning through

- Internal and External academic audits
- Result Analyses
- Feedback collection from teachers and students.
- Regular meetings of the departments to assess quality
- Staff Council Meetings conducted by the Principal.
- IQAC
- Regular assessment of students through varied approaches.

2.4 TEACHER QUALITY

2.4.1 FACULTY PROFILE

Table 2.4 Faculty Profile

Highest qualification	Professor		Associate		Assistant		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.			1	44		02	47
M.Phil.				11		03	14
PG			1	10		01	12
Temporary teachers / Ad Hoc							
Ph.D.						10	
M.Phil.					01	15	
PG					01	10	
Part-time teachers							
Ph.D.							
M.Phil.							

Recruitment / Retention of Faculty (Permanent / Temporary / Ad-hoc)

- ✓ Recruitment of faculty is as per UGC Guidelines (Student – Teacher Ratio)

- ✓ Faculty for the Department of Elementary Education is as per UGC and National Council for Teacher Education (NCTE).
- ✓ The UGC & NCTE guidelines are accessible online on their respective web-sites
- ✓ Recruitment process from advertising of a post to appointment is subject to University stipulation.
- ✓ Formal approval from University is mandatory for any post to be filled.
- ✓ Eligibility criteria of teachers whether permanent, temporary, ad hoc or guest is as per UGC norms and guidelines.

2.4.2 Coping with The Growing Demand/ Scarcity Of Qualified Senior Faculty To Teach Newly Introduced Programmes / Modern Areas (Emerging Areas)

The institution caters primarily to Humanities / Liberal Arts subjects and faces a challenge in terms of catering to the growing demand for subjects which are more professionally oriented, inter disciplinary, entrepreneurial and technical in nature. The College meets this challenge through the following:

- The faculty updates its knowledge by attending workshops, seminars, refresher and Orientation courses etc.
- The College invites external academic/professional experts from different fields to interact with faculty and students.
- New recruitments are made keeping in view the changing requirements of the emerging areas.

2.4.3 ENHANCEMENT OF TEACHER QUALITY

a. Nomination to Staff Development Programmes

The institution has always granted duty leave to the faculty to attend any Staff Development Programme: (Orientation, Refresher, Skill upgradation workshops etc).

All Permanent faculty for whom Orientation & Refresher courses were mandatory have attended these courses organised by University of Delhi or any other University

Table 2.5 Faculty Nominated for Staff Development programmes

Academic Staff Development Programmes	
Refresher Courses	Number of faculty nominated
B.El.Ed.	5
Commerce	11
Economics	5

English	10
Hindi	9
History	4
Mathematics	8
Philosophy	2
Physical Education	2
Political Science	2
Psychology	6
Sociology	1
Spanish	1

HRD Programmes: 1 teacher from English Department has undertaken the following courses conducted by HRD Ministry.

- Course on ‘Contemporary International Issues’, School of International Studies, JNU, New Delhi
- Course on ‘Counselling’, St. Xavier’s College, Mumbai

Orientation Programmes attended by Faculty: 1 from Economics Department, 9 from Hindi Department, 1 from History Department, 2 from English Department and 5 from Mathematics Department.

Staff Training Conducted By The University

As and when the University organizes training programmes, the college deposes the faculty as per the training required. The following training workshops have been attended by the teachers.

- Student-Teacher Workshop on E-learning and E-resources by ILL, Delhi University
- Workshop on Translation and Interpreting, Department of English and ILL, Delhi University
- One-day workshop for teachers on Analytical Mathematical Software ‘Mathematica’ in South Delhi Campus, University of Delhi
- Training Course on “Windows’95 and MS--Word” at Delhi University Computer

Centre

Staff Training Conducted By Other Institutions:

- Certificate Course in Teaching English as a Foreign Language, conducted by St. Giles School of Languages
- Course on Language Evaluation by Royal Society of Arts, London
- Diploma Course in French by Alliance Francaise De Delhi
- E-course on 'Integrating Internet into the Classroom' by Lewis and Clarke College, Portland, Oregon, USA with RELO
- Workshop on Play Writing, Centre for English Studies, JNU
- Course on 'Language Evaluation', AIACHE, Dehradun
- Workshop for 'Teaching Mathematics through the Use of Technology' conducted by Lady Sri Ram College
- Workshop on 'Use of INFLIBNET' for enriching teaching learning.
- Workshop on 'Human Relations Skills Training' by Bosco Professional Services at St. Bede's College, Simla
- Training Programme on "National Policy on Education" at Institute of Applied Man-Power, New Delhi

Summer/Winter Schools, Workshops etc

- Around 16 teachers across all disciplines attended SANJIVINI'S 'Counselling and Guidance Training Course' organized by the College. Some of the teachers were then given counseling periods in their workload as the Counseling Centre was then started after the course.
- Workshop on 'Institute on Human Rights' at Ecumenical Christian Centre, Bangalore
- Three-day workshop-cum-training programme on "Aids Awareness", Delhi School of Social Work, University of Delhi.
- Two-day workshop-cum-training programme on 'Population Education and Community Participation', Department of Adult Education, University of Delhi.

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- One-day Seminar (2008) by Dr. Jayakar Chellary, Ex Principal, Bishop Heber College, Chennai on 'Effective Teaching Methods and Skills'
- Talk (2003) – Indian Writing and its Perception in the U.K. by Alex Clark (Literary Critic)
- One-day Seminar (2000) by Fr.(Dr.) Thomas Kalam, Former Principal of St. John's Medical College on 'Improving Time and Managerial Skills'

- Training Workshop for Staff (2005)– Stress Management, Time Management and Team Building , Emotional and Spiritual Intelligence – Col Sunil Brij Krishnan.
- Talk (2003) – Indian Goddesses and Mary : Issues of Gender and Divine – Prof Francis Xavier Clooney, Oxford University
- Talk (2010) - Environment Law by Shashank Garg
- Short training workshop (2011) on Online Attendance Management Software.
- Workshop (2013) on INFLIBNET.
- Library orientation is conducted every year for all students and faculty.
- Seminar (2006) – Quality Enhancement in Higher Education – Dr J. Xavier
- Talk (2010) - Inequalities in Educational Opportunities and quality of education- Rear Admiral Chopra
- Dr. Taisha Abraham of English Department conducted an Annual Series of Critical Theory Workshop for faculty members of JMC and other colleges from 1991-1998.
- Philosophy teachers participated in material development, selection and use for BA Programme and Concurrents for Honours
- Translated material in Hindi for DCC Ethics in Public Domain and Philosophical Debates

c. Percentage of Faculty invited as resource persons by external agencies

Table 2.6 Percentage of Faculty invited as resource persons by external agencies

Departments	Invited as resource person in Workshops / Seminars / Conferences organized by external professional agencies	participated in external Workshops / Seminars / Conferences recognized by national/international professional bodies	Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies
B. El Ed.	60%	100%	90%
Commerce	25%	70%	70%
Economics	10%	80%	15%
English	15%	100%	100%
Hindi	75%	100%	75%

History	None	100%	90%
Mathematics	30%	70%	20%
Political Science	50%	100%	50%
Philosophy	100%	100%	100%
Phy Education	100%	100%	100%
Psychology	20%	90%	50%
Sociology	50%	100%	100%
Spanish	100%	100%	100%

2.4.4 Policies / Systems provided By institution To Recharge Teachers

Research grants are provided by UGC, ICSSR, ICPR and other such governmental organisations as per their criteria of eligibility.

- Study leave facility subject to approval as per University of Delhi and UGC rules is available for permanent teachers to do research work.
- Leave for deputation to other institutions as per University of Delhi rules is also available.
- On the recommendation of the IQAC the College is soon going to initiate a peer reviewed research journal for the faculty.

2.4.5 Number of Faculty Who Received Awards / Recognition at The State, National and International Level For Excellence In Teaching (Enunciate How The Institutional Culture and Environment Contributed To Such Performance/Achievement Of The Faculty)

The College constantly encourages the Faculty to engage in Research and other academic enterprises as well be conscious of their social responsibilities. This not only promotes the personal growth of the Faculty but the benefits of the teachers achievements ultimately percolate down to the students they teach.

Table 2.7 Awards received by Teachers for excellence in Teaching

Faculty	Award	Year
Commerce Dr. A.Motwani	Fulbright Nehru Academic and Professional Excellence Fellowship (Teaching)	2014-15
Commerce	Certificate of Merit as Distinguished Teacher by University	2009

Ms.K. Sachdeva	of Delhi	
English	Theo Mathias Award - For Distinguished and Innovative Teaching, AICHE	1992
Dr. T. Abraham	President's Award for Teaching(Nominated) SUNY, Stonybrook	1990

The College provides full support and encouragement to the faculty to excel in teaching. The teachers are given full autonomy and space to employ innovative methods of teaching and utilize the College infrastructure to complement their teaching enterprise.

2.4.6 Evaluation of Teachers By The Students and External Peers

- Teachers take feedback both formally and informally from the students. This information is for self reflection, to review how their teaching is being received. For this purpose they may use the pre-designed questionnaire provided by the College. This form focuses on students' response on pedagogy, content knowledge, communication, learning environment and teacher accessibility.
- The College has recently instituted the practice of internal and external audit.

2.5 Evaluation Process and Reforms

2.5.1 Evaluation Process Information

University of Delhi has a Centralised Evaluation System, and the University keeps its constituent colleges regularly informed of the process and there is a transparent mechanism for communication to the stakeholders by the institution.

- The notifications from the university and any changes correlated are duly notified by the Principal to the Heads of Departments / Teachers in charge.
- Internal Assessment (IA) procedure is uploaded on both University as well as individual College websites. It is also published in the College handbook.
- The new entrants are informed about IA details during orientation and individual teachers also communicate the specific criteria to their respective students.
- The students are given clear guidelines about the evaluation process in orientation programmes.
- The Internal Assessment marks are displayed on the website and the students are also shown their marks individually.
- The marks are sent to the university only after each student has signed her Internal Assessment records.

- Any discrepancy in Internal Assessment is taken up to university by the concerned teacher.

2.5.2 Major Evaluation Reforms Adopted By The institution

University Mandated Reforms

As a constituent College of the University of Delhi the College adopted the two reforms which were introduced by the University namely

- (a) Internal Assessment
- (b) Centralized Evaluation

Internal Assessment:

- There is a Departmental Moderation Committee and a Central Moderation Committee to retain parity in marking within the department and also among the different departments of the College.

College Initiated Reforms

- The College follows the University guidelines but allows the students to improve their performance through multiple tests and assignment schemes.
- Students are also counselled and given special attention in case they are found to be less involved with the subject.

2.5.3 Effective Implementation Of Evaluation Reforms

The College strictly adheres to the mandatory University Evaluation norms and teachers are granted duty leave for participation in Departmental meetings at the University related to evaluation.

- Guidelines are given to the faculty at the very start of the academic session to ensure an effective implementation of internal assessment.
- There is constant interaction with the Principal and the faculty to discuss and deliberate upon all matters related to the evaluation process and practices of Internal Assessment.
- The teachers often discuss the progress of the classes they teach, and evolve a uniform policy of evaluation at the departmental level.

2.5.4 Formative and Summative Assessment Approaches For Measuring Student Achievement

Formative assessment of the students is based on the regularity, diligence and consistent work. The students are given opportunities to develop and hone their skills and thinking. They are encouraged to think “out of the box” through their projects and discussions. Another aim of the assessment is to identify the areas in which the students require additional help to enable them to improve their performance.

A few examples of assessment approaches followed by different departments are as follows

- Objective tests / Multiple choice tests
- Open book test / non-evaluative test / self and peer evaluation
- Writing Journal / Report / Projects /
- Seminar presentations / Paper presentations / Power point presentations

The students have the freedom to choose their area of interest. For example:

- B.El.Ed students identified “Story of Pie”, “Birth of Money”, “Women Mathematicians” etc. to explore.
- Mathematics and English students present papers on topics of their choice.
- English and Hindi students do creative writing such as short stories, poetry etc.
- Philosophy students choose a Philosopher / Philosophical Theory / Philosophical Issue to further their understanding.
- Spanish & French students enact situational conversations
- Tourism students work out an Itinerary of a holiday plan for a destination of their choice / Focus on Tourism Branding of a city of their choice.
- Media students bring out a newsletter that is designed by them.
- Computer Application students design a professional website.

Final examination is conducted and evaluated externally by the University.

2.5.5 Rigor and Transparency in Internal Assessment

Teachers ensure that the students are aware of the internal assessment evaluation criteria. The assessment and the evaluation record is made available to each student.

- Weightage for behavioural aspects is not an aspect for assessment as per University guidelines.
- Independent learning and communication skills are given some weightage with the prior knowledge of the students.
- Over the years, the College has progressed towards 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.
- Faculty discuss and share criteria for Internal assessment to enhance transparency and rigour with a view to focus on individual and original work. Written and verbal feedback is encouraged for improvement in quality.

2.5.6 Graduate Attributes College Focuses On

Jesus and Mary colleges aims at imparting holistic education that would enable the students to become well-informed, responsible, conscientious and confident individuals and the College is committed towards the achievement of this goal.

It focuses on an integrated all-round education that promotes intellectual, social, emotional, aesthetic and spiritual development of every student as well as producing individuals who take forward the vision and mission of the institution.

- Our graduating students are young women of competence, compassion and conscience.
- They strive towards excellence in academics and all other spheres of life.
- The students possess the values of ethical professionalism and cohesive teamwork.
- They are equipped with the latest technological and soft skills, innovative thinking and critical acumen to cope with the emerging demands of a rapidly digitalizing world.
- They are aware that education is a life long journey.

2.5.7 Mechanisms for Redressal of Grievances With Reference To Evaluation

There is a Grievance Committee at the College level that looks into any complaints about errors in evaluation and the committee takes necessary steps to rectify them.

- The answer scripts of Internal class tests/assignments are returned to the students after evaluation and they can immediately convey their grievances if any.
- The final IA marks are reviewed by the Departments and then the College Moderation Committee.
- The marks are sent to the university only after each student has signed her Internal Assessment records.
- Errors in IA marks at the University level are reported to the University by the College.
- The University has a provision for re-totalling of marks, when a student applies for the same.

2.6. Student Performance and Learning Outcomes

2.6.1 Learning Outcomes Focused on by the College

The College has clearly stated learning outcomes. The College website and handbook very clearly state the vision, mission and objectives of the institution. The staff and students are made aware of the aims and objectives of Jesus and Mary College through Orientation Programs, Seminars, Assemblies, Talks, PTSA meetings etc.

- The focus is on an all round balanced development of our students so that they become women of competence, compassion and conscience who can contribute towards nation building.
- The institution makes all efforts to provide the students opportunities to deliberate on various alternatives and make informed choices, so that they become independent, strong yet sensitive individuals with analytical abilities and innovative thinking.
- The focus is also on motivating the under-graduates to equip themselves with skills so that after graduating not only should they be able to face any challenges that they meet, but also become agents of positive change in the contemporary scenario.

2.6.2 Monitoring and Communicating the Performance and Progress Of Students

All departments individually meet the Head of the institution to analyse the annual results every year. Our students have been performing well both in academics as well as in co-curricular activities. Apart from having merit positions in the university our students have also made a distinguished mark in other extra-curricular activities such as Sports, Community Service, Classical Arts, Fine Arts, Creative Writing, Debates etc both at National level as well as International level.

Our students have been Gold Medalists in some courses and we have merit-holders in practically every course. Our Roll of Honour book bears testimony to this.

Table 2.8 Results of the III years from 2010 in each course:

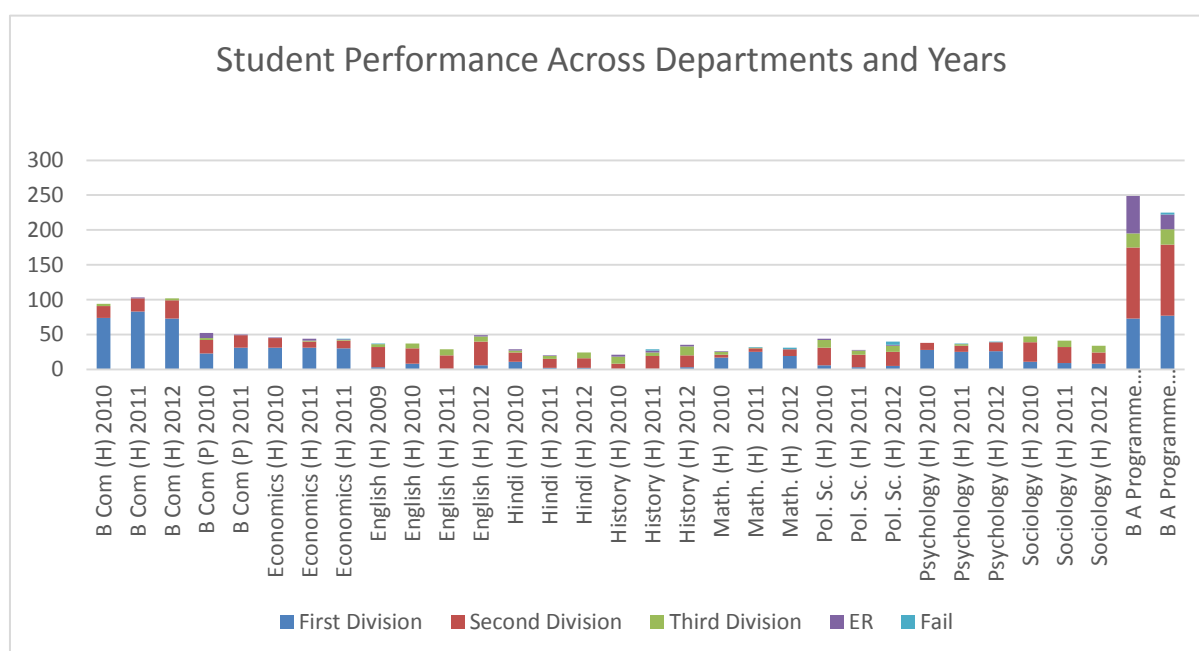
Department	Year		No of 1 st Divisions	No of 2 nd Divisions	No of 3 rd Divisions	No of ERs	No of Failures	Total no of students
B Com (H)		2010	74	17	3	0	0	94
		2011	83	19	0	1	0	103
		2012	73	26	3	0	0	102
B Com (P)		2010	23	19	3	7	0	52
		2011	31	18	0	1	0	50
		2012	unavailable					
Economics (H)		2010	31	14	0	1	0	51

		2011	31	9	1	3	0	44
		2011	30	11	1	1	1	44
English (H)		2009	3	29	4	0	1	37
		2010	8	22	7	0	0	37
		2011	1	19	9	0	0	29
		2012	6	34	7	2	0	49
Hindi (H)		2010	11	13	3	2	0	22
		2011	2	13	4	1	0	20
		2012	2	14	8	0	0	26
History (H)		2010	1	7	10	3	0	23
		2011	1	18	5	3	2	29
		2012	3	17	13	2	0	35
Mathematics		2010	17	4	4	1		25
(H)		2011	25	5	1	0	1	32
		2012	19	10	0	0	2	31
Political Science		2010	6	25	11	2	0	44
(Honours)		2011	3	18	6	1	0	28
		2012	5	20	9	1	5	40
Psychology		2010	28	10	0	0	0	38
(Honours)		2011	25	9	2	0	1	37
		2012	26	13	0	0	1	40
Sociology		2010	11	28	8	0	0	42
(Honours)		2011	9	23	9	0	0	41
		2012	8	16	10	0	0	34

B A Programme		2010	73	102	20	54		249
		2011	77	102	22	21	3	226
supplementary		2010	3	17	17	0	0	37
		2011	0	0	2	2	0	4
		2012	56	102	17	72	1	253
supplementary		2012	1	5	7	17	0	30
Core English			1st	2nd	3rd	ER	Fail	total
1st year		2011	245	45	12	1	0	303

Note: After 2012 exam results became accessible only to individual students, so colleges do not have the data to analyse classwise. Nor can the results be compared across colleges.

Figure 2.1 Students' Academic Performance



2.6.3 Teaching, Learning and Assessment Strategies Of The institution To Facilitate The Achievement Of The Intended Learning Outcomes

- The College provides state of the art infrastructure to optimize the achievement of the intended learning outcomes.

- To facilitate a holistic development of the students the College provides them opportunities to develop their talents through the different discipline associations and cultural societies.
- To promote academic growth the departments organize seminars, workshops, competitions etc for facilitating enhanced academic learning.
- By participating in the various activities organized by the associations and societies the students are initiated into collaborative learning, teamwork and organizational skills.
- They also learn the significance of the values of discipline, commitment and responsibility.
- The departments organize field trips, tours, and educational excursions to give the students practical experience to establish a connection between the class room understanding and real life situations.

2.6.4 Measures/Initiatives taken up by the institution to enhance the social and economic relevance

The College has societies like NSS, JMCEP, Green society, career oriented add on Certificate courses and a Placement Cell which enhance the social and economic relevance of the courses it offers. This is also done through:

- The College magazine, creative writing competitions, News-letters.
- Co-curricular activities such as talks and seminars organized by departments.
- Out-reach programs organized by societies to create social awareness.
- Interdisciplinary, Innovation research projects.
- Internships

2.6.5 Collection and analysis of data on student performance and learning outcomes and using it for planning and overcoming barriers of learning

- In the course of interaction with students in class the individual faculty members identify the needs and potential of the students.
- Data on student performance is collected through tests/assignments/projects/presentations for internal assessment as well as through the final examination results.
- Data is analysed through personal dialogue with the students, departmental meetings, analysis of results with the Principal.
- The analysis of this data enables the institution to identify areas where improvement is needed, through measures like:
 - ✓ Exposure to other perspectives and the benefit of external expertise through talks, seminars etc.
 - ✓ Extra /Remedial classes

- ✓ Personal and career Counselling
- ✓ Personalized attention during tutorials
- ✓ Tutor Ward Mentoring

2.6.6 Monitoring and Ensuring The Achievement Of Learning Outcomes

The College monitors and ensures the achievement of learning outcomes through:

- Brain Storming Sessions
- Department and Staff Council meetings
- Feedback
- Internal and External Audit
- IQAC
- Monitoring students' progress through tests and assignments.

2.6.7 Use of Assessment / Evaluation Outcomes as An Indicator For Evaluating Student Performance, Achievement Of Learning Objectives and Planning

Assessment and evaluation outcomes in the form of marks obtained in the examinations are a significant indicator for evaluating student performance and achievement.

The future of the student in terms of higher learning or job prospects is incumbent upon the marks/Division attained at the graduate level and determines her future to a great extent.

- Students' performance is an indicator of her grasp and understanding of a subject.
- It also reflects the strengths and skills that will stand her in good stead in the future
- The final results serve as the basis for further academic/professional planning.

Any Other Relevant Information

- The College has maximized its reach to all parts of the country through an Online Application and registration procedure.
- The College has a transparent admission policy.
- The College focuses on enhancing the teaching learning process through innovative, interdisciplinary pedagogical practices.
- All additional resources that are generated are utilized for the up-gradation and maintenance of the infrastructure to provide best facilities for teaching and learning.

- The College addresses the needs of both the slow and advanced learners in the form of Remedial classes and awards and scholarships respectively.
- The College has attracted and retained the best human resource in the form of highly qualified and experienced faculty.
- The College has succeeded in making the teaching learning process student –centric and student-friendly.

CRITERION III
RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Recognized Research Centre

Jesus and Mary College is mainly an institution for undergraduate studies in Liberal Arts and Commerce. Although, postgraduate courses are offered in English and Hindi, only the tutorials are conducted in the College. We encourage research-related activities as we strongly believe that an institution can become the centre of academic excellence, only when a research culture exists and proliferates among the faculty and students.

Although the College does not have a recognized research centre of the affiliating University, but in 2012, the College instituted an interdisciplinary Advisory Research Committee to monitor the progress of the Innovation Projects for which the University of Delhi had provided funding.

3.1.2 Constitution of a Research Committee

The College has a Research Committee comprising of the Principal and four senior teachers from various departments who are involved in the promotion of research in the institution. The committee suggests measures to make additional research related learning resources available.

Recommendations made by this committee are:

- (i) The committee suggests measures to make additional research related learning resources available through the College library.
- (ii) Starting a peer reviewed interdisciplinary, academic journal for students and teachers and conducting regular workshops on *Works in Progress* by faculty.
- (iii) Starting the practice of holding a monthly/bi-monthly Colloquium for teachers to present papers.
- (iv) Organize seminars/workshops to train teachers to write research papers/articles.
- (v) Investigate and inform the faculty about the agencies funding research projects.

This committee guides students and faculty and enables them to work in an organized manner with infrastructural support from the College.

3.1.3 Measures taken to facilitate research work

Faculty members are encouraged to obtain higher qualifications (like Ph.D. / M.Phil., Net etc) for which they are granted special study leave. The College also encourages teachers to avail leave facility as per UGC Faculty Development Program for research work and for teaching assignments outside the College. Faculty members who are pursuing research are permitted to use

the library/laboratory facilities available in the institution. The College also provides support in terms of technology and information needs.

- The library of the College has set up the OPAC (Online Public Access Catalogue) system which ensures easy and efficient search of books available in the library for both students and faculty.
- Learning resources like books, journals, open access resources through internet are made available to the researchers.
- The faculty members are granted leave for participating in conferences/ seminars / workshops / symposia. Many of the faculty members have attended state, national and international conferences and seminars in India and abroad.
- Some of the faculty members are also invited as resource persons at refresher courses and training programs. Faculties are invited to present their expertise through electronic media.
- The College gives time-off to its faculty by providing them with the right kind of leave permissible under the leave rules of University of Delhi for research work and for teaching assignments outside of the College.
- The types of Leave granted to teachers for Research work are:
 - ✓ Extraordinary Leave: Leave without pay may be availed of for pursuing higher studies as well as to undertake research work.
 - ✓ Sabbatical Leave: Permanent teachers of the College who have completed seven years of service as Reader / Associate Professor can be granted Sabbatical Leave to undertake study or research work. This type of leave is granted for one year at a time and two years in the entire career (as per University of Delhi rules). The notification from University of Delhi to grant this kind of leave came to the College on 11th October, 2013.
 - ✓ Study Leave: This kind of leave provides opportunity to avail scholarships / fellowships awarded to the faculty who wish to acquire new knowledge / do further research work to improve their analytical skills. Our College has a Study Leave Committee (as required by University of Delhi rules) which looks into the details of the Study Leave Rules and recommends the type of leave that can be given to the teachers (applicants) to carry out research work. The composition of this committee changes every two years.
- The institution, as a policy, does not interfere with the research work of the Principal investigator. It allows them full autonomy. It distributes research grants received from external agencies in 2-3 installments. The first installment of the funds is provided before the beginning of research projects. The remaining installments are released after the submission of utilization certificate and bills to the concerned authorities. Also, the internal auditor and CAG maintain an annual check that works with the authorities to ensure timely release of funds for the research.

3.1.4 Developing scientific temper and research culture among students

The faculty members have been continually involved in developing a scientific temper and research culture among students of Jesus and Mary College. The list below is indicative of some of the efforts:

- Seven interdisciplinary and collaborative Innovation Projects were awarded to the students and faculty of Jesus and Mary College in 2012-2013. The students were encouraged through generous funding from the University and structural support was provided by the College to conduct and learn about various aspects of research including literature review, research methodologies, field work, surveys, data collection, observations, interviews and narratives to name a few. Above all, the students were made aware of the strength of collaborative and interdisciplinary approach to research work.
- Teachers at Jesus and Mary College as part of the classroom and tutorial discussions encourage critical thinking and engage the students in sharing new research findings in the respective fields. Critical comments and discussions with the students contribute greatly to building a scientific temper and research culture in JMC fulfilling its objectives as a liberal arts College.

3.1.5 Guiding Student Research (Post Graduate / M.Phil. / Ph.D. Students Research Supervision)

Table 3.1 Number of Faculty Guiding Research Students

Dept.	Ph.D.	M.Phil.	P.G.
Commerce	2	1	2 M.B.A
English	1		
Hindi	3		
Mathematics	1 ongoing	1 ongoing	
Political Science	2	4	
Psychology	3		

Table 3.2 Faculty Engaged in Individual and Collaborative Research (Completed / ongoing)

Project Title	Funding agency	Year
Dr.M.Nandi Commerce .Report of Empirical Research Study on 'Evolving Participatory Relationships for the Urban Poor Rickshaw Pullers: Next Step Forward'	Institute for Money, Technology and Financial Inclusion. School of Social Sciences, University of California, Irvine	2012

Dr.M.Nandi Commerce A Report of Empirical Research Study on 'Impact of EKO's SimpliBank on the Saving Behaviour and Practices of Low Income Users: The Indian Experience'	Institute for Money, Technology and Financial Inclusion. School of Social Sciences, University of California, Irvine	2011
Dr.M.Nandi Commerce Empirical Research Study on 'Urban Poor and Their Money: A Study of Cycle Rickshaw Pullers in Delhi'	Same as above.	2009
Dr. S.Rastogi Commerce Post Doctoral Research A Select Bibliography on Higher Education with particular Reference to Academic Staff Development	Indian Council of Social Sciences Research, India	
Dr. V. Mathur Commerce Post Doctoral Minor Project. Research Topic: "Birth of EURO and its implications on India Euro Zone Trade"	UGC	2005
Dr. V. Mathur Commerce Minor Project; Research Topic: "Trade Liberalization and its Impact on India-ASEAN Trade"	UGC	2009
Ms. S. Srivastava Economics Research study and Report: "Effect of proposed amendments to Copyright Act on the Indian Music Industry."	Association of Music Directors in Cine Industry	2010-11
Ms. S. Srivastava Economics Project promoting reforms in the social services, social security and health care policies and delivery systems in Armenia	Social Transition Program funded by USAID Armenia	2001-06
Ms. S Srivastava Economics Study to identify the role that Ministries of Labor in six Caribbean countries and policy recommendations	Inter-American Development Bank	2001-06
Ms. S Srivastava Economics Three year evaluation (in USA) and providing technical and management assistance to community organizations responsible for implementing the (PYEP).	Prudential Foundation and the Association for Enterprise Opportunity, USA.	2001-06
Dr. Taisha Abraham English Literacy Project in Rajasthan	UNDP (Rs. 3 Lakhs)	1994-1995
Dr.A.Ghai Psychology Minor Project over 24 months: Media Representations of Disability	Action-Aid (Rs. 2 Lakhs)	
Dr.A.Ghai Psychology A pre-conference on Engaging with disability issues in North East. This was part of the IAWS	Ford Foundation, New Delhi (more than Rs. 2 Lakhs)	2014
Dr.A.Ghai Psychology Completed Project: Disability, Sexuality and Rights Institute.	AWID, CREA, New Delhi and New York (more than Rs.2 Lakhs)	2012-
Dr.A.Ghai Psychology Minor Project: Evolving module on sexuality and disability	CREA	
1. Dr. R.Sushila Political Science Post Cold War Social Concerns: Women Representation in a Comparative Perspective.	U.G.C Research Award	2004-05

Dr.R.Sushila Political Science Post Doctoral Grant: Dissent and Confirmation: The New Conservative Reaction to the American Political Process.	Fulbright Post Doctoral Fellowship	1991-92
Dr.R.Sushila Political Science Minor Project: Gandhi & the Autonomy of Modern Indian Thought.	UGC	1989
Dr.R.Sushila Political Science Minor Project: Ph.D. Thesis 'Rawls and His Critics.'	UGC	1986
Dr. V. Menon History Project: The Congress in UP, 1945-47	Nehru Memorial Museum and Library, Teen Murti House.	2001-04
Dr. V. Menon History Project: Book for Govt. School Children in New Delhi on 'A History of Modern India.'	Delhi, SCERT	2004
Dr.N. Chitgopekar History Research Fellowship	Oxford Centre for Hindu Studies, Oxford University, UK	2004
Dr.N.Chitgopekar History Research award: Studied various aspects of Shiva.	Charles Wallace India Research Award to facilitate research in UK	2005
Dr A. Paliwal History Jawaharlal Nehru Memorial Fund Asian Fellowship for Doctorial Studies	Teen Murti House, New Delhi	2000-02
Dr. M. Saxena History Research Fellowship for Doctorial Studies	Charles Wallace India Trust Short Research Fellowship for UK	2010
Dr. A. Sehgal B.El.Ed. Project Supervisor to an in-service teacher research.	RRCEE Teacher Fellowship, University of Delhi	
Dr. A. Sehgal B.El.Ed. Designed curriculum for pre-service Teacher Education Programme	State Council for Education Research and Training (SCERT)	2012
R.Mukhopadhyay B.El.Ed. .Project Coordinator- Lady Irwin College, Project on 'Parenting: Mirror Self Recognition.'	University of Delhi in collaboration with University of Osnabrueck, Germany	2006-2007
Dr. A. Tiwari Hindi Project on Changing Women Identity in Contemporary Hindi Novels	UGC project (Rs. 3.65 Lakhs)	2012-14

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

Jesus and Mary College over the years has nurtured its students in learning, career building, and personality development. The experienced and qualified faculty has helped them to become independent. In addition to the education in their chosen discipline, students are given exposure to listen to national and international experts who guide them in various fields.

Table 3.3 Indicative Workshops 2010 onwards

Department/Societies	Title	Date
B.EL.ED.	Self-Development	Held annually
English	Creative Writing	December, 2013
Peace Society and NGO	Environment Conservation	April, 2014
Philosophy, Peace Society with India Career Development Association	Self Development and Building Confidence	April, 2011
Philosophy	Building Confidence	January, 2010
Sociology	Emotional Intelligence	February, 2012
Sociology	Youth Empowerment	Jan 20-7Feb, 2011

Seminars/Conferences organised by various departments:

B.El.Ed. Department

- ✓ National Conference on the Pedagogy of Mathematics called '*Lets Mathematize*' (10 and 11 Feb 2014).

Commerce Department

- ✓ Seminar on 'Linking Human Resources to Business Strategies' (26 and 27 March 2014).
- ✓ Seminar on Management as a Career option in India/Abroad with Institute of Management Studies (IMS) (19 September 2012).
- ✓ UGC Sponsored National Seminar on 'Business for Sustainable Development' (16 and 17 February 2010).
- ✓ National Seminar on Financial Sector: Leading India's Vision 2020 on (14-15 February 2008).

Economics Department

- ✓ A panel discussion on start-up ventures attended by entrepreneurs from IIM alumni (2013).
- ✓ Informative seminars conducted by the Jaipuria Institute of Management.

English Department

- ✓ Seminar on 'Symbolism: 1899-1999', by the Department of English, University of Delhi in collaboration with the English department of Jesus and Mary College. The seminar was organized to celebrate the centenary of Arthur Symons who wrote on the symbolist movement (25 and 26 November 1999).

Hindi Department

- ✓ On the occasion of Hindi Diwas the Department, along with the UGC, held a Programme called Hindi Katha Sahitya which showcased a play written by Premchand called Rangbhumi (2013).
- ✓ Two-day conference on Seemantiya Asmita (on marginalized communities) in collaboration with UGC (2007-08).

Mathematics Department

- ✓ UGC sponsored Seminar 'From Pythagoras to Andrew Wiles: Tracing the Path of Mathematics' (17-18 December 2008).

Philosophy

- ✓ UGC Sponsored National Seminar on 'Idea of Development: Fact & Value- A Multi-disciplinary Approach' (24-25 March 2014).
- ✓ UGC sponsored National Seminar on 'Ethics/Life Interface: Theory and Application in Public Domain (A Multi-disciplinary Approach)' (14-15 February 2012).

Political Science Department

- ✓ UGC sponsored Seminar on Human Rights (18 and 19 January 2012).
- ✓ Seminar on 'People of Indian Origin in Africa and Latin America' in collaboration with JNU and ICSSR.

Psychology Department

- ✓ Seminar on 'Gender and Violence: A Psychological Understanding'. (3 April 2014).

Others

- ✓ There was a UN Debate by Universal Peace Foundation. The theme for which was 'Empowerment of Rural Women is essential for Sustainable Peace and Development' in Collaboration with United Nations Centre in India and Britain and Guild for Service (13 March 2012).

Talks/Lectures:

B.El.Ed. Department

- Talk by Prof. Daniel Fass, Head of Department of Sociology, Trinity College, Dublin on '*Social Integration in Multi Ethnic Schools*' (10 February 2014).
- Lecture by Professor Padraic Whyte, Assistant Professor of English and co-director of the Masters programme in Children's Literature at the School of English, Trinity College, Dublin (7 February 2014).

- The Education Department holds the Gijubhai Memorial Lecture Series annually which has hosted eminent personalities such as Professor Kancha Ilaiah (Osmania University). He spoke about '*Position on Dalit Question in Education: Dalit Pride as Pedagogy*' (28 January 2011).
- Talks by Professor Krishna Kumar, Vinod Raina and Professor Anil Sadgopal on *Right to Education*.
- Talk by Ms. Elizabeth Lee, University of Hertfortshire, UK, on *reading and writing* (30 October 2010).

Commerce Department:

- Special talk on '*SEBI Capital Market, Investor's Protection and Portfolio Management*' by Bombay Stock Exchange. Prof. R.P. Tulsian, Professor, Shaheed Bhagat Singh College (E), Mr. Harbinder Singh Sokhi from Bombay Stock Exchange (BSE) attended (February 2014).
- A Special Lecture on '*Financial Marketing*', BSE (16 January 2012).
- A Talk on '*How to do well in Group Discussion and Personal Interview*', TIME Organisation (20 September 2010).

Economics Department:

- A talk on '*Research Methodology and Sampling Method's*' by Ms. P.P. Krishnapriya. The students were introduced to the systematic science of conducting research and the steps involved in conducting a sample survey (18 September 2013).
- There was a talk by ICICI Bank on Financial Derivatives which aimed at providing the students an introduction on the instruments that are commonly used in the capital markets. Besides this the students were also counselled on the opportunities available to them in the field of finance (14 August 2013).
- A talk by Dr. Rakesh Mohan, Deputy Governor of R.B.I., on Growth Path of India; from independence to industrial reforms January, 2012). An inter College WTO and G20 Model Summit was organised in the College (2010-11).

English Department

- Talk by Emma Dawson Varghese on the emerging trends in Indian English literature (March 2014).
- Talks by Nayomee Munaweera and Cyrus Mistry, both nominees for the DSC for South Asian Literature on '*Island of a Thousand Mirrors*' and the '*Chronicle of a Corpse Bearer*' respectively. They read excerpts from their books and held discussions with students (16 January 2014). Subsequently, Cyrus Mistry won the DSC.
- Talks by Jamil Ahmad (author of *The Wandering Falcon*) and Jeet Thayil (author of *Narcopolis*), also nominees of DSC for South Asian

Literature (23 February 2013). Subsequently, Jeet Thayil won the DSC for South Asian Literature.

- Talks by the novelists Devapriya Roy and S. Anand, the co-author of *Bhimayana* (a graphic novel in the syllabus) (2013-14).
- Professor Richard Allen, Open University UK, on a visit to India for a workshop on '*Prospects for English Studies*' visited the department to view a few classes (April 2012).
- Professor Udaya Kumar, Department of English, University of Delhi, gave a talk on *Literary Theory* (September 2011).
- The English Literary Society organized an illustrated talk by Ms. L Subramanyam about *Renaissance Art* (6 April 2011).
- Talk by Author Anish Sarkar on his novel *Benaami* (November 2010).
- Caroline Franklin delivered a talk on *Byron* (February 2009).
- Talk by Professor Stephanos Stephanides on '*Transculturalism: Ways of Seeing*' (December 2008).

History Department

- A talk by Rita Kapoor Chisthi on '*Magic of the Unstitched*' was organized through Art and Architecture Society (26 March 2014).
- A talk by Shireen Moosvi on '*Myths and Facts of History: The Case Study of Anarkali*' (Aligarh Muslim University) (2013).
- A talk by Ms. Swapna Liddle, Eminent Historian and Author of Delhi-14 Historical Walks, on '*The History in our Neighbourhood*' (7 November 2012).
- A talk by Dr. Chitrlekha Zutshi on '*Commemorating Kashmir: History and Memory in Kashmir: Story Telling Tradition*' (13 March 2012).
- A talk on *Sufism* by Mr. Laxmi Dhul (9 March 2011).
- Dastangoi, the celebrated art of Urdu story-telling was organised in collaboration with the History Department.

Philosophy

- A lecture by Dr. Jeffrey Seidman, Associate Professor, Vassar College, NYC on '*Free will and Moral Responsibility*' (16 August 2013).
- An interactive session with Professor Vijay Thankha, Professor at St. Stephen's College on 'Relevance of Philosophy' (3 April 2013).
- On other occasions many eminent persons such as Professor Margaret Chatterjee, Professor Emeritus, Department of Philosophy, University of Delhi, Mr Abhay Chawla, Faculty, CIC, University of Delhi and Swami Gokulanand (Ram Krishna Mission) have visited the College to interact with the staff and students.

Political Science Department

- A talk on 'Development in Pakistan implications in India' by Shalini Chawla, Fellow at Centre for Air Power Study (22 October 2012).

Psychology Department

- Talks by Ms. Sakshi Malhotra and Ms. Jennifer Sarang on The world of human resource management (25 and 27 February 2014).
- The department hosted a fun filled event during which 'Papa CJ', a stand-up comedian, entertained the students and staff of the College. His jokes were satires on the various social issues plaguing the country like racism, stereotyping and discrimination. (2014)
- An interactive session with Ms. Aparna Sanyal, the director of the movie 'A Drop of Sunshine', a movie focusing on the life of a woman suffering from schizophrenia (22 January 2014).
- Lecture by Dr Shivangi Vaidya on the 'Psychological Understanding of Autism' (6 November 2013).
- Session held by Dr. Shanti Auluck on 'Mental Retardation' enabled students to deepen their understanding of the concepts and issues related to it (22 October 2013).
- Talk by Ms. Meetu Khosla on 'Building Emotional Resilience' (18 October 2013).
- Lecture by Professor Anand Prakash on Organizational Behavior, insights into the psychological forces underlying the 'dog-eat-dog' corporate world (19 September 2003).
- Talk by Mrs. Jain which focused on Positive Psychology Principles (2013).
- Talks by and interactive sessions with Dr. Anup Dhar, Dr. Anand Prakash, Mr. Pulkit Arora, 'Aspire Education', 'Alcoholics Anonymous' and the 'Manas Foundation'– on a variety of topics ranging from Psychoanalysis and Qualitative Research to educational and internship opportunities. (2012-13).

Sociology Department

- Talk by Professor Satish Deshpande, HOD, Dept. of Sociology, Delhi School of Economics on 'The Sociology of Higher Education in Contemporary India' (2013).
- Talk by Professor Rita Brar, University of Delhi, on 'Punjabi Kinship and Marriage: Sayings and Songs' (30 August 2012).
- Talk by Professor Anand Kumar, Political Sociologist (Jawaharlal Nehru University) on 'Dynamics of Civil Society and Social Movements in India' (4 November 2011).
- Talk by Professor Avijit Pathak, Jawaharlal Nehru University, on 'Graduating in Humanities and Social Sciences: A Journey Beyond Exams, Grades and Certificates' (3 November 2011).
- Talk by Professor Patricia Uberoi, University of Delhi, on 'Chicks, Kids and Couples: Feminity in Calendar Art'. (2010-11).
- Talk by Prof. Dev Pathak, Jawaharlal Nehru University, on 'Sociology in Everyday Life' (2010-11).
- Mr. Hasan talked about 'State and Civil Society'. (2010-11).
- Talk by Professor Emeritus T. K. Oommu, Jawaharlal Nehru University, on 'Citizenship and Nation-Building' (2009-10).

- Talk by Professor Sheena Jain, Jamia Millia Islamia University, on 'Bourdieu's Theory of Practice' (2009-10).
- Talk by Professor Dipankar Gupta, Jawaharlal Nehru University, on 'India's growth is not India's development' (2009-10).
- Talk by Professor A. M. Shah, University of Delhi, on 'Family in India'. (2009-10).
- Talk by Professor J.P.S Uberoi, University of Delhi, on 'Sikhism and the Golden Temple' (2008-09).
- Talk by Professor Dipankar Gupta on 'The Vanishing Village' (2008-09).
- Talk by Dr. Meera Mitra on 'Corporate Social Responsibility'. (2008-09).

Others

- There was a UN Debate by Universal Peace Foundation. The theme for which was 'Empowerment of Rural Women is essential for Sustainable Peace and Development' in Collaboration with United Nations Centre in India and Britain and Guild for Service (13 March 2012).
- Professor Swaminathan Iyer gave a talk on Morality of Capitalism and Challenges of Social Inclusion (30 January 2012).
- Societies like AICUF, Green, Peace and WSDC also organised talks to sensitize students and faculty on several issues (For details see Extension Activities and Institutional Social Responsibility

3.1.7 Areas of Prioritized Research of Faculty

Every department focuses on contemporary issues and areas of emerging interest in their discipline. A summary of the same is given below:

Table 3.4 Areas of Prioritized Research of Faculty

Department	Areas of Prioritised Research
B.El.Ed.	Developmental and Educational Psychology, Environmental Education, Education Policy, Multiculturalism, Value Education.
Commerce	Corporate Accounting and Finance, Distributive Justice, Gender Empowerment, Poverty and Development.
Economics	Business Policy, Development Economics, Econometrics, Macroeconomics, Marketing Management, Statistics.
English	Autobiographies, Classical Period, Gender, Literary Theory, Modernism, Popular Fiction, Post Colonial Literature, Renaissance and Eighteenth Century Literature.
Hindi	Aadhunik Hindi Kavitaye, Hindi Upanayas, Hindi Journalism, Nai Kavita

History	Ancient India, History of Religion, Indian National Movement, Medieval and Modern India,
Mathematics	Computers, Graph Theory, Harmonic Analysis, Operations Research, Operator Theory, Orthogonal Polynomials.
Philosophy	Ethics, Environment and Gender, Logic, Western Philosophy.
Political Science	African Studies, Human Rights, Indian Government and Politics, International Relations, Public Administration, Women Studies.
Psychology	Child Psychology, Clinical Psychology, Cognitive Psychology, Disability and Gender, Experimental psychology, Social Psychology,
Sociology	Economic Sociology, Education, Gender, Kinship, Medicine, Religion.

3.1.8 Eminent researchers/speakers visiting the institution

Over the years, various departments and societies of the College have been engaged in organising seminars/conferences and have invited eminent speakers/researchers from all over the world to interact with teachers and students. Our students have learnt enormously from such exposure.

- The College encourages faculty and students to invite researchers of eminence.
- The speakers are provided infrastructural facilities and technological support.
- The faculty use their contacts and resources to invite eminent personalities to address our students on various global issues and problems.
- The College keeps itself well informed of any person of repute visiting the Capital and tries its level best to invite him/her to the campus.
- Organization of seminars/conferences is encouraged throughout the year to bring our students in contact with distinguished personalities of the world.

Some preeminent speakers who have graced the institution:

- ✓ Dr. Man Mohan Singh (the then Finance Minister of India)
- ✓ Rev. Francis Clooney (Prof of Religion, Harvard University)
- ✓ Prof. S. Swaminathan, Professor Emeritus, Department of Mathematics, Dalhousie University, Halifax, Nova Scotia, Canada
- ✓ Prof Abhinay Muthoo, University of Warwick, London
- ✓ Dr. Rakesh Mohan (Deputy Governor of RBI)
- ✓ Dr. Jairam Ramesh, (the then Minister of Environment)
- ✓ Mr. Ajay Maken (the then Housing and Poverty Alleviation Minister of India)
- ✓ Prof. Dinesh Singh, Vice Chancellor, University of Delhi
- ✓ Dr. Jacob John, Director of Kerala Development Society, New Delhi).

- ✓ Sh. Sanjay Singh, Vice President PR, Tata Services.
- ✓ Mr. Subhash Jagota, Director, Global Business School.
- ✓ Dr. Ajay Kumar Singh, Associate Professor, Department of Commerce, University of Delhi.
- ✓ Dr. Pronab Sen, Principal Advisor (PPD), Planning Commission.
- ✓ Mr. Vinod Kumar, CEO, International College of Financial Planning.
- ✓ Dr. Srinivasan Iyer, Assistant Country Director and Head, Energy and Environment Unit

3.1.9 Sabbatical Leave

In the past, the University of Delhi rules did not have the provision for sabbatical leave. But recently, the College received a notification for allowing its faculty to avail of Sabbatical Leave on 11th October 2013. Following this notification, sabbatical leave was started in the College. Mr. Popli, Commerce Department and Ms Ghazala Amin, History Department have been granted Sabbatical Leave.

3.1.10 Transfer of relative findings of research to students and community

The institution has contributed towards a research culture among its teachers as well students. Students are not only motivated to do research work within their curriculum but also they are encouraged to reach out to others outside the classroom.

- Apart from the departmental initiatives, extension programmes have been undertaken by the College to cover a wide range of activities which make the students aware of their Institutional Social Responsibility (ISR).
- The College societies have worked on programmes related to health and hygiene, spreading of literacy and environmental awareness.
- Through various societies of the College like AICUF, JMCEP, NCC, NSS, WSDC, students take up the responsibility to transfer their relative findings from Lab to Land. (For details see 3.6).

3.2 Resource Mobilization for Research

3.2.1 Percentage of the total budget earmarked for research

There is no separate provision for research in the budget as grants are received from the UGC mainly under the heads Pay and Allowances for teaching and non-teaching staff and maintenance grants.

3.2.2 Provision in the institution to provide seed money to the faculty for research

Although there is no provision for providing seed money for research to the faculty in the institution at present, one of the recommendations of the Research Committee of the College is to mobilize a corpus. They intend to get

contributions from parents, corporate sector, government and funding institutions/agencies for this purpose.

3.2.3 Financial provisions made available to support student research projects

In general, in the past, there were no specific financial provisions for supporting student research projects in the institution. However, the students had access to the College library and computer resources for their research and access to printing facilities.

- In the year 2012, University of Delhi started a scheme to support inter-disciplinary Innovation Projects for students. Seven projects of the College got a grant of Rs.10 lakhs each. (For details see Table (iv)). This grant had a provision not only for equipment purchase, travel, printing expenses etc. but also for a stipend of Rs. 1000 per month to each student working on the Innovation Projects.
- The Gyanodaya Express started by University of Delhi was another example where students were provided with funds for field research. In March 2014 twelve students of the College from different departments, accompanied by an Associate Professor, went for field-work on The Gyanodaya Express. They conducted research on Migration entitled, 'The Unknown and the Unacknowledged in the face of Urbanisation.'
- In the year 2012-2013, fifteen students from the Hindi Department were selected to do field work on 'Small Scale Industry in Punjab.' Their specific focus was on Rock Gardens.

Research Projects: Various departments in our College also supervise research work wherein the students conduct research projects and submit reports to the teachers. The field trips and extension activities make the students aware of their Institutional Social Responsibility and commitment. Some of the most recent ones are listed below:

- The Department of Bachelor of Elementary Education (B.El.Ed.) carries out regular field visits and assigns project work to the students to do research which forms an integral part of the teaching learning process. In the B.El.Ed. department the students do internship in various schools and apply their classroom knowledge in the field. They also try to sensitize (through innovative teaching methods) the teachers and headmasters of the eight schools with which they have a tie up.
- Department of Economics has had six students who prepared a report for UNDP conference on Triangular Issues in 2013. The same year six first year students were involved in projects guided by researchers from TERI, Planning Commission and IIFT.
- The Department of History has made a Research Trip (in the current academic year) to Mandu & Maheswar, where the students were familiarised with its rich tangible and intangible heritage. This field trip has also created awareness and sensitivity towards the weaver community and the kind of exploitation they face with the advent of globalization.

- The Department of Political Science has organised a research trip to Jodhpur and Jaisalmer to study the impact of 33% reservation for women in Local Bodies.
- The Department of Sociology trains its final year students to undertake small projects as part of their research work. The department has taken the students to Barabanki in U.P to study the Kinship system. Other places where the students were taken for research work were Nagaland, Ooty, Dharmashala, Amritsar. Almost every classroom is equipped with projectors for sharing the findings with other students through presentations.

3.2.4 Interdisciplinary Research of Students and Faculty:

- The faculty members have been continually involved in developing a scientific temper and research culture among students of Jesus and Mary College.
 - ✓ Seven **interdisciplinary** and **collaborative** Innovation Projects were awarded to the students and faculty of Jesus and Mary College in 2012-2013 by University of Delhi, details of which are given in Table (v) below. The students were encouraged through generous funding from the University and structural support was provided by the College to conduct and learn about various aspects of research including literature review, research methodologies, field work, surveys, data collection, observations, interviews and narratives to name a few. Above all, the students were made aware of the strength of collaborative and interdisciplinary approach to research work.
 - ✓ The projects were showcased at *Antardhwani*, the Annual Festival of the University of Delhi and received accolades from visitors to the Exhibition.
 - ✓ The project ‘Zafar Mahal: A Historical Perspective’ was judged as one of the best projects.
 - ✓ Another project, ‘NGOs and the Development of Resilience: A Study of Marginalized Urban Girls in Delhi’ was also appreciated. It has also been selected for continuation grant in the year 2013-14.

Table 3.5 Interdisciplinary Student Projects

Department	Interdisciplinary Student Projects	Year
B.El.Ed.	D.U. Innovation Project entitled, “A Cultural and Contextual Understanding of Resilience and the Role of Voluntary Organizations in its Development: A Study of Marginalized Urban Girls in Delhi.”	2012-13
B.El.Ed.	D.U. Innovation Project Continuation of the above	2013-14

Commerce	D.U. Innovation Project entitled, "State of Life after 60 in the 21st century, Delhi"	2013-14
Commerce	D.U. Innovation Project entitled, "Understanding the Lives of Working Poor in Delhi"	2012-13
Commerce	D.U. Innovation Project entitled, 'The Unknown and the Unacknowledged in the Face of Urbanisation' during 'Gyanodhyaya IV'	2013-14
Economics	D.U. Innovation Research Project entitled, "Money, Economics and Vendors: The Social Mosaic."	2012-13
Economics	Six students prepared a report for UNDP Conference on Triangular Issues	UNDP, 2013
Economics	Six first year students were involved in projects guided by researchers from TERI, Planning Commission and IIFT	2013
English	D.U. Innovation Project, entitled, "Delhi: The City as Text."	2012-13
Hindi	D.U. Innovation Project on "Old Age Homes"	2013-14
History	Sensitization project funded by INTACH	
History	D.U. Innovation Project entitled, "The Evolution of Mehrauli and the Need to Undertake Conservation of these Monuments."	2012-13
Mathematics	D.U. Innovation Project on "Solid Waste Management."	2012-13
Sociology	D.U. Innovation Project entitled, "Beyond Relocation: Experiences from the Urban Fringes"	2012-13

- The results / findings of the seven projects (2012-2013) were shared at a College seminar attended by the students and faculty members from all departments. The research findings were also meticulously documented in a book entitled, *Crossing Boundaries, Erasing Margins: Interdisciplinary, Collaborative, Innovation Projects*. The book, edited by Dr. Taisha Abraham, was highly appreciated and is now displayed on the University of Delhi Innovation Project website as the model book for fine documentation.
- The students found interdisciplinary projects very useful in combining field work and innovative research.
- In working on the interdisciplinary projects, the students faced a few **challenges**. Commuting to certain areas as female students was a problem. Communication with respondents while conducting interviews was also difficult. Often, students faced the problem of lack of information and support from local people and authorities. Some students also faced emotional challenges in being exposed to a different milieu. The difficulties faced and the lessons learnt by the various teams are summarized in the Appendix to the book, *Crossing*

Boundaries, Erasing Margins: Interdisciplinary, Collaborative, Innovation Projects.

- In general, however, the exercise was useful in creating strong bonds among students across disciplines and also made them understand the complexities of the world outside..
 - In the year 2013-2014 three more projects have received grants. Apart from the Innovation Projects, the College has also received grants under **Gyanodhyaya Express project** from University of Delhi for field research.
- .
- In addition to the above, student involvement in projects as part of curriculum is given below:
 - ✓ Departments like B.El.Ed. (IIIrd year) and Psychology have 100% student involvement in in-house projects over the past four years.
 - ✓ Department of Economics has 13 % of its students work as interns in the most prestigious and promising institutions and companies like DMRC, Ernst and Young, German National Tourists Services, HUDCO, Kings College London, Lucid Solutions, the Planning Commission, Reliance Securities, SMILYO, Toxics Link, United Nations Projects. Besides, the department has also worked with NGOs like Kalpavriksha and Samavesh.
 - ✓ Department of English has 100% student involvement in in-house projects related to academic topics of English.
 - Among the faculty, Dr. Taisha Abraham from the English Department, conducted an interdisciplinary Critical Theory workshop for seven years for the faculty of Jesus and Mary College and other University of Delhi colleges (1991-1998) at the College premises. The workshop has been very useful to the teachers in re-thinking their pedagogical approaches, which has benefitted students. *Dr. Abraham also brought out six books in the interdisciplinary Shakti Series.*

Table 3.6 Interdisciplinary books published in the Shakti Series

Department	Faculty	Book Titles
English	Dr. Taisha Abraham	Women and the Politics of Violence
	Ms.Lakshmi Subramanyam	Muffled Voices: Women in Modern Indian Theatre
History	Dr. Nilima Chitogopekar	Invoking Goddesses: Gender Politics in Indian Religion
	Dr. Visalakshi Menon	Indian Women and Nationalism: The UP Story

Psychology	Dr. Anita Ghai	(Dis)Embodied Form: Issues of Disabled Women
Matrika (NGO)	Ms. Janet Chawla	Birth and Birthgivers: The Power Behind the Shame

3.2.5 Optimal use of various equipment and research facilities of the institution by its staff and students

- The students and teachers have free access to all resources (including online) in the library on all working days from 8:30 AM to 4 PM which ensures that they can access it whenever they are free. Similarly, teachers have free access to the computers in the library and in the staff room.
- The B.EL.ED, Computer and Psychology departments manage their respective labs so as to ensure optimal use by putting up Time-Tables for use by different groups.
- The equipment and facilities are well maintained and kept in working condition.

3.2.6 Grants/finances from the industry or other beneficiary agency for developing research facility

The College has not received any special grant for developing research facility except the following which have indirectly aided research:

- UGC grants to some Departments for organizing National Level Seminars in the College.
- UGC grant for setting up and running a Women's Studies and Development Cell in the College.

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

The College supports the faculty in securing research funds by forwarding their applications through proper channel, certifying details in their applications, prompt disbursement of funds received and issuing timely utilization certificates and audited statements of expenditures.

The following Table 3.7 provides the details of ongoing and completed projects:

Table 3.7 Completed and Ongoing Research Projects

Name of the Project	Duration	Title of the Project	Name of the Funding Agency	Total	Amount	Total Grant
				Sanctioned	Received (till date)	Utilized
Minor Projects	2003-05	Birth of Euro and its Implications on India-Eurozone Trade	UGC	35,000	35,000	35,000
	2006-09	Trade Liberalisation and its Impact on India-ASEAN Trade	UGC	35,000	35,000	35,000
		Evolving the Curriculum on Gender and Disability		1,00,000	1,00,000	
Major Projects	2012-14	Samkaalin Hindi Upanyaas mein Badhti Naari Maansikta	UGC	3,65,000	2,40,000	Ongoing
		Engaging with Disability Issues in North East	Ford Foundation	7,50,000	7,50,000	
Inter-disciplinary	2012-13	Solid Waste Management	University of Delhi	10,00,000	10,00,000	9,76,699
Projects	2012-13	Delhi: The City as a Text	University of Delhi	10,00,000	10,00,000	7,80,445
	2012-13	A Cultural and Contextual Understanding of Resilience and the Role of Voluntary Organisations in its Development	University of Delhi	10,00,000	7,00,000	6,44,777
	2012-13	Preserving our Cultural Heritage: The Monuments of Delhi	University of Delhi	10,00,000	5,00,000	4,98,371
	2012-13	Street Vendors: Service Providers or Traffic Hazard	University of Delhi	10,00,000	5,00,000	4,81,130
	2012-13	Beyond Relocation: Experiences from the Urban Fringes	University of Delhi	10,00,000	7,00,000	6,44,777
	2012-13	Understanding the Lives of the Working Poor	University of Delhi	10,00,000	5,00,000	4,92,270

	2013-14	State of Life after 60 in the 21 st Century Delhi	University of Delhi	3,50,000	2,25,000	Ongoing
	2013-14	Vartmaan Sandharbh Mein Vridhaashrmon ki Sthiti evam Upyogita	University of Delhi	3,00,000	2,00,000	Ongoing
	2013-14	Continuation of Project 3 of 2012-13	University of Delhi	3,00,000	2,00,000	Ongoing
Industry Sponsored	No					
Students' Research	Every Year	B.El.Ed. (2-3 per student in the 4th year)	Self-financing			
Projects	Every Year	Psychology	Need based informal			
Any Other	2014	The Unknown and the Unacknowledged in the Face of Urbanisation	University of Delhi	Gyanodya Express	Boarding Lodging Travel	

3.3 Research Facilities

3.3.1 Research facilities available to the students and research scholars within the campus

In JMC, we strongly believe that an institution can become the centre of academic excellence only when a research culture exists and proliferates among the faculty and students. The College provides infrastructural and support facilities in the form of computers, library, internet facility and e resources and laboratories.

Research Projects: Various departments in our College also supervise research work wherein the students conduct research projects and submit reports to the teachers. The field trips and extension activities make the students aware of their Institutional Social Responsibility and commitment. Some of the most recent ones are listed below:

- The Department of Bachelor of Elementary Education (B.El.ED) carries out regular field visits and assigns project work to the students to do research which forms an integral part of the teaching learning process. In the B.El.Ed. department the students do internship in various schools and apply their classroom knowledge in the field.
- The Department of History makes frequent field trips to historical places to familiarise the students with our rich tangible and intangible heritage.
- The Department of Sociology trains its final year students to undertake small projects as part of their research work. Techniques of social research like fieldwork and data collection and a well researched presentation is prepared to disseminate information.

- Mathematics Department also organizes research-related workshops for students from time to time. Recently, a four day workshop on Game Theory was conducted by a Professor from Warwick University.

Industry Collaboration for Internships

- The College encourages its students to take up internships for on-the-job training that will enrich their skills. Students of the Commerce and Economics Departments have been placed in well-known companies in the Industry (For details see 3.7)
- The B.El.Ed. Department has a formal agreement with NDMC (a local body) schools for the intensive internship in teaching for the students of fourth year (sixty days over six months). The students of the first year also have sessions with NDMC.

3.3.2 Institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers

Jesus and Mary College was founded in July 1968 as a constituent College of the University of Delhi. Over the decades several institutional strategies have been adopted to improve and enhance academic excellence. For example, budgetary allocations have been made consistently for infrastructure development and maintenance. Over the years, there has been significant augmentation in library resources and laboratories as well.

Jesus and Mary College has upgraded its existing institutional system by introducing new and relevant technology.

- **Infrastructure and Planning**
 - ✓ A state of the art Multipurpose Hall within the College campus was inaugurated in 2006. The building has an auditorium and an area for indoor games. The basement of the Hall has seminar rooms, a virtual class room and a fully equipped Computer Laboratory. The hall is used to host a lot of seminars, conferences and talks. In the academic year 2012-13, the departments involved in the Innovation Project made presentations in the hall and shared their research findings with the faculty and students of the College and sensitized them to the issues facing the nation.
 - ✓ Jesus and Mary College aims to offer an integrated all round education and therefore focuses on physical education and sports sciences as an important aspect of overall development of the students.
 - ✓ A fully wireless (Wi-Fi) computer network covers the entire campus: All indoor classroom/ laboratory locations, student breakout areas and common areas on campus. This network connects all campus computers to each other and to the internet.
 - ✓ The College has well equipped laboratories for course related practical work. Apart from the material infrastructural facilities, our College has also constituted a team under 'Internal Quality Assurance Cell' (IQAC) whose primary task is to develop a system for consistent quality improvement in the overall performance of the institution in both teaching and research.

3.3.3 Special grants or finances from the industry or other beneficiary agency for developing research facilities

- Our College has received grants for seven departments by University of Delhi in the year 2012-2013 to carry out interdisciplinary Innovation projects. The College purchased equipment such as laptops with printer, voice recorders and cameras to facilitate students with their project work.
- The College has financed the creation of a separate space “The Committee Room” for project related work such as discussions by the students with their respective mentors. Students use this committee room for their research work and to prepare their reports.
- Apart from the Innovation Projects, the College has also received grants under Gyanodhyaya Express Project from University of Delhi for field research.

3.3.4 Research facilities made available to the students and research scholars outside the campus/ other research laboratories

Our College has membership provision with the British Council Library, where both teachers and students can go and carry out their Research work. The University of Delhi students and teachers also have access to other libraries like:

- ✓ JNU Library
- ✓ NCERT Library
- ✓ NUEPA Library
- ✓ Ratan Tata Library
- ✓ South Campus Library
- ✓ The American Centre Library
- ✓ Sahitya Kala Academy
- ✓ Teen Murti Library

3.3.5 Details on the library/ information resource centre

An excellent, well equipped library is the foundation of any College that encourages research. Jesus and Mary College has continually made efforts to create a state of the art library resource centre which has enhanced the academic and research growth of the faculty and students over the years.

- The College library provides access to students to a wide range of scholarly journals and books, growing digital media collections and other printed materials to support research and learning.
- The library has introduced digital reference systems in the traditional library and implemented multi-dimensional strategies to enhance, enrich and encourage research in the College.
- The library owns automation software that enables digital accessibility of books and journals for both students and teachers. The library has two computer systems with OPAC (Online Public Access Catalog)

which is an online database of materials held by the library and can be accessed by research scholars, students and teachers of the College.

- The electronically catalogued bibliographic description gives location and holding information of books and is an effective search tool. Apart from OPAC the College library also owns another library automation software called TROODON, which is user-friendly software that can be used without prior training. The software enables search by publisher, author and other key words.
- Besides this, the library also provides networked computer systems to students and teachers. Currently, there are ten computers for students and twenty computers for teachers to be used for research work. At the beginning of each academic session, the library in collaboration with various departments conducts an orientation session to familiarize the new students with library resources and software.
- At present the library subscribes to ninety five journals and magazines (including fifteen international journals), ten newspapers (English and Hindi). The library has a collection of nearly fifty thousand books in the journal and reference section. The library has five sections:

- ✓ Book Bank
- ✓ Periodical and Magazine Section
- ✓ Reference Section
- ✓ Text book Section
- ✓ Weekly Section

- Books in the Reference Section are meant for in-library reference work whereas books in the text book section can be issued by students on weekly basis and by teachers on yearly basis.
- As a part of library collaborations, the Jesus and Mary College library can access journals of the University of Delhi Library System. It has an online membership for research material of Sage publications. Apart from access to digital editions of journals like CLIO digital maps, guntenberg, jstor, project muse among others, Jesus and Mary College also has access to digital copies of certain books that are available in CDs and can be used by research scholars, students and teachers.

3.3.6 Collaborative research facilities developed/ created by the research institutes in the College

- The B.El.ED. Department has designed its own curriculum lab which has been built with expert inputs and collaborations with outside agencies which specialize in elementary education. A part of the curriculum content has been conceptualized and developed with Jodogyan.
- The department has collaborated with National School of Drama and jointly produced high quality research the results of which were uploaded and made available to the public for further comments.

- In terms of physical infrastructure, the department has several state of the art equipments such as: smart-board, a touch screen desktop with internet facility; projector and two computers available to research students and teachers.
- The department also has collaborations with many NGOs at the micro level. The department is currently in the process of finalizing research collaboration with **Michigan University**. The department has also initiated the Giju Bhai Memorial Lecture Series with an aim to provide a forum to promote a new ambience and discourse in elementary education.
- All the computers of the lab are connected to the University Servers. The College is connected to the *National Knowledge Network* which was launched by University of Delhi by Video Conferencing in 2012-2013.

3.4 Research Publications and Awards

3.4.1 Research studies or surveys benefiting the community or improving the services

Department	Research Publications (total)	Papers in e-journals	Books Published	Chapters to edited books/text books	Book Reviews	Seminar/Conference presentations	Monograph	Citation
-	10 (4) 2 peer reviewed; 2 International	-	5 (3)	7 (3)	-	5 (1)	1 (1)	
Commerce	67 ((9) 7 Peer reviewed; 14 International	15 (4)	60 (13)	23 (10)	1 (1)	87 (13)	2 (1)	13 (1)
Economics	1 (1)	-	1 (1)	4 (2)	-	-	-	-
English	24 (4)	-	26 (4)	14 (8)	34 (5)	119 (10)	-	5 (1)
Hindi	2 (2)	-	5 (3)	15 (8)	1 (1)	4 (1)	-	-
History	19 (5) 5 peer reviewed; 4 International	-	1 (1)	13 (2)	6 (2)	17 (2)	7 (2)	2 (1)
Maths	21 (4)	-	1 (1)	-	-	4 (1)	-	-
Political Science	5 (1) 2 peer reviewed; 2 International	-	21 (1)	18 (1)	15 (1)	-	--	-
Philosophy	3 (2)	-		1 (1)	-	2 (1)	-	-
Psychology	19 (2)	-	2 (1)	12 (1)	3 (1)	33 (1)	-	-
Sociology	1(1)							
Total	172	15	122	107	60	271	10	20

- The students of the Department of Economics carried out their research on the issue of street vendors in Delhi. They conducted a project on ‘Money, Economics and Vendors: The Social Mosaic’ that analyzed and estimated the social and economic contribution of street vendors to urban life. In the process they designed and made a cart for vending. It was very well made and had many interesting features. The product received appreciation and acclaim all around.
- The students of the Department of Mathematics worked on a project entitled, ‘Solid Waste Management.’ They did research on vermin-compost and developed ideas on eco-friendly disposal of garbage.

3.4.2 Research journals

The College does not publish any research journal as yet. However, the Research Committee intends to start a peer reviewed academic journal.

3.4.3 Publications by faculty and students

Table 3.8 Overview of Research Publications of JMC Faculty

Figures in parenthesis refer to Number of teachers

(For details see Department Reports)

3.4.4 Research awards and recognition received by the faculty

Table 3.9 Research awards and recognition received by the faculty

Faculty	Award	Year
Principal Dr.(Sr.)Marina	Dr Sam Higginbottom Award for the best Principals of India	2011
	Tertiary Education and Knowledge Summit Life Time Achievement Award	2004
	Priyadarshini Award	2003
	Shreemani Award	2001
	Delhi citizen Forum Award for Civil Rights	1999-
	Shresht Shree Award	2000
		1998
Commerce Dr. R. Dayal	Rajeev Gandhi Khel Ratna Award for Excellence in the Field of Commerce.	2009
	Consumer Excellence Award by Consumer Federation of India for Organising Ability and Leadership	2006
Commerce Dr. M. Mitra	Award for Community Service by Rotary Club, Delhi	1992
Commerce Dr. A.Motwani	Fulbright Nehru Academic and Professional Excellence Fellowship (Teaching)	2014-15
Commerce Dr.S . Rastogi	Best Author Award for paper publication by the Indian Society of Training and Development	1999
Commerce Ms.K. Sachdeva	Certificate of Merit as Distinguished Teacher by University of Delhi	2009
Commerce Dr. P. Singh	Best Paper in Shaheed Bhagat Singh College, University of Delhi	2011

English Dr. T. Abraham	Theo Mathias Award - For Distinguished and Innovative Teaching, AICHE	1992
	Marilyn Heckler Dissertation Award SUNY, StonyBrook. USA	1990
	Miller Award for Excellence in Scholarship for Doctoral dissertation, SUNY, StonyBrook, USA	1990
Hindi Dr. A. Tiwari	Prashasti Patra by Director, South Campus, University of Delhi	2012
History Ms. G. Amin	'Citizen Warden' Award by the Lt Governor of Delhi, Delhi Government	2000
History Dr. V. Menon	Hira Lal Gupta Award for an Outstanding Woman Historian for the book on Indian Women and Nationalism: the UP Story by Indian History Congress	2007
History Dr. Sr. Molly	Best Administrator's Award for the Best Administration and Students Welfare, Government of Himachal Pradesh	2010-11
History Dr. A. Paliwal	Prof. J.S. Grewal Prize for presenting the Best Paper in Medieval Indian Section Indian History Congress, Bhopal	2001
Mathematics Dr.A.Marwah	Canadian Scholarship for Ph.D. Programme	1992
	Izzak Killan Walton Scholarship for the best student, Halifax Canada	1994
Political Sc. Dr.R.Sushila	Fulbright Post Doctoral Fellowship	1991

3.5 Consultancy

3.5.1 Strategies for establishing institute-industry interface

As of now the institute-industry interface exists only in the areas of placement of students, funding of seminars and summer internships for students. The College has recognized the scope for development in this area.

3.5.2 Policy of the institution to promote consultancy

The institution has as yet to formulate a proper policy to promote consultancy and then to publicize the available expertise.

3.5.3 Facilitation to the staff to utilize their expertise for consultancy services

The various faculty members discover the opportunities for consultancy independently and the institution facilitates by providing leave as permissible by University of Delhi leave rules.

3.5.4 Major consultancy services and revenue generated

The institution as yet does not formally provide consultancy services and no revenue is generated.

At individual and departmental levels, the faculty members have been consultants for other independent institutions. For example, some teachers have done major and minor projects, there are teachers who have taught abroad, or, in other national universities, sometimes they have been resource persons in various programs. Many faculty members have also helped in developing curriculum outside of University of Delhi syllabus. The information is contained in the following tables:

Table 3.10 Interface of Department with Industry, NGO, Government

	Interface/ Networked with	Nature	Duration
B.El.Ed.	Interface with (NDMC), Education Department. An Intensive Internship Program (16-18 weeks) for students.	-	Since 1994 to date
Dr.(Sr.) Marina John, Principal	UGC nominee for granting autonomy	--	Since 2000 to date

Table 3.11 Consultancy of faculty with ministry and various Institutions

• Department • Faculty Name	Consultancy given to	Nature of consultancy	Duration	Revenue generated, if any
Commerce				
Dr. Reena Marwah	International Consultant at UN Women South Asia Regional Office	Consultant	July 2011	Honorarium of Rs 3,74,000/-
Dr. Ameeta Motwani	Consultant, Committee Andhra Pradesh (Central Govt, Ministry of Home Affairs, Govt. of India)	Senior Consultant (Full time)	June 15- Nov 15, 2010	Honorarium of Rs 2,50,000/-
Economics				
Dr. Shalini Srivastava	Report submitted to the standing committee of the Parliament.	A Study on Effect of Proposed Amendments to Copyright Act on the Indian Music Industry.	2010-11 (Two months)	-

Table 3.12 TEACHING (INTERNATIONAL)

• Dept • Faculty Name	Consultancy given to	Nature of consultancy	Duration	Revenue generated
Commerce				
Dr. Minakshi Mitra	Business and Management University, Geneva	Visiting Faculty	2003-2005	-
	Ecole de Management, EM Lyon	Visiting Faculty	1996- 2000	-
	Ecole Internationale de Commerce et de Development, EICD, Lyon France	Visiting Faculty	1998- 2000	-

Dr. Ameeta Motwani	Central Ostrobothnia University of Applied Sciences, Kokkola, Finland	Guest Faculty for invited Lectures	2006, 2007, 2008	-
	International Business at Central Ostrobothnia Univ. of Applied Sciences, Kokkola, Finland	Visiting Faculty	2008, 2009, 2011, 2013	-
English				
Dr. Taisha Abraham	Department of English Studies, National University of Cyprus, Nicosia	Visiting Faculty	2002-2004	-
Political Science				
Dr. R. Sushila	Department of Political Science, National University of Singapore, Singapore	Visiting Faculty	1996	-

Table 3.13 TEACHING (NATIONAL)

• Department • Faculty Name	Consultancy given to	Nature of consultancy	Duration	Revenue generated
B.El.Ed.				
Ms. Mukhopadhyay	IGNOU	Academic Counsellor	2004-08	-
Commerce				
Dr. Rekha Dayal	Amity University, Delhi	Visiting Faculty	2010-2011	-
Dr Mani Nandi	Maharishi Institute of Management, Noida	Visiting Faculty	1996-1998	-
	Hindu Institute of Management, Sonapat	Visiting Faculty	1996-1997	-
	Maharishi Institute of Management, Noida	Visiting Faculty	1995	-
Dr. Preeti Singh	Indian Institute of Finance, Delhi	Special Lectures	2005-2012	-
Dr. Mani Nandi	All India Management Association (AIMA)	Visiting Faculty	2003-2005	-
	Lal Bahadur Shastri Institute of Management, Delhi	Visiting Faculty	2002	-
	BIMTECH	Visiting Faculty	1996-1998	-
	Indian Institute of Technology, Delhi	Visiting Faculty	1982-1983	-
Mathematics				
Dr. Ambika Bhambani	IGNOU	Academic Counsellor	1992-95	-

Dr.Alka Marwah	IGNOU	Academic Counsellor	2002-	
Ms. Rama Saxena	Open School, at Carmel Convent	Remedial Classes	2004-06	
Ms.Sunita Narain	IGNOU	Academic Counsellor	2014	

Table 3.14 RESEARCH / STUDY

• Dept • Faculty Name	Consultancy given to	Nature of consultancy	Duration	Revenue generated
B.El.Ed.				
Ms. Rashi Mukhopadhyay	Lady Irwin College, University of Delhi with University of Osnabrueck, Germany	Project Coordinator	Febr'06 - July'07	-
Commerce				
Dr. Mani A. Nandhi	Short term consultant for a US aided study	Consultant	1999, 2000	Hon. Rs.100000
Economics				
Ms. Shalini Srivastava	Prudential Foundation and the Association for Enterprise Opportunity	Provided technical and management assistance	1999, 2000, 2001	-
	Conducted Analyses of Recent Social Sector Reform Measures in Various Projects.	Consultant	2001-2006	-
	Conducted the Monitoring and Evaluation for the USAID/ (ASTP)	USAID Project	2000-01	-
English				
Dr. Taisha Abraham	Jaipur District of Rajasthan	Research Study: Primary Education in Schools	1994-95	
Psychology				
Dr. Priyanka Agarwal	University of Stockholm, Sweden	International Research Project	2013 onwards	

Table 3.15 SELECTION BOARD/ EVALUATION/ COMMITTEE

• Department • Faculty Name	Consultancy given to	Nature of consultancy	Duration	Rev If any
Principal Dr.(Sr.)Marina	Xavier Board of Higher Education	Executive Board Member	Ongoing	
	Member of the Anjuman (Court), Jamia Milia Islamia	Member	2013-16	
	Bhagat Phool Singh Mahila Vishwavidyala, Haryana	Board Member	2006-09	
	Sarojini Naidu Govt. Girls Post Graduate Post Graduate College, Bhopal	UGC Nominee	2005 to 2011	
	Union Public Service Commission	Expert Panelist	2006	
	St Joseph's College, Tiruchirapalli	Governing Board Member	2001-06	
	All India Association for Christian Higher Education (AIACHE)	Executive Board Member and Joint Secretary	2012 onwards	
B.El.Ed.				
Ms.Nidhi Seth	G.D. Goenka Public School, Karkardooma	Subject Expert Recruitment panel	2014	
Commerce				
Dr. Ameeta Motwani	Board of School of Law and Governance, Public Policy and Management, Central University of Haryana	Member	2012, 2013	
Dr.Renu Gupta	Bal Bharti Public School	Subject Expert in Selection committee	2010-11	
Dr. Reena Marwah	Jawaharlal Nehru University	External Evaluator for Ph.D. students	2012- onwards	-
	Jawaharlal Nehru University	External Evaluator for M.Phil. students	2012- onwards	-
	Bhagwant University, State University of Rajasthan	Panel-Ph.D. Supervisors	2013 onwards	-
English				
Dr. Taisha Abraham	1) Managing Committee, Delhi Public School, Noida	Member	2001-12	
	2) Member, Board of Directors Jessie Obidiegwu Educational Fund. This is a non-profit organization established to advance education in women and girls in Africa.	Member	2007-	
Dr. Jaynanti Seth	Sanskriti School, Delhi Police Public	Expert for English on	Over last	

	School	Interview Board	15 years	
Mathematics				
Dr.A.Bhambani	Selection of Teachers to School of Sports, Haryana	Subject Expert	1990	
Ms. R. Saxena	Selection of Teachers to Schools	Subject Expert	2004-05	
Political Science				
Dr. R. Sushila	B.P.S.M. Girls' College, Sonapat, Haryana	Subject Expert	2009	
Psychology				
Dr.V.Kshitrapal	M.Phil. Students, Ambedkar University	Continuing Consultant		

Table 3.16 Resource Person

• Department • Faculty Name	Consultancy given to	Nature of consultancy	Duration	Revenue generated, if any
B.El.Ed.				
Ms. Rashi Mukhopadhyay	NCTE	Curriculum Analysis	2013	
	UNFPA	B.ED. Curriculum in Rajasthan University	2012-13	
	Orienting faculty of D. Ed. (Chattisgarh) at Eklavya, Hoshangabad	Resource Person	2009	
	Consortium for Educational Communication	Expert, Programme Preview		
	Faculty Development Programme, D.ED. Haryana	Resource Person	2012	
Dr. Susmita Ram	Workshop , NCERT	Resource Person	1993	
	Workshop, Springdales School	Conducted Workshop	Jan. 2002	
	4th International Conference (CEE), Ahmedabad	Steering Committee Member	Nov.2007	
	National School of Drama (NSD), Tripura	Conducted a Workshop	Jan 2013	
Dr. Alka Sehgal	Leadership Programme SCERT, New Delhi	Resource Person	2008, 2009	
	Faculty Development Programme D.Ed. Haryana	Resource Person	2009	
	DIET	Resource Person	2012	

Ms. Nidhi Seth	Faculty Development Program, D.Ed DIETs Haryana	Resource Person	2013	
English				
Dr. Taisha Abraham	JNU, Refresher Course	Resource Person	2008	
	Danish Teachers Group Delhi	Resource Person	2004,2008	
	Jamia Millia University, Refresher Course	Resource Person	2007	
	Faculty of Intercultural Studies, Roskilde University, Denmark	Resource Person	2007	
	Sorø Akademi, Denmark	Resource Person	1998, 2003, 07	
	Dept of English, University of Copenhagen	Resource Person	2007	
	Røsnæs Danish Teachers Association	Resource Person	2007	
	Academic Staff College, JNU	Resource Person	2005, '06	
	Oktana, Nicosia	Resource Person	2002	
	Dacca, Bangladesh	Resource Person	1997	
Psychology				
Dr. Anita Ghai	Conference at University College London, UK	Advisory Member	2013	
	Inter University CSSR Extension, Kottayam	Resource Person	2013	
	Sanskriti Kendra, Anandagram, Delhi	Resource Person	2014	
	IAWS National Conference in Northeast (Gwahati) , sponsored by Ford Foundation	Organized a Pre-conference Workshop	2014	Rs.7.5 Lakhs
Dr. Ameeta Parsuram	Dept. of Psychology, Allahabad Symposium	Resource Person	2011	

NOTE: Several members of the faculty have taught at the Postgraduate level in the University of Delhi, have contributed to the syllabus making for the same, have worked in ILL, University of Delhi, have been resource persons at CPDHE, D.U. See details in the Department Reports.

Table 3.17 NGO

• Department • Faculty Name	Consultancy given to	Nature of consultancy	Duration	Revenue generated
Commerce				
Dr. Sunita Kaistha	NGO- Women Work and Health Initiative (WWHI) (Co- founder)	Probono work	2006 -14	-
	Sweden-India Gender Network (SIGN) Gothenberg University	Research	2012, 2013	-

Table 3.18 Other institutions

• Department • Faculty Name	Consultancy given to	Nature of consultancy	Duration	Revenue gen.
English				
Dr. Taisha Abraham	Commonwealth Writers Prize Eurasia Region	Literary Review Consultant	1998-2000	-
	Commonwealth Writers Prize Eurasia Region	Publicity Consultant	2000-2001	-
	YWCA of India , Publication Committee	Chairperson	1981-1985	-

Table 3.19 Involved in developing Syllabus / Course content / Curriculum

• Department • Faculty Name	Paper/ Course	University/ Board	Year
Commerce			
Dr. Sunita Kaistha	Gender and Development- M.A. and M. Phil.	IGNOU	2011
Dr. Ameeta Motwani	Syllabus Structure for M. Com.	Central University of Haryana	
	Gender and Development- M.A. and M. Phil.	IGNOU	2011
Elementary Education			
Ms. Rashi Mukhopadhyay	Member, Committee to Design Course	Rajasthan University	2012-13
	Designed course DIET Programme	SCERT, RRCE-DIET, SCERT, Delhi	2011
Dr. Alka Sehgal	Designed Curriculum for Pre-service Teacher	State Council for Education Research and Training	2012

	Education Programme	(SCERT)	
English			
Dr. Taisha Abraham	Expert for BA Syllabus, Critical Theory	Ambedkar University	2011
	Expert for MA Syllabus, Women's Writings, Critical Theory	IGNOU	2001, 2012
Political Science			
Dr. R. Sushila	Member, Committee of Courses	IGNOU	
	Curriculum for MA-Gandhian Studies Programme	IGNOU	2010
	Compiled Bibliography for Political Theory	UGC Committee on Curriculum Development	2000

3.5.5 Policy of the institution in sharing the income generated through consultancy

The College has no such policy as there is no income generated through consultancy by the College.

3.6 Extension Activities and Institutional Activities and Institutional Social Responsibility (ISR)

The College is aware of its institutional social responsibility. Students and faculty participate in the Extension Activities of the College which are aimed at:

- ✓ promoting institution-neighborhood community network
- ✓ student engagement
- ✓ contributing to good citizenship and service orientation

There are four different types of initiatives taken by the College:

- An initiative like JMCEP (Jesus and Mary College Educational Programme), which is exclusively designed by the College.
- Those which promote the participation of students in AICUF, NCC and NSS activities which are a part of a larger national network and some like WSDC which operates across the University.
- Those which form part of the curriculum designed by University of Delhi like B.EL.ED.
- Some societies, like the Dramatics Society, spread awareness and sensitise the community about socially relevant issues like rape and racial discrimination, especially through their street plays.

The active participation of students in the various compulsory and optional activities covered above such as AICUF, NCC and NSS, JMCEP, WSDC

ensures that they inculcate values of social service, gender sensitivity, education, and responsibility towards the nation, respectively. These societies provide the path to collaboration with several NGOs so that students gain holistic experience of grass-root concerns.

3.6.1 Promotion of institution-neighbourhood-community network and student engagement

The specific objective of each society is to promote holistic development of students for service orientation leading to good citizenship.

AICUF: AICUF is a national level university student's movement that stands for the service and liberation of all persons. In line with the AICUF Poonamalle Declaration of 1970 which states that " We were born into an unjust society and we are determined not to leave it as we found it", the AICUFers join hands with all those who are engaged in establishing a just, peaceful and equitable world order. The AICUF unit of Jesus and Mary College has approximately 500 student members, annually. Their work in the AICUF promotes good citizenship, service orientation and holistic development.

All the AICUF members are involved in social work through its various outreach programmes in collaboration with NGOs in Delhi.

ART AND ARCHITECTURE SOCIETY: The society seeks to develop an aesthetic sense in students along with an historical awareness to develop a sense of pride in our national heritage and conserve our monuments. This is done through visits to art galleries, walking tours of Delhi's monuments, slide shows and lectures by researchers and experts.

DRAMATICS SOCIETY: The College has an active Dramatics Society, whose members represent the College at various competitions at the intra-College level. The society takes care to ensure that the themes it takes up as plays include not only performance of literary texts (both English and Hindi) but also thought-provoking depiction of current social issues. The Hindi Dramatics Society Kakhsha performs street plays annually.

GREEN SOCIETY: This society through its initiatives: plantation drives, competitions and activities that promote use of bio-degradable, environment friendly materials, talks by eminent speakers and excursions to areas in and around Delhi, seeks to instil in the students a sensitivity to, and an understanding of, how they can make a difference in their own small way in maintaining a balance between environment, development and progress.

JMCEP: The Jesus and Mary College Educational Programme (JMCEP) is an initiative exclusive to this College. JMCEP is one of the key compulsory societies of JMC and provides an arena for students-neighbourhood community amalgamation by enabling students of the College to conduct educational classes for children from the Bapu Dham Slum Colony situated opposite the College premises. In the 2013, when construction work started on the College premises, JMCEP made it a point to include among its 'students' the children of the construction workers. This was a great step forward because it meant inclusion of children who had had no access to formal education through a school due to the migratory nature of their parent's work.

NCC: The key objectives are to impart self defence skills to students, inculcate discipline, teamwork and leadership skills, so that they may confidently take on leadership roles in both their personal and professional lives. Students are also trained in disaster management.

NSS: This society abides by the motto 'Not Me but You', emphasising the importance of focussing on social and civic responsibility. The students are sensitised to the needs and problems of underprivileged communities with the aim of gaining the requisite skills in mobilising community participation through blood donation camps, collection of blankets and warm clothes for donation etc. For instance, in 1976, the society adopted a slum opposite the College and introduced elementary education and sewing classes. They also set up immunization camps.

PEACE SOCIETY: The objective of this society is to promote harmony, respect and tolerance towards all, irrespective of class, colour and creed. Programmes related to intercollege essay competitions, skits, peace walks, debates, talks and panel discussions are organized.

WSDC: The society aims to bring about awareness and sensitivity in the students by instilling in them the desire to work for an equitable, safe and just society for women. Numerous activities are organised such as poster making and photography competitions, debates and panel discussions with eminent personalities. Several talks were also given on issues such as honour killings, female genital mutilation, cervical cancer, human trafficking, healthy food habits and issues with the girl child.

In 2013, WSDC also initiated two certificate courses 1) Women and Law and 2) Gender and Development, conducted by distinguished professors and jurists. In 2012-13, the speakers were eminent High Court and Supreme Court lawyers like Aishwarya Bhati, Pawan Narang, Padma Narang, Abhijit Narang and M.P.Raju for the Women and Law Course. For the Women and Development Course, academicians like Hanna Westberg (University of Gothenburg), Neelima Srivastava (IGNOU), Professor Savita Singh (IGNOU), Dr.Rekha Dayal and Dr.Reena Marwah from JMC were resource persons. Dr. Taisha Abraham, also from JMC and with a specialization in gender, has contributed regularly through lectures for the WSDC in the College.

WSDC has also started a magazine where the views of members on women's issues can be incorporated. Through this magazine, the society aims to bring about a change in the mindset of the youth regarding an egalitarian society. In 2014, WSDC released a bi-annual newsletter, 'Awakening', to provide a forum for healthy debate on pressing gender issues. This newsletter is circulated in many colleges in D.U. and has been placed in the Library of the National Commission for Women, New Delhi.

B.EL.ED. Department: All students have to do an Intervention Project as part of their course work. This involves working in congruence with the NDMC school that each student is assigned. They are made to identify and focus on an issue that needs attention. The student then assists the school in addressing it. For instance, violence among students has been checked by arranging counselling sessions with the parents. Street plays have been organised to make them aware of the consequences of violence. Another issue

where a positive contribution was made was in relation to absenteeism of students from classes.

3.6.2 Institutional mechanism to track students' involvement in various social movements/ activities which promote citizenship roles

At the beginning of each academic session, Convenors are chosen for each society along with 2-3 staff members who are appointed to assist them. By and large, they are in-charge of the running of the society for the entire year and the monitoring of student involvement. Student office bearers are elected from each year to coordinate between the staff and students. There is a mandatory minimum attendance for compulsory societies. Each student has to maintain a record of the contribution she makes to the activities of the society. The society convenors verify this record and acknowledge the same by giving certificates for active participation.

AICUF: The AICUF's outreach programme requires the members to work at an NGO of their choice for a minimum of 15 hours.

B.EL.ED: the Intervention project is part of their course work. They are monitored in the sense that their work is evaluated and marks are allocated.

JMCEP: The College takes a keen interest in ensuring that JMCEP classes are conducted in a regular and organised manner by assigning a Convenor along with 5-6 teachers from various departments to coordinate the classes. Students are divided into different groups and classes are conducted each week on Monday and Tuesday in the mornings (before the children go to school) and on Thursday in the afternoon (after school hours so that JMC students can help the children with homework assigned from school). Each session is supervised by the teachers. The limited number of students in each session allows easy supervision of their interaction with the children.

NCC: The student's involvement in citizenship roles is evaluated on the basis of an annual examination to ensure that students have thoroughly understood the values imparted by NCC. Student's performance in numerous events and activities such as Army Attachment Camp, Hiking and Trekking Camps, National Integration Camp, Rock Climbing Camps, Thal Sainik Camp, as well as Republic Day Parade are regularly monitored. A minimum attendance in NCC events is mandatory to obtain clearance for the final examination. Recognised experts and professionals in the field of self defence and disaster management are invited for the guest training sessions and this keeps the interest of the students alive.

NSS: The students must complete the requisite number of 120 hours annually by actively engaging in the organisation of and participation in activities of the society. After completing the designated hours of voluntary work with the NGO of their choice, the students must submit a certificate or letter from the same.

WSDC: Students are given the following options. It is mandatory that they do:

- either one of the certificate courses (Gender Studies/ Women and Law)
- self-defence classes with attendance
- work forty hours with an NGO

3.6.3 Soliciting stakeholder perception on the overall performance and quality of the institution

We have a formal mechanism for taking feedback from the primary stakeholders, viz., teachers, students, parents and alumni.

- ✓ Teachers get their self-appraisal done by taking the feedback from the students on self-evaluation forms. Same is done for getting the feedback from the students on the curriculum.
- ✓ Links for feedback from parents and alumni are posted on the home page of College website so as to maintain lasting relations with them and obtain their suggestions regarding the well-being and development of the College.
- ✓ All societies and departments chalk out a calendar of the year-long activities and student-teachers follow a meticulous way of functioning, keeping the interests of the institution and its stakeholders.
- ✓ The PTSA meetings provide a platform for the parents to interact with and give their feedback to the institution.

3.6.4 Planning and organisation of extension and outreach programmes

The institution plans and organises its extension programmes through meetings attended by the convenors, the staff, office bearers and student members of each society. An extra period is set aside formally on the timetable every Wednesday for both planning and holding of events. The teachers get in touch with NGOs and also other institutions in the case of collaborative efforts to plan their activities. The convenors often discuss their ideas with their predecessors and the Principal if they require their help and expertise.

Budgetary details: All societies are allocated a minimum budget of Rs. 3000/- annually.

For NSS, financial assistance is provided by the NSS Wing of University of Delhi. At the time of collection of fees, students are charged/ contribute Rs. 20/- each towards the NSS fund which is remitted to University of Delhi NSS Centre. The budget for NSS for the last four years was as follows:

- 2013- Rs. 65,084/-
- 2012- Rs.65,138/-
- 2011- Rs.84,501/-
- 2010- Rs.52,847/-

WSDC has been receiving a special grant of Rs.3,00,000/- annually by University of Delhi since 2009.

Major extension and outreach programmes of the various societies are as follows:

AICUF: Organises a number of talks which is mandatory for members to attend. Some of the activities that have been organised are listed below.

- ✓ In 2010, AICUF represented the College at a symposium on “The Teachings Of Pope John Paul II’ organised by CBCI where eminent speakers like Dr. Christopher Lakra SJ, Prof. Joan Anthony and Cr. Cyriac Thomas addressed the audience on important issues such as Euthanasia, family and the role of women.

- ✓ On 30th January 2010, students of AICUF participated in a march ‘India Against Corruption’ from Ramlila Ground to Jantar Mantar to demand enactment of a law to set up an effective anti-corruption body called the Lokpal at the centre and Lokyukta in each state.
- ✓ An interactive session on the theme ‘Psychology and Spiritual Helps for a Happy Life’ by Dr. (Fr.) Joe Mannath, National Executive Secretary of CRI was organised on 4th September, 2013.
- ✓ A session was organised on ‘ Know Your Rights and Responsibilities’ on 20th September, 2013 by Advocate Anuvinda Varkey, Executive Director, Christian Coalition for Health, India, which focussed on generating social awareness among the students and touched upon issues faced by women, legal rights, policies and programmes.
- ✓ AICUF organised a musical event on 15th January 2014 on the theme ‘Redefining Love ‘by the Gospel band ‘ANGELOS’ followed by an insightful talk by Rev. Thomas Scaria.
- ✓ On 30th January, 2014, AICUF members joined as volunteers in support of the ‘NINE IS MINE’ campaign which launched the children’s manifesto that urged candidates standing for government elections to make children’s issues an important component of their election promises and plans.
- ✓ ‘The Power of Faith in Character Formation’—an AICUF initiated National level essay competition conducted by the Xavier Board, Bangalore on 25th February, 2014 had a number of entries from various departments of the College.

DRAMATICS SOCIETY: Street plays on current social issues like rape, suicide and increasing solipsism among the youth to sensitize them to the importance of social relationships and interconnectedness are organised by the Hindi Dramatics Society—‘Kahkashan’:

- ✓ 2011-2012: Play—‘I Won’t Quit’: The theme of the play was ‘Suicide’ and how people resort to it as a ‘permanent solution to all temporary problems’. It focussed on the youth and specifically on how competition in the field of education is becoming the reason for the increase in suicide rates. The play sought to inspire people to not give up easily, no matter how much pressure they were faced with.\
 - ✓ 2012-2013: Play—‘Mai Mai Karti Bakri’: the theme of the play was the increasing individualism among people, especially in urban areas. The aim of the play was to show how little changes in lifestyle choices can help people connect better with others, rather than becoming more and more isolated in a technology driven competitive world. It sought to bring out the difference between being self-centered and self-caring.
 - ✓ 2013-2014: Play—‘ Gunah Hai Par Saza Nahi’: The play highlighted the lack of punishment for rape. It portrayed how the social structure in India was flawed when it comes to punishing rapists. The play brought out the need for awareness among women with regard to their safety.
- NSS:** In October 2010, a cleanliness drive was organised at Dilli Haat, New Delhi which saw active participation by 100 student volunteers from JMC.
- ✓ In November 2010, in association with the Ministry of Youth Affairs, NSS-JMC invited a student delegation from China under the Youth Exchange Programme. This brought about a confluence of the two cultures and gave

JMC students the chance to showcase the diversity of India through the performance of folk dances.

- ✓ One of the NSS students represented India at the SAARC Youth Conference 2010 organised by the Ministry of Youth Affairs, India in association with The Ministry of Youth Affairs, Pakistan in Islamabad.
- ✓ The society organises two Blood Donation Camps in College annually. In 2011, the students collected blankets and warm clothes which were donated to the NGO Goonj. In the same year the members also participated in the Donation Drive organised by National Foundation for Community Harmony. The society is divided into 5 Departments— Cleanliness (both within and outside the College), Recycling (to recycle used paper and paper products like glasses, plates to make paper), Creativity (posters, decorations), Editorial and NGOs (inclusion of and help to the less privileged—blind children and the differently-abled). NSS also took up the issue of public resistance to mining activities in the Nilgiris through a street play.
- ✓ On NSS Day, celebrated on 21st September 2011, the theme ‘Joy of Giving’ was taken up, whereby a terminally ill child from Make a Wish Foundation was included in the occasion, a street play by the NGO Steps for Change was organised and the newsletter--Aavahan was released by the Principal, Sr. Marina.
- ✓ In 2011, an exposure trip was organised in collaboration with the NGO Pravaah whereby volunteers explored the lanes of Chandni Chowk and learnt about Indian history.
- ✓ On NSS Day, that is, 18th September 2013, students came together to plant saplings in and around the College premises.
- ✓ These talks inculcate in students values of empathy and the passion to become active participants in community upliftment. They develop competence for sharing responsibility and devising practical solutions to community problems.

WSDC: In 2010, renowned motivational speaker Shiv Khara was invited by WSDC to speak about the value system in Indian society and the meaningful role played by women in preserving and upholding these values.

- ✓ On 12th November 2010, a National Level Symposium was organised on Contemporary Social Evils for which the keynote speaker was Smt. Sreerupa Mitra Chaudhury, President, International Congress for Women and Chairperson, Committee for Review of National policy on Women, Govt. of India. the topics discussed include honour killings, human trafficking and prostitution.
- ✓ On 8th March 2011, International Women’s Day was celebrated with many eminent speakers invited to give a talk including Ms. Barkha Singh, Chairperson, Delhi Commission for women, Ms. Meenakshi Lekhi, Lawyer and Ms. Rama Vaidyanathan, a prolific Bharatnatyam exponent.
- ✓ In 2011, a bilingual inter-College debate on ‘Slut- Walk: A Self Defeating Movement?’ was organised.

- ✓ In 2011 in association with the NGO Tamanna, WSDC organised an interactive session to spread awareness about a rare disease known as Systemic Lupus Erythematosus.
- ✓ In 2011 the movie “Teen Behenein’ was screened on the issue of dowry.
- ✓ On October 17th, 2012, WSDC screened the movie ‘Second Wind’ based on the issue of domestic violence and the role of the Centre for Social Right in curbing the same.
- ✓ On 31st October 2012, eminent lawyer Ms. Sushma Yadav addressed students on issues of molestation, rape, domestic violence and suggested ways to seek legal protection. She also guided the students on how to use their education for the upliftment of destitute women.
- ✓ On 7th November 2013, the society organised a slogan writing competition in collaboration with the Indian Institute of Planning and Development on the topic ‘Women Empowerment’.
- ✓ On 9th January 2013 an Open House Discussion on the topic ‘Protection of Women against Sexual Harassment’ was held with the backdrop of the 16th December Delhi Rape Case.
- ✓ At the JMC Annual festival ‘Montage’, WSDC organised two events—poster making competition ‘Shades of Womanhood’ on 6th March 2013 and photography competition ‘Pixel Art’ on 7th March 2013.
- ✓ An inter-department group discussion was organised by WSDC on the topics ‘Ghar Ki Murgi Daal Barabar’ and ‘Should Men’s Blues Reach the Dias’.
- ✓ A panel discussion among young politicians was organised on 20th March 2013 on the topic ‘Women Today: Future Tomorrow’. The participating politicians were Mr. Lalitesh P. Tripathi, Mr. Ashish Ved Sharma, Miss Nupur Sharma and Miss Ragini Nayak.
- ✓ WSDC’s own annual festival Jagriti celebrates womanhood. In 2014, it was held on the 5th of March to commemorate Womens’ Day. Every year, different competitions (like comic strip, quiz, photography and prose-writing) are organised. In 2014 the running theme for all the competitions was ‘Inspiring Change’.

Impact on the overall development of students: Students are sensitized to the problems of the underprivileged sections of society with regard to issues like gender and class location. They develop empathy and an inclusive approach to the marginalised. Hands-on interaction on the field gives them a practical orientation to solution-finding. They acquire skills for good citizenship, service orientation, thereby ensuring their holistic development.

3.6.5 Efforts to promote the participation of students and faculty in extension activities

- All staff and students must join one or more of the various societies in the College and actively contribute to its functioning.
- A Society Fair is organised at the beginning of every session to make the students aware of the aims and activities of various societies to aid their choices.
- Compulsory attendance, certification by NGOs involved with the societies at the end of the year and marks where it is part of the course work are some of the means by which participation is ensured.

- Each society does its utmost to ensure that it makes its activities interactive and interesting so that students come because of what they gain from being a part of the society.
- Apart from inviting eminent speakers, each society also organises festivals, competitions, debates, movie screenings etc. For instance, in AICUF, the Christian spirit of joy in working together is communicated throughout the year by means of various fun activities like carnivals, music fests, prayer meetings and other inter-departmental activities.
- These activities ensure that the youth participate because they find their association with AICUF a highly enriching experience. AICUF members are involved in regular in-house activities—weekly Holy Mass, Choir Singing and ‘Heart of Love’ JMC prayer meetings. The AICUF Notice Board, a creative space to share messages on social and spiritual themes is regularly updated.

3.6.6 Social surveys, research or extension work undertaken by the College to ensure social justice and empower students from under-privileged and vulnerable sections of society.

Innovation Projects: In 2012-2013, the students of the College were involved in a series of interdisciplinary innovation projects funded by University of Delhi. The students explored various aspects of Indian society.

- Taking on the issue of environment preservation, the Mathematics Department worked in collaboration with students from the Sociology Department on a project titled Solid Waste Management. They proposed the idea of using vermin-composting to convert biodegradable waste into a revenue generating commodity, thereby discouraging the use of chemical fertilizers. The aim was also to bring about sensitization about rag pickers and look for ways to rehabilitate them. At the very least, it was felt necessary to provide them with basic amenities like boots, gloves and masks. The participants of this project were invited to the Indian Agricultural Research Institute, which agreed to publish their report.
- Several projects focussed on the poor and marginalised living in and around Delhi. For instance, Economics Department worked with street vendors in their project titled Money, Economics and Vendors: The Social Mosaic.
- The Commerce Department studied the problems of the urban poor in their project Narratives of the Poor, which provided them an insight into poverty, social mobility, migration, citizenship and democracy. The project helped inculcate a sense of concern and the spirit of social service among the students.
- The Sociology Department studied the increase of resettlement colonies such as Bawana and Madanpur Khadar in Delhi as a result of rapid urbanization in their project Beyond Relocation: Experiences from the Urban Fringes. Through the idea of development induced displacement, the study brought out the wide gap between unequal development achieved at the cost of compromising the quality of life of the urban poor, who are forced to migrate to urban areas for economic betterment. The need of the hour is to create awareness about their rights among residents of resettlement colonies, encouragement to micro-finance and self-help groups, feeder transport to the

place of work in the city and participation of residents of the city in spreading education.

- In the academic year 2013-14, the Sociology Department has been collaborating with the Hindi Department on a project on the conditions and relevance of Old Age Homes in the present time as part of University of Delhi's Innovation Projects. The first year students are involved in a research project on Social Integration with particular reference to the North-East Students, focussing on the crimes and harassment against them.
- The research conducted by the B.EL.ED. Department was on NGOs and the Development of Resilience: A Study of Marginalised Urban Girls in Delhi. This study sought to show how despite their vulnerability and the varied forms of discrimination girls face, they are able to succeed in life. This is possible as result of the opportunities and protective processes available to them by several organizations and after-school programmes working for their betterment. The study was carried out in two institutions—one which was initially began in West Delhi in 1999 and then shifted to Gurgaon in 2008 and the other which was started in Dwarka in 2010. Both these institutions provide 24-hour shelter to girls between the age-group of 4 to 18 years who have been living on the streets. They are either abandoned or are engaged as child labour. During their stay, the girls are provided formal schooling, open schooling, food, medical aid, vocational training, counselling, self-defence training and lodging. They make regular visits to the Child Welfare Council (CWC). The study revealed that the support received from the shelters motivates the girls to believe in themselves, work hard and become self-sufficient. Insightful suggestions were made by the participants of the study for further improving the chances of the vulnerable sections of our society such as conducting sensitization workshops for educators, promote positive peer interaction and encourage extracurricular activities and create a strong community/ government/ voluntary agencies network.
- **JMCEP:** Through its activities where students are directly involved in imparting education to the underprivileged neighbourhood children students contribute in the long run to their empowerment in terms of upward social mobility.
- **NSS:** In 1976, NSS took the initiative to involve JMC students in an exercise to conduct a survey in the Bapu Dham slum situated opposite the College. The aim was to identify the needs and problems of the slum dwellers and address it as far as possible. The study revealed that the slum subsumed three different social groups Rajasthanis, Tamilians and people from Uttar Pradesh. To help the residents, JMC started sewing classes as well as classes to impart elementary education. Even when the slum was rehabilitated in Dakshinpuri, the students from College continued to visit them and organised Immunization camps of three days in conjunction with doctors from All India Institute of Medical Sciences (AIIMS).

3.6.7 Objectives and expected outcomes of the extension activities organised by the College, the complementarity between student's academic learning experience and the extension activities and the values and skills inculcated.

The objectives of the extension activities are to supplement theoretical knowledge with field experience and sensitise the students to the harsh realities of society, thereby inculcating a sense of social responsibility and justice.

Through these activities, the College is attempting to make a difference in the lives of marginalised communities and contribute towards creating a better society.

- For instance, JMCEP provides students exposure to class-based discrepancies and the educational limitations resulting thereof. It provides students the chance to take up the challenge of initiating change in their own small way, thereby helping them to not just associate with, but also actively participate in the changing social reality. Thus, for the students of Sociology, for whom social work is a coveted professional career option, JMCEP provides a chance of experiencing working at the grass-root level by providing them the chance to teach children from underprivileged sections of society.
- For students of the non-humanities background, such as, Mathematics and Commerce, it enables a reconnection with the social aspect of life. While inculcating values of tolerance, patience and sharing, JMCEP brings about in students a realization of their own privileged position, thereby ensuring that they value the education they have access to through the pursuit of their Undergraduate degree in the College and their responsibility in contributing towards a just society.
- AICUF related programmes help students to develop organisational abilities and leadership skills as they are required to take charge and involve themselves with all the events and seminars conducted. Programmes specifically addressing personality development concerns are organised for its members.
- Through the outreach programmes organised in collaboration with NGOs involved with orphanages, slums, and children from economically weaker sections of society, the students get practical exposure to the day-to-day living of the underprivileged. They are sensitised to the socio-economic realities of the nation. Motivated by these experiences, many students go on to pursue the challenging task of contributing towards the emancipation of women and upliftment of the deprived and needy sections of society.
- NCC's key objectives are to impart self-defence skills in students, inculcate discipline, teamwork and leadership skills so that they may confidently take on leadership roles in both their personal and professional lives. Students are also trained in disaster management.

3.6.8 Initiatives of the institution to encourage community participation in its activities and contribution to community development.

NSS: The society ensures the involvement of the community through various measures. One of these is through organising the Annual Diwali Mela

‘Sparsh’, which provides a platform for various NGOs to promote their cause. Each NGO-including Happy Hands, Srijan and Aanchal puts up a stall for the sale of their products made by the underprivileged, thereby providing an avenue for generation of additional income. The proceeds from the stalls received by the society are donated for charity purposes.

NSS celebrates 18th September as the annual NSS Day. In 2013, saplings were planted in an around the campus area to contribute to a greener and cleaner environment. With the onset of winter, shawls and blankets were collected through a Warm Clothes Collection Drive in College. These were distributed amongst the labourers in the College premises and the underprivileged residents near the College campus.

WSDC: In 2014, an Artisan Mela was organised in the collage to encourage the NGOs working for women empowerment.

3.6.9 Developing relationships with other institutions of the locality for working on various outreach and extension activities.

AICUF: The aim is to expose the students to the day-to-day living of the underprivileged and marginalised, sensitising them to the socio-economic realities of the country. Motivated by these experiences, many students take up challenging tasks of contributing to the upliftment of the deprived sections of our society. The society regularly works with the following NGOs :-

- Asha Sadan, NOIDA
- Bethlehem Children’s Home, Mahavir Enclave
- Life Centre, 252, Satya Niketan
- Mahima Social Action, Bhogal
- MC Jeevan Jyoti Home, Mathura Road, Jangpura
- Mother Teresa’s Home for Children, Nizammudin
- Missionaries of Charity, Prem Nagar Leprosy Colony Centre, Tahirpur, Seemapuri
- Nirmal Jyoti (only for students of third year)
- Shanti Bhawan, Ajeet Vihar
- Shilah Charitable Society, I.P.Extension
- Snehalaya, Palam
- St. Stephen’s Community
- Vinaya Bhawan, Social Welfare Centre, Madangir

NSS: Even in 1976 the students worked to educate and empower the Bapu Dham slum opposite the College. Even after it was rehabilitated in Dakshinpuri, the students continued to visit and organised Immunization camps for three days in conjunction with doctors from All India Institute of Medical Sciences (AIIMS).

Through their regular voluntary work for various NGOs near their locality, constructive relationships are forged. For instance, the students regularly lend their support to the differently-abled, old-age homes, orphanages and economically weaker sections by collaborating with NGOs such as Sweccha, Make a Difference, International Alcohol and Drug Counsellors Certification Trust, Joining Hands, Kutumb, Parivaar, Blood Connect etc. The society has also organised:

- Blood Donation Drive in collaboration with Red Cross on 20th September 2013.
- A Paper Collection Drive was organised in collaboration with the NGO Rhythim of Life for a week from 7th September to 14th September 2013
- Blood Donation Camp in collaboration with Blood Connect on 27th March 2014.

Apart from the above societies, the **B.EL.ED** Department organises Plays in collaboration with National School of Drama in schools having auditoriums big enough to accommodate large numbers. They also invited students of Spring Dales School to make wall paintings for free to enhance the aesthetic appeal of the NDMC school compounds for the children.

3.6.10 Awards received by the institution for extension activities and/ contributions to the social/ community development during the last four years.

Mr. Vijay Kapoor, Lt. Governor of Delhi presented an award to NSS, JMC for its fund raising efforts for Red Cross society (2003-2004)

3.7 Collaboration

3.7.1 Collaboration of the institution with research laboratories, institutes and industry for research activities.

There are no formal mechanism in place for staff exchange, sharing facilities, and equipment. It is largely the individual faculty members that have undertaken teaching assignments / exchanges, research projects and joint conferences. (For details see Department Reports).

The institution has also not formulated any formal mechanism for collaborations with research laboratories, institutes and industry for research activities. But some examples of collaborative arrangements with institutions are listed below:

- The B.El.Ed. Department has a formal agreement with the NDMC (a local body) schools for intensive internship in teaching for the students of fourth year (60 days over 6 months). The students of the first year also have sessions with NDMC.
- In the B.El.Ed. Department, students of third year do a project to observe/evaluate alternate schooling via formal agreements with a variety of schools and institutions. For eg: Digantar Shiksha Evam Khel-Kud Samiti (Jaipur) as well as Mirambika (under Mother's International School). All the students in this Department are placed at various Elementary schools after completion of their Programme.
- Also, the B.El.Ed. Department has an Innovation Project "A cultural and contextual understanding of resilience and the role of voluntary organizations in its development: a study of marginalized urban girls in Delhi" (2012-13) and "Developing a cultural and contextual understanding of resilience in urban marginalized girls: Implications

for the formal education system” (2013-14). The project has been selected for collaboration with University of Michigan, USA, with three students from UM participating on a virtual basis followed by a visit this year.

- Collaborative arrangements with institutions have also taken place in the programmes of the National Service Scheme (NSS) which has for the past several years co-ordinated with various government and non-governmental institutions such as AIIMS, Amar Jyoti Trust, Deepalaya, RAHI, Ram Manohar Lohia, Samadhan, Schools for the visually impaired, Prayaas, Spastic Society, among others and organised Blood donation Camps, Raising Funds for NGOs like Child Relief & You and Helpage India, to name two. NSS has also organised Awareness Talks & Programmes on AIDS Awareness, Environmental Issues, Gender Equality, HIV & and Literacy. Students worked for Programmes of National Literacy Mission. Some instances of these arrangements are mentioned below:

3.7.2 MoUs / collaborative arrangements (if any) with institutions of national importance / other universities / industries / corporate (corporate entities) etc.

MoUs

Over the years the College has been running many popular job-oriented Certificate Courses for students. These enable students to achieve vocational qualification along with their undergraduate degree which gives them an advantage in the competitive world of today. The following courses are conducted:

- **Airlines, Travel Agents and Airport Handling & Interior Designing:** Jesus and Mary College in collaboration YMCA, New Delhi. There were 6 month Professional Certificate Level Course in Management and Media Studies (1) Travel (2) Fashion. (MoU dated 1 August 2009 – 31 March 2010). YMCA has certificate course in Interior Design, Travel and Tourism for 6 months (MoU 1 August 2008 to 31 March 2009).
- **Banking and Finance:** The College had an MoU with Alethia Education Services Pvt. Ltd. That offered a 3 month long Certified Banking and Finance Professional Course.
- **Corporate Communication and Public Relations: Focus Learning Group** has MoU with the College for the past six years to offer a Joint Certificate Program in Corporate Communication and Public Relations. The duration of the Programme is 6 months with 20 sessions of 2 hours each. (MoU dated 2012-13).
- **TALK School of Communication and Media Studies** offered a 6 month (60 hours) Professional Certificate course in Corporate Communication and Public Relations. (MoU dated 1 August 2008 to March 31 2009).
- **Entrepreneurship and Effective Communication and Personality Development:** There is collaboration between the College and **Dhriiti - The Courage Within** to provide Professional Certificate course in

Entrepreneurship Development Program. It was launched with a two-day event in the College on 4 and 5 August 2010 about Entrepreneurs of Tomorrow. (MoU dated 2010-2011).

- **Financial Management: Focus Learning Group** has MoU with the College for past six years offering a Joint Professional Certificate Program in Financial Management. It is a six month Programme with 15 sessions of 2 hours each. (2006 onwards).
- **Game Theory:** The University of Warwick, London has collaborated with the College to hold summer workshop in Game Theory held from 7 – 10 July, 2014. It has been conducted by Head of the Department of Economics, Professor Abhinay Muthoo.
- **Golden Key** and the College have a collaboration. Golden Key is an international Honour Society with focus on academics, leadership and service. Golden Key offers its members exclusive opportunities, scholarships, awards, partnership with major corporations and career advancement. They give talks, conduct workshops and provide scholarships to meritorious students in College.
- **Media Studies** (earlier known as a course in Journalism by School of Convergence): Times Business Solutions Ltd. has MoU with the College to offer a short term certificate course in Media Studies. TBSL serve as delivery consultants on the content of the course. 20 sessions are held. (MoUs dated July 2012-2013; July 2011-2012; and 24 August 2009).
- **Modi Academic International Institute** has an MoU with the College dated 4 September 2012 to 3 September 2014.
- **Problem Solving and Decision Making:** The College has a tie-up with Stratford University to do a Joint Certificate Program on critical thinking.
- **Sports Authority of India and Ministry of Youth Affairs and Sports** and the Sports Department has MoU. The College has received Commonwealth funds for development of synthetic court for basketball. (2010).
- **Youth Alliance** an NGO and the College has an one year Certificate Course. It will carry three modules. The MoU between College and Youth Alliance stipulates creation of a customized curriculum based on the need of students and College would supply its premises. (July 2014 – April 2015).

NSS

The National Service Scheme has for the past several years co-ordinated with various government and non-governmental institutions such as AIIMS, Amar Jyoti Trust, Deepalaya, RAHI, Ram Manohar Lohia, Samadhan, Schools for the visually impaired, Prayaas, Spastic Society, among others and organised Blood donation Camps, Raising Funds for NGOs like Child Relief & You and Helpage India, to name two. NSS has also organised Awareness Talks & Programmes on AIDS Awareness, Environmental Issues, Gender Equality, HIV & and Literacy. Students worked for Programmes of National Literacy Mission.

Collaborative Arrangements: The Bachelors in Elementary Education began in 1994 by University of Delhi in collaboration with CIE and is recognized by National Council for Teacher Education.

3.7.3 Industry – Institution – Community Interactions

Placement Cell Jesus and Mary College was the first college in the University of Delhi to start a Placement Cell in 1998. Starting with a single company (GE Capital), now there are around 65 to 70 reputed companies holding on-campus interviews for placements. The Placement Cell provides a variety of opportunities to suit the different needs of students and works towards their holistic development. The Cell provides internship, fellowship and campus ambassadorship. It conducts talks (academic and career development), training programs and workshops to bridge the knowledge gap between students and the job market. The Cell is managed by students under the guidance of a competent faculty.

The Placement Cell has been instrumental in inviting a wide variety of institutions and universities such as ASPIRE, Bombay Stock Exchange, Career Launcher, Cleveland Institute of Technology, Dainik Jagran, Golden Key, GRE Abroad, IDP Education, Indian School of Business, Infinity Business School, Jindal Law School (Global Career in international law), NDTV (seminar on career and broadcast media by Vikram Chandra), School of Convergence, Teach for India, Time School and Warwick University.

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

- Seminar on ‘Linking Human Resources to Business Strategies’ was attended by Sh. Sanjay Singh, Vice President PR, Tata Services, Professor Chhavi, Academic Dean, Faculty of Management Studies, Manav Rachna International University, Mr. Subhash Jagota, Director, Global Business School and Dr. Ajay Kumar Singh, Associate Professor, Department of Commerce, University of Delhi. (26 and 27 March 2014).
- Seminar on Management as a Career option in India/Abroad with Institute of Management Studies (IMS) (19 September 2012).
- UGC Sponsored National Seminar on ‘Business for Sustainable Development’ eminent speakers included Dr. Pronab Sen, Principal Advisor (PPD), Planning Commission, Mr. Vinod Kumar, CEO, International College of Financial Planning, Dr. Srinivasan Iyer, Assistant Country Director and Head, Energy and Environment Unit, UNDP India (16 and 17 February 2010).
- National Seminar on Financial Sector: Leading India’s Vision 2020 on (14-15 February 2008).
- Among the eminent personalities who have visited the department are the likes of Dr. Man Mohan Singh (the then Finance Minister of India), Dr. Rakesh Mohan (Deputy Governor of RBI) Dr. Jayati Ghosh (Prof. of Economics at JNU), Dr. Jairam Ramesh, (the then Minister of Environment), Mr. Ajay Maken (the then Housing and Poverty Alleviation

Minister of India) and Dr. Jacob John, Director of Kerala Development Society, New Delhi).

- At the beginning of 2013 a panel discussion on start-up ventures was held in which entrepreneurs who were mostly IIM alumni participated. Informative seminars were conducted by the Jaipuria Institute of Management, Princeton Review as well as the Chopras on Resume Writing, Graduate test preparation and studying overseas respectively.
- Seminar on ‘Symbolism: 1899-1999’, by the Department of English, University of Delhi in collaboration with the English department of Jesus and Mary College. The seminar was organized to celebrate the centenary of Arthur Symons who wrote on the symbolist movement (25 and 26 November 1999).
- Many eminent personalities have visited the College such as Professor Harimohan, Professor Nirmala Jain, Professor K. D. Sharma, Professor Nityanand Tiwari, Professor Jwarimal Parekh, Professor Sudhish Pachauri, Professor Rajendra Gautam, Professor Divik Ramesh, Professor Pooranchand Tandon, Professor Ramsharan Joshi, Professor Veerbharat Talwar, Dr. Brajendra Tripathi, Dr. Jitendra Srivastav, Dr. Satyakam, Professor Prem Singh, Dr. Kamal Kumar, Dr. Savita Singh, Mr. Pankaj Bisht, Professor Gopeshwar, Professor Alpana Mishra, Dr. Rameshwar Rai, Professor Ganga Prasad Vimal among others.
- On the occasion of Hindi Diwas the Department, along with the UGC, held a Programme called Hindi Katha Sahitya which showcased a play written by Premchand called Rangbhumi. This event was attended by Professor Nirmala Jain (University of Delhi), Professor Satyakam (IGNOU), Professor K.D. Sharma (University of Delhi), Dr. Alpana Mishra (University of Delhi), Gangaprasad Vimal (Jawaharlal Nehru University), Mridula Garg, Brijendra Tripathi, Savita Singh and Pankaj Bisht (2013).
- Well-known personalities such as Hindi novelist Naseera Sharma and Professor Harimohan Sharma (University of Delhi) have come for talks (5 February, 2014).
- Two-day conference on Seemantiya Asmita (on marginalized communities) in collaboration with UGC. Eminent speakers were Professor Anand Kumar (Jawaharlal Nehru University), Professor Bharat Talwar (Jawaharlal Nehru University), Professor Nirmala Jain (University of Delhi), Professor Nityanand Tiwari (University of Delhi), Professor Sudhish Pachauri, Pro VC, University of Delhi, media expert and writer, Abhay Kumar Dubey (Centre for Study of Developing Studies), Dr. Archana Verma, Editor, Hans magazine, Ramsharan Joshi, eminent journalist and author and Suraj Pal, Dalit writer (2007-08)
- Host of eminent speakers have graced the College with their presence such as Romila Thapar (JNU), Bipan Chandra (JNU), K.N. Panikkar(JNU), Aparna Basu, D.N.Jha (University of Delhi), Shereen Ratnagar, Kumkum Roy (JNU), Aditya Mukherjee (JNU), Seema Alvi (University of Delhi), Prof. Amar Faruqui (University of Delhi), Arvind Sinha, Sucheta Mahajan (JNU), Rev. Francis Clooney (Prof of Religion, Harvard University) .

- UGC sponsored Seminar ‘From Pythagoras to Andrew Wiles: Tracing the Path of Mathematics’, chief guest was Prof Dinesh Singh, the then Director, South Campus, University of Delhi (17-18 December 2008).
- UGC Sponsored National Seminar on ‘Idea of Development: Fact & Value- A Multi-disciplinary Approach’. It had many national speakers and the guest of honour was Professor Dr. Şebnem Köşer Akçapar, Social Anthropologist, Visiting Professor in the MMAJ-Academy of International Studies, Jamia Milia Islamia, Delhi (24-25 March 2014).
- UGC sponsored Seminar on Human Rights. Eminent speakers included Prof Mushirul Hasan, historian and author, Mr. Sankar Sen, Professor Gopal Guru, Political Scientist (Jawaharlal Nehru University) Mr. Hiranmay Karlekar, distinguished Indian journalist, Professor Imtiaz Ahmed, Eminent Sociologist (Jawaharlal Nehru University), Professor M. P. Singh, Political Scientist (University of Delhi), Professor Brahma Chellaney, Geostrategist (Centre for Policy Research), Dr. Bulbul Dhar, Associate Professor, (Jamia Milia Islamia) and Professor Valerian Rodrigues, Political Scientist (Jawaharlal Nehru University) (18 and 19 January 2012).
- Seminar on 'Gender and Violence: A Psychological Understanding'. Speakers were Dr. Nilofer Kaul, a psychoanalyst, Dr. Shobhna Sonpar, a clinical psychologist and Dr. Rachana Johri, a feminist researcher, graced the occasion (3 April 2014).

3.7.5 Internship / On-the-job training

- B.El.Ed. Department has a formal agreement with NDMC (a local body) schools for the intensive internship in teaching for the students of fourth year (60 days over 6 months). The students of the first year also have sessions with NDMC.
- Economics Department students have undertaken internship at the Planning Commission, HUDCO, Toxic Link, Kalpavriksh, German National Tourist services, SMILYO, Lucid Solutions, NGO Samalesh, Reliance Securities, Ernst and Young, King's College London, DMRC.

Summer placement

- The Placement Cell provides placement over the summer. Over a period of time students of the Economics Department have been placed with many companies - Ernst & Young, Evaluate Serve, Google, J. P. Associates, Zomato and Protivity.
- All the students in the Education Department are placed at various Elementary schools after completion of their Programme.

Introduction of New Courses

- Over the years many popular, job-oriented certificate courses have been introduced for the students, which enable students to achieve vocational qualification along with their Bachelor degree. This gives them an advantage in the competitive world today.

- One course in particular, called **Problem Solving and Decision Making** was a Joint Certificate Program in collaboration with Stratford University.

Student exchanges

Some students that excel in sports have been sent to the Sun Moon University, South Korea in month of July annually.

- 2006: 4 students
- 2005: 1 students
- 2004: 3 students
- 2003: 4 students
- One student was sent for an IOC sponsored course on Olympic Solidarity.
- One student participated in Miss University contest in South Korea in (2006).
- One student went to Texas, U.S as a Camp Counsellor (6 June-15 August 2008).

3.7.6 Systemic Efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations

The research committee and the Placement Cell of the College are making substantial efforts to establish formal linkages/collaborations besides recruitment, with the industry and all other agencies of higher education.

CRITERION IV
INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 Infrastructural Policy of the institution

The infrastructural policy of Jesus and Mary College is to have a resourceful differently abled friendly physical infrastructure that is well-endowed with information-technology, having high standards of maintenance to provide quality education and an inclusive teaching-learning experience to its faculty and students. In keeping with the College's commitment for providing education that enhances all round personality development of the students, the College attempts to create infrastructure that facilitates growth in terms of physical fitness, extra-curricular interests and mental well being. The aesthetically landscaped campus with its extensive green cover provides a conducive environment for teaching learning.

4.1.2 Details of facilities available for

Table 4.1(a) Curricular and Co-curricular Activities

Facilities for Curricular and Co-curricular Activities		
S.No.	Facilities	Details
1	Building Infrastructure	<p><u>Existing Facilities-</u></p> <ul style="list-style-type: none"> • Administrative Block • Audio Visual Room • Class rooms- 41 in number • Convent • Library • Multi-purpose Hall • Sports grounds • Teaching Block • Tutorial rooms-39 in number <p><u>Upcoming Facilities-</u></p> <ul style="list-style-type: none"> • class rooms- 23 in number • Seminar Hall • Departmental Rooms • Language Lab • Common Room for students • Facilities for differently abled
2	Information Technology and Interactive Teaching Facilities	<ul style="list-style-type: none"> • Advances Academic Software- Matlab, Mathematica and WAMP • Class rooms equipped with LCD projectors- 25 in number • Computers for academic purposes- 60 in number • Mobile LCD projectors- 3 in number

		<ul style="list-style-type: none"> • Smart board- 1 in number • WIFI enables campus
3	Laboratories	<ul style="list-style-type: none"> • B.El.Ed lab • Computer lab • Psychology lab
4	Socially Responsible Environment	<ul style="list-style-type: none"> • Environment friendly • No plastic zone • Non-smoking zone

Table 4.1(b) Extra-curricular activities.

Facilities for Extra Curricular Activities		
S.No.	Facilities	Details
1	Space For Organizing Events	<ul style="list-style-type: none"> • Amphitheatre • Auditorium • Multi-purpose hall
2	Sports Training Infrastructure	<ul style="list-style-type: none"> • Badminton court(wooden)- 18.4x26.1m • Basket Ball Courts • Cement pitch- 1 in number • Cemented court- 2 (28.1x15.1 m and 14.05x15.1 m) • Contact sports, Gymnastics and Yoga room • Cricket field – Dimensions- 107x78 m • Field area for other sports- Dimensions- 83x78 m • Mud/Clay Pitch- 2 in number • Sports Field- Dimensions- 190x75 m • Synthetic court- 1 (32.8x19.5m) • Tennis court(clay)- 2 in number (36.56x30.56 and 17.6x12 m) • Volleyball court(mud)- 26x13.6m • Sports room • Store room
3	Student and Faculty Support Facilities	<ul style="list-style-type: none"> • Bank of India Branch • Book Shop • Canteen • Chapel • Garden area

		<ul style="list-style-type: none"> • Internal Car Park • Lobby for visitors • Medical Room • Photocopy units • Staff cafeteria
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4.1.3 Optimal Utilization of Infrastructure in Academic Growth

The Management of the College ensures that the available infrastructure is in line with academic growth requirements and tries to match the global standards of higher education. It assures optimum utilisation of available resources by conducting random inspections in coordination with departmental heads.

- The College encourages its students to be a part of societies that cater to a range of interests such as Western Music, Fine Arts, Film Appreciation etc. The College also caters to the activities of social outreach such as JMCEP, NCC and NSS by offering space and the required equipments to organise and participate in various events.
- The College provides adequate space and necessary amenities for inter-college events as well as the College Annual Festival - MONTAGE. The entire College's infrastructure is utilised during MONTAGE. Auditions, practise sessions and other events also take place in various spaces within the College campus, such as tutorial rooms and the amphitheatre.
- Space is provided within the College premises to hold Non-Collegiate and IGNOU classes.
- The grounds, the hall and the MPH are given out to external educational/sports agencies to generate revenue which is further deployed to fund infrastructure.
- There is an innovation project room and an IQAC room in the college.
- Classes for add-on courses, innovative programs, industrial training sessions, are held after regular College hours. Thus, it is ensured that adequate facilities are available for all courses being conducted at present in the College and there is an efficient and optimal utilization of the infrastructural facilities.

Table 4.2 Facilites Developed and the amount spent in the last four years

Facilities added	Amount Spent
Computer Lab	16,85,830.00
Repairs & renovation of Accounts office, General Office and Principal Office	35,81,668.00
Air Conditioners	1,80,000.00
LCD Projectors	3,60,000.00
Interactive White Board	80,000.00
Multifunctional Printers	36,000.00
UPS	88,000.00

Server	1,20,000.00
Upgradation of Website	1,00,000.00
Online Admission system	1,50,000.00
Online Attendance system	2,50,000.00



Figure 4.1 Master Plan of Jesus and Mary College

4.1.4 Facilities for Differently-abled Students

The College pays special attention to the needs of differently-abled students. There are a number of ramps within the College campus and three lifts and more ramps are being constructed to cover the entire College campus. The College has toilets specially constructed for differently-abled students and staff. The MPH and the College website are completely accessible to persons with special need. The College has an Equal Opportunity Cell (EOC) which has laptops with Jaws software for visually impaired students, and has procured a Braille CD. There are Braille sign boards and tactile in the College for visually impaired students. The College provides writers to visually impaired students for exams and competitions (as per university regulations).

4.1.5 College does not have a hostel facility.

4.1.6 Facilities for Healthcare and Medical Emergencies

- Medical room with 2 beds and first aid facilities.
- Regular health camps are organized for students and staff.
- In case of emergency the patient is taken to the nearby hospital/ doctor is called to the College.
- Meditation, yoga camps and art of living courses are also organized.
- Medical insurance has been proposed for all the students from the next academic year.

4.1.7 Common Facilities available for Special Units

INTERNAL QUALITY ASSURANCE CELL (IQAC): The College has recently instituted an Internal Quality Assurance Cell. The administration has provided an air conditioned congenial space for IQAC which is used as a working area. It has two desktop computers, one laptop, one Multi function printer, a projector etc.

GRIEVANCE REDRESSAL UNIT: A room has been allotted to provide timely attention to the grievances and problems of the students.

COUNSELLING AND CAREER GUIDANCE: The College has employed a professional career counsellor for whom a room has been provided.

PLACEMENT UNIT: JMC was the first College in the University of Delhi to start a Placement Cell. The College provides the companies that come for on-campus placements with infrastructure in the form of a dedicated room, seminar hall, audio-visual system, internet connectivity and computers etc to hold their talks, written tests, interviews etc.

WOMEN'S DEVELOPMENT CELL: JMC has an active Women's Cell. A room fitted with essential furniture items, a desktop computer and a projector has been provided. The cell owns a camera which is used by the students on field trips and projects. The College provides infrastructure to hold workshops and talks on women's issues.

HEALTH CENTRE: The College houses a medical room with an attached washroom. It is equipped with two beds and provides first-aid facility. In case

of emergency the patient is taken to the nearby hospital/ doctor is called to the College.

CANTEEN

The College provides canteen facility to the students. There is also a separate air-conditioned area for the staff where a microwave oven has been installed.

Adjacent to the canteen area is a big sized water cooler to which a water purifier is attached to provide the students with safe drinking water.

RECREATIONAL SPACES

There is a staff room where the teachers can relax and interact with each other.

The Common Room is a space for students to relax, chat and hold discussions.

The College has sprawling lawns for the students and staff to be in the soothing presence of nature.

The gymnasium is used by staff and students for fitness activities.

The Sports room provides indoor sports facilities for students and staff.

SAFE DRINKING WATER

Water purifiers are attached to all the water coolers on the campus to provide safe drinking water for staff and students.

These are cleaned regularly and maintenance is outsourced to the appropriate agencies through annual contracts.

AUDITORIUM

- The aesthetically designed Multi-Purpose Hall of the College was inaugurated in 2006. It houses an auditorium which has a seating capacity of 1000 persons and an area for indoor games. College events and student activities are hosted in the auditorium for which a good sound system has been installed 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 basement of the hall consists of seminar rooms and a fully equipped computer lab. The hall has an air-cooling 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.

AMPHITHEATRE

The amphitheatre set in the grounds is used to host extra-curricular activities such as street plays and also functions as a space to hold practice sessions for various events.

4.2 Library as a Learning Resource

The Jesus and Mary College library provides access to students to a wide range of scholarly journals and books, growing digital media collections and other printed materials to support research and learning.

4.2.1 Advisory Committee

The library has an Advisory Committee called “The Library Committee”, consisting of the Principal as chairperson, Heads of all departments as members and the librarian as the convener.

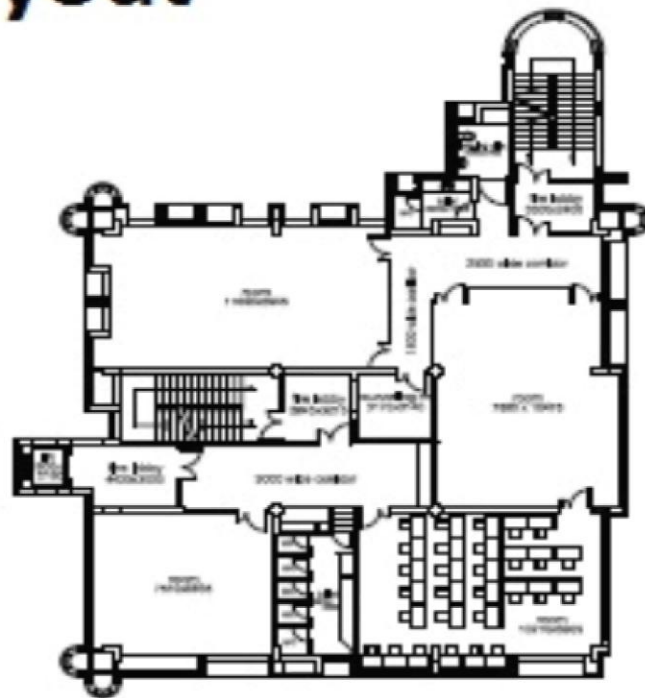
In recent years, numerous initiatives have been taken by the Library Committee, such as:

- ✓ Course-wise budget allocation
- ✓ Discussions of problems faced by users,
- ✓ General Functioning of the library
- ✓ Purchase new books and journals,
- ✓ Reviewing addition and deletion of subscribed journals/magazines list.
- ✓ Stock verification,
- ✓ Student Feedback
- ✓ Weeding out of books

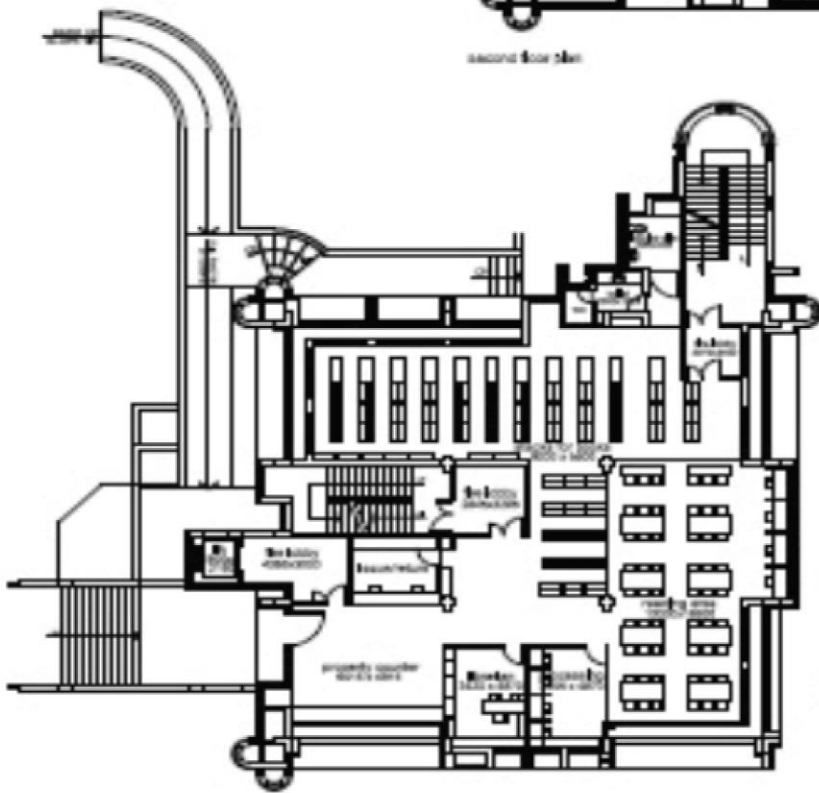
4.2.2 Physical Organisation of the Library

- The library occupies three floors of a four storied building with a total area of 1686.81 sq meters.
- Total seating capacity of about 210 persons
- It is open from 8:30 a.m. to 4:00 p.m. on all working days of the College. However, there is a provision of opening the library on College holidays as per the needs of the students.
- 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 the reading room, Text-Book Section, Reference-Section, Book-Bank, Periodical Section and computer access.
- The second floor is dedicated to the e- library, which has 100 mbps internet centre to access e-journals through INFLIBNET and N-LIST, reading room for the Faculty and students. A seminar room, an archival room, a language lab and a counseling-cell.

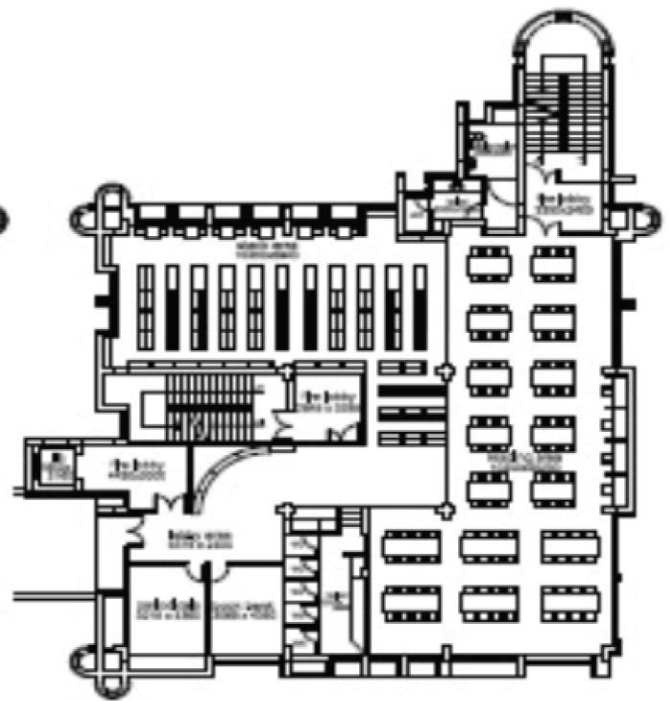
Library layout



second floor plan



upper ground floor plan



first floor plan

ADDITION/ALTERATION TO THE EXISTING BUILDING FOR JESUS & MARY GIRL'S COLLEGE AT CHANKYA PURI, NEW DELHI

ALL FLOOR PLAN

KHALID P. JOHN ARCHITECTS
120, HILL TOP ROAD, ANDHERE (WEST)
MUMBAI 400 054, INDIA
PHONE: 2832271, 2832282

DATE: 15.11.2014

SCALE: 1:50

ACZ

DATE: 15/11/2014

4.2.3 Book Reservations for Users

The library has a provision for book reservations for its users. There are five special sections in the library - Text Books, Reference, Weekly, Periodical and Book Bank. Library database can be accessed through Online Public Access Catalogue. Twenty-five (25) computers are installed for users to access e-resources.

The current library premise is under renovation. There will be further improvement in its layout.

The library ensures the acquisition of latest edition of books/publications by accessing various websites, catalogues, book reviews, bibliographies as well as by consulting publishers enrolled with University of Delhi Library System. The list of new books/journals is duly displayed on staff room and library notice boards. Time-to-time new arrivals are also displayed on display racks. A copy of list of all the journals subscribed by the College library since 1967 till date has been attached. The amount spent in the last four years under the different heads are as below:

Table 4.3 Amount spent on book, journal and e-resource

Library holdings	2010-11		2011-2012		2012-13		2013-14	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text books	850	5,25,034	800	6,04,755	900	6,03,196	700	3,44,365
Reference Books	50		61		139		60	
Journals/ Periodicals/ e-resources (including newspapers, magazines)	95	3,07,008	95	3,47,945	95	3,57,111	95	4,14,055
Any other (Binding, computers, equipment and accessories)			1,50,083		91,260		81,719	
Total	995	9,82,125	956	10,43,960	1,134	10,42,026	855	10,42,596

4.2.4 ICT Tools employed for better access to the Library

Numerous tools based on information and communication technology have been employed to facilitate access to the library.

Table 4.4 ICT Tools available in the Library

S.No.	ICT Tools	Details
1.	OPAC	Two computers with OPAC (Online Public Access Catalogue) facility are installed on the ground floor of the library for users to search the exact location of the books/journals in the library
2.	e-journals	A list of subscribed database and URLs is attached through Electronic Resource Management package for e-journals.
3.	Searching Tools	Federated searching tools, such as INFONET—JCCC, DULS-Nimbus, required for searching articles in multiple databases have been made available to the students
4.	INFLIBNET-N-List	1,00,000 e-books and 3000 e-journals can be access by the faculty members and students in College, home or anywhere by their individual Login ID and Password.
5.	Internet facility	Internet band width download speed and Upload speed is 100 Mbps is available
6.	Computer and Printer facility	The library has twenty-seven (27) computers for public access. Two (2) computers with OPAC facility, five (5) computers for the students and twenty (20) computers for the teachers are installed in the library. Three printers are available.
7.	Membership	Our institution is a member of British Council Library. 10 cards have been issued by the British Council Library for books and journals. These cards can be accessed by students and teachers (i.e. books can be issued against these cards).
8.	library Automation	JMC Library is fully automated and uses “TROODON SOFTWARE PACKAGE” which is an integrated multi-user library management system. The modules available under TROODON are: <ol style="list-style-type: none">1. Circulation2. Acquisition3. Management4. Maintenance5. Membership6. Online Public Access Catalogue7. Serial Control

4.2.5 Usage Statistics of the JMC Library

The library of JMC is hugely successful as a learning resource, as evident from the following statistics:

- Average number of walk-ins – 300 users /day
- Average number of books issued/returned – 100 books issued/returned /day
- Ratio of library books to students enrolled – 20:1
- Average number of books added during last three years – 887 books (textbooks and reference books)
- Average number of login to opac (OPAC) – 200 users/ day
- Average number of login to e-resources – 40 users/ day

Average number of e-resources downloaded/printed –

e-resources downloaded – 60/ day

e-resources printed – 40/ day

- Number of information literacy trainings organized – 2 to 3 per year (For new students, library staff and teachers)
 - Orientation programme at the time of admission for the newly admitted students.
 - Periodic training to library staff for using library software and for reporting purpose.
 - Training to the teachers as per requirement.
- Details of “weeding out” of books and other materials
 - Old newspapers and magazines are sold out in the month of May every year.
 - Books beyond repairing are weeded out only after approval of the Governing body every year in the month of August.

4.2.6 Specialized Services provided by the Library

- Access to references such as Encyclopedias, Dictionaries, Biographies, and Directories is provided.
- High speed internet connection with powerful Wifi connectivity is to access e-resources is provided.
- Information about the newly purchased books is displayed on all notice boards.
- List of content parts of the current journals is also displayed on the notice board. Orientation programme is conducted for students every year.
- Notifications regarding student clearance, stock verification, new books *etc.* are put up on the library, staff and student notice board from time-to-time.
- Photocopy and printout facility is available inside the library premises.
- The library provides access to INFLIBNET-N-LIST facilities for the users.
- The well trained library staff members provide help to use OPAC facility.

4.2.7 Support Provided by the Library Staff to the Users

Librarian and library staff are well- trained and have specialized knowledge of using TROODON software which is a popular library management software solution. They provide help and relevant information to the users. They provide the following support services to the users:

- Using of OPAC facility.
- Help in locating books, journals and various reading material.
- Provide reference services.
- Help in providing course material, syllabii and question papers of previous years.
- List of content parts of current books and journals.
- Guidance is provided for searching database, downloading and printing.

4.2.8 Special Facilities for Visually/Physically Challenged Persons

The College library provides special facilities to the visually/physically impaired persons. The details of these facilities are given below:

- A ramp with smooth handrail is available at the College library entrance to facilitate easy access for the differently abled.
- One toilet with ramp is available on ground floor. Spacious toilet for accommodating wheel chair is available for PH students.
- Two computers and one printer are available for students with special needs on the ground floor to access the information resources.
- Braille language documents provided by the university are made available to visually impaired users.
- Material required by the Persons with Disability users is supplied at their desk within the library on priority basis by the library staff.
- Software like JAWS are also available in the library.

4.2.9 Feedback System

The librarian and the library committee attend to any grievances of the students or staff. There is also a system of taking regular feedback from the staff and students. The number of computers in the library was increased on the request of the students. The timings of the library is extended during the examination days as suggested by the members of the staff and students. An informal feedback is also taken at the time of giving no-dues certificate. The members of the advisory committee meet twice a year to interact and follow up on the various aspects for the smooth functioning of the library affairs.

4.3 IT Infrastructure

4.3.1 and 4.3.2 Computing Facilities available at the institution

The current computing infrastructure of the College consists of about one thousand computers. A computer-student ratio of less than 1:3 is maintained per course.

This infrastructure is complemented by LCD projectors, printers, Risograph, computer networking devices, scanners and interactive teaching board etc. In general, ICT facilities are available to all teachers and students on the campus.

- The current computing infrastructure of the College consists of one thousand computers (Configurations: 80 Acer i3 Processor, 40 HP Pentium 4 and 30 Assembled Pentium 4).
- A computer-student ratio of 1:3 is maintained per course.
- The College has four servers,
- All the computers are supported by a 100mpbs LAN and a 2500-user-capacity Wifi system.
- This infrastructure is complemented by LCD/OHP projectors, printers, 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.

4.3.3 Institutional Plans and strategies for deploying & upgrading IT infrastructure

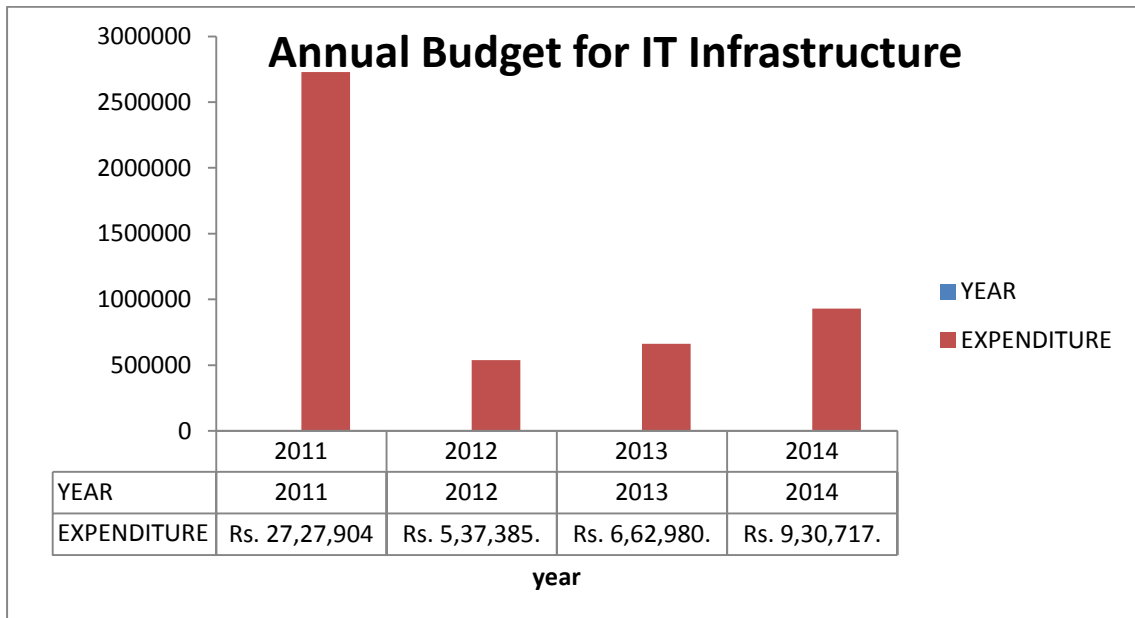
The institutional plans and strategies for deploying and upgrading the IT Infrastructure are as follows:

- JMC is a Pro ICT institution and takes up initiative to avail the opportunities to make use of latest available technology for teaching, learning and research.
- The College constantly upgrades its IT facility to enable its students to cope with the demand of a digitalised world and give them an additional tool for better learning.
- We are one of the few selected colleges connected to the National Knowledge Network (NKN) enabling the institution to interact with institutes of eminence across the country to give our students a wider exposure to emerging areas.
- The College has a well-designed and updated website in order to disseminate timely information for transparency.
- There is use of Enterprise Resource Planning (ERP) software for collaborative, centralised and efficient operation of the various wings of the administration.
- To enhance efficiency, transparency and environment consciousness the College has made the admission, attendance and internal assessment processes completely online.

- The College has installed networks with high configuration servers to allow fast transmission of data to the various computers.

4.3.4 Provisions in Annual Budget for IT infrastructure over the last four years

Figure 4.3 Annual Budget for IT Infrastructure



4.3.5 Encouraging Use of IT resources

The faculty is motivated to make use of ICT facilities to enhance their teaching and learning.

- The faculty encourages students to make use of available technologies like laptops, wi-fi internet connectivity, library e-resources, Projectors and sophisticated software.
- The teachers encourage the students to make power point presentations, submit soft copies of assignments and project reports.
- Some of the teachers have created their blogs and also interact with the students through social media.

4.3.6 Student at the Center of Teaching –Learning Process

Through ICT, the teacher is able to create interactive classes and make learning more interesting, thereby, leading to increase in students’ attendance and concentration. Teachers of JMC act as facilitators by guiding students on how to obtain the required information for their project from online resources. In this way students learn to use the extensive information available on internet.

4.3.7 National Knowledge Network Connectivity

The institution avails of the National Knowledge Network connectivity directly through University of Delhi.

4.4 Maintenance of Campus Facilities

4.4.1 Budget Allocation

Table 4.5 Budget Allocation for Maintenance and upkeep

	2013-14 (in Rs.)	2012-13 (in Rs.)	2011-12 (in Rs.)	2010-11 (in Rs.)
Building	29,709	9,69,968	10,22,117	10,83,325
Furniture	93,813	-----	5,01,525	2,72,500
Equipment	2,84,808	11,54,200	4,85,913	1,17,070
Computers	9,30,717	6,62,980	5,37,385	27,37,904
Vehicles	6,500	6,500	6,500	6,500
Vehicle Insurance	28,562	24, 547	22,038	14,934

Additional floors are being constructed on the existing buildings. The expenditure incurred in 2012-13 was Rs. 36,40,293/- and in 2013-14 it was Rs. 2,19,45,611/-.

Road Tax paid during the above mentioned 4 years is Rs. 5,555/- per year.

4.4.2 Institutional Mechanism for upkeep of Infrastructure, facilities and equipment of the College

The College ensures regular maintenance and upkeep of all infrastructural facilities. The maintenance work is carried out by trained in-house experts and also outsourced to appropriate agencies. The College has appointed a full time care taker and an IT consultant for this purpose. Equipment and furniture is regularly purchased to keep the infrastructure upgraded. The College has a team of efficient and experienced gardeners to maintain the lawns and flora of the College and competent support staff to ensure the cleanliness of the campus. College water tanks are cleaned by a company named 'Tanclean'. Fire Safety Measures are in place. They have an yearly expiry and are maintained by Fireboss.

4.4.3 Calibration and other precision measures for the equipment/Instrument

Annual checking of laboratory equipments and stock verification are regular practices at the end of each year. All computers in the campus have UPS facility.

The Psychology Lab has a variety of tests and apparatus to measure different aspects of an individual behaviour. The precision of these instruments is

frequently checked internally by staff, Lab assistant and Lab attendant. If required then external help is taken from experts.

4.4.4 Major steps taken for location, upkeep and maintenance of sensitive equipment

Safe drinking water and constant supply of water

- Potable water is supplied by the NDMC
- Water purifiers are attached to all the water coolers on the campus to provide safe drinking water for staff and students.
- These are cleaned regularly and maintenance is outsourced to the appropriate agencies through annual contracts.
- Water coolers and all other equipments have a voltage stabilizer.
- A power station for supply of electricity has been installed. For uninterrupted supply of electricity one Generator has been installed.
- Upkeep and maintenance of these equipments is taken care by the caretaker and professional electrical engineers.
- All the sensitive equipments are under annual maintenance and service contracts.

Other Relevant Information

The College provides facilities for innovation projects funded by the University of Delhi. Certain equipment purchased for the projects last year such as cameras, computers, recorder etc., have been made available to the students involved in the current projects. We also have a College bus that can be used by students for participation in inter-College games and other activities.

CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 Student Support and Mentoring

5.1.1 Publication of Updated Prospectus/ Handbook

- Jesus and Mary College publishes a Prospectus annually. From the academic year 2012-13, the prospectus is being published online.
- The prospectus provides information on the vision and the mission of the institution along with its history. It also gives faculty details of various departments.
- Guidelines and criteria related to the attendance (including sample copy of the leave form), internal assessment and rules regarding discipline, use of library etc. are provided in the prospectus.
- Besides providing information on the infrastructural facilities such as gymnasium, medical room, canteen and the multi-purpose hall, the prospectus also informs the students about the various compulsory and optional students' societies run by the College to promote the all round growth and personality enrichment of its students.
- Information about certificate and remedial courses also finds prominent place in the prospectus.
- The College provides financial assistance in the form of book bank, fee concession, students' aid fund and scholarships and prizes to deserving students. Information regarding the same can be found in the prospectus.
- Lastly, the prospectus also provides the academic calendar of the coming year.
- JMC ensures a fair and strict enforcement of discipline and norms for attendance and enrolment to societies. There are several committees that ensure the enforcement and hence maintain the accountability and credibility of the institutions.
 - The College has moved towards electronic data management and the institution has an official website <http://www.jmc.ac.in> to provide ready and relevant information to the stakeholders
 - College Notice Boards at strategic places also gives all the information pertaining the admissions as well the other required information
 - The College strictly abides by all the information disseminated through these documents faithfully

5.1.2 Institutional Scholarships and Free-ships

- There are several scholarships and prizes that are given at JMC every year. These include PTSA prizes and several memorial prizes, scholarship/ free-ships and awards amounting to around **Rs. 60,000**.
- The prizes are **merit based** and given for **excellence** in the field of academics and extra- curricular activities.
- Scholarships are also given to deserving daughters of support staff and to girls from **financially disadvantaged background**. The financial aid is available and disbursed as part of Convocation. Many of the students, who cannot attend the convocation, collect their prizes at a later date.

The scholarships and free-ships awarded at the College can be broadly categorized into four groups:

Table 5.1 Details of Scholarship for the last four year

<u>LIST OF SCHOLARSHIPS</u>			
<u>YEAR</u>	<u>TYPE</u>	<u>NUMBER</u>	<u>AMOUNT (Rs.)</u>
2010-2011	ACADEMIC	21	19950
	SPORTS	2	1250
	E.C.A	3	2300
	FOR CHRISTIAN STUDENTS	4	2400
	FOR WARDS OF STAFF	2	3100
	MERIT CUM MEANS	2	26250
	UGC		134500
	Total		189750
2011-2012	ACADEMIC	22	28100
	SPORTS	2	1250
	E.C.A	3	2300
	FOR CHRISTIAN STUDENTS	4	2000
	FOR WARDS OF STAFF	3	3100
	MERIT CUM MEANS	3	26250
	UGC		30000
	Total		93000
2012-2013	ACADEMIC	27	43800
	SPORTS	2	1250
	E.C.A	3	2300
	FOR CHRISTIAN STUDENTS	4	5400
	FOR WARDS OF STAFF	3	3100
	MERIT CUM MEANS	4	27000
	UGC		115000
	KPMG		402000
	Total		599850

<u>YEAR</u>	<u>TYPE</u>	<u>NUMBER</u>	<u>AMOUNT (Rs.)</u>
2013-2014	ACADEMIC	31	64800
	SPORTS	2	1250
	E.C.A	3	2300
	FOR CHRISTIAN STUDENTS	4	5400
	FOR WARDS OF STAFF	3	3100
	MERIT CUM MEANS	4	27000
	KPMG		279000
	Total		382850

5.1.3 Financial Assistance from Government and National Agencies

Approximately 8-9 percent students have been receiving financial assistance from state /central governments and other national agencies.

5.1.4 Specific Support Services and Facilities for Different Groups of Students

Students from SC/ST, OBC, Minority and Economically Weaker Sections:

- The College applied to UGC and was granted funds for remedial classes for SC/ST, OBC and minorities which have been held in the College since 2005-06.
- Subjects like English, Hindi, Science, Mathematics and Computers are taught in these classes.
- About 200 students benefit each year from these remedial courses.
- Peer learning
- The College has a duly constituted committee for prevention of caste based discrimination.
- A teacher is assigned to specially look into any problems faced by the students from the North-Eastern states of the country.
- Facilities for economically weaker students include book bank, fee concession, students' aid fund and scholarships.

Differently-abled Students:

- Essential facilities are provided for the differently-abled including construction of ramps, specially designed toilets, Tactiles and software like JAWS, Braille etc.

- The MPH is completely navigable for people with special needs. Presently the College is under construction and more infrastructural facilities will be added for them.
- The College has an Equal Opportunity Cell which looks after the interests of the differently abled students.
- **Unnati** is the annual event of the Equal Opportunity Cell wherein several events are organized for students with special needs who also participate in inter-College competitions in other colleges.
- Bus and railway ticket concession.
- Laptops and wi-fi enabled campus.

Overseas Students: Overseas students are extended all the required support by the teachers, staff and students of the College. They are provided guidance, assistance by the teachers who ensure that they adjust well to the class/College environment.

Students to Participate in various Competitions - National and International: Full cooperation is extended to students pursuing Extra-Curricular Activities (**ECA**) and **Sports** at inter university, national and international levels. The students are given special attention and extra time during tutorials in order to compensate for the classes they may have missed. Students are also provided with an extended time limit for the submission of assignments and granted concession in attendance.

Medical Assistance to Students: Health Centre, Health Insurance, etc.:

- Medical room with 2 beds and first aid facilities.
- Regular Health camps are organized for students and staff.
- In case of emergency the patient is taken to the nearby hospital/ doctor is called to the College.
- Meditation, yoga camps and art of living courses are also organized.
- Medical insurance has been proposed for all the students from the next academic year.

Organizing Coaching Classes for Competitive Exams:

- The teachers themselves provide guidance and also organize special talks and sessions with people who have already cleared the exams and are working in the field.
- The College is working towards tying up with institutions for coaching classes for competitive exams.
- The College has already sent a proposal to the UGC to start coaching for entry level examinations in different government and non-government services specially for SC/St/OBC/ minorities and economically backward (excluding the creamy layer).

Skill Development (Spoken English, Computer Literacy, etc.)

- Conversational English and Computer Literacy classes are held for weak students.

- Certificate/ Diploma courses in **French and Spanish** are also offered by the College.
- We are offering popular job-oriented **Add-on Certificate Courses** in our College.
- These courses are held after the College hours which enable students to achieve vocational qualifications along with their regular degree which gives them a head-start in the competitive world today. Some of these courses are:
 - Corporate Communication & Public Relations
 - Course on Entrepreneurship
 - Effective Communication and Personality Development
 - Financial Management
 - Interior Designing
 - Media Studies
 - Problem Solving and Decision Making- Joint Certificate Programme (JMC-Stanford University)
 - Travel and Tourism
- JMC has initiated a course on Professional Grooming and Training for Food and Beverages Sector as an *outreach* programme.
- The College is also offering another one year skill-based Programme in Social Entrepreneurship, titled ONUS.

Support for “Slow Learners”:

- Tutorials and remedial classes are organized for slow learners
- Additional reading material in simple form is made available.
- They are encouraged to take special coaching from experts in the field.
- Bilingual explanations and discussions in the class.
- Personal, academic and social counselling.
- Revision of topics and practical.
- Home assignments are given and evaluated.
- Special class tests are conducted.
- Peer learning

Exposure of Students to other institutions of Higher Learning/ Corporate/ Business House etc.

- JMC ensures exposure of its students to faculty and institutions of the highest standards in eminent Indian and global universities such as Indian School of Business (ISB) Hyderabad and MISB, Bacconi.
- The College has in the past organised talks by professors from universities abroad, namely from **Dublin, LSE, Sussex Warwick** etc.
- It regularly organizes talks and seminars by corporate houses on relevant topics such as career counselling to create awareness among students about market trends and job opportunities.
- Talks by **BSE** on current capital market are held annually to keep students abreast with latest developments.

- **Golden Key**, an International Honour Society, with focus on the areas of academic, leadership and social service has been regularly holding talks and workshops and has been providing scholarships to meritorious students of our College.
- JMC has collaborated with Warwick University, United Kingdom, to hold a summer workshop in *Game Theory* at JMC.

Publication of Student Magazines: The College annually publishes a magazine for students. It is an ideal platform for students to realize their creative potential and exhibit their writing skills. The students of the following departments and societies bring out their newsletters and news bulletins.

- The annual magazine of the College, is full of contributions from students in the form of prose, poetry and other articles.
- *Communique* is the annual magazine published by the students of Mass Communications, focussing on imparting practical knowledge of journalistic writing to the students.
- WSDC publishes a newsletter entitled *Awakening*

5.1.5 Facilitation of Entrepreneurial Skills among Students

- The College believes in equipping its students for the challenges of the future and encourages the development of a spirit of financial independence amongst students.
- There is a six month certificate course on entrepreneurship run by the College.
- Many talks and workshops by entrepreneurs in various fields are held regularly.
- Entrepreneurship and Investment skills are nurtured by allowing students set up stalls during departmental and College festivals.
- Career oriented workshops with corporate/business houses by the Placement Cell
- The College is offering a **one year Leadership Programme ONUS**.
- Interactive sessions with Chartered Accountants, Income Tax experts and other professionals are organized from time to time.

5.1.6 Policies and Strategies for Participation of Students in Extracurricular/ Co- curricular Activities

The institution has an illustrious history of promotion and excellence in extracurricular activities. In a bid to promote the all round growth and personality of students through community and social service, JMC, has made it compulsory for each student to be a member of at least one society.

The **Compulsory Societies** are as follows:

National Sports Organisation (NSO) – The NSO aims to develop the spirit of team work and sport.

National Cadet Corps (NCC) - The NCC aims at the development of leadership skills, spirit of sportsmanship, teamwork and the ideal of service.

National Security Service (NSS) – The NSS is promoted by the Ministry of Human Resources and Development. Its objective is the development of the personality of students through community service.

JMC Education Programme (JMCEP) – This is JMC’s educational programme in which our students teach children of nearby locality and government schools.

Women’s Studies Development Centre (WSDC) – The WSDC offers a certificate course on Women and Law to make students aware of their rights. Self defence classes are also organised by it.

All India Catholic University Federation (AICUF) – The AICUF aims to provide an opportunity to Christian students to reach out to the less privileged sections of the society. Talks and outreach programmes are regularly organized.

Besides the compulsory societies, JMC also has a number of optional societies for students which are as follows

- | | |
|------------------------------------|---------------------------|
| ➤ Art and Architecture Society | ➤ Fine Arts Society |
| ➤ “Cauldron” Magazine Society | ➤ Green Society |
| ➤ Choreography Society | ➤ Hindi Debating Society |
| ➤ English Debating Society | ➤ Hindi Dramatics Society |
| ➤ English Dramatics Society | ➤ Indian Cultural Society |
| ➤ English Quiz/ Hindi Quiz Society | ➤ Peace Society |
| ➤ Faith Sharing Society | ➤ Roteract Society |
| ➤ Film Appreciation Society | ➤ Western Music Society |

- The College organises an annual Sports Day, in which the students and the staff participate in various games as well as an Inter departmental march-past competition.
- There is an annual inter-departmental Quiz competition, the winners of which are awarded attractive prizes.
- The annual College festival “Montage” is one of the main events of the College which promotes student participation in numerous extra curricular inter College activities.
- **Additional Academic Support, Flexibility in Examinations:** Full cooperation is extended to students pursuing extra-curricular activities (ECA) at the College, university, national and international levels. The students are given special attention and extra time during tutorials in order to compensate for the classes they may have missed. Students are also provided with an extended time limit for the submission of assignments and granted concession in attendance.

In exceptional cases such as those of students who have won international accolades, the Principal recommends a waiver of attendance and examination to the vice chancellor.

- **Special Dietary Requirements, Sports Uniform and Materials:** NCC and NSO students are especially provided special dietary supplements and uniforms.

The College also provides them with all the necessary sports gear and equipment required. The College provides transportation for students to attend sports events and competitions.

5.1.7 Support and Guidance to Students for Competitive Exams

- The teachers provide guidance and also organize special talks and sessions with people who have already cleared the exams and are working in the field.
- The College is working towards collaboration with institutions for coaching classes for competitive exams.
- The College has already sent a proposal to the UGC for starting coaching for entry level examinations in different and non-governmental services specially for SC/ST/OBC/ minorities and economically backward (excluding the creamy layer).
- The College counsellor posts the deadlines for applications for various competitive exams.

5.1.8 Types of counselling Services (Academic, Personal, Career, Psycho-Social etc.)

- Under the tutor-ward system, the teacher is available within the College premises and students can approach him/her with their personal, academic and career related problems.
- There is also a professional counsellor available to students who does psychological, group and career related counselling.
- The counsellor meets the students in their respective classes to understand their needs and plans their counselling sessions accordingly.
- Presentations are held with an emphasis on :
 - Study options after graduation in India and abroad.
 - Job and career options in their chosen areas of education in India and overseas.
 - Admission requirements (tests/dates, etc)
 - Job seeking skills such as development of Correct Attitude, interview and Personality development.
- The College also organizes talks on career counselling for the students. Specialists from various fields are also invited to counsel students about prospective careers.

5.1.9 Career Guidance and Placement of Students

- JMC is the *Pioneer College* in University of Delhi to begin a **Placement Cell** in 1998.
- Almost 65-70 organizations come to the College for pre placement talks and recruitment. These organizations include Multi National Companies such as Google, KPMG, Ernst & Young, Oberoi Hotel, ITDC, Barclays, Jaypee Capitals, Grand Thornton, Table Grabber, Protivity, eDecree, Dainik Jagran, Evaluate Serve, NDTV, Deloitte, Penguin Group, Wipro and Accenture to name a few, banks (South Indian Bank, ICICI Prudentials), schools (Heritage School, Presidium School, Shiv Nadar School) and NGOs such as Teach for India, Pravah, Vivekananda Foundation and so on.

- The Placement Cell at JMC facilitates the training and on campus recruitments of our students. The cell comprises of a highly energetic and dynamic team of students and a faculty coordinator who is constantly attempting to expand the reach of the Placement Cell.
- JMC organises several training sessions, talks, workshops, seminars and mock interviews to facilitate the holistic development of its students and to equip the students with soft skills to ensure their preparedness for the job market.
- **Summer Internship** provides a platform for students to study, gain experience and practice their learning skills beyond textbooks and lectures. They are able to learn from discussions, team work and research thereby enhancing their employability potential.

Table 5.2 Placement Record for the Academic Session: 2013-14

S. No.	Department	Total Students Registered for Placements	Students selected under Campus Placements	Percentage
1	Commerce	145	67	46
2	Elementary Education (B.El.Ed.)	28	20	71
3	Mathematics	29	5	17
4	B.A. (Programme)	105	6	6
5	Economics	40	2	5
6	English	27	1	3
7	Psychology	25	1	4
8	History	19	1	5
9	Sociology	27	1	4

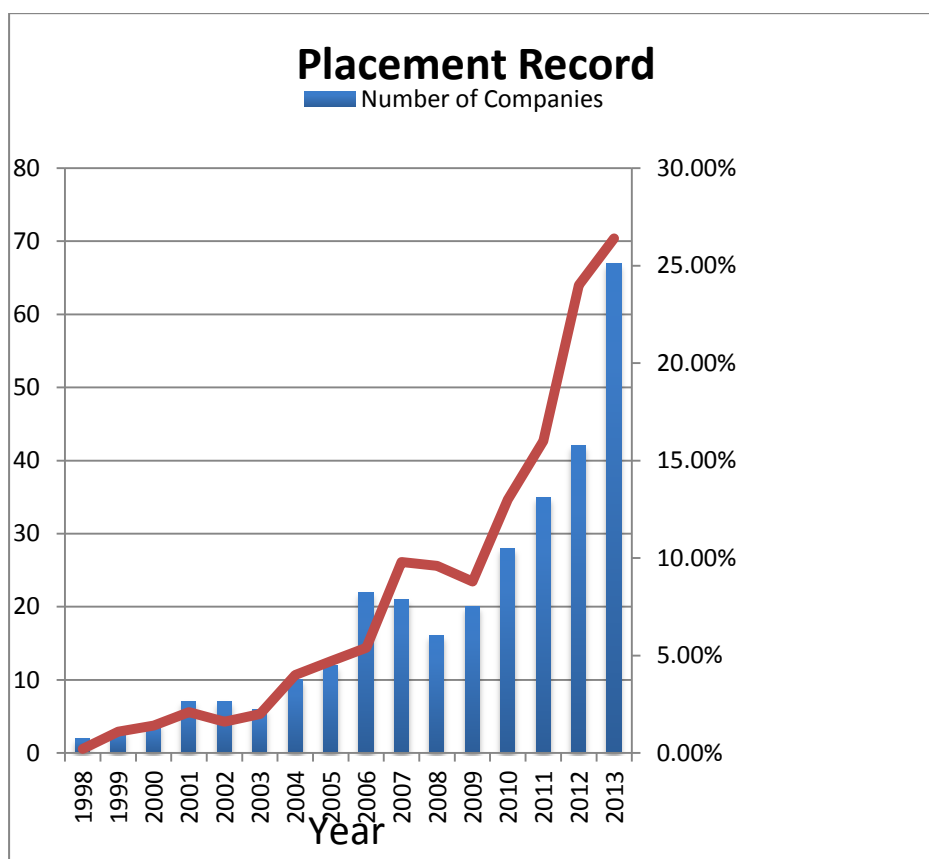
Table 5.3 Placement Record for the Academic Session: 2012-13

S. No.	Department	Total Students Registered for Placements	Students selected under Campus Placements	Percentage
1	Commerce	129	58	45
2	Elementary Education (B.El.Ed.)	29	19	66
3	Mathematics	28	1	3.5
4	B.A. (Programme)	101	5	5
5	Economics	41	16	39
6	Psychology	19	1	5
7	History	19	1	5
8	Sociology	26	1	4

Table 5.4 Placement Record for the Academic Session: 2011-12

S. No.	Department	Total Students Registered for Placements	Students selected under Campus Placements	Percentage
1	Commerce	110	47	42
2	Elementary Education (B.El.Ed.)	25	17	68
3	Mathematics	27	3	11
4	B.A. (Programme)	98	2	2
5	Economics	40	20	50
6	English	15	4	27
7	Sociology	20	1	5

Figure 5.1 Placement Record Since 1998



5.1.10 Student Grievance Redressal Cell

- The College has a student **Grievance Redressal Cell**. It comprises of the Principal and two senior faculty members.

- Students can either directly approach the concerned teachers' in-charge of the cell or reach them through the Grievance boxes placed at strategic locations in the College such as the Common Room and the Canteen.
- It extends support and counselling services to students. It has helped resolve personal and academic issues in the best possible way .
- Sometimes, the cell also provides counselling services during admissions.
- The cell also stays in touch with the police and organizes interactive sessions with them to ensure students' security around the College premises. The result of this is the presence of women police constables at the College gate and increased patrolling by the PCRs.
- A teacher is assigned to specially look into any specific problems faced by the students from the North-Eastern states of the country.

Table 5.5 Major Grievances Redressed over the last four years

S. No	Grievance	Redress
1.	Non availability of Photocopying facilities	Photocopying facility was provided
2.	Low standards of general cleanliness and hygiene in the canteen	Canteen vendor was given warning and later contract was given to a new vendor.
3.	Need for special women toiletries in the College	Sanitary napkin and tissue vending machine was installed in a toilet.
4.	Not enough number of water coolers	Additional water coolers and water purifiers were installed
5	To have another computer lab	Another computer lab with all the latest technologies was set up
6.	Provide internet facility in the College premises	College was made wi-fi enabled
7.	Lack of variety in food in canteen	More items were added to the canteen menu.
8.	Malfunctioning of ICT equipment in the class rooms	An ICT consultant was appointed
9.	To increase the refreshment allowance for sports students	The refreshment allowance was increased

10.	To have a modern basket ball court	Synthetic basket ball court was built
11.	Requirement of a badminton court	A wooden indoor badminton court in the MPH
12.	Shower rooms for sports students	Being considered under the building extension project.

5.1.11 Institutional Provisions for Resolving Sexual Harassment Issues

JMC has a **Sexual Harassment Committee comprising of the Principal**, one representative each from faculty, students, and non-teaching staff. So far no such incidents are reported

5.1.12 Anti-Ragging Committee

The College does have an **Anti- Ragging Committee** comprising of the Principal, and one representative each from faculty, parents, students, and non-teaching staff . Ragging is strictly banned in the College. All the same preventive measures are adopted and precautions are taken to avoid incidents of ragging. No incidents of ragging have been reported in the last few years.

5.1.13 Welfare Schemes for Students

Financial Schemes

- The College extends financial help, free-ships to the economically weaker students. Rs. 2,06,300 has been extended to needy students from the Students' Aid Fund in the past four years.
- In the same duration, help of about Rs 50,000 has been extended to needy students in the form of remission of fees.
- UGC sponsored free Remedial classes for the weaker students
- Academics:
 - Tutor Ward system for mentoring
 - Special help for slow learners
 - counselling and Carrier Guidance
 - Book Bank
 - Cultural / Sports
 - We organize cultural and sports events in the College
 - Youth Festival
 - Encouraged to participate in intra and inter College, interuniversity competitions

Health

- The Health unit of the College organises health check up camps for students such as eye, dental and general health camps. Medical insurance has been proposed for the students of JMC from the next academic year onwards.
- The College has a well-equipped Gymnasium

- Fully equipped medical room with first aid facility

Infrastructure

- Book shop and stationery outlet
- Canteen
- Common room
- Indoor Sports facilities with table Tennis, Badminton and aerobics facilities
- In-house banking facility
- Medical room
- Photo copy facility
- Prayer room
- Purified water for drinking in all the floors of different buildings
- Spacious Playground with Lawn Tennis, Basket Ball, Cricket, Volley Ball, Foot Ball, and Hand Ball.

Academics

- Tutor Ward system for mentoring
- Special help for slow learners
- Counselling and Career Guidance
- Book Bank
- Cultural / Sports
- We organize cultural and sports events in the college
- Youth Festival
- Encouraged to participate in intra and inter college, interuniversity competitions

5.1.14 Alumni Association

- The College has an Alumni association which is in the process of getting itself registered.
- The association holds an annual Alumni Meet.
- At the end of each academic year the outgoing students are enrolled as members of the alumni association.
- It takes an active interest in the College activities and participates in the College festival.
- Many of our alumni have come back to their alma mater to serve as teachers, entered politics, bureaucracy, law, corporate sector, media and entertainment industry.
- The association has also raised funds, for the development of the College infrastructure.

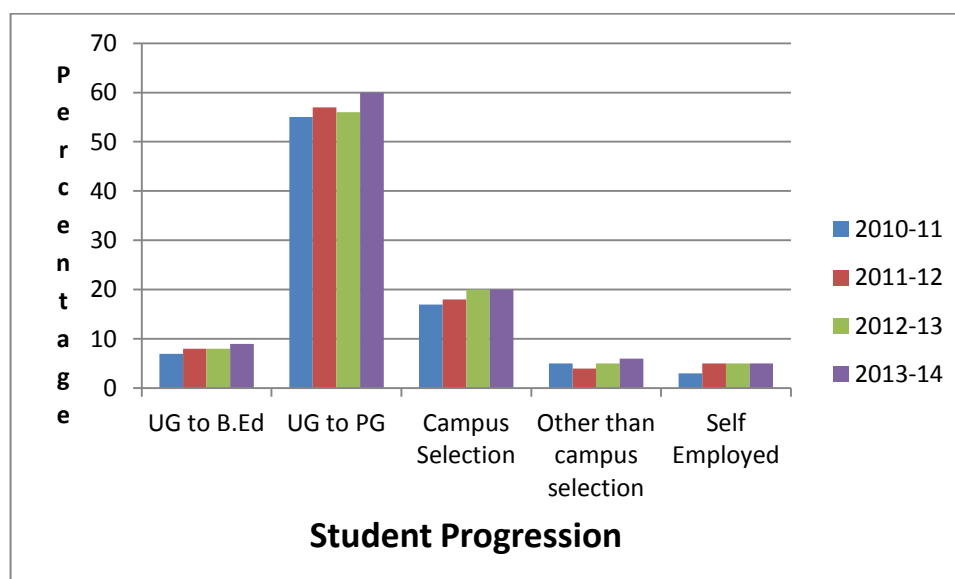
- JMC has also initiated the process of collating the details about its alumni who have progressed into higher education and employment opportunities beyond campus placements to different institutions through **Online Alumni Registration**.
 - The Alumni – Online Registration Form has been designed and developed for the purpose of obtaining and updating the information from our alumni.

5.2 Student Progression

5.2.1 Progression to Higher Education or Employment

- Most of our students pursue post graduate courses after they pass out from the College. These include M.A., M.B.A., M.Com, Master in Social Work, M.Ed. etc. The students also join B.Ed. programmes in various universities.
- The percentage of students progressing to employment through the College’s Campus Placement Cell for the past four years has been remarkable. A good number of the passing out students also start their own enterprises in various areas. Many of our students have also joined public as well as private service sector.
- Since the College is primarily focusing on under graduate courses, exact information regarding students pursuing M.Phil. and Ph.D. is not available.

Figure 5.3 Student Progression



5.2.2 Programme-wise Pass Percentage and Completion Rate

The details of the Programme wise Pass Percentage and completion rate for the last three years (batch wise) and programme-wise have been summarised with the help of the following tables:

Table 5.6 Programme-wise Pass Percentage and Completion Rate

PROGRAMME WISE PASS %			
Course	2011-12	2012-13	2013-14
Economics	95.45	100.00	74.00
English	95.92	100.00	88.60
Hindi	100.00	100.00	52.20
History	94.29	94.29	74.40
Maths	93.55	100.00	91.42
Pol. Science	85.00	100.00	100.00
Psychology	97.50	100.00	93.61
Sociology	97.06	95.65	80.76
B.Com Hons.	100.00	100.00	90.00
B.com Programme.	98	85.45	88.20
B.A. Programme.	71.94	75.80	66.31
B.El.Ed	93 %	92 %	100.00

The Completion rate of students has been 100 % for all courses, over the few years which is a great achievement in itself.

5.2.3 Facilitation of Student Progression to Higher Education and Employment

- A number of our students have opted for higher education in **prestigious Universities** in India as well as abroad.
- Many students of JMC have cleared competitive examinations like UPSC, State Civil Services, GRE, GMAT, TOEFL, CAT, CSIR/ UGC-NET and so on. We constantly support and guide our students for career advancement and progression.
- There is a highly efficient **Placement Cell** in our College for On-Campus Placements.

It is working constantly to provide a variety of opportunities to suit the

different needs of students for employability by providing career opportunities to students and works for their holistic development.

- The Placement Cell also provides opportunities for internship, fellowship and campus ambassadorship. It conducts talks (academic and career development), training programs and workshops to bridge the knowledge gap between students and the job market.
 - In addition, many popular, **job-oriented Certificate Courses** have been running to aid the students..
 - The Certificate Course on Leadership and Entrepreneurship (ONUS) is a one year Certificate Course in Leadership, in collaboration with the NGO Youth Alliance.
 - In the past, the College has had collaboration with **Golden Key**. It offers its members exclusive opportunities, scholarships, awards, partnership with major corporations and career advancement.
 - JMC has collaborated with international universities of repute like **University of Warwick, London and Stratford University**.
 - JMC has employed a career Counsellor to guide the students
 - The College also organizes talks on career counselling for the students. Specialists from various fields are also invited to counsel students about prospective careers.

5.2.4 Special Support Provided to Students who are at Risk of Failure and Drop-out

Special support is provided to some students who are at risk of failure or drop out through a variety of means such as **Remedial Classes** and **Cluster Classes**. Students who need help in any subject are provided extra support to cope with the subjects they find difficult, by the concerned faculty regularly.

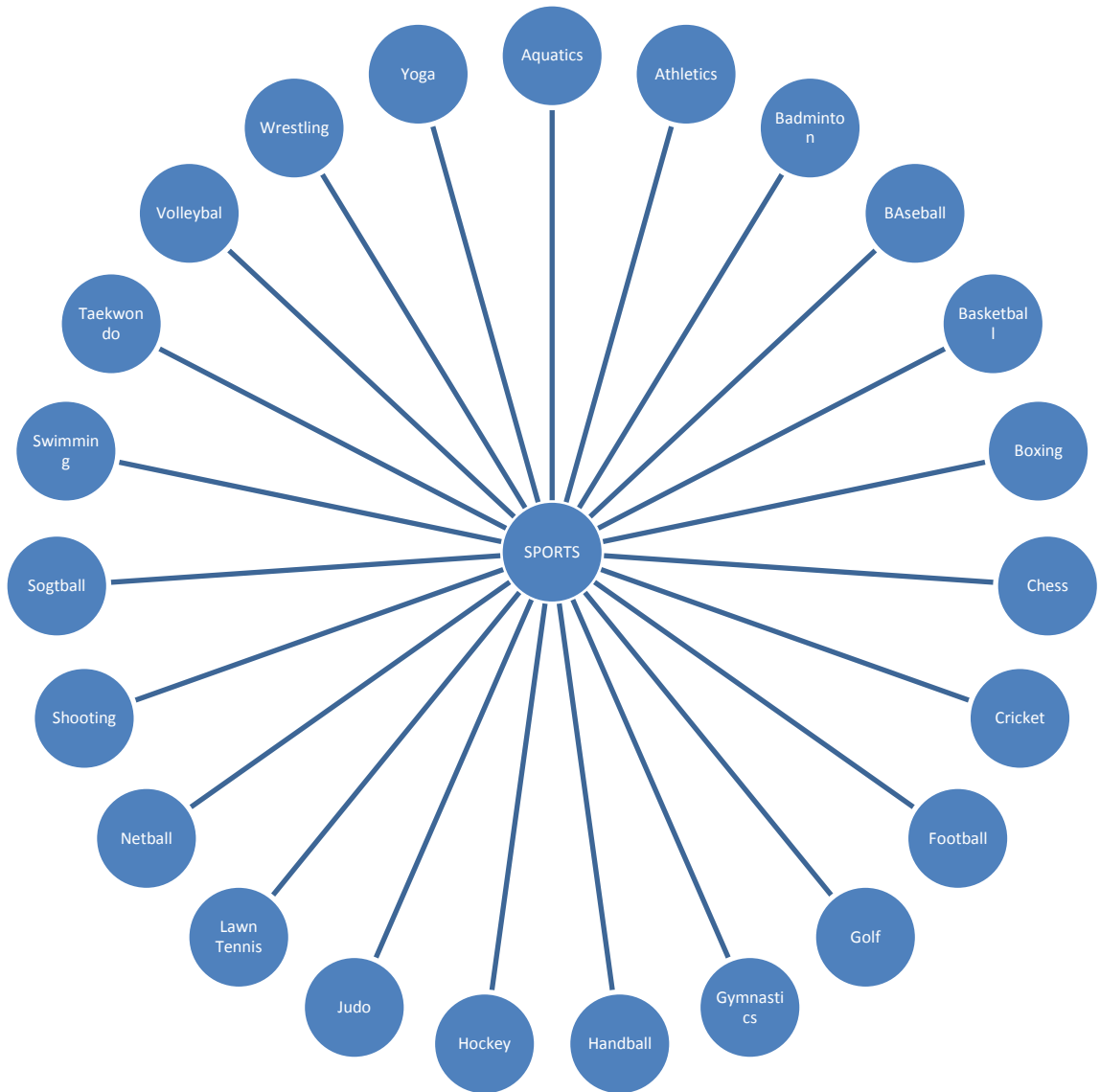
Students who cannot attend classes regularly due to illness or domestic circumstances are dealt with leniently. They are given special assistance in the form of tutorials, re-tests, and provided extra time to submit assignments etc. The College also gives re-admission to such students.

5.3 Student Participation and Activities

5.3.1 Range of Sports, Games, Cultural and other Extracurricular Activities

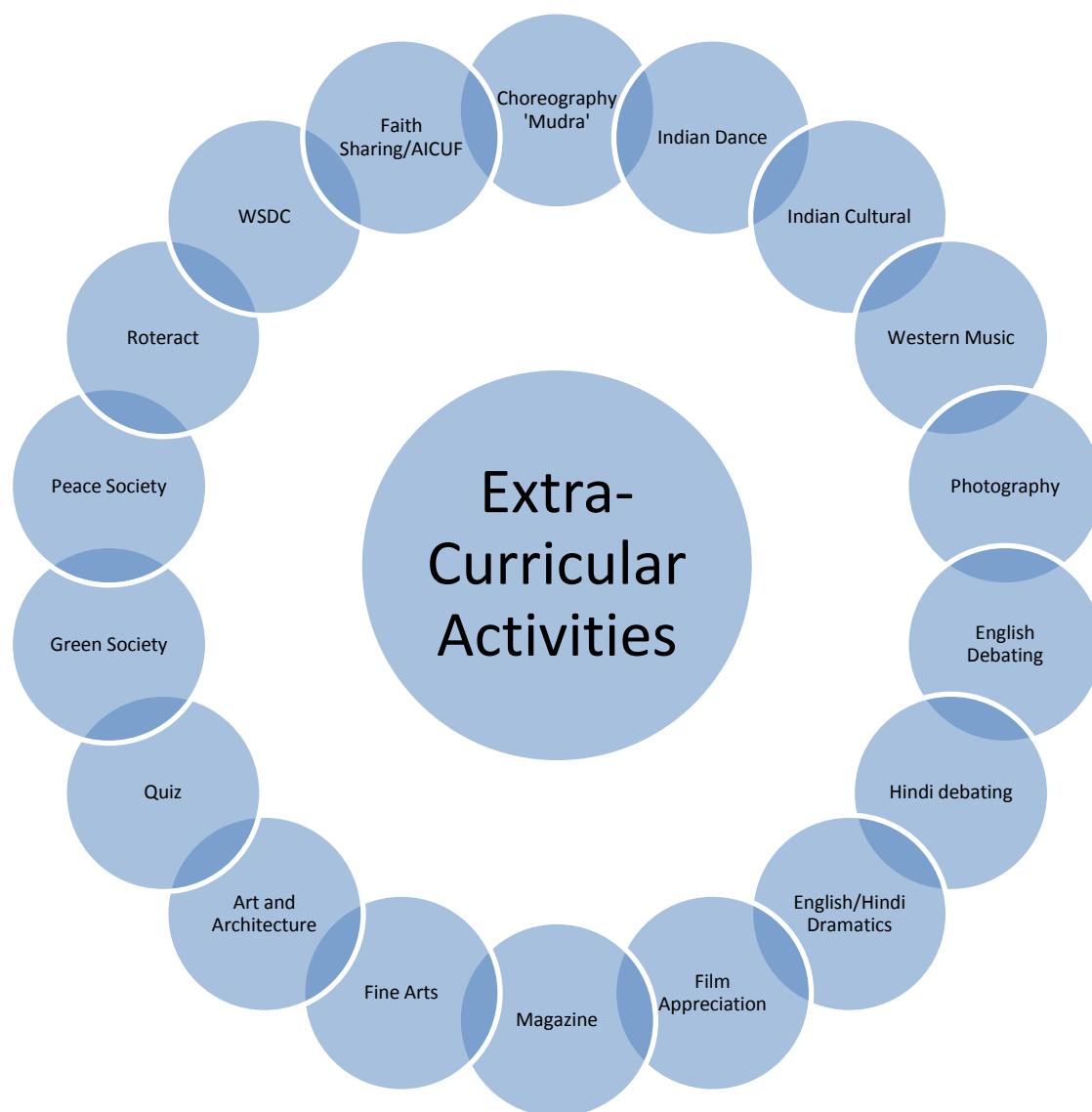
The College has a varied range of sports and games facilities and a fully equipped Gymnasium which can be accessed by all students. The range of activities in sports at JMC is listed as follows:

Figure 5.4 Range of Sports



We have several Societies for participation in **different cultural and extra curricular activities** by students which are mentioned below:

Figure 5.5



There is no fixed Annual Calendar as the range of activities by different Societies keep changing over the years. The students are expected to enroll themselves in one of the societies and participate regularly in all the major College events such as Independence Day, Teachers Day, Sports Day, Freshers' Welcome Party, PTSA function, Annual College Fest –'Montage' and other minor events. Some details of participation and activities organized by different societies are provided briefly as follows:

Western Dance/ Choreography Society – 'Mudra' has gained a lot of momentum and are very active in all the competitions that happen in the

University of Delhi circuit and outside. The team is very well known all over Delhi and has made a massive change in the face of the western dance culture in University of Delhi.

Indian Dance Society – ‘**Nrityanjali**’ has also brought a lot of success and recognition to the College over the years. Generally, the year starts with the auditions and the society finds very passionate classical and folk dancers for participation at various College, inter-College and University level events.

Art and Architecture Society – ‘**Dastaan**’ has a main objective to conserve, preserve and spread awareness about both the tangible and intangible aspects of the Cultural Heritage of our country. It conducts heritage walks, which are instrumental in helping us to achieve our objectives to create awareness about the key historic areas in Delhi and to help citizens relate to these very historic places in a more personal and intimate manner.

English Dramatics Society – ‘**Troubadours**’ generally has active participation by students with successful productions or plays running throughout the sessions. ‘Better Half: Her Quest for Completion’ was the main College production in the last academic session. Addressing and unfolding the concept of female psychology through an amalgamation of two different eras is what made the play stand out and reach the audience. The play was selected for performance in prestigious theatre competitions like ‘Rajpal One Act Play’ organized by St. Stephens College and various annual theatre festivals in the colleges of University of Delhi.

All India Catholic University Federation (AICUF) is a national level university students’ movement that stands for the service and liberation of all persons. In line with the AICUF Poonamalle Declaration of 1970 which states that “We were born into an unjust society and we are determined not to leave it as we found it”, the AICUFers join hands with all those who are engaged in establishing a just, peaceful and equitable world order. In addition to the academic facet that the College provides, the AICUF unit at Jesus and Mary College, utilizing a two-pronged approach, believes in providing students with socially relevant, spiritually enriching and personality development-oriented experiences:

1. AICUF related programmes organized within the College help students to develop organizational abilities and leadership skills as they are required to take charge and involve themselves with all the events/seminars conducted.
2. Through the outreach programmes, students get an exposure to the day-to-day living of the underprivileged and the marginalized, and are sensitized to the socio-economic realities of our country. The AICUF-JMC’s outreach Programme requires the members to work at an NGO of their choice for a minimum of 15 hours. Motivated by these experiences, many of the students take up the challenging tasks of contributing towards the upliftment of the deprived and needy the sections of our society.

The students at JMC find their association with AICUF a highly rewarding experience.

5.3.2 Major Student Achievements in Co- Curricular, Extra curricular and Cultural Activities

The details of **major student achievements** in co-curricular, extra curricular and cultural activities at different levels: University / State / Zonal / National / International are provided below.

Our students have been winning the **prestigious Vice Chancellor's Trophy for Best Women in Sports for the past 15-16 years.**

- Recently, Apurvi Chandela, a final year student of Sociology Honours, won the gold medal at the 2014 **Common Wealth Games, Glasgow** in the women's 10 metre air rifle event.
- Manika Batra, student of Sociology Honours stood at 4th place in the Women`s Singles Table Tennis in the **Common Wealth Games, Glasgow, 2014.**

Table 5.7 Outstanding achievements of Students in the field of Sports

Game	Year	Inter-College	Inter-University		State		National		International
			No. Of Students	Position	No. Of Students	Position	No. Of Students	Position	Name
Aquatics	2013-2014	2 nd			5	1st	4	Participation	
	2012-13	1st	1	Participation			2	1 st ,2 nd	
	2011-12	1 st	1	4th			1	4th	
	2010-11	2 nd	1	2 nd	1	1st	1	2 nd	
Athletics	2012-13	2 nd	2	2nd,Participation	1	Participation	1	Participation	
	2011-12	1 st	1	Participation	1	1st	1	Participation	
	2010-11	1 st	1	Participation	1	1 st	1	Participation	
	2010-11				1	2 nd			
	2010-11				1	3 rd			
Badminton	2013-2014	2 nd	2	1st	1	1st	3	Participation,3rd,Participation	
	2012-13	1 st	1	Participation			4	Participation	Smriti
	2011-12		1	Participation	1	Participation	1	1st	
	2010-11						1	Participation	
Ball Badminton	2013-2014	3 rd	1	Participation					
Baseball	2013-	1 st	4	Participation	1	2nd	1	Participation	

Table 5.7 Outstanding achievements of Students in the field of Sports

Game	Year	Inter-College	Inter-University		State		National		International
			No. Of Students	Position	No. Of Students	Position	No. Of Students	Position	Name
	2014								
	2012-13	3 rd	3	1 st					
	2011-12	3 rd	2	Participation			3	3 rd	
	2010-11		5	Participation			4	4 th	
Basket Ball	2012-13	2 nd		3 rd					
	2011-12	2 nd	2	Participation			2	Participation	
	2010-11		3	3 rd		2 nd	1	3 rd	
	2013-2014	-					1	Participation	
	2012-13		1	3 rd					
Boxing	2013-2014	2 nd							
	2012-13	4 th							
Chess	2013-2014	1 st							
	2012-13	5 th							
Cricket	2013-2014	1 st	5	2 nd	1	Participation	2	2 nd	
	2012-13	2 nd					5	Participation	

Table 5.7 Outstanding achievements of Students in the field of Sports

Game	Year	Inter-College	Inter-University		State		National		International
			No. Of Students	Position	No. Of Students	Position	No. Of Students	Position	Name
	2011-12	2nd	2						
	2010-11		2	Participation	1	Participation	4	Participation	
Football	2013-2014	1st	7	3rd			1	Participation	
	2012-13	1st		3 rd					Aditi Chauhan, Swati Rawat, Akanksha
	2011-12	1 st		2 nd					
	2010-11		7	1 st					Saniya, Aditi, Swati
Golf	2013-2014								Vaani Kapoor
	2013-2014								Sonal Narang
Gymnastics	2013-2014		1	Participation					
	2010-11		1	3 rd	1	1st			
Handball	2013-2014	2nd	1	2nd	2	2nd	3	2 nd	
	2012-13	3rd	1	4 th	1	Participation	1	1 st	
	2011-12	3 rd	3	Participation	1	2nd			
	2010-11		3	Participation		1st	3	3 rd	

Table 5.7 Outstanding achievements of Students in the field of Sports

Game	Year	Inter-College	Inter-University		State		National		International
			No. Of Students	Position	No. Of Students	Position	No. Of Students	Position	Name
Hockey	2013-2014	2 nd	5	Participation	2	Participation	3	Participation,3rd,3rd	
	2012-13	4 th					2		
	2011-12	3 rd	5	Participation					
	2010-11		2	Participation			1	Participation	
Judo	2013-2014	-	1	Participation	1	1st	2	2nd,Participation	
	2012-13	3 rd					1		Pooja Beniwal
	2010-11				1	1st	1	2 nd	Naina Lal
Kabaddi	2013-2014	-					6	Participation	
	2012-13						1		
Kho-Kho	2013-2014	-					1	Participation	
Korfball	2013-2014	-	1	Participation			2	Participation	
	2012-13								
	2011-12								
	2010-11		2	Participation					Alka
Kurash	2012-						1	Participation	

Table 5.7 Outstanding achievements of Students in the field of Sports

Game	Year	Inter-College	Inter-University		State		National		International
			No. Of Students	Position	No. Of Students	Position	No. Of Students	Position	Name
	13								
Lawn Bowls	2013-2014	-					1	Participation	
Netball	2013-2014	4th	1	4th			5	2 nd	
	2012-13	2nd							
	2011-12	2 nd	1	Participation					
Pistol Shooting	2013-2014	3rd	2	Participation	1	2nd	3	3rd,Participation,Participation	
	2012-13						6	Participation	Lovleen Kaur
	2011-12				1	Participation			Prerna,Garima
Power Lifting	2010-11		1	6 th					
Rifle Shooting	2012-13								Apurvi Chandela
	2011-12								Apurvi Chandela
	2010-11	3 rd	1	2 nd			1	4 th	Apurvi
Shooting Ball	2013-2014	-							Priyanka Bhardwaj
Softball	2013-2014	-	5	Participation		3rd	4	Participation	
	2012-	3rd	3	3 rd			3	3 rd	

Table 5.7 Outstanding achievements of Students in the field of Sports

Game	Year	Inter-College	Inter-University		State		National		International
			No. Of Students	Position	No. Of Students	Position	No. Of Students	Position	Name
	13								
	2011-12	1st	3	3rd					
	2010-11		4	3 rd			4	4 th	
Table Tennis	2013-2014		1	Participation					Manika Batra
	2010-11		1	Participation	2	3rd,2nd	1	Participation	
Taekwondo	2013-2014	2nd,3rd							
	2012-13	1st	2	Participation					
Tennis	2013-2014	1st	2	1st			3	Participation	Abhilasha Ahuja
	2012-13	1st	4	1 st			5	2nd	Rishika Sunkara
	2012-13								Prerna Bhambhra
	2012-13								Megha Sherawat, Garima Vatwani
	2011-12	1st	2	1st			2	1st	
	2010-11		3	1st					Shweta, Garima, Prerna
Volleyball	2013-2014	3rd					3	Participation	
	2012-13	3rd	1	Participation					

Table 5.7 Outstanding achievements of Students in the field of Sports

Game	Year	Inter-College	Inter-University		State		National		International
			No. Of Students	Position	No. Of Students	Position	No. Of Students	Position	Name
	2011-12	2 nd	1	Participation			2	Participation	
	2010-11		4	Participation		2 nd	2	Participation	
Weight Lifting	2010-11		1	4 th					
Wrestling	2013-2014	3 rd							
	2012-13	4 th							

Table 5.8 Number of Students enrolled in the society

Name of the Society	2011 – 2012	2012 – 2013	2013 -2014	2014 -2015
English Debating Society	18	20	21	15
Hindi Debating Society	40	42	50	60
English Dramatics	30	25	28	30
Hindi Dramatics	40	40	24	43
Indian Music Society “Tarannum”	15	10-15	10-15	15
Indian Dance Society “Nritanjali”	30-40	30-40	30-40	30-40
Western Music “Echo”	30	19	18	20
Fine Arts Society	50	55	100	60

English Quiz	20	20	20	20
Hindi Quiz	15-20	15-20	15-20	15-20
Choreography	20	15	19	20
Art and Architecture	40	48	55	100
Photography Society	12	15	25	48
Film Appreciation Society	40	72	68	75

Table 5.9 Students Achievements in extra curricular activities at University Level

Name of the Society	Year	1 st Position	2 nd Position	3 rd Position	Any other
Indian Music Society (IMS) “TARANNUM”	2011-2012	3	5	4	
	2012-2013	4	3	4	Special Appreciation 2
	2013-2014	-	4	2	
Indian Dance Society (IDS) NRITANJALI	2011-2012	6	4	5	
	2012-2013	2	5	1	
	2013-2014	-	2	2	
Hindi Dramatics ‘KHEKASHA’	2011-2012	4	2	3	
	2012-2013	7	2	1	
	2013-2014	12	3	3	Best Actor 2 Best Script 2 Best Music 2
Western Music ‘ECHO’	2011-2012	4	5	2	
	2012-2013	4	7	5	
	2013-2014	4	2	7	
Western Dance Society “MUDRA”	2011-2012	14	-	-	
	2012-2013	4	8	1	
	2013-2014	15	7	3	
Fine Arts Society	2011-2012	6	2	-	Consolation 1
	2012-2013	-	-	-	
	2013-2014	4	1	2	
English Debating Society	2011-2012	1	-	-	Best Speaker Best Team
	2012-2013	-	-	-	Best Speaker Adjudicators for the Finals 2 nd Best Speaker 3 rd Best Speaker
	2013-2014	-	-	-	2 Best Speaker Best Team Top Adjudicators

5.3.3 Feedback from College Graduates and Employers

- The alumni association meetings are an important occasion where the alumnae give their suggestions for improvement in performance and institutional provisions. This facility is also available on the College website.

- From time to time, we take feedback from the companies and corporate houses that employ our students. This has helped us to organize some relevant Certificate Courses for our students.

5.3.4 Publications and other Materials by Students

- The College involves and encourages students to publish their original contributions in the form of prose, poetry, stories and personal reflective accounts (in both English and Hindi Languages) for its **Annual College Magazine – Dimensions**. The Annual Magazine is published every year with the help of a Student Editorial Team comprising of student members and faculty advisors.
- Some societies, like **WSDC** release **Newsletters** such as – *Awakening* or *Still I Rise*, which deals exclusively with issues related to gender, sex and sexuality. It aims to create greater sensitization for these issues, and encourage multiple, diverse yet empathetic views.
- For **Mass Communication** Paper, the students are motivated to bring out their own Annual Magazine, titled, '*Communique*' to impart them practical knowledge of journalistic writing, The students raise funds, write articles, get advertisements, design and edit the magazine which is much appreciated in the College and elsewhere. The articles which are not included in the magazine are edited and compiled as a 'class magazine' so that students should not feel disappointed.
- All Societies and departments have their *wall-magazines* which are used to disseminate information as well as a platform to showcase their creative skills.

5.3.5 Student Council or Executive Body

- The JMC student Council, first formed in 1970, is elected through a democratic process annually by active participation of all students.
- The Student Council consists of a President (III year student), Vice President (II year student), departmental and societal presidents, vice presidents, treasurers, and class representatives.
- The Student Council members help in the Admission processes and during Orientation Programmes organised for new students annually.
- The student council members help in organising Freshers' Welcome Party, Teacher's Day, PTSA, College Fest –Montage and Farewell to the Final year students.
- Funding comes from the fees paid towards student aid fund, sponsorships, advertisements, donations etc.

5.3.6 Administrative and Academic Bodies

- The following administrative and academic bodies in the College have student representation:
 - Anti Ragging
 - Department Associations
 - Grievance Redressal Cell

- Placement Cell
- PTSA
- Sexual Harassment Cell
- Societies
- Student Council

5.3.7 Networking with Alumni and Former Faculty

- The College maintains regular contact with Alumni and Former Faculty through various email groups and social networking sites such as Facebook.
- Our Former Faculty and Alumni keep involved in all major College functions such as Annual College Festival, PTSA, Farewell functions and so on. We organise Alumni Day every year on the 2nd Saturday of January to meet our Alumni and former faculty members.
- We invite our Former Faculty for all the College events and celebrations and through informal meetings.
- Alumni who have distinguished themselves in different fields are invited to interact with students and faculty as resource persons.

Jesus and Mary College envisions a transformative and empowering role for the students in the digitalised world today. Major components of a virtual learning environment are being created in our College.

We are proud to have produced women of substance who are winners and achievers in every field carrying with them the values imparted by JMC and are making a significant contribution to the society.

CRITERION VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 Vision and mission of the institution

- The vision and mission of the College are reviewed and redefined in view of the changing global trends, national and global needs. Goals are set to attain the objectives enshrined in the National Policy for Higher Education. In the present context, our vision at Jesus and Mary 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 aim of Jesus and Mary College is to make God known and loved by means of Christian education for women from all social backgrounds, in keeping with our foundress Saint Claudine Thevenet's special concern for the young and the poor. The College offers integrated all-round education that focuses on the intellectual, social, emotional, aesthetic and spiritual development of every student.
- The College undertakes to introduce the students to the multi-cultural milieu which would lead them to academic success and personal development, imbibing a sense of responsibility towards social needs, while inculcating patriotism and fostering a sense of global belonging (Vasudhaiva Kutumbakam).
- Learning is made possible by the acquisition and application of knowledge, diverse learning experiences and the lively interaction among faculty, staff and students. The College is committed to offering quality education that meets the needs of its students and assists them in clarifying and pursuing their professional and educational goals.
- The motto of the College is ***"THOU ART LIGHT, FILL ME WITH THY LIGHT."*** The College curricular and co-curricular programs are designed to develop in the students, the qualities of hard work, honesty and integrity, and adherence to human values, fairness and tolerance.
- The competitive environment helps students to exploit their full potential through the passion for excellence, enabling them to enter their adult life as independent women of competence, compassion and conscience.
- Our institution is marked by its ability to evoke social sensitivity among students and thereby educating them to be effective contributors to the evolution of a new and regenerated India.

Institution's distinctive characteristics in terms of addressing the needs of the society

- The institution's vision and mission reflect the distinctive characteristics of the institution such as catering 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.

- We strive to address the needs of the society through our actions, policies and the various compulsory societies like Equal Opportunity Cell (EOC), Jesus and Mary College Educational Programme (JMCEP), National Cadet Corps, (NCC), National Service Scheme (NSS), Peace Society , Women’s Studies Development Cell (WSDC).
- In addition to the above mentioned societies, there are numerous other cultural societies dedicated to Indian culture, choreography, dramatics, Magazine, Photography, Western music, etc. The teacher supervisors and the student office bearers of these societies make commendable efforts to motivate students for their overall development through various skill-based and talent-enhancing activities so that they can contribute to society in a meaningful manner.

6.1.2 Role of top management in design and implementation of quality policy and plans

- For designing and implementing its quality policy and plans effectively, Jesus and Mary College, has an efficient co-ordination and internal management system under the leadership of the Principal.
- The Governing Body, the Principal, the IQAC and staff work together towards the designing and implementation of the institutional quality policy. Several committees are constituted by the Principal of the College under the guidance of the Governing Body 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 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 effective monitoring and decision making processes. The Principal communicates the decision of the governing body to the respective stake holders. Any difficulty faced by the committees is presented in a Governing Body meeting and resolved in the best possible manner.
- 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.
- The management has mobilized funds for enhancement of infrastructure, laboratory, library and office equipment, apart from creating environment friendly campus/premise.

6.1.3 Role of leadership

The policy statements and action plans for fulfillment of the stated mission

- Through an orientation programme conducted by the Head of the institution in the beginning of the academic session, the faculty and the students are introduced to the new programmes and projects adhering to the quality policy of the institution. The existing best practices and institutional values are reinforced.
- Facilitated by the Management and supported by the staff, the Head of the institution is at the helm of affairs and plays the leading role in governance and management of the institution. It is she who communicates the vision and mission to all the stakeholders and plans accordingly with the help of the governing body, IQAC and other sub-committees. The Principal ensures transparent functioning and implementation of the institutional plans while adhering to its core values.
- The Principal is the primary unifying factor in developing a harmonizing bond among the various internal and external entities of the larger college network. She synchronizes the activities of the various departments and societies through meetings with the individual members as well as all the committees and societies.
- All academic and extra-curricular activities are well planned and documented before the commencement of the academic session. While formulating the action plans, the institution takes care of all its thrust areas. The Principal ensures strict adherence to the academic calendar for the smooth functioning of all college activities.

Interaction with Stakeholders

- All the stakeholders including the students, the staff, the parents, alumni, government and non-government and local bodies are engaged in the process of institution building and development. The college has an active Parent Teacher Student Association (PTSA) which provides an excellent platform for interaction and idea exchange.
- The college also has a vibrant Alumni Association, which meets regularly. The college invites feedback from parents and alumni for continuous improvement and enhancement, through feedback forms which can be filled on-line by accessing the college website
- Through the Placement Cell the College networks with various industrial and corporate agencies.

Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders

The Principal of the institution gets feedback from all the Heads of the Departments about the progress of the teaching-learning process and functioning of the department. Teamwork for the implementation of each strategy that includes planning, resource mobilization, capacity building, monitoring and evaluation leads to the institutionalization of the best practices of the college. The College has established an

effective monitoring mechanism through the co-ordination between the Teaching and Non-teaching staff under the leadership of the Principal.

Reinforcing the culture of excellence

- The institution reinforces the culture of excellence through workshops, awareness programmes, special lectures on quality innovations, curricula, teaching-learning and evaluation, research-oriented seminars, applying for research grants and project managing, plans and implementation of advanced Learning Resources, ICT management and suggestions for empowerment of staff, leadership, governance pattern and strategic planning.
- The college plans and supports effective implementation for Total Quality Management, Teaching-Learning and Evaluation, Research, Consultancy and Extension activities for all stakeholders. Effective mechanism is in place for the use of library with ICT and Customized Library Management Software.
- The functioning of all administrative and accounts related jobs are performed through computerized processes. The college offers online admission and attendance management software for the convenience of both students and parents.

Championing organizational change

- Committees are constituted for the smooth running of the academic and administrative functions.
- Effective mechanisms are there to provide modern teaching-learning aids and application of ICT resources to make the curriculum interesting and effective for the students.
- The college offers a number of outreach programmes to the underprivileged such as JMCEP and a training programme enabling them to acquire soft skills and vocational training in the Hospitality Sector.
- Formal system for feedback from Stakeholders like students, parents, staff and alumni has been put in place to have an unbiased and honest opinion about any organizational changes that occur.
- Programmes on competence development are organized periodically which include workshops on time-management, personality development etc.
- Research activities involving both students and teachers are encouraged and promoted.
- The physical and technological infrastructure of the college is constantly evaluated and upgraded.

6.1.4 Procedures adopted by the institution to monitor and evaluate policies and plans

- As the institution works on the participative and democratic principles of management, it frames all its plans and policies in consultation with the Governing Body Council, IQAC and other committees. At the time of the execution of its policies and plans, all the staff members and students are involved. Outcomes and reviews

are studied and changes for the improvement where required are incorporated.

- An open door policy allows students, staff as well as parents to have direct interaction with the Principal.

6.1.5 Academic leadership provided to the faculty by the top management

- The faculty of different departments are encouraged and guided to hold academic programmes like seminars, paper-presentations, debates and quiz competitions etc.
- Computer laboratories are fully equipped with the latest technology according to the need of the present era.
- Teachers are encouraged to undertake field trips to gain practical knowledge.
- There is a provision of incentives for the academic achievements such as authoring books, publishing research papers and acquiring M.Phil and Ph.D degrees.
- Faculties are granted study leave and TA/DA facilities for attending Seminars, workshops and conferences etc. at the State, National and International level.

6.1.6 Grooming of leadership at various levels

- The most important quality of leadership management is empowerment. Successful leaders multiply their leadership by empowering others to lead. Empowerment means giving authority and responsibility to others. Involving others in decision making by the Head of the institution of Jesus and Mary College has led to empowerment and creation of leaders at every level of the institution.
- There is total decentralization of the administrative system for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty. Several committees are constituted by the Principal of the College for overall management of the admissions, making the time-table, conduct of examinations, promotion of research and extension activities, development of infrastructure-facilities, encouraging cultural activities, maintenance of healthy campus life, and proper maintenance of service records.
- Leadership camps and training programs are organized regularly.
- A democratic pattern of student leadership is followed through proper conduct of elections for formation of the Student Council.
- Students are encouraged to form groups among themselves and initiate innovative programs.
- The annual college festival Montage and events organized by other societies provide an ideal platform for students to take the initiative and become leaders in the various extra curricular activities organized.

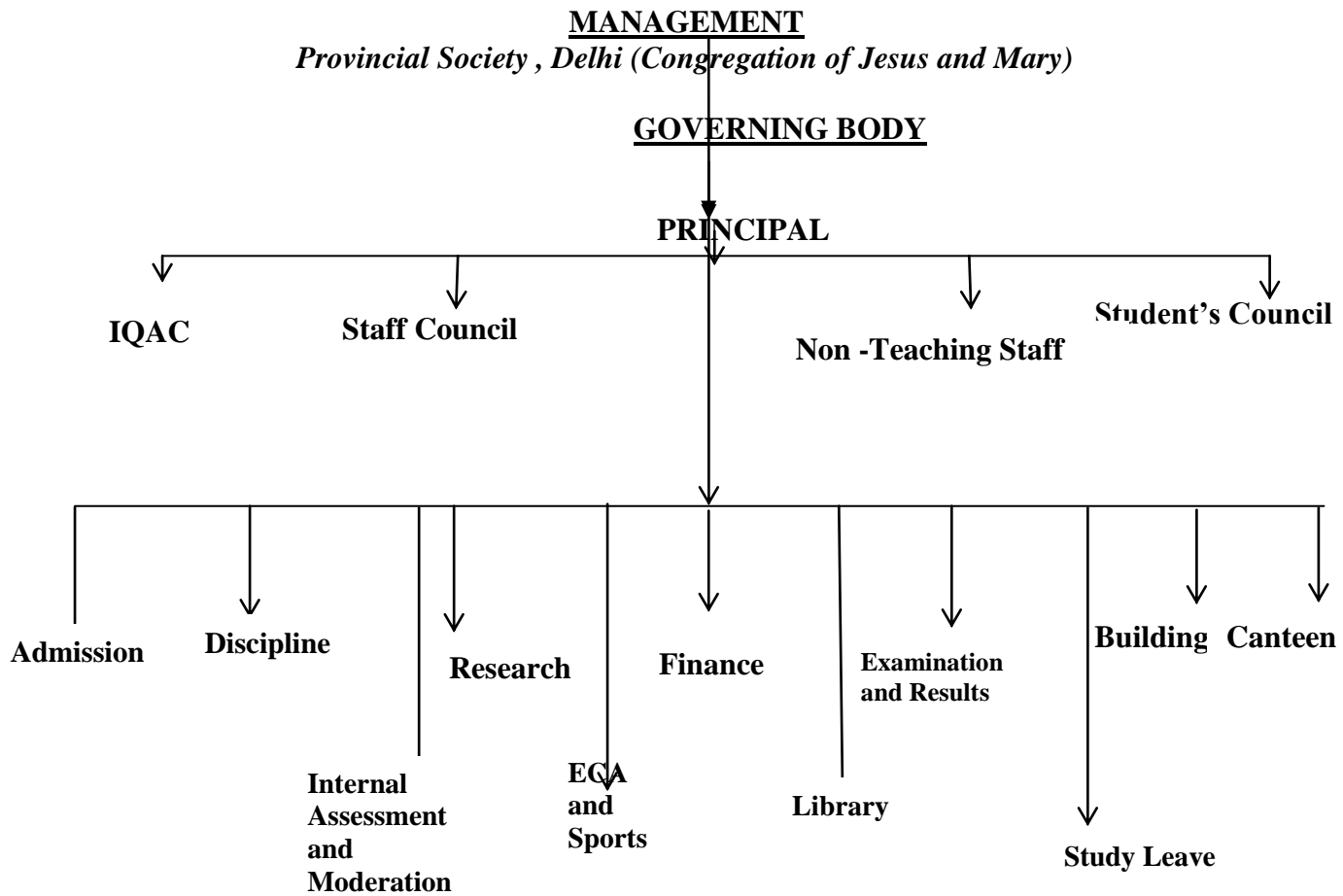
6.1.7 Delegation of authority and provisions for operational autonomy

- A pyramid like structure of the delegation of power is followed, keeping intact, the spirit of the vision and mission of the college.
- This is reflected in the decentralization of duties and responsibility through department heads, who, in consultation with the Principal and other members of the department plan and implement all academic and extra curricular activities of the respective departments.
- Other units of the institution like Green Society, NSS, Placement Cell, Women Studies Development Cell and other committees are constituted by the Principal of the College for overall management and effective functioning.

6.1.8 Culture of participative management

- The college promotes a culture of participative management by constituting committees for general and academic development, which include faculty, non-teaching staff and students' participation. The Principal welcomes the innovative ideas, concepts and thoughts from the different committee members and involves them in decision making processes.
- The Management is the highest decision making authority followed by the Governing Body with the Principal as its Secretary. There are several sub-committees to run the administration under the leadership of the Principal. The management has opted for a decentralized mode of administration for smooth and effective functioning of the college.

Figure 6.1 System of Governance in Jesus and Mary College



6.2 Strategy Development and Deployment

6.2.1 Formally stated quality policy

- The Institution has a formally stated quality policy based on its vision, mission, heritage and legacy. The institution admits students from all strata of the society, irrespective of caste, class or creed.
- The various forums and councils are instrumental in inculcation of values corresponding to the socio-cultural needs of the nation. The college has formed IQAC as per NAAC guidelines for effective and efficient use of institutional provisions. Since its inception, the committee has initiated several practices, which have led to enhancement of quality. This committee meets at regular intervals to take stock of outcomes of measures adopted for quality improvement. IQAC has proposed initiation of a number of best practices in various aspects of institutional functions.
- It has established a network of committees to take care of upgrading the standards in related areas. It analyses the feedback and

recommends suitable measures in view of positive outcomes. The college also functions through various other committees that provide valuable support through their guidance and suggestions for its effective functioning.

- The working of various departments is assessed through an **Academic Audit**, both internally and by an external agency, on a regular basis and constructive measures are taken to facilitate the smooth functioning and enhanced qualitative performance of the departments.

6.2.2 Perspective Plan for Development

- The college has a perspective plan for development. A number of factors are taken under careful consideration before formalizing the future plans like, needs of the students/society, changing scenario in the field of education, conditions of time, space and economic factors etc.
- A visionary leadership governs the college. All the members of the College Management maintain high ethical and academic standards. Through value-based spiritual leadership, they seek to provide service to society through education.
- Introduction of new courses through the co-ordinated efforts of the academic and administrative bodies
- Enhancement of the physical infrastructure with a projected built up area of around 16,226.66 sq.mts. Funds of approximately Rs.10 crores have been mobilized from different sources such as UGC, University of Delhi and internal fund raising programmes, for updating the college buildings, laboratories, enriching library and making the campus environment friendly for the differently-abled.

6.2.3 Internal Organizational structure and decision making processes

The key administrative components of the organizational structure are as follows:

- The management of the college is in constant touch with the Principal on all matters pertaining to the smooth functioning of the institution.
- Governing Body of the college meets at least thrice a year to discuss issues relating to finance, infrastructure, faculty recruitment and the matters regarding the overall development of college.
- Staff Council meetings are held at least twice every semester for the effective planning and implementation of programs, research and extension activities, examination results, linkages with other institutions/bodies and all other programmes for the development of the college.
- Departmental meetings are held almost every month where issues related to the functioning of the particular department are discussed by the head of the department with the other staff members.
- Student Council meetings are held regularly to discuss, plan and implement student-centric institutional provisions and also for organizing various activities.
- There are various other committees constituted for the smooth and efficient functioning of the academic, administrative, curricular, extra-

curricular and extension activities of the college. The programs and their implementation are discussed at the meetings of the college council.

6.2.4 Quality Improvement Strategies of the Institution

Teaching and Learning

- The college prepares an academic calendar of events and activities, well in advance before the commencement of the academic session, and this is communicated to every student at the time of admission and the calendar is placed on the college website for ready reference.
- The teachers prepare annual plans and adhere to the prescribed schedules. This facilitates effective and comprehensive teaching and learning.
- Innovative methods of teaching are adopted. Infrastructure is continuously updated and students are encouraged to use ICT and audio-visual aids in classrooms, library/internet resources, to organize and participate in seminars and intercollege events and to appear for competitive examinations.
- Students who are weak in studies are given special attention. Remedial Courses and Student Mentoring help them to overcome the barriers in learning. Performance of the students is assessed through periodical class tests, assignments, and presentations etc. and marks of the internal assessment are uploaded on the website for the convenience of the parents/guardians.
- Funding is given by UGC to run the Equal Opportunity Cell (EOC) for Physically-challenged students and also to organize Remedial classes.
- The college has highly experienced, qualified, dedicated and sincere faculty. The teaching is made enjoyable through use of innovative techniques and modern tools. For enhancement of communication skills, facilities like language laboratory, set up with UGC assistance are used.
- The students participate in the quality management process. They organize a number of literary competitions, seminars, field trips, workshops and guest lectures. These activities keep them abreast of latest trends and developments in the subjects.

Research and Development

- The college has a proactive research consultancy and extension committee. It encourages promotion of research outputs and tie-ups with business and industrial firms.
- All departments undertake nationally/internationally funded projects involving the faculty or students or both.
- The Institution makes all necessary arrangements for timely availability and release of resources for smooth progress and implementation of research schemes/projects.
- Internet LAN, journal and e-journal subscription is made available for all by the institution to facilitate smooth progress and implementation of research schemes/projects.

- Conferences and Seminars are organized by the Departments to attract researchers of eminence to visit the campus and interact with teachers and students.
- The faculty is given due encouragement and provided with adequate facilities to participate in different International and National Conferences.
- A lot of significance is attached to publication by faculty in different International and National refereed journals, books, articles in edited volumes, seminar proceedings etc.

Community engagement

- The college strives to cater to the economically and socially weaker students through counselling and social outreach and awareness programs.
- An outreach program called ‘SWAYAM’ is currently underway to teach soft skills to the underprivileged.
- The college provides a number of facilities and opportunities for the students for their overall development by encouraging participation in voluntary charitable initiatives and social extension programs. The local community is significantly benefitted through the wide-ranging activities of Equal Opportunity Cell, JMCEP, NCC, NSS and WSDC. The institution has carried out a number of blood donation camps, tree plantation programs, and environment awareness programs.
- JMCEP (Jesus and Mary College Education Programme) is a unique initiative through which the students of the college teach the children from the neighboring slum and government school on a regular basis.
- Sensitizing and spreading awareness about exploitation and abuse of women is one of the main agendas of Women Development Cell.
- A range of extension activities and outreach programmes have been organized by the College.

Human resource management

- The aim of the college is to introduce the students to a multi-cultural environment which would lead them to academic success and personal development and instill in them a sense of responsibility towards societal needs. The college curricular and co-curricular programs are designed to inculcate qualities of hard work, discipline, honesty, integrity, adherence to human values, fairness and tolerance, in the students.
- **The Placement Cell** of the college explores the global trends in employment opportunities in various sectors. Training modules offered through this cell make the students proficient in the soft skills and communication skills, which enhance their employability during the campus interviews.
- Teachers are encouraged to do **self-appraisal** by getting the feedback forms filled by the students at the end of every session. There is a practice by which the heads of departments and the Principal give suggestions for the betterment of the performance of individual teachers thus providing encouragement for growth and improvement.
- **Comprehensive evaluation by students:** Student feedback is obtained through IQAC in detailed format which can be a barometer to

gauge the gap between provision and anticipations for improvement in teaching techniques.

- **Improvement of faculty research:** The research committee encourages the research culture in the institution by providing information about the research institutions, funding agencies, schemes and the related facilities. The committee helps the interested members in writing the research project proposals and publication in refereed journals.
- The college adopts numerous strategies for quality improvement of its administrative and support staff. They are periodically send for participation in workshops and programmes related to their respective fields to enable them to improve their knowledge and skills, thus contributing to the smooth functioning and overall growth of the institution.

Industry interaction

- The Institution strives to make the teaching-learning process a meaningful experience for its students and facilitate their holistic progression in the world. The personnel from placement agencies and industries regularly visit the institution for campus selection. This is an opportunity to know the industry requirements. Through these interactions the college contributes significantly for the empowerment of the students by providing them employment opportunities.

The needs and problems of the students and the staff have been effectively monitored so as to provide support programs and financial assistance. Many departments like Commerce and Economics have tie-ups with the industry where-in teachers and students collaborate with different companies for consultancies, internships and projects.

6.2.5 Availability of information to top management and stakeholders

- The **student feedback** on teaching learning process has been a long standing practice in the college. The college has also obtained feedback on curriculum from students through interaction and questionnaire/ forms. The feedback is analysed by the faculty members and relevant suggestions are communicated to the top management.
- The feedback of **alumni** and **parents** is obtained through word of mouth and by inviting them to post their comments on the questionnaire given on the homepage of the college website.
- The Principal and Heads interact with the parents on various matters related to the student's performance including personality development. PTSA and Alumni meets are also held annually to further contact and relations with them.
- Many teachers of the college are on the academic bodies of the University and the Boards of Studies of various subjects. These members interact with **academic peers** regularly and communicate the necessity of reviewing and redesigning the curricula.
- The feedback on the teaching learning process is analyzed in review meetings with teachers, Heads and IQAC members. Suggestions are communicated to the Head of the institution and the top management.

6.2.6 Role of Management in involving staff in improving effectiveness of institutional processes

- The Management believes in an egalitarian pattern of administration. The Chairman of the Governing Body gives full freedom to the Principal and Staff for the effective functioning of college.
- The Management is always encouraging and supporting the involvement of the staff in improving the institutional process. The management, through the Principal, involves the staff members in various activities and decision making processes related to the curricular, extra-curricular and administrative development of the college. The staff members are involved through various committees such as Admission Committee, Women Studies and Development Cell, Counseling and Placement Cell, Discipline Committee, Anti-ragging Committee, Sports Committee, etc. The representatives of each committee are free to give suggestions and opinions during the meetings with the Management. These suggestions are taken into consideration before making any decisions.

6.2.7. Resolutions made by the management council

The Management of the College keeps on working for the growth and improvement of the institution as a whole. The management has passed the following resolutions in the last four years:

Table 6.1 Resolutions Passes by the Governing Body and their Implementation

Resolutions Passed	Status of Implementation
The Governing Body approved the constitution of the building Committee	Building Committee has been constituted
The Governing Body discussed the MOU to be signed between the college and the Delhi University regarding funding for building construction	The MOU has been signed
The Governing Body approved the construction of additional floors on the existing on administrative , academic and library block	The construction /renovation work is in progress
Renovation of Principal cum PA's office, General Office	The renovation work has been completed
The Governing Body decided to fill in the ad hoc and temporary positions in teaching as well as non-teaching staff	The posts have been advertised and procedure for recruitment has been initiated
Assessment and Accreditation of the college by NAAC and formation of various committees to initiate the process has been approved.	Letter of Intent has been accepted by NAAC.
The governing Body approved three career oriented courses in Hindi Patrakarita evam Jansanchar	The procedure has been initiated

6.2.8 Provision for according the status of autonomy

The Affiliating University gives the provision for the status of autonomy. However, no efforts have been made by the Management in this regard so far.

6.2.9 Grievance Redressal

- The College has a ‘Grievance Redressal Cell’, headed by the Principal to address the grievances of the stakeholders. The students as well as staff (teaching and non-teaching) can approach the Cell for their grievances regarding academic matters, financial matters, infrastructure, library and other services.
- The committee sorts out their problems promptly and judiciously. The committee also redresses the grievances of the stakeholders as and when required. As a result of this mechanism, the college has a harmonious atmosphere and good work culture with in-built goodwill and mutual understanding among the stakeholders.
- Sexual Harassment Cell, SC/ST Grievance Cell and Anti-ragging Cell are functional to cater to the specific problems in the campus.

6.2.11 Analysis of Student Feedback on Institutional Processes

- The Principal interacts with a majority of students and parents and enquires thoroughly to seek feedback on various aspects of education, including the teaching-learning evaluation, campus provisions and facilities.
- A comprehensive format for feedback on teachers’ performance and curricular evaluation is in place, the same is obtained from each student. Based on the feedback, the teachers are made aware of their strengths and the areas for improvement if any.

6.3 Faculty Empowerment Strategies

6.3.1 Institutional efforts to enhance professional development of teaching and non-teaching staff

- Efforts are made so that the faculty adopts Learner-centric education approach, academic planning, and improved use of modern teaching-learning aids and application of ICT resources to make the curriculum interesting and effective for the students to facilitate effective learning outcomes.
- The institution promotes a research culture by creating infrastructure to carry out research work and engage in research projects. Permissions are easily granted to participate in Faculty development Programmes for quality enhancement of the teaching community. **Annual Staff Seminars** are organized by the Principal and attended by all the teachers of the college. The topics are broad and varied covering a number of important areas such as self-development, time management, communication skills etc.
- **Study leave** is given for refresher courses organized by the University and for doctoral research, field work etc in accordance with Delhi University rules.
- Teachers are assigned as convenors to societies based on their interest.

- **Computer training courses** are provided for the teachers to help them hone their e-skills and the non-teaching staff is sent to attend the computer training courses organized by the university.
- Support is extended to participate in faculty improvement programmes like Refresher Courses, Orientation programmes and short term courses.
- Inter-disciplinary lectures among faculty members for promoting co-operation, sharing of knowledge and innovations are organized.
- Promotion of sports and fitness activities among staff.

6.3.2 Motivational Strategies

- Permission is readily granted to participate in Refresher courses/Orientation programmes/Short Term Courses to the teaching staff for professional development.
- Staff development programmes for skill up-gradation and training of the staff are regularly organized.
- Decentralized structure of the administrative system of the college followed in planning and implementation in all activities has developed an atmosphere of co-operation, sharing of knowledge, innovations and empowerment of the staff.
- Skill sharing across departments, creating/providing conducive environment, etc. for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty
- Computer training was provided, for instance, when attendance was changed from manual to e-attendance.
- Annual picnics and get-togethers at Christmas are sponsored by the college.
- Teachers who have authored books are acknowledged especially at the Staff Council meeting, and a section of the library is dedicated to books authored by the staff.

6.3.3 Performance Appraisal System of the Staff

- Evaluation forms filled by students for teachers assess the teacher's knowledge of her subject, her ability to convey it, ability to stimulate the student, regularity and punctuality etc.
- The Principal holds a Result Evaluation Meeting where the results of each department are analysed and compared with that of other colleges. Extreme cases receive special scrutiny.
- The teaching faculty voluntarily follows the practice of self-appraisal and feedback from the students.

6.3.4. Review of the performance appraisal reports

The authorities makes an assessment of the feedback forms and accordingly appraises the teachers and non-teaching staff about the outcome and communicate to the appropriate stakeholders the necessary steps to be adopted for overall improvement of the academic atmosphere.

6.3.5. Welfare Schemes

- Salary is paid on the first of every month from college funds before the actual grant is received.
- In accordance with the university guidelines, the college has offered the option of contributory Provident Fund Scheme whereby the management contributes its share equal to the share of the employee every month.
- Group Insurance Policy is made available for the staff and faculty.
- The college gives gratuity cheque on the day of retirement of an employee without delay.
- Quick Provident Fund Loan Facility - 100% who applied have availed the benefit.
- First Aid Unit and Health Check Up camps are organized by the college.
- The college boasts of highly sanitized and well-maintained Women Rest Rooms
- Annual Sports and cultural programmes/events are organised for the Staff.
- Separate Canteen Facility for staff.
- The University allows a Children's Education Allowance, Medical Reimbursement and Leave Travel Concession. JMC meticulously implements each of these. 100 % of staff who asked for, have availed the benefit of such schemes in the last four years.
- All those who have retired in last four years got their gratuity cheque on the day of retirement

6.3.6. Measures taken by the institution for attracting and retaining eminent faculty

The recruitment of faculty is done as per the regulations of the University of Delhi.

6.4 Financial Management and Resource Mobilization

6.4.1. The institutional mechanism to monitor effective and efficient use of available financial resources

- The institution prepares the budget for the forthcoming financial year and the funds are acquired and utilized as per the budgetary estimates. The budget is approved by the University Grants Commission and the funds are allocated accordingly. The University Grants Commission provides 95% of the total salary amount and a minimum amount towards maintenance. The remaining 5% for salary as well as additional amount towards maintenance is generated by the college. Recently, the college has obtained a part of the funds required for

renovation and construction of additional floors on the existing buildings from the University of Delhi and University Grants Commission.

- Income/expenditure are closely monitored by the bursar and the Section Officer (Accounts) headed by the Principal. 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.
- Annual auditing is done by the internal auditor in addition to the audit by CAG which has commenced from the FY2014-15. The audit objections/compliance are handled by Accounts Department.

6.4.2. Institutional mechanisms for internal and external audit

- Annual financial auditing is done by the internal auditor (by the Provincial Government).
- Audit by CAG has commenced from financial year 2014- 15.
- No major irregularities were found by the audit team. However some guidelines were given regarding the methods of maintaining records and efficient investment of college funds.
- Academic Audit is also done once in a semester internally, by the IQAC and externally, by the team of experts. (Annexure 5)

6.4.3. Major sources of institutional receipts/funding

Fees/dues from the students are the major sources of institutional receipts.

- 95% funds are through the UGC.
- 5% trust share is generated by the college.
- The college has a corpus fund of Rs 69,092,699.00

6.4.4. Additional funding received.

- The college received funds from the University and UGC for extension of existing infrastructure; the same has been used for building additional floors and renovation of the existing building.
- The annual college festival 'Montage' has also been a source of raising funds through sponsorship etc.
- The college owns a state of the art auditorium located in the diplomatic enclave of the city, which makes it an attractive venue for a number of cultural events, seminars, international conferences, TV reality shows etc.
- The lush green sports ground/courts / cricket pitch are best utilized on college holidays for coaching camps etc. by other agencies.

6.5 Internal Quality Assurance System (IQAS)

6.5.1. Internal Quality Assurance Cell (IQAC)

a. Internal Quality Assurance Cell (IQAC) - policy and the quality assurance processes

- The IQAC was set up in March 2014. The aim of the IQAC is to look continually for ways to improve the institution so that it can rank among globally reputed colleges for women. In a liberal arts college like ours, IQAC sees the demand for the growth of technical and managerial skills as a major challenge. There is a need to strike the right balance between a rapidly digitalizing world and indigenous concerns.
- It is a High Power Committee constituted for Planning, Implementation, Monitoring and Evaluation.
- It further constitutes committees for the smooth functioning of academic and administrative activities.
- It coordinates with all stakeholders at various levels; through informal interaction, official meetings, feedback system etc.
- IQAC undertakes Academic and Administrative Auditing by internal as well as external committees.
- Its main objective is to plan and implement quality initiatives and evaluate the same. It follows its calendar for meetings, quality agenda and maintains minutes of its proceedings.
- It circulates its plan and takes steps for implementation.
- It encourages conduct of Workshops, Awareness Programmes, Special Lectures on quality innovations, Curriculum enrichment, Teaching-Learning and Evaluation process, Research-oriented Seminars, application for Research Grants and Project Managing. It also Plans and Implements advanced learning resources, ICT Management and gives suggestions for Empowerment of Staff, Leadership, and Governance pattern and Strategic Perspective Planning. It plans and supports effective implementation for Total Quality Management, Research, Consultancy and Extension activities for all stakeholders.
- It analyzes the feedback received from all stakeholders and informs the concerned persons about its outcome for improvement. It also appreciates, encourages and provides support required by all staff for their quality sustenance and improvement in Teaching, Research and Administration.

b. Decisions of the IQAC approved by the management for implementation

- Starting an Outreach Programme for underprivileged in the college.
- Establishment of language lab.
- Performing Internal and External Academic Audit.

c. External members on IQAC committee

The IQAC has external members on its committee. They are administrators and academicians of great repute who have shared their wisdom, experience and expertise with the faculty through meetings and interactive sessions. They reinforced the need to redefine and reinvent the

conventional modes of imparting education in the light of changing global trends.

They have also given their valuable feedback and inputs in the course of preparation of the self study report.

d. Contribution of students and alumni to the effective functioning of the IQAC

Students and alumni give their suggestions and comments on the functioning of the college by filling up the Feedback Forms. The parents and alumni feedback questionnaire is available on the college website. Their feedback is studied extensively by IQAC and their ideas further help to improve the functioning of IQAC.

e. IQAC and staff from different constituents of the institution

- Representatives of all stakeholders, that is, teachers, Non-Teaching Staff, alumni association and Management are present in the IQAC team. They give their opinions and also convey the plan and activities of IQAC to their respective communities.
- It has been earlier stated that all strategies of IQAC are formulated with consultation of other faculty members. Further, at the time of execution of the plans, the staff members and students are involved. As they are with IQAC from the time of its inception, this association contributes to the effective functioning of the college.

6.5.2. Integrated framework for quality assurance of the academic and administrative activities

- Academic and administrative records are maintained on easily accessible software.
- Students are encouraged to provide feedback on forms provided by the college.
- An orientation programme is held for new entrants to develop their understanding of academic expectations and values of the college.
- Strategies, in accordance with the university rules have been adopted by the institution to meet the needs of the students from diverse backgrounds. For instance there is an Equal Opportunity cell to address the needs of the differently-abled.
- Mechanisms to enhance a learner-centric approach, academic planning, improved use of modern teaching-learning aids and application of ICT resources to make the curriculum interesting and effective for the desired learning outcome.
- Policies for the upkeep of the infrastructure facilities and optimum use of the same to maintain the quality of academic and other programmes on the campus.
- Policy to introduce skill oriented vocational courses, outreach programmes and add-on courses to achieve core competencies and

develop entrepreneurial approach to face the global requirements successfully.

- Mechanism to develop research culture and professional excellence among faculty members for quality enhancement of the teaching community.
- Opportunity to participate in community services through extension programmes and develop value-based education for inculcating social responsibilities and good citizenship amongst students.
- Mechanism for participation of the students in various cultural and sports activities to foster holistic personality development of students
- Facilitating mechanisms like Placement and counseling cells, Remedial Coaching Classes, Grievance Redressal Cell and welfare measures to support students.

6.5.3. Training to staff for effective implementation of the quality assurance procedures

- Computer training is provided to the staff .
- The faculty has participated in IQAC related orientation programmes, talks and interactive sessions about effective implementation of the quality assurance procedures which have been conducted by resource persons of academic and administrative eminence.
- An annual workshop conducted by an external resource person is organized to help teachers review and improve methods of teaching and quality of education imparted.

6.5.4. Academic Audit or other external review of the academic provisions

- The principal meets each department at the start of the year to analyse the examination results.
- An all-day student/teacher workshop is held where students are free to express themselves and give feedback on various aspects of the institution.
- This exercise definitely improves the quality of the institutional programmes. For example the review of results indicates the performance of the students. As a follow up, slow learners are identified and given special attention.
- Improvements are made in the infrastructure regularly to improve the teaching learning process. Every department periodically upgrades equipment, books, journals, software as required.
- The teachers do a Strengths, Weaknesses, Opportunities and Challenges (SWOC) Analysis of their respective departments and make a presentation which is evaluated by IQAC and External Experts, who give constructive suggestions for improvement. This exercise helps each department to have a clear-cut vision of its future and come up with innovative ideas.

6.5.5. Internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities

- The college follows all university rules and UGC guidelines. It maintains standards in teaching-learning process, conduct of examination and evaluation. It also conducts academic and co-curricular programmes as per the calendar of the University.
- All ordinances of the University of Delhi are strictly adhered to.
- The members of the staff have attended orientation and refresher courses for quality improvement as required by the University of Delhi.

6.5.6. Institutional mechanisms

- Detailed information about the evaluation methods and the examination schedule is given in the Prospectus.
- The Principal regularly meets the Teachers-in-charge and takes feedback on the teaching-learning progress of each department.
- The process of teaching-learning evaluation is systematically planned, organised and implemented within the university schedule.
- Student feed-back forms are made available to all teachers.
- Annual workshops are held to review the teaching/learning process with a resource person who is a specialist on Higher Education to moderate the discussion.

6.5.7 Quality assurance policies, mechanisms, and outcomes to the various internal and external stakeholders

The institution communicates its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders through the following:

- Attendance is available on-line.
- Parents are kept informed about the performance and attendance of their wards.
- PTSA and the Convocation see an intermingling and exchange of ideas between students, teachers, and parents.
- The college Prospectus provides extensive and detailed information.
- The college website is kept absolutely up-to-date.
- Students are also made aware of such policies through orientation programmes conducted by the administration and by the heads of departments.
- Policies and plans regarding the quality assurance are communicated to all the stakeholders through regular meetings.

Future Plans

- Making the college library accessible to outsiders who wish to use the library facilities for doing research.
- Setting up an Entrepreneurship Cell in the college jointly by Commerce and Economics Departments.
- The college aspires to become a leading institute in courses on Fashion designing or Mass Communications, for which there is a huge demand.
- The college should have its own reference Journal of papers published by the Faculty and students.
- History department of the college plans to establish a state of the art museum to showcase historic artifacts and make it a centre for learning history through audio visual means.

Criterion VII

Innovations and Best Practices

7.1 Environmental Consciousness

- Jesus and Mary College, the Staff and Students, are concerned about the Environment and are proactive in maintaining and preserving a clean environment.
- The college has a 14.1 acres campus. 11.88% of this area is built up. The rest of the campus can be categorized as playgrounds, lawns and gardens. The campus is dotted with 642 trees that are above six feet in height in addition to several species of shrubs and small plants. This green cover is a testament to the college's emphasis on environment.
- The Jesus and Mary College campus is maintained by an experienced, well-qualified, and efficient caretaker for the last 15 years. He has an ITI diploma in plumbing, electronics and air conditioning.

7.1.1 Green Audit

- There is no formal mechanism for green audit. However, the institution takes all possible steps to make the campus eco-friendly.
- The college has a 'Green Society' which undertakes various activities related to creating environmental consciousness in the college campus such as regular tree plantation and nature preservation drives.
- The use of plastic bags is banned in the campus and the entire campus has been declared as a "No Plastic Zone".
- The college has employed six gardeners who work under the direct supervision of the Principal for the maintenance of the flora and the aesthetic beautification of the college campus.
- The green cover on the campus is carefully nurtured, no trees are cut and cementing is minimized to facilitate water percolation.

7.1.2 Eco-friendly Initiatives

Energy Conservation

- Piped Natural Gas (PNG): The College uses the most environment-friendly piped natural gas supplied by Indraprastha Gas Limited in the canteen.
- Electrical Appliances: The classrooms are ventilated and have high roofs that keep the rooms cool and airy. This reduces the need for air conditioning.
- All air conditioners in the college are five star rated (most energy efficient) and are serviced twice a year by the company authorized technicians. All ACs have voltage stabilizers and the AC filters are cleaned weekly by college staff.

- The classrooms are well lit with large windows to allow natural light to come in, thereby minimizing the use of electricity. College is in the process of replacing the regular bulbs, tube lights and CFLs with LED bulbs for its lighting requirements.
- The projection systems in the classrooms are well-maintained by the floor in-charge.
- The electrical wiring in the college has been protected against leakage and short circuit at three levels: Level one, MCBs (main circuit breakers) on all the floors; Level two, ELCBs (Earth Leakage circuit breakers) for each building; and Level three, Electric feeder station for the campus set up by NDMC.
- Awareness Campaigns: College spreads awareness about conserving electricity and the floor-in-charges take care that no electric appliance is left working when a room is not in use.

Renewable Energy

- Solar Energy: The College is using solar energy to light up the campus from 7 p.m. to 5 a.m. This amounts to a considerable saving. The campus has also been using solar water heaters for the last five years. The three floor library building under renovation will be totally powered by solar energy.

Water Harvesting

- The college practices rain water harvesting, and there are a total of 11 drainage lines for the 14.1 acre campus that are connected to underground tanks spread all over the campus. The underground tanks are cleaned yearly for maintenance. This practice is helping in the replenishment of the water table.
- The college management takes immediate steps to stop any water leakage through taps, pipes, tanks, toilet flush etc. This is ensured by the caretaker who takes daily rounds of all the 6 floors in the two buildings. The efficiency of this practice is such that rarely does one come across leakages.

Efforts for Carbon neutrality

- The college at its own level has taken up several preventive measures to check the emission of carbon-di-oxide. A specific area has been earmarked for parking of the vehicles of the staff, thus limiting the carbon emission in the campus.
- Burning of dried leaves and waste paper is prohibited and they are scientifically decomposed or recycled.
- Separation of organic and inorganic waste has been implemented and solid waste disposal is managed at source with colour coded twin bins.

Plantation

- The green society and the NSS organize tree plantation drives and maintenance programmes inside and outside the campus.
- Cutting of trees is prohibited and in case of dire need, each tree cut is replaced by new saplings.
- There is a kitchen garden and a herbarium on the campus which are taken care of by the management.

Waste Management

- The NSS runs drives in the college to collect used paper that can be recycled.
- Online attendance has significantly reduced the amount of paper being used.
- The B.El.Ed department has a practice of re-using waste material for making teaching learning material in all the subject areas.
- The campus has six vermicompost pits that were built to produce organic manure. These were created as part of a project that a group of students undertook as an innovative project of the Delhi University.

E-waste Management

- The college authorities have made a provision for the disposal of the e-waste created by the computer science department. Electronic waste such as discarded computers, office electronic equipments are disposed off as per their condition or handed over to the companies engaged in the recycling of e-waste.

Any Other

- The college is built on rocky land (the Aravallis). Although this region is not earthquake-prone, the present main building is designed in a way that it can withstand an earthquake with minimum damage. The new blocks under construction are fully earthquake resistant.
- There are two fire extinguishing sets on each floor. This meets the standards prescribed by NDMC.
- The Multi-Purpose Hall has been fitted with state-of-the-art fire management system with smoke detectors and sprinklers. The buildings under construction is proposed to have the same system.

7.2 Innovations

- Innovations in Jesus and Mary College are driven by their emphasis on holistic education for young women. The College emphasizes aesthetic, cultural, emotional, intellectual, social and spiritual growth in developing competence, compassion and conscience among its student population.
- The innovations that created a positive impact on the functioning of the college are classified into academic, administrative, and other categories below:

Academic Innovations

- The college has always focused on maintaining the highest possible academic standards and has followed a continuing tradition of implementing the courses as innovatively as possible so as to instill deep interest in students for the subjects that are being taught to them. Each department uses innovative techniques and material to create courses that have an impact on the overall development of the students. This often involves going beyond the minimum requirements set down by the University for completing the course. Some of the efforts are listed below:
 - **The Department of Commerce** tries to create hypothetical scenarios for students so that they can get a better understanding of the portions of the syllabus which are best understood in a practical setting.
 - **The Department of Economics** makes consistent efforts to keep the students up to date with current events in the economy. This is done by organizing interactions with experts from different fields of economics in the form of lectures, informal discussions and projects.
 - **The Department of Education** has made several efforts to make the course prescribed by the university as innovative as possible. The department lays very high emphasis on project work and field-based knowledge which includes slum visits, conducting science experiments and visits to museums. The classes are conducted interactively as the department believes in the transfer of knowledge between students and teachers. As a result of this, the course is taught primarily using the medium of discussions. The students are required to visit schools which use unconventional teaching methods and the part of the course that focuses on special education is taught through field visits to special schools rather than classroom lectures. The students are required to focus on ‘knowing oneself’ and this is done through the medium of theatre, self-development classes conducted by resource persons from various organizations like Pravah.
 - **The Department of English** regularly uses audio-visual materials such as movies, plays and songs as supplementary teaching material. Student assignments involve not just pen-on-paper assignments, but also creative harnessing of technology. For example, students have created short films and blogs as part of their assignments and projects. In collaboration with Jaipur Literary Festival, the department has hosted several of the nominees of the DSC Prize for South Asian Literature for interactive book reading sessions in the last few years. In 2013, the department hosted nominee Naomi Munaweera and the eventual winner Cyrus Mistry.
 - **The Department of Hindi** uses the media of drama and music to innovatively teach portions of the course material.

- The Department of History organizes field visits so as to give the students better understanding of historical sites as well as tangible and intangible cultural heritage.
- **The Department of B.A.(Programme)** maintains a blog which gives access to students across the university to relevant study material. The department has translated all the relevant research papers into Hindi in order to overcome the lack of material in Hindi. The department holds self-development workshops for students.
- **The Department of Political Science** organizes field trips to give the students hands-on experience and better understanding of various topics. They organize visits to the Parliament and also conduct mock parliament sessions in the college. The focus of teaching is kept on analysis.
- **The Department of Psychology** encourages its students to do field-based studies for their projects and presentations. They watch live demonstration of topics like abnormal psychology and industrial psychology during field visits.
- The college has been involved in **ten innovation projects** conducted by students and teachers over the past two years. The projects have acted as a medium for students to engage in research in collaboration with their teachers and eminent external faculty. Seven projects were undertaken in 2012-13. The project titled ‘Zafar Mahal: Preserving our cultural heritage and monuments’ was singled out by the university for extension. As part of the extension to this project, a documentary and a detailed brochure were made in 2013-14. The students of the Department of Economics designed and made an eco-friendly cart for street vending. The projects were compiled into a coffee table book titled *Crossing Boundaries, Erasing Margins: Collaborative, Interdisciplinary Innovation Projects*. It was released in 2013 and is now displayed on the DU website for innovation projects as “the model book for fine documentation”. In 2013-14, three new projects were undertaken by Hindi, Commerce and Elementary Education Departments. The project by the department of Elementary Education was selected for collaboration with Michigan University.

Administrative Innovations

- The College has developed a technology-aided teaching and administrative model. This involves on the one hand creating a classroom space where the use of chalk and paper is reduced with the introduction of whiteboards and LCD projectors and, on the other, having a fully functional website which allows attendance and internal assessment records to be uploaded and accessed remotely. This cuts down on the paper consumption and inordinate queues in front of various administrative counters.
- For the last three years, undergraduate admissions are done online allowing students from all over India to apply without having to

physically visit the College. This increases the transparency in various administrative processes.

- The facility to pay fees online will soon be made available.
- As the library is fully computerized, students can access the catalogues from the computer terminals in the library. An increasing collection of e-books and learning resources supplements the physical inventory of the library.
- Some of the teachers welcome assignments from students in the soft-copy format. This fully unlocks the learning potential of technology as the student is able to compare and cross check her own improvement over the course of multiple drafts. This also enhances the employment potential of students in the digital job market.

Other innovations

- The Multi-Purpose Hall of the college is an example of innovative and imaginative utilization of space. The Hall doubles up as an auditorium as well as an Indoor games arena. The basement of the Multi-Purpose Hall is utilized as Computer laboratories, Seminar Rooms and virtual class room and.

7.3 BEST PRACTICES

7.3.1 Two Best Practices

1. Placement Cell

- **Goal**
Higher education and employability go hand in hand. The Placement Cell of Jesus and Mary College is working constantly to provide a vibrant platform to meet the different needs of students for employability through campus placements. It provides career options to students in keeping with the college policy of ensuring the holistic development of its students. The Placement Cell also provides opportunities for internship, fellowship and summer training, etc. In addition, it also organizes talks on academic and career development, training programs and workshops to bridge the knowledge gap between students and the job market.
- **The Context**
Helping young women to become economically independent through employment and entrepreneurship is the principle challenge that the Placement Cell is seeking to address. On-campus placements provide easy access to employment opportunities, and the placement cell acts as a stepping stone for our students to fulfill their professional goals.

Since Jesus and Mary College primarily offers undergraduate programmes in liberal arts, attracting the recruiters requires

considerable effort in the current technological scenario. The cell has attempted to overcome this issue by placing students in summer internships in companies that are potential employers. While this enables companies to assess the potential of the candidates, the hands-on experience enables our students to explore the possibilities as well as make career decisions. The orientation programmes conducted by the cell and the experience the students gain help them in determining their future academic and professional plans.

- **The Practice**

JMC was a pioneer in the University of Delhi to start a Placement Cell, an institutionalized mechanism for student placements, in 1998. The Cell coordinates with the HR Departments of various organizations. Starting with a single company (GE Capital) in 1998, now there are around 65 to 70 reputed Multi-National Companies, Banks, and other corporates such as Google, Deloitte, Accenture, Ernst and Young, Royal Bank of Scotland, KPMG, etc., holding on-campus interviews for placements. The integrated professional degree programme in teacher education – Bachelor of Elementary Education (B.El.Ed.) – offered by the college brings some of the best schools in the country, such as Santa Maria School, Hyderabad, Shiv Nadar School, Noida, Presidium School and Heritage School, New Delhi, etc., to our campus to recruit the talent.

The companies that are interested in hiring our students contact the Placement Cell. The Cell then scrutinizes the companies' profile and schedules a preliminary presentation by them. This presentation informs the students about the company, the job profile, working conditions and growth opportunities. The companies then conduct their standard recruitment procedures such as written tests, group discussions and interviews.

The Placement Cell also prepares the students for the job market through various orientation programmes like workshops on resume writing, group discussion and personality development. It also conducts mock interviews to prepare the students for the placement interviews. In addition to this, the Cell arranges Summer Internships that provide our students a platform to study, to gain experience, and to practice their learning skills beyond textbooks and lectures. They are able to learn from discussions, team work and research-based work, thereby enhancing their career pursuit. Various job-oriented add-on courses run by the college in collaboration with reputed organizations complement the efforts of the Placement Cell.

The Placement Cell has been instrumental in inviting a wide variety of organizations and educational institutions such as ASPIRE, Bombay Stock Exchange, Career Launcher, Cleveland Institute of Technology, Dainik Jagran, Golden Key, GRE Abroad, IDP Education, Indian School of Business, Infinity Business School (Introduction to Capital Markets), Jindal Law School (Global Career in international law), NDTV (seminar on career and broadcast media by Vikram Chandra),

School of Convergence, Teach for India, Time School and Warwick University.

The Cell is managed by students under the guidance of a competent faculty member. Even though the placement cell is primarily for the benefit of the final year students, a number of second year students are involved in the activities of the cell and are groomed to take over from their seniors in the following year. This enhances the continuity in the working of the cell.

• **Evidence of Success**

Given that the college primarily focusses on liberal arts courses, that too at the undergraduate level, the placement record of the college can be considered extremely successful when compared to its peers.

The percentage of students progressing to employment through the College's Campus Placement Cell for the past three years is provided with the help of the following tables and graph:

Table 7.1 Placement Record for the Academic Session: 2013-14

S. No.	Department	Total Students Registered for Placements	Students selected under Campus Placements	Percentage
1	Commerce	145	67	46
2	Elementary Education (B.El.Ed.)	28	20	71
3	Mathematics	29	5	17
4	B.A. (Programme)	105	6	6
5	Economics	40	2	5
6	English	27	1	3
7	Psychology	25	1	4
8	History	19	1	5
9	Sociology	27	1	4

Table 7.2 Placement Record for the Academic Session: 2012-13

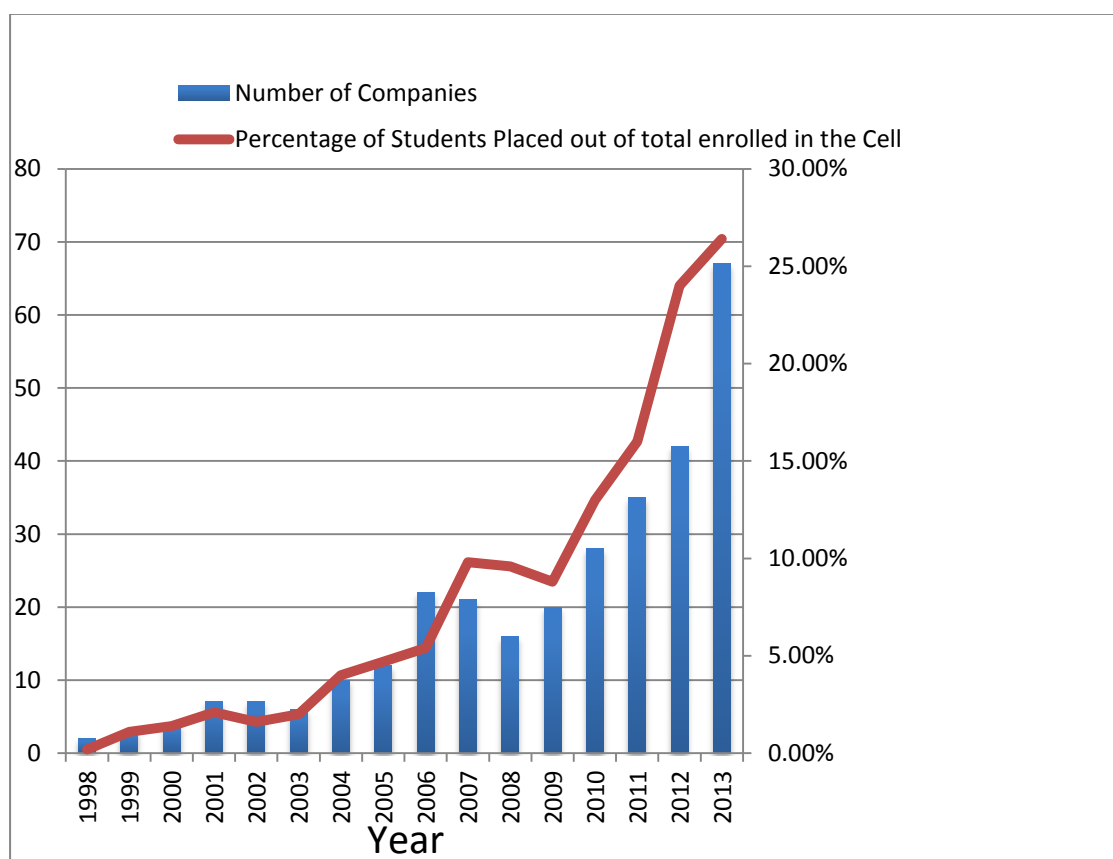
S. No.	Department	Total Students Registered for Placements	Students selected under Campus Placements	Percentage
1	Commerce	129	58	45
2	Elementary Education (B.El.Ed.)	29	19	66
3	Mathematics	28	1	3.5
4	B.A. (Programme)	101	5	5
5	Economics	41	16	39
6	Psychology	19	1	5
7	History	19	1	5
8	Sociology	26	1	4

Table 7.3 Placement Record for the Academic Session: 2011-12

S.	Department	Total Students	Students selected	Percentage
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No		Registered for Placements	under Campus Placements	
1	Commerce	110	47	42
2	Elementary Education (B.El.Ed.)	25	17	68
3	Mathematics	27	3	11
4	B.A. (Programme)	98	2	2
5	Economics	40	20	50
6	English	15	4	27
7	Sociology	20	1	5

The Placement Trends in JMC over the years



- #### Problems Encountered and Resources Required

The Placement Cell requires the constant attention of a dedicated faculty member and a team of student volunteers. Without them, keeping in touch with the recruiters and scheduling the various interactive sessions would be impossible, especially since time available in the semester system is limited and there are a number of other activities held throughout the year.

Since the number of Student availing of the opportunities provided by the placement cell is constantly increasing, more infrastructural resources would help in improving the efficacy of the cell. Larger

multi-media rooms where the recruiting companies can conduct their orientation sessions and interviews would definitely be a major step forward. It is hoped that the ongoing infrastructural expansion will address this lacunae.

2. Jesus and Mary College Educational Programme (JMCEP)

- **Goal**

The vision of Jesus and Mary College is to make “its contribution to the creation of a just, humane and inclusive society on Earth”. JMCEP, one of the compulsory societies in the college, attempts to reach out to the under-privileged communities in the neighbourhood of the college as part of this vision. The larger social responsibility of the college (beyond the formal education of young women at the undergraduate level) is fulfilled through literacy campaigns and interventions in primary education by JMCEP. With the slogan “Each One Teach One,” students of the college realize their responsibility towards the nation and society.

- **The Context**

Though the programme started out as an adult literacy mission under the aegis of National Adult Education Programme, the unique feature of the programme today is its focus on the education of the young children within and outside the school system. Integrating students who are not already in the school system requires follow up, monitoring and constant attention. As parents couldn't often provide attention to the school work of their children and could not afford to hire tuition help, JMCEP volunteers are expected to be the academic mentors of these children. The rapidly changing scenario of education and skill development means that JMCEP has to constantly evolve and adopt varying strategies to fulfill its mission.

- **The Practice**

This initiative was launched in 1978 on a modest scale with a few college employees being taught by the students of the college as part of the National Adult Education Programme. They were taught how to read and write Hindi, basic English and arithmetic. The success of the program encouraged the college to reach out to a large number of women from the neighbouring LIG colonies. As part of this, a survey was carried out in Babu Dham, Railway colony and I.B. colony to identify those who were either illiterate or desired to learn more. In July 1981, the college decided to extend the programme towards offering supplementary guidance to the young school children from the neighbouring Municipal School. This also necessitated a change in the nomenclature and the programme was rechristened as Jesus and Mary College Educational Programme. Soon, the adult education stream of JMCEP branched out as the Open School that sought to provide continuing education for adults. In 2013, when construction work started on the college premises, JMCEP made it a point to include the children of the construction workers. It meant the inclusion

of children who had no access to formal education through a school due to the migratory nature of their parents' work.

The college takes a keen interest in ensuring that JMCEP classes are conducted in a regular and organized manner by assigning a Convenor along with 5-6 teachers from various departments to coordinate the classes. About 75 student members of the society are divided into different groups. The different student groups conduct classes every week on Monday and Tuesday in the mornings (before the children go to school) and on Thursday in the afternoon after school hours so that JMC students can help the children with homework assigned from school. Each session is supervised by the faculty members in charge of the society. Through the activities of JMCEP our students are directly involved in imparting education to the underprivileged children of the neighbourhood thereby contributing in the long run to their own empowerment. JMCEP organizes special functions on the occasions of various religious and cultural festivals. Traditionally, JMCEP concludes the activities of the year with a cultural programme that showcases the talents of the participants. During this event, colouring sets, drawing books, etc., are distributed to the children.

Currently, JMCEP is also organizing special programs targeting the students enrolled in the college itself who are weak in various academic subjects.

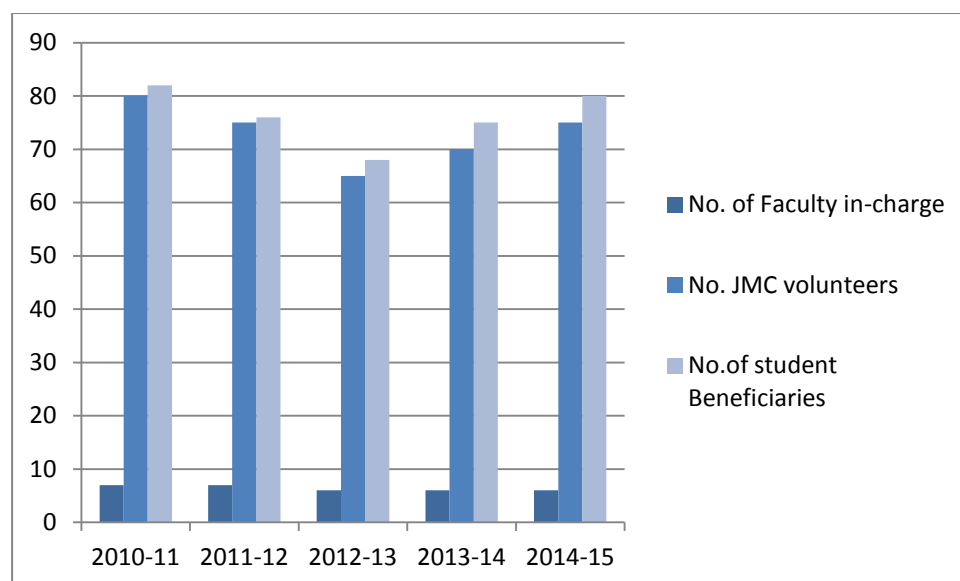
- **Evidence of Success**

The JMCEP has reached out to more than 40 children on an average every year in the last four years. In 2014, 17 children of the construction workers in the campus were enrolled in the Bapu Dham School in various classes. These children who were not part of the school system were given informal education through JMCEP last year. Even as we continue to guide them to cope with their school work, their integration into the mainstream school system is a success of the programme.

Several of the past and present college employees have benefitted from the programme. It has also enabled several young men and women from the neighbouring communities to pursue higher education and find employment. The success of the programme can also be gauged from the fact that there seems to be a positive change in the attitude of the beneficiary communities regarding the education of their daughters.

The large number of student volunteers have also benefitted in developing a fine understanding of education and their larger social responsibility.

Figure 7.2 Growth of JMCEP Activities



- Problems Encountered and Resources Required**

The demolition of a large part of the LIG colonies in the neighbourhood has resulted in a reduction in the number of beneficiary families. This reduction also meant that student volunteers often have to accompany the students from home and back. Accompanying the children from home and back is also proving a unique challenge for our student volunteers as their workload has increased manifold with the introduction of the semester system. With their packed time-tables, the time slots of JMCEP often clash with their classes in various subjects.

The financial burden in providing study material is managed by student teachers through donations and minor contributions of their own. With more financial assistance, the programme could probably afford refreshments for the children on a daily basis.

Reviving the adult education component of the programme by moving beyond the basic literacy and continuing education is proving to be another major challenge for JMCEP.

Other Best Practices

The following is a list of other outstanding practices of Jesus and Mary College:

- Student Associations and Societies that seek to develop and further academic and co-curricular interests. These in-campus organizations, help foster a community spirit among students beyond their disciplinary affiliations. They also act as a bridge with the larger society and offer platforms for leadership and personality development. The compulsory societies of the college include AICUF, JMCEP, NCC, NSS, and WSDC.
- Student Aid Fund: financial assistance offered by the Student's Aid Fund can be availed by deserving students. In addition to the fee

concessions, there are numerous scholarships to reward the academic, artistic and sporting merit of the students.

- Parent Teacher Student Association (PTSA) Formed in the year 1974, the primary objective of the PTSA was to develop wholesome interpersonal relationships between students, parents and the teachers. This functions as a platform to discuss and find solutions for college problems.
- NSS organises Blood Donation Camps, Collection Drives for funds and clothes.
- SWAYAM, an outreach programme for softskills development and technical training for the unemployed, in partnership with Kalyani International Pvt. Ltd.
- Mentor-Ward system empowers the students to share and find solutions to their academic, personal and other problems with the personal guidance of a faculty-mentor.
- Jesus and Mary College's sports programme is well integrated with the academic programmes of the college. JMC's sportswomen have brought laurels to the college and the country at the University, National and International levels.
- A book bank scheme for students who cannot afford the textbooks in various disciplines.
- A dedicated Gymnasium with trained instructors.
- Teachers' Seminars and Workshops
- Departmental Festivals
- Annual Festival – *Montage*
- General and Departmental Assemblies on regular intervals
- Grievance Committee
- Compiling Department Reports and making them available for future use

Contact Details

Name of the Principal: Sr. (Dr.) Marina John rjm

Name of the Institution: Jesus and Mary College

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EVALUATIVE REPORTS OF DEPARTMENTS

EVALUATIVE REPORT OF COMMERCE DEPARTMENT

1. **Name of the Department** : Commerce

2. **Year of Establishment** : 1972

3. **Names of Programmes offered:**

B.Com (Honours) Three year programme

B.Com (Programme) Three year programme

4. Names of Inter-disciplinary courses offered	Departments involved
1. Micro Economics	Commerce
2. Macro Economics	Commerce
3. Indian Economy	Commerce
4. Business Mathematics & Statistics	Commerce
5. Fundamentals of Computer	Commerce
6. Computer Applications	Commerce
7. Language Courses as per University norms	English and Hindi

5. **Annual/ Semester/ Choice based credit system (Programme wise)-**

B.Com (Honours) - Semester mode (Current)

B.Com (Programme) - Semester mode (Current)

6. **Department Participation in other department courses**

(a) We are offering for students of B.A Programme papers on Entrepreneurship, Advertising, Sales Promotion, Tourism, Computer Applications, Banking and Insurance.

(b) Our students learn from the departments of English, Philosophy, Political Science and Hindi.

7. **Courses in collaboration with other Universities/Industries**

Nil

8. Details of courses /programmes discontinued	Reasons for Discontinuation
1. Annual Mode has been completely discontinued w.e.f 2013-14	Delhi University discontinued it
2. FYUP replaced 3 year semester programme in 2013-14.	D.U replaced it with FYUP
3. FYUP discontinued in 2014-15 and replaced by 3 year semester programme	D.U. replaced it with Three year semester programme.

9. Number of teaching posts	Sanctioned	Filled

Associate Professors		17 (3 on-leave)
Assistant Professors	20	6 Ad-hoc

10. Name	Qualification	Specialization	Years of Experience	No. of Ph.D students guided last 4 yrs
Dr.(Ms).Mani.A. Nandhi	Ph.D., M.Phil. M.Com, B.A (Economics Hons)	Marketing, Consumer Behaviour, Services Marketing, Managerial Economics (Teaching); Development Economics, Urban Poverty, Informal Sector, Microfinance and Financial Inclusion (Research)	37 Years	Supervising a doctoral student currently
Dr.(Ms).Rekha Dayal	Ph.D, PGDPM, M.com, B.A (Hons.) Economics	Marketing, Human Resource Management, Organisation Behaviour	37 Years	Nil
Ms. Sheel Sabu	M.Com	Entrepreneurship, Business Law and Management	37 Years	Nil
Ms. Kiran Sachdeva	M.Com	Business Law, Corporate Accounting and Finance	37 Years	Nil
Dr.(Ms) Jyotsana Sethi	Ph.D.,M.Com, B.Com(Honours)	Entrepreneurship	35 Years	Nil
Dr.(Ms).Sunita Kaistha	Ph.D, M.Phil, M.Com, B.Com.	International Trade, Human Resource Management	35 Years	Nil
Dr.(Ms).Minakshi Mitra	M.Com, Ph.D.	Entrepreneurship, Business Organization, Organization Behaviour, Business	35 Years	Nil

10. Name	Qualification	Specialization	Years of Experience	No. of Ph.D students guided last 4 yrs
		Communication and Marketing		
Mr.S.K.Popli	M.Com, FCA	Taxation	35 Years	Nil
Dr. (Ms.) Savita Rastogi	Ph.D., M.Phil., M.Com., B.Com.(Honours)	Organisational Behaviour and Human Relations	33 Years	Nil
Dr.(Ms).Reena Marwah (On Leave)	Ph.D, M.Phil, M.com, B.Com.(Honours)	Macro Economics, International Business	32 Years	Nil
Dr.(Ms).Vibha Mathur	Ph.D., M.Phil., M.Com., B.Com(Honours)	International Business, Cost Accounting	32 Years	Nil
Dr.(Ms).Gurmeet Bakshi	Ph.D, M.Phil, M.com, B.Com.(Honours)	International Business	32 Years	Nil
Dr.(Ms).Ameeta Motwani	Ph.D, M.Phil, M.Com., B.Com. (Honours)	Accounting, Indian Economy, Business Ethics & CSR and Finance	32 Years	Nil
Dr.(Ms).Renu Gupta	M.Com; M.Phil; Ph.D.	Taxation, Accounting & Finance	32 + Years	Nil
Ms. Lissy Jose	M.Com	Business Law, Cost Accounting and Financial Accounting	30 + Years	Nil
Ms.Nishwan Bhatia	M.Com.	Corporate Laws	29 Years	Nil
Ms.Poonam Nair (On Leave)	M.Com, M.Phil	Management	19 Years	Nil
Ms. Monica S. Chhabra (Ad-hoc)	M.Com, M.Phil, NET with JRF	Human Resource Management, Corporate Governance	2 Years	Nil

10. Name	Qualification	Specialization	Years of Experience	No. of Ph.D students guided last 4 yrs
Ms. Mayuri Gaur (Ad-hoc)	M.Com, B.Com (Honours), NET	Financial Management, Human Resource Management	2 years, 8 months	Nil
Dr. Mona Sharma (Ad-hoc)	Ph.D, M.Com, B.Com +(Honours), NET	Finance, International Business and Human Resource Management	About One year	Nil
Ms. Shruti Sethir (Ad-hoc)	M.com, B.Com (Honours), NET	Finance, Law and Marketing	1 + Years	Nil
Ms. Shruti Sethir (Ad-hoc)	M.Phil, M.Com, B.Com (Honours), NET-JRF	Finance	4 + Years	Nil
Ms. Shikha Makkar (Ad-hoc)	M.Com, B.Com, NET-JRF	Finance and Law	4 + Years	Nil

11. List of Senior visiting faculty

Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

B.Com.(Honours) : Ad-hoc faculty 29%
 B.Com.(Programme) : Ad- hoc faculty 67%
 B.A.(Programme): 36%

13. Student -Teacher Ratio (Programme wise)

B.Com.(Honours) 15:1
 B.Com.(Programme) 12:1

14. Number of Academic Support Staff Sanctioned

IT consultant is there to provide ICT support.

15. Qualifications of teaching faculty with DSc/ D. Litt./ Ph. D./ M.Phil./ PG

	Ph.D.	M.Phil.	M.Com.
Permanent Faculty	12	9	5
Ad-hoc Faculty	1	2	3

As per information given in Question 10.

16. Number of faculty with ongoing/completed projects from National / International funding agencies and grant received.

Names	Project title	Funding Agencies	Year and Amount of funding
Dr. Mani A Nandhi	1.A Major Empirical Research Study on 'Evolving Participatory Relationships for the Urban Poor Rickshaw Pullers: Next Step Forward'	Institute for Money, Technology and Financial Inclusion. School of Social Sciences, University of California, Irvine	May, 2012 INR 7,00,000
	2. A Major Empirical Research Study on 'Impact of EKO's SimpliBank on the Saving Behaviour and Practices of Low Income Users: The Indian Experience'	Institute for Money, Technology and Financial Inclusion. School of Social Sciences, University of California, Irvine	April, 2011 INR 7,00,000
	3.Major Empirical Research Study on 'Urban Poor and Their Money: A Study of Cycle Rickshaw Pullers in Delhi'	Institute for Money, Technology and Financial Inclusion. School of Social Sciences, University of California, Irvine	June, 2009 INR 4,00,000
	4. A Minor Empirical Research Study on Default Rates in Group Lending Programme.	Microfinance Researcher's Alliance programme under the aegis of Ford foundation, New Delhi	December, 2011 10,000
Dr. Minakshi Mitra	Post doctoral research on 'Deregulation of Power sector in India and its competitive advantage' Ecole de Management Business	Ecole de Management Business school Lyon France.	1998-2000 INR 4,00,000

Names	Project title	Funding Agencies	Year and Amount of funding
	school Lyon France.		
Dr. Savita Rastogi	Post Doctoral Research- A Select Bibliography on Higher Education with particular Reference to Academic Staff development	Indian Council of Social Sciences Research, India	2002-2003 INR 30,000
Ameeta Motawani (On-leave)	McNamara fellow of the World Bank.	Received an amount of USD 7,500/- for undertaking the field work and related expenses for the study on globalisation and poverty reduction.	1999-2000
	Asia Fellow for a study on ICT and poverty : A comparative study of India and Thailand	Maintenance Grant was received.	2002
	Collaborative Work Grant fellowship of ASF for a study on "Urban Poverty and Governance in Asia: A Comparative Perspective of Select Asian Countries" in collaboration with Dr. Pongsak Hoontrakul (Thailand) and Dr. Quan Heng (China).	Asian Scholarship Foundation (ASF).	February 2007- October 2007 Amount: US\$ 10,000
Dr. Vibha Mathur	1. Post Doctoral Minor Project -Research Topic:'Birth of EURO and its implications on India Euro zone Trade'	University Grants Commission	2005 INR 35,000
	2. Minor Project; Research Topic: 'Trade Liberalization and its impact on India-ASEAN Trade'	University Grants Commission	2009 INR 35,000

Names	Project title	Funding Agencies	Year and Amount of funding
Ameeta Motawani (On-leave)	Awarded Fulbright-Nehru Fellowship	Academic and Professional Excellence (Teaching) by Host Institution: San Jose State University. Duration of Fellowship: 4 months.	2014

17. Departmental projects funded by DST – FIST, UGC, DBT, ICSSR, etc. and total grants received

Project Name	Name of funder	Total grant received
1. DU Innovation Project: State of life after 60 in 21st Century, Delhi.	University of Delhi	Rs. 8,25,000
2. DU Innovation Project: "Understanding the lives of working poor in Delhi"	University of Delhi	Rs. 6,00,000 (approximately)

18. Is there a Recognised Research Centre?

Nil

19. A Bird's Eye view of Faculty's research contribution

Research Contributions of the Faculty								
Names	Research Publications (International journals)	Research Publications (National)	Pa per s in e- journals	Books published	Chapters to edited books/text books/Book Reviews	Seminar/ Conference presentations	Monographs	Citation of works
Dr.P. Singh (Now Retired)	1 Peer Reviewed	13 (5 Peer Reviewed)	--	12 (9 ISBN)		12 (National)	-	-
Dr. Mani A. Nandhi	9 (4 Peer reviewed)	10 (2 Peer Reviewed)	--	1 (ISBN)	3 (1 International with ISBN)	25 (14 International)	-	13 citations
Dr.R.Dayal	--	--	--	2 (1 ISBN)	1	-	-	-
Dr.S.Kaishtha	--	1			3 (ISBN)	21 (11 International)	-	-
Dr.M.Mitra	--	--	--	2	1	4 (International)	-	-
Dr.J.Sethi	--	2 (1 Peer		2 (2 ISBN)	1	3	-	-

		Reviewed)						
Dr.S.Rastogi	--	8 (1 Peer Reviewed)		7 (5 ISBN)	3	10	-	-
Dr.R.Marwah	2	5 (2 Peer Reviewed)		8 (7 ISBN)	3	1 (International)	2	-
Dr.G.Bakshi					-	1		-
Ms.Monica Chhabra				1 (ISBN)				
Ms.CharuSarin	--	--	6				-	-
Dr.Mona Sharma	--	1	--	1 (ISBN)	-	1	-	-
Ms.M.Gaur	--	--	4		-	3	-	-
Ms.ShrutiSethi	---	3	--	--	--	5	--	--

19. (a)	Name of Faculty	Research Publication/s Titles	National / International	Journal	Year
Dr. Preeti Singh (Since retired)		1. 'Does SEBI require a Super Regulator for Capital Market Stability? An Appraisal'	National	Journal of Business Studies, ISSN: 0975-0150. Volume: V-VI	2012-14,
		2. 'Private Equity - Is there Need for Regulatory Framework?'	International	International Journal of Applied Financial Management Vol. 1, No 1, ISSN: 2279-0896.	July-Sep 2012
19. (a)	Name of Faculty	Research Publication/s Titles	National / International	Journal	Year
Dr. Preeti Singh		3. 'Conversions of Accounting to IFRS in India: An Empirical Study'	National	Gyan Management Journal`, Vol6, No. 2, ISSN: 0974-7621.	Jul - Dec 2012,
		4. 'Corporate Buy Back of Shares (Indian Experience and International Comparison)'	National	Business Analyst SRCC Journal, Vol. XXXI, Issued II	Oct-March 2011
		5.' Women in Call Centres'	National	Economic and Political Weekly, Vol. XL, No. 7,	Feb 12, 2005.

		6. 'Women in the corporate world in India – Combining work and family life'	National	http://www.pcr.uu.se/myrdal/myrdalalva.htm	Feb, 2012
		7. 'Creativity and Organisation Development'	National	Abhigyan. The Journal of Foundation of organization research	1985
		8. 'The Regulatory Framework of Cold Storage's In India with special reference to Delhi Units'	National	Indian Journal of Marketing	Sept-Oct.1983.
		9. 'Savings through Life Insurance Corporation-The Indian Experience'	National	Prabandh, Bureau of Prabandh, Bureau of State Enterprises, Lucknow	July-Sept.1981
		10. 'Life Insurance Corporation and Corporate Control In India'	National	Indian Economic Journal, Bombay	1981
		11. 'Bank Finance in India'	National	Indian Banking Today and Tomorrow	Sept 1981.
19. (a)	Name of Faculty	Research Publication/s Titles	National / International	Journal	Year
Dr. Singh	Preeti	12. 'Re-Organisation of the Life Insurance Corporation-Implications and Emerging Trends'	National	Indian Management	April 1981
		13. 'Indian Capital Market- A Critique'	National	Indian Banking Today and Tomorrow	April 1981.
		14. 'Economics of Life Insurance'	National	Indian Management Journal	May 1980.
		15. 'Life Insurance Corporation and Capital Market	National	Chartered Accountant, Institute of	June, 1980

	Activity in India'		Chartered Accountants of India	
	16. 'Life Insurance Corporation and Industrial Finance in India, New Dimensions'	National	Prajnan, National Institute of Bank Management, Bombay	Jan-Mar.1980.
	17. 'Framework of Life Insurance Corporation's Investments'	National	Company News and Notes, Company Law Board, Government of India	July-Aug.1979.
	18. 'Commercial Banks and Industrial Finance Term lending and Underwriting'	National	Prajnan, National institute of Bank Management, Bombay	Jan-March1979
	19. 'Investment Pattern of Life Insurance Corporation'	National	Yojana, Planning Commission, Government of India	June1978

19. (a)	Name of Faculty	Research Publication/s Titles	National / International	Journal	Year
	Dr. Mani A. Nandhi	1. 'Millennium Development Goal of Halving Poverty in Asia and the Pacific Region: Progress, Prospects and Priorities'	International	Occasional paper series (Knowledge for development effectiveness), International Fund for Agricultural Development, Rome	August, 2006.

	2. Drops Make Oceans' – the Story of Rickshaw Pullers in Delhi in 'New Organizational Models – Open Source Financial Services Research'– Selected Works: from 2008-10	International	Research for the Institute for Money, Technology and Financial Inclusion. School of Social Sciences, University of California, Tokyo.	2010
Dr. Mani A. Nandhi	3. 'Migrant Remittances and Financial Inclusion – A study of Rickshaw Pullers in Delhi'	National	Journal of the Centre for Microfinance Research, Vol. II, Number 2. Bankers Institute of Rural Development, Lucknow, Pages 196-211; ISSN No.2229-3329.	July – December 2010, peer reviewed.
	4. 'The Urban Poor and their Money: A Study of Cycle Rickshaw Pullers in Delhi'	National	Center for Microfinance, IFMR, weblinkwww.infmrleaad.org/cmfp/publications/cmfp-case-studies	April 2012.
	5. 'Rethinking Reserve Bank of India (RBI) Regulations for MFIs - An Analysis of Microfinance Clients from Urban and Semi-urban Communities' co contributed with Deepti et.al.	National	Center for Microfinance, IFMR, www.infmrleaad.org/cmfp/publications/cmfp-focus-note	2012, in Draft form

	6.'Microfinance, Self-Help Groups and Empowerment in Maharashtra' Co-author with Prof. Raghav Gaiha	Internati onal	Working Papers, Online Link: http://rspas.anu.edu.au/economics/asarc/publications.php	Decem ber, 2007.
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19. (a)	Name of Faculty	Research Publication/s Titles	National / International	Journal	Year
Dr. Mani A. Nandhi		7. Abstract on 'Micro credit, Community Organizations and Poverty Reduction – The Indian Experience'	International	Canadian Social Economy Hub E-Bulletin, Vol 3 No.1, January 2008 has uploaded the abstract as part of the conference presentations	22-25 October 2007
		8. 'Leadership Behaviour Patterns- A Comparative Study of Female and Male officers in the Banking Sector'	National	The Journal of Institute of Public Enterprise, Vol.22; pp 9-26. Registered with registrar of newspapers for India, UnderNo.0786 47 of 20/RV/TC/92, dated18.5.1992	April-June 1999
		9. 'Purchasing Patterns of Adolescent Consumers'	National	Journal on Parents and Pedagogues, Vol.11, No.2, Delhi University.	June-July 1984
		10. 'Impact of EKO's SimpliBank on the Saving Behaviour and Practices of Low Income Users: The Indian Experience'	National	Center for Microfinance, IFMR, weblink www.infmrlead.org/cmfpublishations/cmfcase-studies	October , 2012.
		11. 'Incidence of Loan Default in Group Lending Programme'	National	Center for Microfinance, IFMR, weblink www.infmrlead.org/cmfpublishations/cmfcase-studies	March 2012.

19. (a)	Name of Faculty	Research Publication/s Titles	National / International	Journal	Year
Dr. Mani A. Nandhi		12. 'Effect of Mobile Banking on the Saving Practices and Financial Inclusion of Indian Users'	International	Working Paper Series of IMTFI, University of California, Irvine.	July, 2012.
		13. 'The Urban Poor and their Money: A Study of Cycle Rickshaw Pullers in Delhi'. -Case Studies	National	Center for Microfinance, IFMR, weblink www.infmread.org/cmfp/publications/cmfcase-studies	April, 2012
		14. 'Migrant Remittances and Financial Inclusion – A study of Rickshaw Pullers in Delhi' in the Proceedings of the Second National Seminar on Microfinance – Issues and Challenges.	National	Seminar Issue of BIRD's Microfinance Review, Journal of the Centre for Microfinance Research, Vol II, Number 2, July – December 2010. Bankers Institute of Rural Development, Lucknow, Pages 196-211; ISSN No.2229-3329. (PEER REVIEWED)	February 21-22, 2011.
		15. Millennium Development Goal of Halving Poverty in Asia Progress, Prospects and Priorities Raghav Gaiha, University of Delhi, India; Katsushi Imai, University of Manchester, UK and Mani Arul Nandhi,	International	Journal of Asian and African Studies. Copyright © 2009. SAGE Publications, www.sagepublications.com (Los Angeles, London, New Delhi,	2009

	University of Delhi, India.		Singapore and Washington DC) Vol 44(2): 215–237DOI: 10.1177/0021909608101411 (PEER REVIEWED)	
Dr. Mani A. Nandhi	16. Millennium Development Goal of Halving Poverty in Asia Progress, Prospects and Priorities	International	Part of Economics discussion paper –EDP-0507 in The Library of University of Manchester, February 2005. http://www.socialsciences.manchester.ac.uk/medialibrary/economics/discussionpapers/EDP-0507.pdf	February, 2005.
	17. 'Microfinance, Self-Help Groups and Empowerment in Maharashtra' by Raghav Gaiha and Mani A. Nandhi.	International	Collection of Abstracts, of the 22nd International Cooperative Research Conference, Paris, France.	October 19-22, 2006.
	18. 'Microfinance, Self-Help Groups and Empowerment in Maharashtra' by Raghav Gaiha and Mani A. Nandhi.	National	Summarised version in the News letter 'Eye on Microfinance', Issue No.8; Center for Microfinance, IFMR, Chennai	September, 2008.
	19. 'Microfinance, Self-Help Groups and Empowerment in Maharashtra' Raghav Gaiha, Faculty of Management Studies, University of Delhi & Mani Arul Nandhi, Jesus	International	A condensed version of a study sponsored by the Asia and Pacific Division of International Fund for Agricultural	July, 2006.

		& Mary College, DU		Development, Rome	
19. (a)	Name of Facul ty	Research Publication/s Titles	National / Internat ional	Journal	Year
		20. 'Institutions, Growth and Poverty Reduction in Asia', Raghav Gaiha, Katsushi Imai* & Mani A. Nandhi, Faculty of Management Studies, University of Delhi, School of Economic Studies, University of Manchester, & Jesus and Mary College, University of Delhi.	Internati onal	Wider (PEER REVIEWED) (Publication Issue Unavailable)	August, 2005.
		21. Evolving Participatory Relationships for Uplifting the Urban Poor Rickshaw pullers: Next Step Forward, Nandhi, M. A. & Deepti, K. C. CGAP		The Microfinance Gateway, weblink - http://www.microfinancegateway.org/p/site/m//template.rc/1.9.64366 , March 2014	Septem ber, 2013.
	Dr. Sunita Kaistha	The New Work Order & Gender Implications'	National	Urdhav Mula, Vol 6 Ed by Dr. Vibhuti Patel & Dr (Sir) Ananda Amritmahal	March, 2012.
	Dr. Jyotsana Sethi	1.'Women Entrepreneurs in India- A brief Comment'	National	SEDME Small Enterprise Development, Vol XX1, No., Hyderabad.	Decem ber, 1994.
		2.'Motivation of Women Entrepreneurs'	National	Udmayita Institute of Entrepreneurship Development, Madhya Pradesh, Vol 12, No. 7	Novem ber, 1993

Dr. Savita Rastogi	1. 'Academic Staff Development in Higher Education'	National	Indian Journal of Training and Development	Oct-Dec 1999	
19. (a)	Name of Faculty	Research Publication/s Titles	National/International	Journal	Year
Dr. Savita Rastogi	2. 'Academic Staff Development in Higher Education'		University News,36(33)	---	
	3. 'Academic Staff Development in Higher Education-An Overview'		University News,36(44)	---	
	4. 'Academic Staff Development in Higher Education-Historical and World Scenario'		University News,37(8)	---	
	5. 'Globalisation of Higher Education'		University News,39(35)		
	6. 'Academic Staff Development in Higher Education'		New Frontiers in Education,28 (3)	---	
	7. 'Professional Development of Teachers in Higher Education:Design of the Refresher and Orientation courses'		New Frontiers in Education,30(4)		
	Ameeta Motawani (On-leave) (On Leave)	1. 'Tibetan's in South Asia' (co-authored with Sharad Soni)	International	Asian Ethnicity	2011
2. 'Gender Inequality in South Asia: Issues, indicators and policy responses'		National	Eight Neighbours-Together we survive,Ajeet Cour, Noor Zaheer, (editors) Foundation of SAARC Writers and Literature	2011	
3. 'Basic Education in Thailand is badly in need of reform' (Co-authored with Pongsak Hoontrakul)		International	The Nation, Bangkok	2012	

19.(a)	Name of Faculty	Research Publication/s Titles	National/ International	Journal	Year
Ameeta Motawani (On-leave) (On Leave)		4. 'Letter titled: India, China, Myanmar; in Economic and Political Weekly'	National	Economic and Political Weekly	2012
		5. 'Promotion of a Sustainable research Culture in Higher Education Institutions: Role of Statutory Bodies Like ICSSR'	National	University News, Volume 51 No.17, and April 29-May 05, 2013, pages 126-133	2005 and 2013
		6. 'Knowledge Economy, Inclusiveness and sustainable development in India'	National	(ISSN 2321-6336)	2013
		7. 'Water: Issues in Planning for Poverty Alleviation' (Reena Marwah, Madhavi Marwah)	National	Journal of Land and Rural Studies Vol 1, No.2, July 2013, Sage Publishers, India, Pages 113-129	2013
Dr. Vibha Mathur		1. 'Economic and Monetary Union (EMU) and the Birth of Euro: An Overview'	International	Journal issued by Portugese embassy to commemorate the EU-India summit, Lisbon.	2000
Ameeta Motawani (On-leave)		1.'The Ethics of Layoffs and the HR dilemma'	National	http://www.financialexpress.com/news/the-ethics-of-layoffs-&-the-hr-dilemma/450914/	April 2009
		2. Human Development and Poverty in Haryana:	National	Special Volume on Haryana's Economy, The Indian Economic Association.	2006

19. (a)	Name of Faculty	Research Publication/s Titles	National/ International	Journal	Year
	Ameeta Motawani (On-leave)	3. 'Microfinance: Field Observations' under Discussion	National	Economic and Political Weekly	July, 2005.
	Dr. Renu Gupta	1. 'Impact of GAAP differences on reported Profits'	National	Management & Accounting Research, Volume 9, Number 4, April-June, Institute of Chartered Accountants of India	June, 2006.
	Ms. Mayuri Gaur (Ad-hoc)	1. 'Is it ethical to employ children in advertisements? A few case studies of Indian advertisements'.	E-Journal	International Journal of Research in Commerce, Economics & Management (IJRCM) ISSN: 2231-4245, Volume 4, Issue 1, 2014	January 2014
		2. 'Malnutrition- A big challenge for the development- The acne scar of the rising India.'	E-Journal	IRACST - International Journal of Commerce, Business & Management (IJCMB) ISSN: 2319-2828; Volume 2, Number 5	October 2013.
		3. 'Rural Marketing- A Radical Perspective.'	E-Journal	Global Journal of Management & Business Studies ISSN: 2248-9878; Volume 3, Number 6	November 2013
		4. 'Can we claim inclusive growth with PPP? A case study elucidating growth perspective.'	E-Journal	IRACST - International Journal of Commerce, Business & Management (IJCMB) ISSN: 2319-2828 ; Volume 2, Number 4	August 2013

19. (a)	Name of Faculty	Research Publication/s Titles	National/ International	Journal	Year
	Dr. Mona Sharma (Ad-hoc)	1. 'Emerging Business Environment of Indian Pharmaceutical Industry'	National	Competitive Refresher ISBN: 09718753	June, 2014
	Ms. Shruti Sethir (Ad-hoc)	1. 'Motives of Buyback: An empirical study of select Indian Companies'	E-Journal	International Journal of Commerce, Business and Management. ISSN:2319:2828; vol 2, Issue 6.	December, 2013
		2. 'Word of Mouth Marketing: Consumer's Participation'	E-Journal	The International Journal of Business and Management. ISSN: 2321:8916; vol 2, Issue 1.	Januray , 2014
		3. 'Green Marketing: A Holistic View and Case Study of ONGC' as a Co-Author	E-Journal	International Journal of Research in Commerce and Management. ISSN:0976-2183; vol 5, Issue 2.	February, 2014
		4. 'The Booming Power of Small'	E-Journal	International Journal of Innovative Research & Studies. ISSN: 2319:9725; vol 3, Issue 2	February, 2014
		5. 'Class Action Law Suits: A Step Forward in Investor's Protection'	E-Journal	Academicia. ISSN: 2249:7137; vol 4, Issue 3	March, 2014
		6. 'SHG Bank Linkage Program: A Priority State Analysis' as a Co-author	E-Journal	SAARJ Journal of Banking & Insurance Research. ISSN: 2317:1422; vol 3, Issue 2	March, 2014.
	Ms. Shruti Sethir (Ad-hoc)	1. 'Integration of the Indian Stock Market with the Major Global Stock Markets'	E-Journal	Asian Journal of Business and Accounting ISSN 1985-4064, Volume 3, Issue 1 (2010)	

19.(a)	Name of Faculty	Research Publication/s Titles	National / International	Journal	Year
		2. 'Inter linkages of the Indian Stock Market with Advanced Emerging Markets'	Print	Asia-Pacific Finance and Accounting Review, ISSN - 2278-1838, Volume 1, Issue 1	October – December 2012
		3. 'Domestic Financial Market Integration in India'		Management Perspective, ISSN-0975-0495,	April – September 2014 Issue.
		1. 'Impact of Global Recession on Indian Financial Markets'		International Journal of Research in Commerce, IT and Management, ISSN No. 2231-5756, Volume No. 3, Issue No. 11, Page No. 129-133.	November, 2013
	Ms. Shikha Makkar (Ad-hoc)	2. 'Agricultural Marketing Reforms In India'	e-journal	International Journal of Research in Commerce, Economics and Management, ISSN No. 2231-4245, Volume No. 3, Issue No. 11, Page No. 138-144.	November, 2013
		3. 'Meaning And Dimensions Of Spirituality: A Literature Review'	e-journal	International Journal Of Innovative Research And Studies, ISSN No. 2319-9725, Volume 3, Issue No. 1, Page No. 660-689.	January 2014

19. (b)	Name of Faculty	Monographs	Hyperlink	Year
Ameeta Motawani (On-leave)		1. Impact of Information Technology On The Poor In Nepal	http://www.worldbank.org/afr/wps/wp20.pdf	2002-2003
		2. Impact of Information Technology On The Poor In India	http://www.worldbank.org/afr/wps/wp20.pdf	2002-2003

19. (c)	Name of Faculty	Conference / Seminar Paper presentations Paper Title	Venue	Year
Dr. Mani A. Nandhi		1. 'Financial Inclusion of Urban Poor Migrants: Mirage or Myth – A Reality Check'	17 th Conference of the International Association for the Economics of Participation, Instituto de Economia, Facultad de Ciencias Economicas y de Administracion, Universidad de la Republica, Montevideo, Uruguay	July 16-18 th 2014
		2. 'Migrant Remittances and Financial Inclusion – A study of Rickshaw Pullers in Delhi'	Second National Seminar on "Microfinance-Issues and Challenges" at the Centre for Microfinance Research, Banker's Institute for Rural Development, Lucknow, India	22 February 2010.

	3. 'Financial Inclusion of Urban Poor Migrants: A Case Study of Cycle Rickshaw Pullers'	National Seminar on Financial Inclusion and Inclusive Growth, The Department of Business Administration, Tezpur University	25-26th October 2013.
	Paper Title		
Dr. Mani A. Nandhi	4. 'Urban Poor and Their Money – A Study of Cycle Rickshaw Pullers in Delhi' Presentation of preliminary field findings.	First Annual Research Conference, Institute for Money, Technology and Financial Inclusion. School of Social Sciences, University of California, Irvine	4th-6th, November , 2009
	5. 'Effect of EKO's SimpliBank on the Saving Behaviour and Practices of Low Income Users' Presentation of preliminary field findings.	The Second Annual Research Conference, Institute for Money, Technology and Financial Inclusion. School of Social Sciences, University of California, Irvine	December 2010.
	6. 'Banking the Unbanked" Preliminary findings of an action research study on rickshaw pullers' Presentation of preliminary field findings.	Fourth Annual Research Conference, Institute for Money, Technology and Financial Inclusion. School of Social Sciences, University of California, Irvine	December 2012.
	7. 'Effect of Mobile Banking on the Savings Practices and Financial Inclusion of Low Income	16th IAFEP Conference and Beyster Symposium,Scho	12-14 July 2012.

	Users – The Indian Experience'	ol of Management, Rutgers University, U.S.A.	
19. (c) Name of Faculty	Conference / Seminar Paper presentations	Venue	Year
	Paper Title		
Dr. Mani A. Nandhi	8. 'Building Partnerships for Financial Inclusion and Effect of Mobile Banking in Financial Empowerment of Low Income Households – An Indian Case Study'	XVII International Conference on Cooperative Studies, University of Vienna, Vienna	18-20 September , 2012
	9. 'Migrant Remittances and Financial Inclusion: Prospects and Challenges'	MRAP Seminar held at the National Institute for Rural Development (NIRD), Hyderabad	29-30th April 2011.
	10. 'Migrant Remittances and Financial Inclusion: Prospects and Challenges'	MRAP Seminar held at the National Institute for Rural Development (NIRD), Hyderabad	29-30th April 2011.
	11. 'Role of Loan Officers in Microfinance Business'	MRAP Seminar held at the National Institute for Rural Development (NIRD), Hyderabad	29-30th April 2011.
	12. 'Proportion of Defaulter Clients to Repayment Clients –Two sides to a story'	MRAP Seminar, IIT Research Park, Centre for Microfinance, Chennai	6th August 2010.
	13. 'Savings Behaviour of the Urban Poor- A case study of Rickshaw pullers in Delhi'	MRAP Seminar, Center for Microfinance, IIT Research Park, Chennai	6th August 2010.
	14. 'Access to Financial Services, Financial	The International Cooperative	24-27th August

	Inclusion and Urban Poor – Evidence from India'	Alliance Research Committee's Global Research Conference, Mikkeli, Finland.	2011
19. (c) Name of Faculty	Conference / Seminar Paper presentations	Venue	Year
	Paper Title		
Dr. Mani A. Nandhi	15. 'Micro credit for the Poor, Risk Coping and Consumption Smoothing in Rural India'	The International Economics Association World Congress held at Marrakech, Morocco.	29th August-2nd September 2005
	16. 'Cooperative Values, Intra-group Insurance and Self-help Groups in Rural India'	The 22nd International Cooperative Research Conference, Dourdan, Paris, France	19-22 October 2006.
	17. 'Microfinance, Self-Help Groups and Empowerment in Maharashtra'; paper presented in absentia by Prof.Raghabendra Jha.	ASARC conference, "The Indian Economy at 60- Performance and Prospects" held at the Australia South Asia Research Centre, Australia, Australian National University, in Canberra, Australia	20th and 21st August 2007.
	18. 'Self Help Groups and Intra Group Insurance for the Poor in Rural India'	14th Economics of Participation held at Hamilton College, Clinton, New York.	14-17th July 2008.

	19. 'Microfinance, Self-help Groups and Empowerment in Maharashtra'	International Association for Economics of Participation, University of Mondragon, Odate, Spain	13th -15th July, 2006.
	20.'Financial Inclusion of the Urban Poor- A case study of Savings Behaviour of Rickshaw pullers in Delhi'	17th IAFEP conference, University of Paris-Pantheon, Paris	July 2010.

19. (c) Name of Faculty	Conference / Seminar Paper presentations	Venue	Year
	Paper Title		
Dr. Mani A. Nandhi	21. 'Women and Men Officers in the Managerial Cadre of Indian Banking Sector'	workshop on 'Women Managers' organized by the State Bank of India Staff College, Gurgaon	June 1988.
	22. 'Comparison of Male and Female Leadership Behaviours in the Banking Industry'	Staff seminar at the National Institute of Bank Management, Pune	July 1988.
	23. 'Consumer Problems in India'	All India Commerce Conference, Jaipur	December, 1977.
	24. 'Mobile Banking and Saving Practices of Low Income Households- Evidence from India'	Ghana Technology University College, Accra, Ghana Conference on Reaching the Unreached: Mobile Money Uptake in Ghana	12th-13th March, 2013
	25. Scope Paper on 'State of Microfinance Sector, Delhi'.	Second workshop of MRAP on 'Status of your State's Sector', Centre for Microfinance, IFMR, held at Ford foundation Office, Lodi Estate, New Delhi.	October 29-30, 2009.
Dr. Sunita Kaistha	1. 'Young adults Entrance to the Labour Market – aspirations and conditions'	Gothenburg University – Sweden (Dept of Work Science & Sociology)	28-30 November, 2013
	2. 'Aspirations of Young Urban Women'	Institute for Social and Economic Change (ISEC), Banagalore	5 – 7 March, 2013.

19. (c) Name of Faculty	Conference / Seminar Paper presentations	Venue	Year
	Paper Title		
Dr. Sunita Kaistha	3. 'Gender & Work'	UCD Dublin Ireland.	22nd Nov 2012
	4. 'Aspirations of young urban women- Contemporary scenario'	Organized by NFU & CICERO, Oslo, Norway	26-27 November , 2012
	5. 'Gender and Leadership in Decision – Making Processes'	Department of Gender Studies, University of Gothenburg	7th November 2011
	6. 'Gender Diversity and Equality in the Indian Labor Market'	Dept of work science & Dept of Sociology University of Göteborg	30- 31st May, 2011
	7. 'Women's work and family well- being'	National Seminar on Malnutrition in India: Some Issues and Concern at SNTD Women's University, Mumbai.	11-12 January, 2010
	8. 'Gender, Development and its Impact on Work'	International Conference on Gender and Development in the World of Work, Jhansi, India.	25-27 March, 2010
	9. 'Gender & Development'	National Seminar on Gender & Development in the World of Work & Health, Nainital, Uttarakhand, India	19-20 November , 2010.
	10. 'Unequal Terms, at workplace based on Gender'	National Conference on Gender Equity at Work & Home- A key to National Development, - KJ Somaiya College, Mumbai.	9-10 Jan, 2009

19. (c) Name of Faculty	Conference / Seminar Paper presentations	Venue	Year
	Paper Title		
Dr. Sunita Kaistha	11. 'Work and Health Issues at Call Centres'	Multidisciplinary International Conference on Emerging Issues and Global Economic Scenario, Udaipur, India	August 21-24, 2009
	12. 'New Work Order & Gender Implications Symposium on Women Work & Health towards Policy Planning and Development'	Indian Social Science Indian Social Science Congress,(ISSC), New Delhi	20th December , 2008
	13. 'Women in India: Status & changing role of women'	Baltic Rim Conference on Gender, Visby , Gotland	January, 2007.
	14. 'Women in India: Status & Role of women and work'	Helsinki, FIOH Finnish Institute of Occupational Health	14 Aug, 2007.
	15. 'Women in the Informal Economy'	IV International Congress on Women Work & Health New Delhi	27-30 Nov 2005.
	16.'Trade Unions and OSH Issues'	Occupational , Safety, Health and environment Institute (OSHEI), ILO, Bangkok, Thailand	Decemeber, 2014
	17. 'Issues of Environment'	Seminar on Environment Issues, Shimla, India	27-30, Sep, 2003
	18. 'Occupational, Safety and Health Issues-In India'	Occupational, Safety, Health and Environment Institute (OSHEI), Bangkok, Thailand ILO	December , 2003.

19. (c)	Name of Faculty	Conference / Seminar Paper presentations Paper Title	Venue	Year
Dr. Sunita Kaistha		19. 'Human Rights for trafficked people: adequate health & social services'	III International Congress Women Work & Health, Stockholm, Sweden	Not Available
		20. 'The Hidden aspects of Call Centres, - (Education, Training and Communication in Occupational Safety and Health, Ideas that Sizzle)'	The Occupational Safety & Health Best Practices Conference, Baltimore Maryland. USA.	October 26-30, 2002.
		21.'New Work Order & Gender Implications'	Symposium on Women Work & Health towards Policy Planning and Development, Indian Social Science Congress, New Delhi	20th, December , 2008
Dr. Minakshi Mitra		1. 'The Indian Market Economy in the Twenty First Century. Risks, Opportunities, Gains and Support'	Entreprendre en Asie, Defi Asia, A Harvard University Project for Asia and International Relations, Lyon	March, 2009.
		2. 'Strategies for Setting up Foreign Firms in India'	Entreprendre en Asie, Defi Asia, A Harvard University Project for Asia and International Relations, Lyon	March, 2009.
		3. 'The Influence of the Indian Government on its Competitive Advantage and Foreign Direct Investment'	G8 Conference on Globalization and Management, Lyon	October, 1998
		4. 'Deregulation in the Power Sector in India and Investment Opportunities for Foreign Investors'	4eme Seminaire International de Recherche Euro-Asie, IAE, Poitiers France	November , 1999.
Dr. Jyotsana Sethi		1. 'Women Entrepreneurs: International Perspective, a comparative analysis of Indian and Canadian	11th International Canadian Studies Conference	April 22-25th 1995

		women entrepreneurs'		
19. (c)	Name of Faculty	Conference / Seminar Paper presentations Paper Title	Venue	Year
Dr. Jyotsana Sethi		2. 'Role of Women Entrepreneurs in Economic Development'	International Conference on U.N. and New World Order	Aug 24-26 1994
		3. 'Motivation of Women Entrepreneurs'	Delhi College of Engineering, Kashmere Gate, Delhi.	4-5th March 1999
Dr. Savita Rastogi		1. 'India as Destination for Global Sourcing'	University College of Commerce & Management Studies, Mohanlal Sukhadia University, Udaipur.	2-3 December , 2006,
		2. 'Classroom Challenges – Individualism Vs Democratic Styles in Delivery systems'	National Workshop on "Rethinking Academic Excellence and value Imperatives for quality in Higher Education" organized by Centre for Education Beyond Curriculum, Christ College, Bangalore.	
		3. 'Training of Teachers in Higher Education for Multi Cultural Teaching and Learning'	Annual Conference of All India Commerce Association, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	

19. (c) Name of Faculty	Conference / Seminar Paper presentations	Venue	Year
	Paper Title		
Dr. Savita Rastogi	4. 'Research on the Aspect of Academic Staff Development in Higher Education'	Annual Conference of All India Commerce Association, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	
	5. 'Quality Assurance in Higher Education with Reference to India'	International Conference on Higher Education for Human Development, The Association of Indian Universities, Jamia Hamdard University, Delhi	
	6. 'Challenges for Industrial Relations under Globalized Economy'	National Seminar on Management of Human Resource Prospect and Challenges, organized by Department of Business Administration, Mohanlal Sukhadia University, Udaipur	
	7. 'Corporate Governance in the Era of Globalisation'	National Seminar on New Corporate Governance in India, M.S.J.College, Bharatpur	
	8. 'Human Resource Development in Higher Education'	54th All India Commerce Conference, Department of commerce, Aligarh Muslim University, Aligarh	22-24 December 2001

19. (c) Name of Faculty	Conference / Seminar Paper presentations	Venue	Year
	Paper Title		
Dr. Savita Rastogi	9. 'Globalization of Higher Education'	Conference on Globalization and Challenges for Education organized by National Institute for Educational planning and administration (NIEPA), Delhi	18-20 December 2001
	10. 'Role of Managerial Training and Development in the Present Age of Globalization'	18th IACS International Conference on Canadian Studies: Recent Trends and Future Direction, Gurukul Kangri University, Haridwar	26-28 February 2002
Ameeta Motawani (On-leave)	India's Economic engagement in IOR-ARC'	Rio Conference at Yunnan University of Finance and Economics; Paper published by YUFE	1-2nd December 2013
Dr. Gurmeet Bakshi	'Structural Changes in International Trade in the context of Trade Blocs and regional groupings'	Refresher course conducted by CPDHE, DU	November 19th, 2001 to December 8th, 2001
Ameeta Motawani (On-leave)	1.'Social Contract and Business: Case Studies from India'	26th Annual Conference of European Business Ethics Network. EDHEC Business School; Lille, France.	September 12 – 14, 2013
	2.'Opportunities and Pitfalls of Expansion of Higher and Technical Education for bringing Inclusive Growth in India: Lessons from the experience of Andhra Pradesh'	94th Annual Conference of Indian Economic Association, Pune, India.	December 27-29, 2011

19. (c) Name of Faculty	Conference / Seminar Paper presentations	Venue	Year
	Paper Title		
Ameeta Motawani (On- leave)	3. 'Gender and Development Indicators: A study of Selected Asian Countries' (jointly with Dr. Reena Marwah and Tanuja Sachdev)	IX Conference of Indian Congress of Asian and Pacific Studies; Allahabad Central University.	September 4 – 5, 2009
	4. 'Perceptions of poverty and the poor in India'	Association of Asia Scholars; India International Centre, New Delhi, India.	January, 2008.
	5. 'Human Development and Poverty in Haryana'	89th Annual Conference of The Indian Economic Association; Kurukshetra University; Haryana, India.	December 27 – 29, 2006
	6. 'Indian Economy and Society'	Seinajoki University of Applied Sciences, Seinajoki, Finland.	April, 2006
	7. 'Anthropology of the State at the Village Level'	XXX All India Sociological Conference on National Policy on Social Sciences; DDU Gorakhpur University; Gorakhpur, India	December 27-29, 2004
	8. 'A Theory of Distributive Justice'	88th Annual Conference of The Indian Economic Association; University of Vishakhapatnam; Andhra Pradesh, India	December 27 – 29, 2005

19. (c) Name of Faculty	Conference / Seminar Paper presentations	Venue	Year
	Paper Title		
Ameeta Motawani (On-leave)	9.'SHGs and Empowerment of Rural Women in Haryana'	XXIX All India Sociological Conference on Social Policy, Governance and Mobilization; Udaipur University; Rajasthan, India..	December 21-23, 2003
	10.'Panchayati Raj Institutions: An Instrument of Women Empowerment?'	U.G.C. Sponsored National Seminar on Social Transformation in Haryana: Issues and Problems, M.D. University; Rohtak, India.	Not Available
	11.'Globalization and the Changing Discourse of Development and Poverty' (Co-authored) Dr.G.Kaur	XXVIII All India Sociological Conference on Globalization and the Indian Society, IIT Kanpur; Kanpur, India	December 18-20, 2002
	12. 'Perceptions of Poverty in Indian Society'	International Conference of Academic Disciplines at Ca' Foscari University Venice, Italy. Organised by International Journal of Arts and Sciences.	June 30 - July 3, 2014
Ms. Mayuri Gaur (Ad-hoc)	1. Millennium Development Goals (MDG's): Growth momentum and Rethinking Development Policy'	Zakir Husain Delhi College, DU	17th- 18th January 2014
	2.'Rural Marketing- A Radical Perspective'	Krishi Sanskriti-Jawaharlal Nehru University(JNU)	9th -10th November 2013

19. (c) Name of Faculty	Conference / Seminar Paper presentations	Venue	Year
	Paper Title		
Ms. Mayuri Gaur (Ad-hoc)	3. 'Public Private Partnership in Global Perspective'	UGC Sponsored National Seminar Kirori Mal College- DU	22-23rd April 2013
Dr. Mona Sharma (Ad- hoc)	Diversity Ethics & Culture at workplace'	UGC sponsored National Seminar on Linking human resources to business strategies (JMC) Delhi	26-27th March 2014
Ms. Shruti Sethir (Ad- hoc)	1. 'Integration of the Indian Stock Market with the Major Global Stock Markets'	7 th AIMS International Conference on Management organized in collaboration with IIM Bangalore	20 th - 23 rd December 2009
	2. 'Domestic Financial Market Integration in India'	International Conference on Business and Finance organized by IBS Hyderabad in collaboration with Indian Institute of Capital Management	12 th -13 th March 2010
	3. 'Inter linkages of Indian Stock Market with Advanced Emerging Markets'	1st Annual Commerce Convention, organized by Department of Commerce, University of Delhi.	3 rd February 2012

	4. 'Domestic Financial Market Integration in India'	International Conference India 2020: Vision for the Financial Sector organized by Sri Guru Gobind Singh College of Commerce, DU	10 th -11 th March 2014
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19. (c) Name of Faculty	Conference / Seminar Paper presentations	Venue	Year
	Paper Title		
Ms. Shikha Makkar (Ad-hoc)	1. 'Relationship Between Spirituality and Corporate Social Responsibility –An Empirical Study'	National Seminar on "Corporate Governance & Business Integrity" held at Sri Sharada Institute of Indian Management-Research, New Delhi	25 th -26 th April, 2014
	2. 'Spirituality, Ethical Behaviour And Corporate Social Responsibility – The Influence of Affinity'	The Third Annual Commerce Convention on Leveraging Business: Discovering New Horizons", held at The Department of Commerce, DU	12 th – 13 th April, 2014
	3. 'Financial Inclusion In India-Policies And Perspectives'	The 6 th International Conference on Global Studies Organised by Common Ground Publishing, University of Illinois, U.S.A, at India International Centre, Delhi	5 th – 7 th September, 2013
	4. 'Agricultural Marketing Reforms in India'	The 15 th Thinkers and Writers' Forum, Skoch Development Foundation, New Delhi	26 th March, 2013
	5. 'Impact Of Global Recession on Indian Financial Markets'	The 3rd National Conference on Contemporary	14 th May, 2010

		Management Research at Apeejay School of Management, Dwarka, Delhi	
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19. (d) Name of Faculty	Book Titles	Publisher Name	ISBN number	Year of Publication
Dr. Mani A. Nandhi	1. 'Urban Poor and Their Money: A Study of Cycle Rickshaw Pullers in Delhi'	Pinnacle Learning	ISBN: 9789383848041	2014
Dr. Rekha Dayal	1. 'Business Entrepreneurship and management'	Pinnacle Learning	ISBN 978-81-922284-6-4	2013
	2. 'Factory Organization' - A Textbook for class XII (Co-authored with DS Saini, Minoo Nandrajog, and Minakshi Mitra)	NCERT publication		1993
Dr. Minakshi Mitra	1. 'Business Studies Part 11 Functional Management'- A Textbook for class XII (Co-authored with Minoo Nandrajog)	NCERT publication		1996
	2. 'Factory Organization' - A Textbook for class XII (Co-authored with DS Saini, Minoo Nandrajog, and Rekha Dayal)	NCERT publication		1993
Dr. Savita Rastogi	1. 'Teachers' Development in higher Education'	Classical, Delhi	ISBN: 81-7054-326-6	2001

	2. 'A select Bibliography on Higher Education'	Classical, Delhi	ISBN: 81-7054-368-1	2004
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19. (d) Name of Faculty	Book Titles	Publisher Name	ISBN number	Year of Publication
Dr. Savita Rastogi	3. 'Managerial Training and Development'	Classical, Delhi	ISBN: 81-7054-368-1	2003
	4. 'Human Resource Development in Higher Education'	Classical, Delhi	ISBN: 81-7054-326-6	2009
	5. 'Compensation Management' (Co-authored with Dr. T. N. Chhabra)	Sun India Publications, New Delhi		2007
	6. 'Human Resource Management'	Sun India Publications, New Delhi		2010
	7. 'Management of Human Resources'	Classical Publishers	ISBN: 978-81-7054-589-7	2013
Dr. Jyotsana Sethi	1. 'Elements of Banking And Insurance', co-authored with Nishwan Bhatia	PHI Learning Pvt. Ltd., New Delhi	ISBN 978-81-203-4657-4	2007
	2. 'Corporate and Compensation Laws', co-authored with Nishwan Bhatia, 2012, PHI Learning Private Limited, New Delhi.	PHI Learning Pvt. Ltd., New Delhi	ISBN 978-81-203-4483-9	2012
Ameeta Motawani (On-leave)	1. 'Transforming South Asia :Imperatives for Action' Rajiv Bhatia, Swaran Singh, Reena Marwah (editors)	Knowledge World, New Delhi	ISBN 978-93-81904-98-5	2014

19. (d) Name of Faculty	Book Titles	Publisher Name	ISBN number	Year of Publication
Ameeta Motawani (On-leave)	2. 'India and GCC Countries Iran and Iraq: Emerging Security Perspectives', S.T. Devare, Swaran Singh, Reena Marwah (editors)	Pentagon Press, Delhi	ISBN 978-81-8274-735-7	2013
	3. 'Emerging China: Prospects for Partnership in Asia', S.T. Devare, Swaran Singh, Reena Marwah(editors)	Routledge	ISBN 9780415502368	2012
	4. 'On China by India: From a civilization to a nation state', Chih-yu Shih, Swaran Singh, Reena Marwah(editor)	Cambria Press	ISBN 9780415502368	August, 2012.
	5. 'Contemporary India: Economy and Society', 2nd edition, Reena Marwah, Ameeta Motwani (Co-authors)	Pinnacle, New Delhi	ISBN: 978 819222 8426	July, 2012.
	6. 'Contemporary India: Economy, Society and Polity', Reena Marwah, Ameeta Motwani, Tanuja Sachdev (Co-authors)	Pinnacle, New Delhi	ISBN: 978 819222 8433	June, 2009.

19. (d) Name of Faculty	Book Titles	Publisher Name	ISBN number	Year of Publication
Ameeta Motawani (On-leave)	7. 'Economic and Environmental Sustainability of the Asian Region', Sucha Singh Gill, Lakhwinder Singh, Reena Marwah(Editors)	Routledge, India	ISBN 9780415581448	June, 2010.
	8. 'Monetary Theory' (Co-author: Dr. Preeti Singh)	Tata McGraw Hill ,New Delhi		1989
Dr. Vibha Mathur	1. 'International Business'	Pinnacle Learning, New Delhi	9789383848003	2014
	2. 'Five year plans in India'	New Century Publications, New Delhi	9788177083590	2013
	3. 'Foreign Trade Export-Import Policy and Regional Trade Agreements of India'	New Century Publications, New Delhi	9788177083118	2012
	4. 'India: Sixty Years of Planned Economic Development (1950 to 2010)'	New Century Publications, New Delhi	9788177082456	2010
	5. 'India-European Union Trade Prospects and Impact of Euro'	Indian Tax Institute	8187046074	1999
	6. 'Foreign Trade of India-Policy and Developments: 1950-2000'	New Century Publications, New Delhi	8177080024	2000
	7. 'Trade Liberalization and Foreign Direct Investment in India-1991-2001'	New Century Publications, New Delhi	8177080148	2001
19. (d) Name of	Book Titles	Publisher Name	ISBN number	Year of Publication

Faculty				
Dr. Vibha Mathur	8. 'Indian Economy and the WTO-New Challenges and strategies'	New Century Publications, New Delhi	817708030X	2002
	9. 'Foreign Trade Policy and WTO-1991-2003'	New Century Publications, New Delhi	8177080598	2003
	10. 'Disinvestment of Public Sector Enterprises in India-Policy and Challenges'	New Century Publications, New Delhi	8177080636, 9788177080636	2003
	11. 'India: Economic Reforms and Social Sectors'	New Century Publications, New Delhi	817708075, 9788177080759	2004
	12. 'Foreign Trade Policy and WTO-1991-2003'	New Century Publications, New Delhi	8177080997, 9788177080995	2005
	13. 'Foreign Trade of India-1947 to 2007, Trends, Policies and Prospects'	New Century Publications, New Delhi	8177081111, 9788177081114	2006
	14. 'Economic Planning in India: 1951-52 to 2006-07'	New Century Publications, New Delhi	8177081039, 9788177081039	2006
	15. 'Sixty years of Indian Economy'	New Century Publications, New Delhi	8177081322, 97881E+22	2007
	16. 'Economic Planning in India: 1951-52 to 2006-07'	New Century Publications, New Delhi	8177081039, 9788177081039	2008
	17. 'Foreign Trade Policy and Trends in India-1947-48 to 2008-09'	New Century Publications, New Delhi	9788177082074	2009

19. (d) Name of Faculty	Book Titles	Publisher Name	ISBN number	Year of Publication
Ameeta Motawani (On-leave)	1. 'Contemporary India: Economy and Society' (Jointly with Reena Marwah)	New Delhi: Pinnacle	ISBN: 978 819222 8426	2013
	2.'Contemporary India: Politics and Society' (Jointly with Tanuja Sachdev)	New Delhi :Pinnacle	ISBN: 978 819222 8433	2013
Dr. Renu Gupta	1. 'Financial Accounting' (Co- Authored with Dr.Rajender Prasad and Mr. S.K.Bhatia)	International Book House, New Delhi	978-93-81335- 41-3	2012
	2. 'Financial Accounting' (Co- Authored with Dr.Rajender Prasad and Mr. S.K.Bhatia)	International Book House, New Delhi	978-93-81335- 41-4	(2nd Edn.)2013
	3. 'Corporate Accounting' (Co- Authored with Dr.Rajender Prasad and Mr. Bhushan Kumar Goyal)	International Book House, New Delhi	978-93-81335- 59-8	2013
Ms.Nishwa n Bhatia	1. 'Elements of Banking and Insurance', co- authored with Dr. Jyotsna Sethi	PHI Learning Pvt. Ltd., New. Delhi,	ISBN-978-81- 203-4657-4	2nd. Edition, 2012 (6th Reprint)
			ISBN-978-81- 203-3316-1	2007
	2. 'Corporate and Compensation Laws', co- authored with Dr. Jyotsna Sethi	PHI Learning Pvt. Ltd., New. Delhi,	ISBN-978-81- 203-4483-9	1st. Edition, 2012

19. (d) Name of Faculty	Book Titles	Publisher Name	ISBN number	Year of Publication
Ms. Monica S. Chhabra (Ad-hoc)	Essentials of Human Resource Management' (Co-authored with Dr. T.N. Chhabra)	Sun India Publications, New Delhi	978-93-80674-78-0	(1st ed.) 2014
Dr. Mona Sharma (Ad-hoc)	An Empirical Study of Non Performing Assets in Commercial Banks in India' (Ph.D Thesis in book form)	Scholars Press (Trademark of omniscryptum, Germany)	Identification no. (verkehrsnummer): 13955	June, 2014.

19. (e) Name of Faculty	Contribution of Chapters to Books {Chapter title, Page No.}	Name of the Book/Author/Publisher	ISSN/ ISBN Number	Year of publication
Dr. Mani A. Nandhi	1. Review of Book 'Women and Development' by R.K.Sapru (Ed) in Social Action.	Book Review Supplement, Vol. 8, No.3, ISI, Ashish Publishing House, New Delhi		June, 1989.
	2. 'Microfinance, Self-Help Groups and Empowerment in Maharashtra' Co author with Prof.Raghav Gaiha	"The Indian Economy Sixty Years After Independence." by Raghavendra Jha (Editor), Palgrave Macmillan, New York and the U.K.	ISBN-13:978-0-230-21835-2 hardback, Available from web page http://rspas.anu.edu.au/economics/arc/publications.php . ISBN -10:0-230-21835-0, hardback	November, 2008.

19. (e) Name of Faculty	Contribution of Chapters to Books {Chapter title, Page No.}	Name of the Book/Author/Publisher	ISSN/ ISBN Number	Year of publication
Dr. Mani A. Nandhi	3. 'Cooperative Values, intra-group insurance and self-help groups in rural India'	Cooperative Challenges- Food, Credit, Democracy and Development, a collection of essays edited by Jean-Francois Draperi, Recma, France.	ISBN: 978-2-296-076525-9 And EAN: 9782296076259	December 2008.
Dr. Rekha Dayal	Chapter on Tourism and Globalisation	“Readings in Life Long Learning” (Co-edited with Prof. N.K Chaddha) by Department of Adult Education, University of Delhi		2009
Dr. Sunita Kaistha	1. Chapter on Informal Economy & Women workers in book 'Women Work & Health - Current Concerns'- Edited by Amita Sahaya & Sunita Kaistha	Women Press, New Delhi	ISBN 13: 978-81-89110-28-4 (818911028-4)	2010
	2. Chapter on Gender, Development & its Impact on Work in book 'Gender & Development' - Edited by Amita Sahaya, Sunita Kaistha, Vibhuti Patel.	Women Press, New Delhi	ISBN : 978-81-89110-31-4 (818911031-4)	2011

19. (e) Name of Faculty	Contribution of Chapters to Books {Chapter title, Page No.}	Name of the Book/Author/Publisher	ISSN/ ISBN Number	Year of publication
Dr. Sunita Kaistha	3. Chapter in 'LA CITTA DALLE SETTE VITE-sociologia di DELHI' - Giorgio Pacifici- Ugo G. Pacifici Noja- pg 326 Rome, Italy	In collaboration with University of Gothenburg, Sweden	ISBN: 978-88-97263-33-3	2013
Dr. Jyotsana Sethi	Lesson 1 Entrepreneur and Entrepreneurship, Lesson 2 Small Business, Lesson 3 Entrepreneurial Competencies, Motivation and Rewards, Lesson 4 Opportunity Scouting and Idea Generation, Lesson 14 Business Finance	Reader on Entrepreneurship and Small Business for B.A. Application Course, 111rd Yr, University of Delhi.		2006-2007
Dr. Minakshi Mitra	Chapter on Staffing	Business Studies Part 1- A Textbook for class XII, NCERT (Class 12 th)		1994
Dr. Savita Rastogi	1. 'Academic Staff Development in Higher Education' in Oza, N. B. And Joshi, K.M.(eds).	Higher Education— Issues and Options., Mangal Deep Publications, Jaipur, India.		2001
	2.'Academic Staff Development in Higher Education— Historical and World Scenario'.	Included in book on Academic Staff Colleges by the Kurushetra University		Not Available

19. (e) Name of Faculty	Contribution of Chapters to Books {Chapter title, Page No.}	Name of the Book/Author/Publisher	ISSN/ ISBN Number	Year of publication
Dr. Savita Rastogi	3. 'Academic Staff Development in Higher Education—An Overview'	Reforms and Innovations in Higher Education, Association of Indian Universities, New Delhi		2001
Ameeta Motawani (On-leave)	1. Chapter : East Asian Multilateralism- Is China in the driver's seat ?	Published in Chinese language in the book titled : Asian Multilateralism, edited by Zhang Guihong and Swaran Singh		2012
	2. Contributed five units to the Gender and Development Studies Masters and M.Phil program	Indira Gandhi National Open University, India		2011
	3. Chapter titled: 'UNDPs Gender Indicators and SAARC countries...Miles to go'	Published in the edited book by Saifuddin Soz and R.N. Srivastava titled : SAARC : Emerging Challenges; published by Foundation for Peace and Sustainable Development, New Delhi.		April, 2010.
Ameeta Motawani (On-leave)	1. Lesson 18 – Destination India: Tourism Experiences and Lesson 19 – Places of Tourist Interest in India	Course Material for B.A. Programme	University of Delhi	Information not available
19. (e) Name of Faculty	Contribution of Chapters to Books {Chapter title, Page No.}	Name of the Book/Author/Publisher	ISSN/ ISBN Number	Year of publication

Ameeta Motawani (On-leave)	2. 'Corporate Philanthropy' in Bhanu Murthy K V & Usha Krishna (eds)	Politics, Ethics and Social Responsibility of Business	New Delhi: Pearson Education.	2009
	3. A Theory of Distributive Justice: Laws of Inheritance, Equality of Opportunity and Just Wage Differentials'	Economic Thoughts on Justice and Equity, Anil Kumar Thakur and Dalip Kumar (editors)	Deep and Deep Publishers	2007
	4. 'Gender Related Indicators of Development' (co-author)	IGNOU	Study material for the post-graduate programme in Gender and Development (IGNOU)	NA
	5. 'Gender Inequality in South Asia: Issues, Indicators and Policy Responses' with Dr. Reena Marwah	FOSWAL, India	Ajeet Cour and Noor Zaheer (eds.) The Eight Neighbours Together We Survive (India, FOSWAL)	2011
	6. 'Corporate Social Responsibility: Case For and Against'	Politics, Ethics and Social Responsibility of Business (New Delhi: Pearson Education) by Bhanu Murthy K V and Usha Krishna		2009
Ms. Shruti Sethir (Ad-hoc)	Article on 'An Appraisal of Food Safety and Management in India' with Ms. Bhawna Pal	Dynamics of Food Security in India, New Delhi: Kumud Publications.	ISBN: 978-93-82885-18-4. (Under Publication)	2014

19(f) Name of Faculty	Citation of Works - Name where	Publisher	Year
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	Research is Cited and Number of Citation		
Dr. Mani A. Nandhi	1. Two Studies on “Urban Poor and Their Money – A Study of Cycle Rickshaw Pullers in Delhi” and “Loan Defaults among Microfinance Clients” cited in – “Microfinance India- State of the Sector Report 2010”, N.Srinivasan.	Sage Impact Publication, Page Numbers 39 and 76.	2010
Dr. Mani A. Nandhi	2. Joint studies on “Millennium Development Goal of Halving Poverty in Asia and the Pacific Region: Progress, Prospects and Priorities” and “Microfinance, Self-Help Groups and Empowerment in Maharashtra” with Raghav Gaiha.	Cited in 11 research studies. www./jas.sagepub.com/content/44/2/215.short ; google scholar	

20. Areas of consultancy and income generated

Name of Faculty	Area	Year	Income
Dr. Mani A. Nandhi	Short term consultant for a US aided study on “An Assessment of Small Industries Development Bank of India sponsored Micro Finance	August-October 1999 and Jan-May 2000	Honorarium of Rs.1,00,000/-

	Scheme with a specific focus on Micro -Enterprise Development” conducted for IFPRI/IFAD		
Dr. Minakshi Mitra	IX Asian Games Special Organizing Committee Assistant Controller Protocol	September 1982 – December 1982	Honorarium of Rs. 14,000/-
Ameeta Motawni (On-leave)	International Consultant at UN Women South Asia Regional Office to conduct a Mapping study of Ongoing initiatives for Women’s political empowerment for Governance in Bangladesh.	July 2011	Honorarium of Rs.3,74,000/-
Ameeta Motawni (On-leave)	Senior Consultant, Committee for Consultations on Situation in Andhra Pradesh (National)	June 15- Nov 15, 2010	Honorarium of Rs.2,50,000/-

21. Faculty as members in a) National Committees, b) International Committees and c) Editorial Boards

Name of Faculty	Committees/Academic/Research Panels (National)	Editorial Boards	Year
Dr. Mani A. Nandhi	1.On the Panel of Reviewers for the Journal "World Development"- Elsevier Group		2009 onwards
Name of Faculty	Committees/Academic/Research Panels (National)	Editorial Boards	Year
Mani A. Nandhi	2. Participant, Policy Retreat on Financial Inclusion Needs of Street Vendors, UNDP and ASSIST, New Delhi		September, 2012.
	3. Ideation Contributor, Towards the Assessment of ‘The Multidimensional Poverty Assessment Tool developed by IFAD		2009-2010
Dr. Rekha Dayal	1. India Career Development Association- Governing Body Member		2012 onwards

	2. AASTHA foundation for Development and Welfare-Member		2006 onwards
	3. Work Psychology and Human Resource Forum-Member		2004 onwards
		4. Associate Editor at Foundation For peace and Sustainable Development, Delhi magazine	2002 onwards
Dr. Sunita Kaistha		Member, Advisory Board, IGNOU PG & M.Phil course development, School of Gender and Development Studies (SOGDS)	2011
Ameeta Motawni (On-leave)		Member, Editorial Board-Millennial Asia: A bi annual Journal of Asian Studies, published for the Association of Asia Scholars (ISSN No. 0976-3996)	2010 onwards
Dr. Vibha Mathur		Member, Editorial Advisory Board of Focus; Journal of International Business published by Journal Press India	2013 onwards

22. Students' Projects

	Departmental projects
a) Percentage of students who have done in-house projects including inter departmental/ programme	100 %

b) Percentage of students placed for projects in organizations outside the institution <i>i.e.</i> in Research laboratories/Industry/ other agencies	46%
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Name of Faculty	Students Projects Mentored	Year
Dr. Vibha Mathur	Mentored Innovative Research Project titled "State of life after 60 in the 21st century, Delhi", University of Delhi	2014
Ameeta Motawani (On-leave)	1. Mentored Innovative Research Project titled 'Understanding the lives of working poor in Delhi' Sponsored by Delhi University	2012-2013
	2. Faculty Advisor, Pilot on teaching Secular Ethics to undergraduate students at University of Delhi and sensitizing them to the problems of our society and environmental issues	2012
Dr. Renu Gupta	Mentored Innovative Research Project titled 'Understanding the lives of working poor in Delhi' Sponsored by Delhi University	2012-13
Ms.Lissy Jose	Mentored Innovative Research Project titled "State of life after 60 in the 21st century, Delhi", University of Delhi	2014
Ms. Nishwan Bhatia	Mentored a Research Project titled 'The Unknown and the Unacknowledged in the face of Urbanisation' during DU's 'Gyanodhyaya IV'	2014

23. (A) Awards / Recognitions received by Faculty

Name of Faculty	Awards	Recognition	Year
Dr. Rekha Dayal	1. Rajiv Gandhi Khel Ratna Award	Scroll of honour for excellent performance in field of Commerce	2006
	2. Consumer Excellence Award by Consumer Federation of India	Organising Ability and Leadership	2009
	3. Achievers Award by Women Foundation of India	Being Achiever in field of Commerce	2012
Ms.Kiran Sachdeva	Certificate of Merit as a Distinguished Teacher	University of Delhi	2009
Dr. Minakshi Mitra	Award for community service	Rotary Club, New Delhi	1992
Dr. Savita Rastogi	Best Author Award (Kamla Award) for Paper Publication	Indian Society for Training and Development	1999
Ms. Shikha Makkar (Ad-hoc)	1. Best paper in National Seminar on "Corporate Governance & Business Integrity" held at Sri Sharada Institute of Indian Management Research, Delhi	Paper presentation	2014
Ms. Shikha Makkar (Ad-hoc)	2. Graduate Scholar Award at The Global Studies Conference, New Delhi	For Having Demonstrated Significant Scholastic Achievement and Leadership Skills	2013

23. (B) Awards / Recognitions received by Students

Name of Students	Awards/Recognition	Year
Pallavi Bishnoi	Kamla Anand Award	2012-2013

Aditi Chauhan	Shri Prakash Jyoti Award	2012-2013
Sandhya Misra	The Sankar Aiyar Memorial Prize For Commerce Students	2012-2013
	PTSA Award	2012-2013
Nandini Gupta	The Miss Jayati Deshmukh Prize	2012-2013
Asmita Kishnani	The All India Oriental Bank Officer's Association Scholarship Awarded in Memory of The Late Miss Geeta Chopra	2012-2013
Shefali Goyal	The Miss Jayati Deshmukh Prize	2012-2013
Manu Aggarwal	The All India Oriental Bank Officer's Association Scholarship Awarded in Memory of The Late Miss Geeta Chopra	2011-2012
Shreya Khattar	The Sankar Aiyar Memorial Prize For Commerce Students	2011-2012
	PTSA Award	2011-2012
Reema Mahajan	The Sankar Aiyar Memorial Prize For Commerce Students	2011-2012
	PTSA Award	2011-2012
Pallavi Bishnoi	The Miss Jayati Deshmukh Prize	2011-2012
Elsee Nadar	The Miss Jayati Deshmukh Prize	2011-2012
Amrita Mahajan	Geeta Chopra Memorial Prize	2011-2012
Nandini Khandelwal	Oriental Bank Officers Association Award	2010-2011
Priyeshu Jain	The Sankar Aiyar Memorial Prize For Commerce Students	2010-2011
	PTSA Award	2010-2011
Ashna Wadhwa	The Sankar Aiyar Memorial Prize For Commerce Students	2010-2011
	PTSA Award	2010-2011
Surbhi Mehta	The Miss Jayati Deshmukh Prize	2010-2011
	PTSA Award	2012-2013
	The Sankar Aiyar Memorial Prize For Commerce Students	2012-2013
Priya Singh	The Miss Jayati Deshmukh Prize	2010-2011

Daphne Vallado	Geeta Chopra Memorial Prize	2010-2011
Kanchan Sehrawat	Awarded Outstanding Sports Women of the year Award (JMC)	2010-2011
Prachi Tehlan	Awarded Outstanding Sports Women of the year Award (JMC)	2009-2010
Srishti Tandon	Princess Diya kumari award for the young achiever in field of sports by the Maharaja of Jaipur	2009
	Recognised by youth welfare society of rajasthan as a youth icon for promoting the cause 'save the girl child '	2013

24. List of Eminent Academicians / Visitors to the Department

Year	Details	Date of Visit
2010-2011	Information To be added from department files.	
2011-2012	VISITORS for the UGC Sponsored National Seminar on "Business for Sustainable Development"	February 16-17, 2012.
	1. Dr. Pronab Sen, Principal Advisor (PPD), Planning Commission	February 16, 2012.
	2. Mr. Vinod Kumar, CEO, International College of Financial Planning	February 16, 2012.
	3. Dr. Srinivasan Iyer, Assistant Country Director and Head, Energy and Environment Unit, UNDP India	February 17, 2012.
2012-13	SEBI Capital Market Talk by a leading stock broker from Bombay Stock Exchange	
2013-14	VISITORS for the Special Lecture on "SEBI Capital Market and Investor's Protection"	February, 2014.
	1. Prof. R.P. Tulsian, Professor, Shaheed Bhagat Singh College (E)	February, 2014.
	2. Mr. Harbinder Singh Sokhi from Bombay Stock Exchange (BSE)	February, 2014.
2013-14	VISITORS for the UGC Sponsored National Seminar on	March 26-27, 2014

	"Linking Human Resources to Business Strategies"	
	1. Sh. Sanjay Singh, Vice President PR, Tata Services	March 26, 2014
	2. Prof. Chhavi, Academic Dean, faculty of Management Studies, Manav Rachna International University	March 26, 2014
	4. Mr. Subhash Jagota, Director, Global Business Solutions	March 26, 2014
2013-14	4. Dr. Ajay Kumar Singh, Associate Professor, Department of Commerce, University of Delhi	March 27, 2014

25. Seminars / Conferences / Workshops organised and the sources of funding

Year	Seminars	Date of the Event	Source of funding
2011-2012	1. National Seminar on "Business for Sustainable Development"	February 16-17, 2012	University Grant Commission
2012-2013	1. Seminar on Management as a Career option in India / Abroad by Institute of Management Studies (IMS)	September 19, 2012	Department of Commerce
	2. Commerce Seminar by Jagan Institute of Management Studies, Delhi	February 21, 2013	Department of Commerce
	3. Seminar by Company Secretaries of India	April 3, 2013	Department of Commerce
2013-2014	1. National Seminar on "Linking Human Resources with Business Strategies:	March 26-27, 2014	University Grant Commission

	Emerging Perspectives in Globalised World"		
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26. Student Profile Programme / Course Wise

Name of the Course/programme B.Com.(Honours)	Applications Received	Selected	Pass Percentage
2010-11	1370	99	99
2011-12	1402	114	100
2012-13	1413	115	100
2013-14	2257	225	90
2014-15	2117	115	
B.Com(Programme)			
2010-11	306	55	99
2011-12	325	51	98
2012-13	347	56	85.45
2013-14	513	*	88.2
2014-15	443	55	

*No admissions were given to B.Com(Programme) under the FYUP

27. Diversity of Students

On an average 35% of students in our department are from other states and countries.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defence services, etc. . . .

Competitive exams in :

National Eligibility Test (NET)	
Year	Number
2010-2011	Four
2011-2012	One
2012-2013	Two
2013-2014	One
GATE, SLET, competitive exams etc.	Information will be collected in future

* Being an under graduate College the department does not maintain data regarding NET/SLET

29. Student Progression

	Campus Placement	
B.Com(Honours)		
2010-2011		35
2011-2012		39
2012-2013		50
2013-2014		54
2014-2015		29
Total		207
B.Com		
2010-2011		7
2011-2012		8
2012-2013		8
2013-2014		11
2014-2015		7
Total		41

30. Details of Infrastructural Facilities

a) Library

Year	Number of new Books added relating to Commerce	No. of Journals Relating to Management and Commerce	Total Number of Books relating to Commerce	Amount Spent on New Books
2010-2011	112	22	5933	Rs. 47742
2011-2012	154	22	6045	Rs. 51190
2012-2013	260	22	6119	Rs. 88624
2013-2014	190	22	6459	Rs. 58803

b) Internet facilities for staff and students

The college is wi-fi enabled and staff and students have free access to internet.

c) Class rooms with ICT FACILITIES

Classrooms are equipped with LCD Projectors to facilitate an effective teaching-learning process .

d) Laboratories

Computer Lab	Number - 2
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31. Number of students receiving financial assistance from college/university, government or other agencies.

Year	Course	Student Aid Fund	Fee Concession	Scholarship	Total
2010-2011	B.Com (Hons)	1	---	8	9
	B.Com	3	3	8	14
2011-2012	B.Com (Hons)	---	3	7	10
	B.Com	1	6	9	16
2012-2013	B.Com (Hons)	1	4	9	14
	B.Com	1	3	7	11
2013-2014	B.Com (Hons)	---	1	Information not yet compiled	1
	B.Com	---	5		5
Total					80

32. Details on Student Enrichment Programs

Year	Special Lectures / Workshops	Date of the Event	Names of individuals/ organisation/ cos. which conducted
2010-2011	1. A Talk on "How to do well in Group Discussion and Personal Interview"	September 20, 2010	TIME Organisation
	2. A Special Lecture	February 1, 2011	Infinity Business School
2011-2012	1. Film Screening for B.Com(P), 3rd year "Outsourced"	September 12, 2011	Commerce Dept JMC
	2. A Special Lecture on "Financial Marketing"	January 16, 2012	BSE

2012-2013	1. Lecture and a Debate organised on "Corporate Social Responsibility more glitter than gold"	October 10, 2012	Commerce Dept JMC
	2. A Talk organised on "FDI"	October 12, 2012	Commerce Dept JMC
	3. Workshop organised by Infinity Business School	January 30, 2013	Commerce Dept JMC
2013-2014	1. Workshop for 2nd and 3rd year commerce students	August 21, 2013	Duke University
	2. Intra College Debate and Lecture	October 1, 2013	Commerce Dept JMC
	3. A Special Lecture for commerce student for opting MBA as a career option	February, 2013	IBS Delhi
	4. Three Special lectures for commerce students for opting SAP B1 Course	February, 2014	SAP Software Solutions
	5. A Special talk on "SEBI Capital Market, Investor's Protection and Portfolio Management	February, 2014	Bombay Stock Exchange

33. Teaching Methods adopted to improve student learning

1. Power Point Presentation
2. Videos
3. Interactive games
4. Case study method
5. Hands on Learning Method like Marketing Games, Business Games
6. Group discussions
7. Interactive sessions with questions and poser.
8. Role playing
9. Economic / Business News Analysis
10. Brain storming
11. Management Games
12. Business Quiz
13. Mind Map

34. Participation in Institutional social responsibility (ISR) and Extension activities.

The students and the faculty members regularly participate in the Institutional

social responsibility and Extension activities organized by the college like NSS, WSDC, AICUF, JMCEP, NCC, SWAYAM and EOC.

35. SWOC ANALYSIS OF DEPARTMENT AND FUTURE PLANS

STRENGTHS

1. Excellent Faculty
2. Teachers are proactive in all activities, societies and events besides their teaching commitments
3. Good intake of students from diverse backgrounds.
4. Good computer lab
5. Largest department in terms of number of faculty and students.

OPPORTUNITIES

1. To build on its strength to uplift the department's benchmarks in terms of excellence in academics - and to channelize students towards a productive professional track in their future life.
2. There is potential to introduce Bachelors in Management Studies course in the department as we have large faculty who are competent and qualified to teach subjects offered under the management studies programme.
3. To upgrade students' skills in hands on learning for professional / career prospects.

WEAKNESSES

1. Large number of students in each class.
2. Insufficient number of electronic infrastructure by comparison to strength of faculty and students.
3. Need for a Commerce department room with multimedia facilities for department related work, meetings. This will soon be available in the newly added blocks.
4. Collaboration with industry could be enhanced.

CHALLENGES

1. Competitive courses in related disciplines offered by some of the upcoming private institutions/universities with greater infrastructure and state of art technology facilities.
2. Teaching one year syllabi content in 4 months. This is due to cosmetic changes made in most of the papers taught at the University level before the introduction of semester mode. This results in teaching with limited time available for in-depth analysis of course content.
3. From the students' point of view also, learning is rushed due to pressure of examination

FUTURE PLANS

1. Aim to create a research center that focuses on business, marketing and finance among other related disciplines and sourcing donors for grants is on anvil
2. Plans to work for introduction of Masters Programme
3. Collaboration with other colleges/ institutions for research/ seminars/ workshops.
4. Creation of E-Database of Alumni has begun and we intend to activate the database online

Achievements of our alumni are also one of the major strengths of our department. Below is the table depicting some of our distinguished alumni and their accomplishments.

Achievers among Our Alumnae

Name	Batch	Professional Profile					Other Accomplishment
		Government/ Corporate	Professionals MNCs /Corporate	Academia / Research	Entrepreneurs/ Business Women	Media, Journalism and Art World	
Ameeta Motawani (On-leave) – also our faculty	1980			Presently Senior Academic consultant , Indian Council of Social Science Research			McNamar a Fellow, Asia Fellow
Shauna Singh Baldwin	1982					Well Known Writer in Indo-Candian / Polo Player	Common wealth Writers Prize for Best Book in 2000
Anna MM Veticad	1994		Presently Freelancer			Former Entertainment Editor, Headlines Todat, India Today Group	Author of the Adventures of an Intrepid Film Critic
Priti Jain	1984	Former	Senior				Overall

		Deputy General Manager, Oswal Group	Purchase Office r, WORLD BANK				In-charge of all procurement of World Bank for India Operations
Prachi Tehlan	2007 - 2010	Director, 1-800 Sports (Jan 2014 to present)				Represented India Internationally in various events of Netball and won few series too.	Gold Medalist in National Games, Supported Netball Development Trust (NDT) UK as their Brand Ambassador, Chief Guest on various Sports Meet
Ghazal Gulati	2006 - 2009		CA and employed in middle management level	Currently in Harvard University pursuing Masters in Education			Fellow Teach for India 2012-2014, University Rank Holder (6 th)

Radhika Kathal	2009 - 2012		Director, Actor, singer and Classical Dancer			Performed with her guru Padmas hree Geeta Chandra n for performances as a dancer/i n many international performances	Awarded the prestigious scholarship, "Scholarship to Young Artistes" from The Ministry of Culture to pursue her dance education in Bharatanat yam for the year 2013-2015.
Aparna Behl						Leading Choreographer and running a successful Management Company	
Meera Kaul					Leading Business Women in International Arena		
Priya Singh			Goldman and Sachs				Alumni of IIM

Kanika Chakrawarty	2005 - 2008	Working with SS Kothari Mehta & Co.	Chartered Accountant				Award for Best Chartered in Company
Ramanpreet Kaur	2006 - 2009	Senior Financial Officer, Siemens HealthCare India					Chartered Accountant
Karishma Mehan	2006 - 2009	Assistant Manager, Deloitte Touche Tohmatsu India Pvt Ltd (May 2011 to Feb 2013)	Chartered Accountant				Research Associate of a voluntary assignment in Tata Chemicals Society for Rural Development, Babrala, Uttar Pradesh (May 2014 to July 2014)
Disha Chadha	2002 - 2005	Business Analyst, Bharti Retail					Previously working with Fonterra (World's biggest Dairy Company from Singapore) as a Business Analyst

EVALUATIVE REPORT OF ECONOMICS DEPARTMENT

1. **Name of the Department** – Economics

2. **Year of Establishment** – 1969

3. **Names of Programmes/ Courses offered**

B.A.(Honours) Economics - three year programme

B.A. (Programme) - three year programme

4. **Names of Interdisciplinary courses and the departments/units involved -**

The department offers the following:

- Discipline papers in Economics in each of the six semesters of the BA (Programme) Course.
- An interdisciplinary paper, 'Principles of Economics' to students of Math (Honours) in the sixth semester.

5. **Annual/ Semester/ Choice based credit system (Programme wise)-**

- Honours course in Economics: Semester mode
- B.A.(Programme) : Semester mode

6. **Participation of the department in the courses offered by other departments-**

Students from the Economics department opt for interdisciplinary courses offered by other departments such as Mathematics, English, Hindi, Philosophy and History.

- Allied Course in Calculus taught by Math Department
- Environmental Studies taught by History Department
- Mathematical Awareness by Math Department

Courses in collaboration with other universities, industries, foreign institutions etc.

Nil

7. **Details of courses/ programmes discontinued (if any) with reasons**

—

- The department had to discontinue Economics as one of the option papers offered to students of B.El.Ed.(Bachelor of Elementary Education). This was due to the fact that students with a B.El.Ed. degree could teach only up to class VIII in

schools and economics as a discipline is not an option up to class eight.

8. Number of Teaching posts -

	Sanctioned	Filled
Professors		Nil
Associate Professors		5
Asst. Professors	7	2(Ad-hocs)

9. Faculty profile with name, qualification, designation, specialization, (D.Sc. /D.Litt. /Ph.D. /M.Phil. etc.)

Name	Qualification	Designation	Specialization	No.of Years of Experience	No.of Ph.D Students. Guided for the last 4 years
Dr.E. Trivedi	M.A. Ph.D.	Associate Prof.	Macroeconomics	43	Nil
Ms.S. Gupta	M.A.	Associate Prof.	Econometrics	30	Nil
Ms. S. Srivastava (On leave)	M.A.	Associate Prof.	Econometrics and Development Economics	26	Nil
Ms.R.Singh	M.B.E.	Associate Prof.	Marketing Mgmt., Business Policy, Econometrics	26	Nil
Dr. D. Sales	M.A. Ph.D.	Associate Prof.	Macroeconomics, Public Economics, Environment Economics	24	Nil
Mr.N.Thomas	M.A.	Assistant Prof.	Econometrics	1	-
Ms. S. Dhall	M.A.	Assistant Prof.	Microeconomics	1 month	-

List of senior visiting faculty – Nil

10. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

- 30% of all lectures and tutorials of the Honours programme, and
- 25% of all lectures and tutorials of both BA (programme) and Maths (Honours).

13. Student – Teacher Ratio (programme wise)

- The student teacher ratio for Economics (Honours), 25:1 and
- The students teacher ratio for B.A.(Programme) and Maths (Honours) on an average, 20:1.

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled- Nil

15. Qualifications of teaching faculty with DSc/D.Litt./Ph.D./MPhil/PG

Faculty	Teacher Qualifications		
	Ph.D.	M.Phil.	M.A.
Permanent	2		3
Temporary/Ad-hoc			2

16. Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received- Nil

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received

A group of ten students and three teachers were chosen to work on a yearlong project –“Street Vendors: Service Providers or Traffic Hazards?” funded by the Delhi University in 2012-13. A total grant of Rs 5 Lakhs was received for this project.

18. Research Centre/ faculty recognised by the University Nil

19. Publications:

a) Publication per faculty

Number of papers published in peer reviewed journals (national /international) by faculty and students

Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

Monographs, chapter in Books, books Edited, books with ISBN/ISSN numbers with details of publishers, citation Index,

SNIP, , SJR, Impact factor.

Dr. Ela Trivedi

- Provided writing material for chapters in Economics for (2007) Post Graduate Diploma in Rural Management for Yashwant Rao Chauhan Academy of Development Administration, Pune."
- 'Introductory Microeconomics' for class XII (2003), Authored by Ela Trivedi and Nalini Nayak. Oxford University Press. ISBN-19-566199-0"

Dr. Daisy Sales

- Women's Empowerment through education in South Asia; 'The Mahila Samakhya Project in India and the Women's Empowerment Programme in Nepal' in Women's Link, Vol 11. No 1 Jan-March 2005.
- Course writer for
 - a. Public Systems Management (Financial Management), one of the four courses offered in the first Year of the Masters programme in Public Administration offered by IGNOU.
 - b. India; Democracy and Development and Structure and Growth of the economy in terms of Poverty, Surplus and Unevenness, units for the Post Graduate course in Political Science offered by IGNOU.
 - c. Development Planning and Administration, one of the two specialist compulsory courses for the Commonwealth Executive Masters in Public Administration programme, offered by IGNOU. This was a unit no. 7 titled Poverty in South Asia.

Ms. Shalini Srivastava

In the year **2010-11**

- Conducted a detailed study on Effect of proposed amendments to Copyright Act on the Indian Music Industry. The report was submitted to the standing committee of the Parliament. The research looked at the economic effect of changes in artists and performer's rights as proposed in the amendments. It was a combination of institutional detail with an economic approach. At a time when copyright law, business models in cultural industry and cultural policy are all under pressure and greatly affected by technological change, the study critically examined the impact that the changes will have on the different stakeholders. The report gave a detailed evaluation of the implications of current Copyright Act and the economic effects of proposed changes using a theoretical microeconomic model and empirical analysis.
- Conducted research to analyse **the impact of Radio FM channels on music industry**. Critically evaluated econometric studies in this

area in the literature. Econometric studies in this area were critically reviewed.

2011-12

- In the USAID Armenia Social Transition Program she conducted **the** Monitoring and Evaluation for the USAID/Armenia funded Armenia Social Transition Project (ASTP). The program promoted reforms in the social services, social security and health care policies and delivery systems in Armenia.
- For the Inter-American Development Bank, conducted a study to identify the role that Ministries of Labor should play in six Caribbean countries and provided policy recommendations for restructuring the labor portfolio so as to effectively support the economic and social dimensions of the globalization process in this region. Based on each of the functional areas identified where the MOL should play a key role, an economic model has been created that will determine the positive and negative impacts of the proposed organizational and institutional changes.
- For the Prudential Foundation and the Association for Enterprise Opportunity she conducted an evaluation and provided technical and management assistance to community organizations responsible for implementing the Prudential Youth Entrepreneurship Program (PYEP), a self-sufficiency program targeting low-income urban populations. Main responsibility included designing and implementing a three-year evaluation of the program. The PYEP program was a pilot program for youths that was initially tested at two incubators in Newark and Philadelphia. The program aimed at providing self-employment training to youths to either start their own business or increase their employability. Outcomes from the evaluation helped guide further implementation of the PYEP in additional sites around the country.

20. Areas of consultancy and income generated Nil

21. Faculty as members in a) National Committees, b) International Committees, c) Editorial Boards- Nil

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/ Programme

All the first year students have undertaken projects in the foundation courses in the year 2013-14 in the FYUP programme. The first year students comprise nearly 50% of the total number of students enrolled in the department.

b) Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/ Industry/ other agencies

- About 13 % of the students have worked as interns in the most prestigious and promising institutions of the country like the Planning Commission, HUDCO, Toxics Link, German National Tourists services, SMILYO, Lucid Solutions, DMRC, Kings college London Reliance Securities United nations Projects Ernst and Young besides NGOs like Samavesh and Kalpavriksha.
- 6 second year students were involved in the preparation of a report for a UNDP Conference on Triangular Issues over the winter break in 2013.
- 6 first year students were involved in projects guided by researchers from TERI, Planning Commission and IIFT during the first semester in 2013.
- A group of ten students were chosen from the department to work on a yearlong project funded by the UGC in 2012-13.

23. Awards/ Recognitions received by faculty and students

Achievements of our students

Delhi University(South Delhi Campus) Rank Holders of Economics Department			
Year	Name	Year	Position
2007-08	R. Priti	3	7 th position in SDC
	Tamisha sajnani	3	10 th sharing position in SDC
	Mishita Mehra	2	3 rd sharing position in SDC
	Aakanksha Raizada	2	6 th sharing position in SDC
	Aastha Gudwani	1	6 th position in SDC
	Bhawna Malhotra	1	7 th sharing position in SDC
	Smita Batra	1	7 th sharing position in SDC
	Nishtha Kochar	1	10 th position in SDC
2008-09	Mishita Mehra	3	8 th position in SDC
	Bhawna Malhotra	2	4 th position in SDC
	Karishma Thavani	2	5 th sharing in SDC
	Nishtha Kochhar	2	5 th sharing in SDC
	Smita Bhatia	2	5 th position in SDC
	Sukriti Prathdyal	2	9 th sharing in SDC
	Niharika Saigal	1	5 th position in SDC
	Smita Bhatia	3	2 nd position in SDC
	Sukriti Prabhdyal	3	3 rd position in SDC
	Karishma Khwani	3	5 th position in SDC
	Bhavna Malhotra	3	9 th position in SDC
	Nishtha Kochhar	3	10 th position in SDC
	Akanksha Raizada	2	6 th sharing position in SDC
	Aishwarya Menon	2	3 rd sharing position in SDC

2009-10	Eeshita Aggarwal	2	3 rd sharing position in SDC
	Aarushi Batra	2	6 th sharing position in SDC
	Niharika Saigal	2	6 th sharing position in SDC
	Niharika Tripathi	1	5 th position in SDC
2010-11	Niharika Saigal	3	3 rd division in SDC
	Eeshita Aggarwal	3	9 th position in SDC
	Mehak Madan	2	4 th position in SDC
	Niharika	2	5 th position in SDC
	Divya Aggarwal	2	6 th position in SDC
	Saagri Ahluwalia	2	9 th position in SDC

Distinguished Alumnae

- Dr. Alka Pandey is presently working as an Art Curator with the Habitat Centre, New Delhi.
- Sr Monsy is the first indian to have been elected as the Superior General of the congregation of religious of Jesus and Mary in 2013. She had also served as a Principal with the St Joseph's High School in Pashan.
- Era Sahni worked with Lehman Brothers as part of its Graduate Analyst class of 2008.
- Ragini Madan, one of our ex-students is working as an economist at Cambridge Econometrics in its UK Energy Modelling Team.
- Pallak Jagga represented India in the SAARC Youth Conference in Islamabad Pakistan in September 2010.
- Some of our ex-students are currently teaching in Delhi University.
Dr. Shalini Saxena - Associate Professor, Delhi College of Arts and Commerce
Ms. Meera Malhan – Associate Professor, Delhi College of Arts and Commerce
Ms. Aruna Rao- Associate Professor, Sri Venkateswara College
Dr. Divya Mishra – Associate Professor, Lady Shri Ram College
Ms. Anjali Khurana – Assistant Professor, Hansraj College

The current academic year also saw a plethora of talent showcased by the department's students in various fields,

In sports

- Deep Venus Sachdeva is a Judo maestro and has won accolades on State, National and International levels and has represented the country in championships in Tokyo and Uzbekistan.
- Perna Praveen is a national level football player and represented India in under-14 and under-16 world cup.
- Chitveen Kaur is a national level volley ball player having played 11 nationals till date and has also won a gold medal at the national level.
- Priyanka Rajput is a national level soccer player and has attended the under 19 India camp. She has also played against USA at the USA tour of India. s

- Dhvani Kitchlue is a part of the JMC football team that secured the third position in the inter-university (north zone) tournament, besides being the inter-college winner.
- Shefali Pradhan is a member of the college football team that has come 2nd in the north zone inter university women's football tournament
- Sanjana Bhatnagar is a part of the college cricket team that holds 1st position at the inter college level. She is also a part of the university cricket team that won 2nd position in the inter-university tournament in the north zone

In Extra and Co-curricular Activities

- Srishti Singh was awarded a trophy for leadership in contributing to the cause of Teach India- CSR initiative of Times of India.
- Geetika Nagpal was invited as Director of International Press at ILMUNC India, organised by University of Pennsylvania.
- Prachi Chhabra, produced two short films *Firaaq* and *Shabd* and has won innumerable laurels for both of them.
- Prarthana Gupta as an intern with a research associate has done a research paper on 'Indicators, indices and tools for assessing sustainability as relevant for India'.
- The department also has a magazine published every year by the students as an attempt to understand economics in terms of its application and usage in our daily lives. The articles are not only related to economics but also to a wide variety of fields of life. It is an effort by the staff and students of the Economics Department.

Awards received by faculty

Dr. Ela Trivedi

- Dissertation Completion Award in 1991, Northern Illinois University, U.S.A.
- Outstanding Research Assistant Award in 1990, by Northern Illinois University, U.S.A.

24. List of eminent academicians and scientists/ visitors to the department

Among the eminent personalities who have visited the department are:

- Dr. Jayati Ghosh, Dr. Nagesh Kumar and Prof. C.P. Candrashekhar, Professors of Economics at JNU, 1992-93.
- Dr. Jairam Ramesh, the then Minister of Environment, 1992-93.
- Dr. Man Mohan Singh, the then Finance Minister, 1993-94.
- Shri Mani Shankar Aiyar, the then Central minister, 2006-07.
- Dr Sanjay Baru, the then Media Adviser to the PMO, 2006-07.

- Dr. Rakesh Mohan, Deputy Governor of RBI, 2012-13.
- Dr. Jacob John, Director of Kerala Development Society, New Delhi, 2012-13.
- Mr. Ajay Maken, the then Housing and Poverty Alleviation Minister of India, 2013-14.

25. Seminars/ conferences/ workshops organised & the source of funding

- UGC sponsored Regional Level Seminar on 27th and 28th October, 2006 on the topic, "Achieving the Asian Miracle In India".
- In January 2012 a talk on Growth Path of India; from independence to industrial reforms was given by Dr. Rakesh Mohan, Deputy Governor of RBI.
- A talk on Debt Crisis was held in Nov 2011.
- In 2010-11 an intercollege WTO and G20 Model Summit was organised in the college.
- A talk by ICICI Bank on financial derivatives on 14th august 2013. The talk was aimed at providing the students an introduction on the instruments that are commonly used in the capital markets. Besides this the students were also counselled on the opportunities available to them in the field of finance.
- A talk on Research Methodology and Sampling methods by Ms. P.P. krishnapriya was held on 18th September 2013. The students were introduced to the systematic science of conducting research and the steps involved in conducting a sample survey.
- At the beginning of 2013 a panel discussion on start-up ventures was held in which entrepreneurs who were mostly IIM alumni had participated.
- Informative seminars were conducted by the Jaipuria Institute of Management, Princeton Review, as well as the Chopras, on Resume Writing, Graduate test preparation and studying overseas respectively.

26. Student profile programme/ course wise

Name of the Course/programme (ref question no.4)	Year	Applications received	Enrolled	Pass Percentage
Economics (Hons)	2010-11	1150	50	93.1
	2011-12	1182	51	95.45
	2012-13	1192	48	100
	2013	1722	77	74

	-14			
	2014	1680	59	Ongoing
	-15			

27. Diversity of Students

Name of the Course	% of students from The same state	%of students from Other states	%of students from Abroad
Eco (Hons) 3 rd Year	87%	11%	2%
Eco(Hons) 2 nd Year	76%	24%	Nil
Eco (hons) 1 st Year	76%	24%	Nil
B.A.(Prog)	84%	16%	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defence services, etc.

- Ms Anjali I Ramakrishna from the 2010-11 batch and Ms. Vasumana Pandit from the 2011-12 batch have cleared NET.

29. Student progression

Student Progression	Against % enrolled										
UG to PG	Ranged between 40% during the last 4yrs										
PG to M.Phil.	One student from 2010-11 batch										
PG to Ph.D.	Roughly 2%										
Ph.D. to Post- Doctoral	Information not available										
Employed <ul style="list-style-type: none"> Campus selection Other than campus selection 	<table border="1"> <thead> <tr> <th>Year</th> <th>Placement Percentage</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>20%</td> </tr> <tr> <td>2012-13</td> <td>6%</td> </tr> <tr> <td>2013-14</td> <td>13%</td> </tr> <tr> <td>2014-15</td> <td>14%</td> </tr> </tbody> </table>	Year	Placement Percentage	2011-12	20%	2012-13	6%	2013-14	13%	2014-15	14%
Year	Placement Percentage										
2011-12	20%										
2012-13	6%										
2013-14	13%										
2014-15	14%										
Entrepreneurship/ self-employment	Information not available										

30. Details of Infrastructural facilities

a) Library

Our college library has a stock of all major publications, of books and journals, national as well as international. This is very useful for the students as well as the faculty. The total number of books as on 31st March 2014 was 2876 and the journals subscribed for the department are 10 in number.

b) Internet facilities for Staff & Students

The college is Wi-fi enabled.

c) Class room with ICT facility

The department has been allocated classrooms equipped with projectors for classroom presentations. The first year students had been provided with laptops under the FYUP programme and the college has Wi-Fi /internet facilities.

d) **Laboratories** –Not Applicable.

31. Number of students receiving financial assistance from college, university, government or other agencies Nil

32. Details on student enrichment programmes –

Seminars, workshops as well as panel discussions are organised on a regular basis. Eminent speakers are invited to speak and to interact with the students and the faculty. The details are given in point number 25.

In addition to above, the Department encourages the students to undertake projects to experience team work. Students are supported in organising an annual departmental festival, which includes organising academic events, co-curricular activities and an annual publication of a magazine, edited by the students. Students are also motivated to participate in the extra- curricular activities, such as music, dance and drama.

33. Teaching methods adopted to improve student learning

The department has always endeavoured to make use of technology for classroom teaching. We have white boards in the classrooms which are also equipped with projectors. Use of laptops and tablets facilitates teaching and internet connection has helped the faculty to update the students with various types of information instantly. Also we encourage our students with paper writing and class presentations to help them to have a clear and deeper insight into the various concepts and issues related to their course of study. We also allow them to review each other's presentations so as to encourage a critical thinking.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

- Students from the department are members of various societies in the college that take up social causes like the AICUF, JMCEP, NSS, and WSDC. Many of our students have held **positions of responsibility** – president / secretary of these societies. In this capacity they have actively participated in the organisation of extension activities of the college.
- Our students undertook the Innovation Project funded by Delhi University, 2012, on 'Street Vendors'. This was an enriching experience of reaching out to a section of the less privileged of the society. The students involved in the project **designed and constructed a vending cart**, which received acclaim from all.

35. SWOC analysis of the department and Future plans

Strengths

- Qualified faculty, sensitive to the needs of the students, spirit of cooperation.
- Regular departmental meetings provide a forum of interaction on all significant issues.
- Students are from very diverse backgrounds, yet a cohesive group.
- Students are very talented. They participate in a number of extra-curricular (Like Quiz, dramatics, Dance) and co-curricular activities (excellent projects and internships)
- Leadership qualities in students are encouraged
- Good student placement, many go abroad for further studies
- supportive leadership provided by the Principal
- Supportive non-teaching staff

Weaknesses

- Very small department, inability to offer more optional papers.
- Insufficient practical training to students through field trips.
- Insufficient number of tutorial rooms and need a separate department room. The same should be soon available as construction work is in progress.

Opportunities

- Economics, like other fields, is constantly changing / expanding with the opportunity to learn all the time. It is very much in demand.
- It provides opportunities to experiment with new ideas in learning and teaching. The College organised a workshop on Game Theory in collaboration with Warwick University, United Kingdom.

Challenges

- Finding good talented teachers and retaining them. Especially with a number of new universities coming up in NCR which are providing excellent emoluments, infrastructure facilities and research opportunities.

Future Plans

- Introduce students to current trends in interdisciplinary research, and also to research methodology and scientific writing using latex.
- Encourage faculty to publish research work and attend academic conferences and seminars.
- Maintaining updated information of the department alumni.

EVALUATIVE REPORT OF ENGLISH DEPARTMENT

1. Name of the department: English

2. Year of establishment: 1968

3. Names of programmes/courses offered:

Undergraduate:

- B. A. (Honours) in English – three year Programme
- B.A. (Programme) with Compulsory and Elective English courses - three year Programme

Post-Graduate:

- Tutorials for the M.A. Programme in English

4. Names of Interdisciplinary courses and the departments/units involved:

Faculty from the English department teach:

- English courses for B El. Ed. students in II year and III year
- English courses to Commerce students
- Individual and Society (Interdisciplinary course) to II year B.Com. (Honours)
- Cultural Diversity to II year B.Com. Programme
- English for students of Commerce to I year B.Com. Programme
- Business Communication taught to II year B.Com. Programme from spring semester 2014 only
- Mass Communication course (shared with History Department) taught to III year B. A. Programme under Annual and Semester mode

Concurrent

- Discipline Centred Concurrent course in English Literature taught to III year History Honours and III Psychology Honours in 2014.
- Inter Disciplinary Concurrent course 'Individual and Society' taught to I year Sociology Honours and I year English Honours.
- Credit English course (Contemporary English book) taught to all I year Honours courses except Hindi Honours
- Qualifying English taught to students of I year Hindi Honours.

5. Annual / semester/choice based credit system (programme wise):

All Honours courses and B.A Programme courses – Semester Mode
B.El.Ed. – Annual Mode

6. Participation of the department in the courses offered by other departments.

Students from the English department take the following courses from other departments:

- Gender and Society
- Psychology for Living
- Western Philosophy course as their concurrent paper
- Compulsory Hindi paper (or Ethics, in lieu)

- Environmental Studies

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

Nil

8. Details of courses/programmes discontinued (if any) with reasons

- Annual system discontinued from 2010, last batch passed out in April 2013.

Semester system courses (annual ones divided into two) carried on until admissions of 2013

- Four Year Undergraduate Programme (FYUP) discontinued from 2014 onwards due to directives from the University

9. Number of teaching posts:

	Sanctioned	Filled
Professors		
Associate Professors		7
Asst. Professors	14	7 (Ad-hoc)

10. Faculty profile:

Note: Dr. Taisha Abraham is guiding a Ph.D. student from the Department of Education, Delhi University (2014).

Name	Qualification	Designation	Specialisation	Experience
Ms.Renuka Subbu	M.A.	Associate Prof.	Modern Poetry, Romantic poetry	43 years
Ms.Harriet Raghunathan	M.A.,M. Phil.	Associate Prof.	Chaucer, Renaissance and 18 th Cent lit	34 years
Dr Taisha Abraham	Ph.D.	Associate Prof.	Feminism, Literary Theory, Modern period	36 years
Dr Jayanti Seth	Ph.D.	Associate Prof.	Autobiography, Poetry	34 years
Ms. Amrita Bhalla	M.A.,M. Phil.	Associate Prof.	Feminism, Indian Writing: Shashi Deshpande	31 years
Ms.Dolly Kapoor	M.A.,M. Phil.	Associate Prof.	Classical Lit, 19 th Century Literature	29 years
Ms.Purnima	M.A.,M.	Associate	Chaucer,	25 years

Topden	Phil.	Prof.	Modernism, Women's Writing	
Dr Sharon Pillai	Ph. D.	Assistant Prof. (Ad-hoc)	Gender, Indian Literature Post colonial Studies, Theory	12 years
Ms.Aatreyee Ghosh	M. Phil.	Assistant Prof. (Ad-hoc)	Modernism, Post Colonial Literature	2 years 4 months
Ms.Jennifer Monteiro	M.A.	Assistant Prof. (Ad-hoc)	Gender, Postcolonial Literature	4 years 7 months
Mr.Jobin Thomas	M.A.,M. Phil.	Assistant Prof. (Ad-hoc)	Language teaching, IT in the classroom, Cultural Studies	3 years 3 months
Ms.Sugandha Sehgal	M.A.,M. Phil.	Assistant Prof. (Ad-hoc)	Gender, Urban Culture	4 years 6 months

11. List of senior visiting faculty

Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

Data for current semester 2014:

M.A. Tutorials: 90%

Honours classes:

III yr: 25% lectures, 28% tutorials

II yr: 63% lectures, 66% tutorials

I yr: 75% lectures, 75% tutorials

B.A. Programme classes: 7 % lectures and 7% tutorials

B.El.Ed. Classes: NIL

Concurrent Classes for other Honours:

Arts: 25% lectures, 25% tutorials

Commerce: 100 % lectures, 100% tutorials

13. Student-Teacher Ratio (programme wise):

- Honours : 14:1
- B A Programme : 20:1
- Commerce : 20:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

FACULTY	Ph.D.	M.Phil.	M.A.
Permanent	2	4	1
Temporary/Adhoc	2	3	1

16. Number of faculty with projects from a) National b) International funding agencies and grants received.

Dr. Taisha Abraham: Literacy Project in Rajasthan UNDP (Rs. 3 Lakhs), 1994-1995

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and Grants

Delhi University Funded Innovation Project titled "Delhi- The City as a Text" with a grant of Rs. 10 Lakhs in 2012-2013

18. Research Centre /facility recognized by the University

Nil

19. Publications:

Table : Teacher-wise data of department

Teachers	Research Publications International	Papers in journals National	Books Published	Chapters in Books/Textbooks	Book Reviews	Seminar/Conference presentations Intl and National	Mono graphs	Citation
Ms. Renu Subbu	-	-	1	-	-	-	-	-

Ms. Harriet Raghunathan	-	1	6 + 2 (multiple editors)	-	-	4	-	-
Dr. Taisha Abraham	4	6	8 (books) 4(work books)	4	20	84	-	5
Dr. Jayanti Seth	-	1	2	-	10	3	-	-
Ms. Amrita Bhalla	-	1	3	-	-	1	-	-
Ms. Dolly Kapoor	-	-	-	-	-	1	-	-
Dr. Devaleena Das	1	2	-	-	1	8	-	-
Ms. Aatreyee Ghosh	-	2	-	-	2	7	-	-
Ms. Jennifer Monteiro	1	-	-	1	-	4	-	-
Dr. Sharon Pillai	4	-	-	-	1	-	-	-
Ms. Catherine Thomas	-	-	-	1	-	-	-	-
Mr. Jobin Thomas	1	-	-	2	-	7	-	-

Ms. Renuka Subbu

- Renuka Subbu and Ashoka K Bhargava: Romantic to Modern: Fifty Poems: Delhi: Macmillan, 1980.

Ms. Harriet Raghunathan

- Readings in Classical Literature. Edited with Introduction and notes. Delhi : Worldview, 2013. ISBN: 978-93-82267-01-0.
- William Shakespeare: Twelfth Night. Edited with Introduction, annotations and selected critical essays. Delhi : Worldview, 2014. ISBN: 978-93-82267-03-4.

- John Milton Paradise Lost Book I. Edited with Introduction, notes and selected critical essays. Delhi: Worldview, 2014. ISBN:13:978-93-82267-07-2.
- ‘Travel Science and Empire in Gulliver’s Travels’ in Anjana Sharma ed. Revolutionary Aesthetics: Writing Nation, Embodying Gender. Yearly Review 15 (May 2007) 8-21.
- Geoffrey Chaucer: The Wife of Bath’s Prologue and Tale. Edited with Introduction, annotations and selected critical essays. Delhi: Worldview, 2000. ISBN: 81-86423-40-0.
- Alexander Pope: The Rape of the Lock. Edited with Introduction, annotations and selected critical essays. Delhi: Worldview, 2000. ISBN: 81-86423-50-8
- Johnson, Gray, Goldsmith: Poets of the Mid-Eighteenth Century. Edited with Introduction, annotations and selected critical essays. Delhi: Worldview, 2001. ISBN: 81-86423-68-0.
- The Individual and Society: Essays, Stories and Poems. Jointly edited for the Department of English, University of Delhi, with Vinay Sood, Indira Prasad, Mukti Sanyal, Soofia Siddique, Debjani Sengupta and Vinod Kumar Verma. Delhi:Pearson Longman, 2005. ISBN: 81-297-1159-1.
- Living Literatures: An Anthology of Prose and Poetry. Jointly edited for the Department of English, University of Delhi, with Vinay Sood, Indira Prasad, Soofia Siddique, Debjani Sengupta and Vinod Kumar Verma. Orient Longman, December 2006. ISBN 13: 978-81-250-3166-6; ISBN 10: 81-250-3166-9.
- Geoffrey Chaucer: The General Prologue to the Canterbury Tales. Edited with Introduction, annotations and selected critical essays. Delhi: Worldview, 2009. ISBN10: 81-86423-63-X; ISBN 13: 978-8196423-639.

Dr. Taisha Abraham

- ‘The Book of Job and Waiting for Godot,’ Journal of Drama Studies (National), Vol. 8, Nos. 1 and 2, January 2014, ISSN 0975 – 1636.
- ‘Adrienne Kennedy and Carnivalisation of Space In Funny House of a Negro’, Journal of Drama Studies (National) ISSN 0975-1696, 2012.
- ‘Sathin Bhanwari Revisited’ Indian Journal of Gender Studies (International), ISSN 0971-5215, February 2012 vol. 19 no. 1 149-157.
- ‘Arundhati Roy’s The God of Small Things: The Other and the Silence of the Other and Subaltern Theories,’ AngloFiles: Journal of English Teaching Number: 152 (International), 2009.
- ‘Europe as Vanishing Mediator in the New World Order: Some Questions,’ Economic and Political Weekly, Feb 14-21, 2014.
- ‘“Kali’s Primordial Powers”, Interdisciplinary Literary Studies (International), Volume 4, Number 1, ISSN 1524-8429, Fall 2002, Volume 4, No. 1 ‘ “I am so Sari”: The Construction of South

Asians in Cyprus,' The Cyprus Review Volume 14, Number 2, Fall 2002 (International).

- 'Arundhati Roy's The God of Small Things, "Writing the Non-Existent into Existence: The Other and the Silence of the Other.' Malayalam Literary Survey Quarterly in English, Nos 2 and 3, 1998.
- "An Interview with Arundhati Roy", Ariel: A Review of International Literature, Vol. 29, No. 1. (Also re-printed in Post Independence Voices In South Asian Writings, New Delhi: Doaba Publications, 2001).
- "Religious Fundamentalism: Competing Rights and Gender Positioning," YWCA Convention Workbook. 94/sec 11/8.
- "Megan Terry, Keep Tightly Closed in a Cool Dry Place," Masterplots in Drama, California: Salem Press, 1990 (International).

Work Books for MA students

- Ideology, Discourse & Gender: Unit 1: Althusser and Unit 2: Bakhtin (MWG 007) Indira Gandhi Open University, 2013-14.
- Alice Walker's The Color Purple Indira Gandhi Open University, Delhi, 2001.
- Anita Desai's Clear Light of Day Indira Gandhi Open University, Delhi, 1998.
- T.S. Eliot's Murder in the Cathedral Indira Gandhi Open University, Delhi, 1997.

Book Reviews

- Aruna Chakravarti "Jorosanko: A Moving Cultural, Regional, Emotional Experience" Mainstream, Vol LI, No 38 September 7, 2013
- Jagdish Bhagwati, In Defense of Globalization in Contemporary India Journal of the Nehru Memorial Museum and Library (Volume 3 Number 3 July-September 2004) ISBN 0972-8465
- Kumkum Sangari Politics of the Possible: Essays on Gender, History, Narratives, Colonial English in Gender & History Volume 14 Issue 2 August 2002 ISBN 0953-5233
- Shauna Singh Baldwin, What the Body Remembers Hindustan Times 12th March, 2000.
- Padmini Mongia, Contemporary Postcolonial Theory Ariel Vol.29, Jan. 1998, No. 1.
- Anita Nair, Satyr of the Subway and eleven Other Stories Indi, an Review of Books Jan. 1998.
- "Personal Evolving into the Political" Indelible Imprints: Daughters write on fathers ed. T. Desai et al Book Review vol XXIII No. 8
- Tabish Khair, An Angel in Pyjamas, The Book Review Vol. XXI no. 6, June 1997.
- The Chicago Manual of Style The Book Review Vol. XX May 1996.
- G.R. Taneja ed. W.B. Yeats, The Book Review Vol. XIX no. 10, Oct. 1995.

- L.R. Sharma ed. The Eliot-Middleton-Murry Debate, The Book Review Vol. XIX August, 1995.
- Deepa Mathur Women, Family and Work, Indian Book Chronicle Vol. XX July, 1995.
- Romesh Gunsekera, The Reef The Book Review 1995
- Hindi for Non-Hindi Speaking People The Book Review Vol. XVIII no. 9. Sept. 1994.
- Shashi Deshpande, The Binding Vine The Book Review Vol. XVIII nos 2& 3 Feb/Mar 1994.
- Manjusri Chaki Sircar, Feminism in a Traditional Society Seminar_August, 1984.
- Robert Elegant, The Seeking_Hindustan Times Sunday Magazine, Oct. 31,1982.
- Shiv K. Kumar, Beyond Love and Other Stories Hindustan Times Sunday Magazine, feb22, 1981.

Dr. Jayanti Seth

- Edited a collection of essays on William Shakespeare's The Merchant of Venice, New Delhi: Doaba Publications, 2006.
- Edited a collection of essays on Gabriel Garcia Marquez's Chronicle of a Death Foretold. New Delhi: Doaba Publications, 2002.

Ms. Amrita Bhalla

- Shashi Deshpande Devon, U.K.: Northcote (Writers and their workseries), 2006. ISBN-10: 0746309473, ISBN-13 9780746309476
- Introduction to Shashi Deshpande, Collected Stories. Vol. 1. Delhi: Penguin UK, 2003.
- Indian Writings in English Ed with Anjana N. Dev. New Delhi: Primus Books, 2013. ISBN -10: 9380607970 ISBN- 13: 9789380607979
- "Silence, Telling and Moving On: A Study of Shashi Deshpande," in New Concerns: Voices in Indian Writings ed. Shalini Sikka and Sushma Arya 2006 ISBN- 14: 03930279 ISBN-13: 9781403930279

Aatreyee Ghosh

1. "Of forgotten remembrances: memories of the passive Bangalee bhadrolok - A study of dislocation in Black Ice and The Good Muslim", in Muse India literary journal, ISSN:0975-1815, Issue:55, May-June 2014.
2. "The Curious Case of Exploding Writers: Creating Literature, 'recreating' Nation Space in the Fiction of Mohammad Hanif and Mohsin Hamid", in Ideas & Ideologies e-journal, ISSN:2320-7744, Volume:2 Issue:6, June 2014.

Book Reviews

1. 'Island of Thousand Mirrors' in Muse India literary journal, ISSN:0975-1815, Issue:55, May-June 2014.

Dr. Sharon Pillai

1. "Back to the Future: Tracking the Moral Imperative" in, of and through Samskara,"
E-Journal International, College Literature 41.2 International. Published by University of West Chester, Pennsylvania. E-ISSN: 1542-4286. ISSN: 0093-3139.
2. "Minding Our Keys and Cues: On the Critical Governmentality of Literary Modernism in India," International, South Asian Review (Special Issue on South Asian Modernisms), 33.1, Published by SALA (South Asian Literary Association), an allied organization of MLA (Modern Language Association of America). ISSN: 0275-9527.
3. "Gaging the Postcolonial Hegemonic: Three Contributions to Rethinking the Norms at Play." Essay-review involving Timothy Bewes' The Event of Postcolonial Shame, Eli Park Sorensen's Postcolonial Studies and the Literary and Sten Pultz Moslund's Migration Literature and Hybridity", International, 3 Studies in the Novel 44.2, Published by the Dept of English, University of North Texas. <http://muse.jhu.edu/journals/studies_in_the_novel/> ISSN: 0039-3
4. "Gender Representation in U. R. Anantha Murthy's Samskara", International, South-Asia Research, ISSN: 0262-7280.
5. "Configuring a New Swaraj: Vaasanthi's Birthright and a Woman's Search for Self-Validation" International, South Asian Review 31.1 (2010): 37–61. Published by SALA. ISSN: 0275-9527.

Jennifer Monteiro

1. "Can Pigs Fly?: A Study of the Politics of 'Difference' in Selvadurai's Funny Boy," in Popular Fiction: Critical Essays, ed. Deb Dulal Halder (Delhi: Book Age Publications, 2014), 77-92. ISBN 978-93-83281-28-2.
2. "The Presence in Absence: A Lacanian interpretation of Heart of Darkness" in Lapis Lazuli: An international Literary Journal. Vol. 4/No.1/ Spring 2014 ISSN : 2249-4529.

Jobin Thomas

1. "A Sense of the Self from the Margins: Theorising Adivasi Experience in Kerala" Lapis Lazuli – An International Literary Journal, Vol. 4 No. 1. ISSN 2249-4529.
2. "Madness" (translation of the Malayalam short story "Bhranthu" by C. Ayyappan) chapter in No Alphabet in Sight: New Dalit Writing from South India, Dossier 1: Malayalam and Tamil. K. Satyanarayana and Susie Tharu. Eds. New Delhi: Penguin Books, 2011. pp. 363–367. ISBN 978014341426.

3. "Digital Language, Analogue Lives: Configuring English (Literary) Education in the e-Era" in the proceedings of the National Seminar on English Language and Literature in the e-Era. Edited by Dr. V.M. Santhosh, 2014.

20. Areas of consultancy and income generated

Dr. Taisha Abraham:

Research Study: Primary Education in Schools Jaipur District of Rajasthan (1994-1995) UNDP 3 lakhs.

21. Faculty as members in:

a) National Committees:

Dr. Taisha Abraham

1. Chairperson, Publications Committee YWCA of India. Journals published: Today, Now, Action Now. 1981-1985.

b) International Committees:

2. Member, Board of Directors Jessie Obidiegwu Educational Fund. This is a non-profit organization established to advance education in women and girls in Africa. 2007.
3. Literary Review Consultant for the Commonwealth Writers Prize Eurasia Region, 1999-2000.
4. Publicity Consultant for the Commonwealth Writers Prize Eurasia Region, 1998-1999.

c) Editorial Boards:

1. Editor, Crossing Boundaries, Erasing Margins: Interdisciplinary, Collaborative, Innovation Projects (New Delhi: Pinnacle, 2013). ISBN 978-81922284-8-8.
2. 'Postmodernism & Gender' (MWG 007), which is part of the 2nd year 'Gender, Literature, Culture' specialization of the MA programme in Women's & Gender Studies. Ed by Taisha Abraham (2014).
3. General Editor, Shakti Series 2000-2004.
4. Editorial Assistant Minnesota Review NS 29 Fall 1987; NS 30/31 spring/fall, 1988; NS 32 spring, 1989; NS 33 fall, 1989.
5. Chairperson, Publications Committee YWCA of India. 1981-1985. Journals published: Today, Now, Action Now.

22. Student projects

- a) **Percentage of students who have done in-house projects including inter departmental/programme:**

- 1st years: 100% (Both in Discipline courses and in Foundation i.e. other disciplines/ inter disciplinary)
- 2nd and 3rd years: 100% have done joint presentations on academic topics in English.
- Innovation Project, ‘Delhi: The City as Text’ funded by Delhi University.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies

Nil

23. Awards / Recognitions received by faculty and students

Faculty

Name	Award/Recognition	Year
Ms. Harriet Raghunathan	Raj Kumar Kohli Memorial Prize for the best student in M. Phil English	1985
Dr. Taisha Abraham	Theo Mathias Award for “Academic Excellence, introduction of educational innovations, concern for the integrated development of students and commitment to high standards of Professional ethics.”	1992
	Miller Award for Excellence in Scholarship for Doctoral dissertation, SUNY, StonyBrook.	1990
	Marilyn Heckler Dissertation Award SUNY, StonyBrook, 1990.	1990
	President’s Award for Teaching (Nominated) SUNY, StonyBrook.	1990
	Distinction in Ph.D. oral examination, SUNY, StonyBrook.	1988
Dr. Jayanti Seth	Distinction for M. Phil. D.U.	1984

Ms. Purnima Topden	Distinction: Awarded for M.Phil. D.U.	1993
	Gold Medal: Dr.N.S.Pradhan Memorial Medal for securing the highest marks in M.A.(Previous) Examination in English in Delhi University.	1989
	Gold Medal: Awarded the Principal B.B.Gupta Memorial Medal. Best candidate in M.A.Examination in English, Delhi University.	1990
Ms. Aatreyee Ghosh	Highest CGPA in MA in English at JNU	2012
Dr. Sharon Pillai	Muriel Wasi Prize in college for the highest marks in the B. A. English (Hons.) Examinations of Delhi University.	1998
Ms. Sugandha Sehgal	‘Sabharwal Prize’ in Hansraj College for academic excellence.	2005
	J.P Guha prize’ for academic excellence in Hansraj college in April 2004.	2004
Mr. Jobin Thomas	Professor Shepherd Prize for First Rank in MA English, Calicut University	2002

Students

Academic Excellence of Students (1st ten University positions).

(a) Annual Examination 2009

English Honours. Nine Position holders in South Campus, Delhi University.

Hema Sen	II ENH	1 st sharing SDC
Farah Ishtiyaque	II ENH	4 th SDC
Anam Ghazi	II ENH	8 th sharing SDC
Deepa Paul	II ENH	9 th sharing SDC
Kriti Sachdeva	II ENH	10 th sharing in SDC
Janhavi Mittal	I ENH	5 th sharing SDC, 8 th in DU
Aditi Malhotra	I ENH	6 th sharing SDC
Gurleen Kaur	I ENH	10 th sharing SDC
Ishmeet Kaur	I ENH	10 th sharing SDC

B A Programme Elective English 2009

Mahitsa Mary Audrey I BAP 1st sharing SDC

B A Programme.

13 girls (including Masitsa Mary Audrey) got positions. 4 were in 1st year and 8 were in 3rd year. Both years have English Core as part of their curriculum.

(b) Annual Examination 2010

English Honours. Nine position holders in SDC.

Sejal Parikh	English (H) III yr	3 rd sharing in SDC
Hema Sen	English (H) IIIyr	7 th in SDC
Deepa Paul	English (H) IIIyr	10 th sharing in SDC

Janhavi Mittal English (H) II yr 5th position in SDC
Aditi Malhotra English (H) II yr 7th sharing in SDC

Aditi Juneja English (H) I yr 5th sharing in SDC
Ahana Jawahar Mannapparambil 6th sharing in SDC
Arundhati 6th sharing in SDC
Riji Raju 7th sharing in SDC

(c) Annual Examination 2011.

English Honours Five position holders in SDC.

Janhavi Mittal III ENH 8th sharing in SDC
Elizabeth Varkey II ENH 3rd sharing in SDC
Aditi Juneja II ENH 6th sharing in SDC
Ahana Jawahar M. II ENH 6th sharing in SDC
Cincy Jose II ENH 10th in SDC

BA Programme Sixteen positions in SDC.

IIIrd year 1st, with Gold medal, 3rd, 4th, 5th, 8th, 10th position in SDC
IIInd year 5th sharing, 6th sharing, 7th sharing, 7th sharing, 8th sharing, 8th sharing in SDC.
Ist year 3rd sharing, 6th sharing, 8th sharing and 9th sharing, in SDC.

Scholarships, Prizes won by the students. (external prizes only listed).

- (i) Anupama Mohan, (1994-1997) double gold medallist in Delhi University at BA and MA.
- (i) INLAKS scholarship, (2009-10) Shabani Hassanwalia, III English Honours in 2000.
- (ii) UGC Junior Research Fellowship (JRF) in 2004, Priyanka Srivastava, III English Honours in 2002.
- (iii) Young India Fellowship 2010-11 Arunima Anand. III English Honours in 2010.
- (iv) Young India Fellowship 2013-24 Aanchal Vij, III English Honours in 2013.
- (v) Ananya Banerjee's (JMC 2005-2008) film won first prize in the Delhi Chapter of the 48 Hour Film Project in 2013.

Notable Alumnae

Name	Position
Ms. Amrita Bhalla	Faculty member, Jesus & Mary College
Ms. Jaya Bhattacharji	International Publishing and Literary Consultant, Columnist at The Hindu
Ms. Swati Chopra	Writer of Spiritual and religious books
Ms. Manisha Chowdhury	Publisher
Ms. Sunetra Chowdhury	Presenter, NDTV
Ms. Neha Dutta	Television Producer
Dr. Jitender Gill	Faculty member, Janki Devi Memorial College, DU
Ms. Namita Gokhale	writer and organizer of Jaipur Literature Festival.
Ms. Rini Simon Khanna	Radio and Television Announcer and Doordarshan News Reader
Ms. Louise Khurshid	Former MLA, Uttar Pradesh
Ms. Mazel Ampareen Lyngdoh	MLA, Meghalaya
Dr. Anupama Mohan	Faculty member, Presidency College, Calcutta
Ms. Sushmita Mukherjee	Actress
Ms. Sudha Narayan	Indian Revenue Service
Dr. Rina Ramdev	Faculty member, Sri Venkateswara College, DU.
Dr. Jayanti Seth	Faculty member, Jesus & Mary College, DU
Dr. Namita Sethi	Faculty member, Janki Devi Memorial College, DU.
Ms. Catherine Thomas	Senior Research Associate, OP Jindal

	Global University
Ms. Lalsawmliani Tochaung	Programme Officer, India International Centre, Delhi

24. List of eminent academicians and scientists / visitors to the department

- Nayomi Munaweera and Cyrus Mistry, both nominees for the DSC for South Asian Writers' Nominees, readings from their books and discussion with students, January 2014.
- On separate occasions during 2013-14, the novelist Devapriya Roy, S. Anand, the co-author of Bhimayana (a graphic novel on the syllabus) gave talks for the students and teachers of the Dept.
- Emma Dawson Varughese spoke on the emerging trends in Indian English literature, March 2014.
- Professor Richard Allen Open University UK April, in India for a workshop on 'Prospects for English Studies' visited the department to view a few classes, 2011.
- Professor Udaya Kumar, of the English Dept DU, gave a talk on Literary Theory, Sept 2011.
- Talk by author Anish Sarkar on his novel Benaami November 2010
- Talk by Caroline Franklin on Byron, February 2009
- Talk on 'Transculturalism: Ways of Seeing' by Stephanos Stephanides December 2008.
-

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National Seminars funded by the English Literary Association

- Post-War British Fiction 1978
- Seminar on 'Symbolism: 1899-1999', by the Department of English, University of Delhi in collaboration with the English department of Jesus and Mary College. The seminar was organized to celebrate the centenary of Arthur Symons who wrote on the symbolist movement (25 and 26 November 1999).

Workshops

Dr. Taisha Abraham:

- Creative Writing Workshop for students of Jesus And Mary College (2013-14)
- Conducted a Critical Theory Workshop for teachers of Delhi University at Jesus & Mary College (1991-1998)
- Creative Writing Workshop for faculty and students of Jesus And Mary College (1992-1993)

b) International

Nil in the last five years.

26. Student profile programme/course wise:

Name of the Course/programme B.A.(English)	Applications Received	Selected	Pass Percentage
2010-11	958	41	100
2011-12	1012	45	95.92
2012-13	1052	45	100
2013-14	1924	104	88.6
2014-15	1701	48	Ongoing
M.A. English*			
2012-13		24	
2013-14		28	

* University receives the applications for admissions

27. Diversity of Students 2013-2014

Course	% of students from Delhi	% of students from out of state	% of foreign students
I yr Hons 2013-14	84%	14%	2%
II yr Hons 2013-14	73%	17%	6.66%
III yr Hons 2013-14	75%	25%	Nil

28. Students with NET/ SLET ETC

Ex- students are teaching in DU, a good number of these have Ph.D. Many of our students have cleared NET. Our students have also joined as teaching faculty in various Indian and international universities of repute.

29. Student progression

Student progression against % enrolled

UG to PG. More than 80% of our students progress to M.A., in English and other disciplines like Media, Journalism etc.

PG to M.Phil. 10%

PG to Ph.D. - Data not maintained with the college.

Ph.D. to Post-Doctoral - Data not maintained with the college.

30. Details of Infrastructural facilities

a) Library

1. The college has an excellent library which provides access to students to a wide range of scholarly journals and books, growing digital media collections and other printed materials to support research and learning. The library has introduced digital reference systems in the traditional library and implemented multi-dimensional strategies to enhance and encourage research in the college.

Outside of the campus our college has membership provision for both faculty and students with the British Council Library, where both teachers and students can go and carry out their Research work. The DU students and teachers also have access to other libraries like:

- JNU Library
- NCERT Library
- NEUPA Library
- Ratan Tata Library
- South Campus Library
- Teen Murti Library

b) Internet facilities for Staff & Students

2. A fully wireless (Wi-Fi) computer network covers the entire campus: All indoor classroom/ laboratory and common areas on campus. This network connects all campus computers to the internet.

c) Class Rooms with ICT facility

Classrooms are equipped with overhead projectors to facilitate effective teaching-learning process through use of technology. Construction work for additional rooms with ICT facility is in progress.

d) Laboratories

As yet, there is no language lab for English but the college intends to create one. Labs are there for B.El.Ed., Psychology and Computer Science.

31. Number of students receiving financial assistance from college, university, Government or other agencies.

2013-2014: Student Aid Fund and other scholarships: 10

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Regular talks by eminent persons as given in point 24.

33. Teaching methods adopted to improve student learning

- Use of audio visual media to show relevant films, or film clips, present lectures via PPT, etc.
- Enactment of poetry and drama texts by students eg *The Goblin Market*, *The Merchant of Venice* (trial scene) *Twelfth Night* (*The*

Gulliver of Malvolio) ; performances shown to whole college and put up on DU Virtual Learning website, accompanied by twenty minute discussions by students and teachers on the texts.

- Musical rendering of texts.
- Student / Teacher workshops
- Outstation literary festivals (Jaipur, IIT Kanpur, BITS Pilani)
- Teaching methods include debates, quizzes, group discussions, paper presentations, making and editing class magazines etc.
- PPT presentations
- Panel Discussions
- Occasional paper reading competitions or prepared literary debates on a text, held before an audience (eg Renaissance Drama paper reading in 2011, Debate on Conrad's Heart of Darkness in 2012).

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

1. Interdisciplinary Project: "City as Text" DU Innovation Project, 2012-2013.
2. Most of our students are involved with AICUF, DEBATING, DRAMATICS, NCC, NSS and WSDC.

35. SWOC analysis of the department and Future plans.

Strengths

- Friendly and co-operative department, enthusiastic and well-qualified teachers,
- Concern for maintaining high standards and disallowing mediocre work by students.
- As a department we teach all the students in the college. This allows us to reach out to students across disciplines.
- The convenor for the College Magazine each year is a staff member from the English Department.

Weaknesses

- Larger classes, compressed timetable due to semester constraints, and reduction/elimination of tutorials in some courses mean we cannot teach subject in-depth as we would wish or develop students' writing and other skills.

Opportunities/ Challenges

- Incorporating use of technical means into teaching so as to effectively enhance students' skills, eg by setting up language lab, or by interactive grammar teaching units to be done individually according to skill level, etc.

- Maintaining departmental expertise in all areas of English studies, including emerging areas in literature.
- Maintaining high quality level.

Future Plan

The department of English intends to create a Language Lab.

EVALUATIVE REPORT OF DEPARTMENT OF HINDI

1. Name of the Department

Hindi

2. Year of Establishment

3. Honours Course was introduced in 1973. However, Hindi was taught as a discipline subject in B.A. (Programme) since 1968.

M.A. was introduced in 1987.

4. Names of Programmes/Courses offered

B.A.(Honours)- 3 year programme

Hindi for B.A.(Programme)

M.A.

5. Names of Interdisciplinary courses and the departments/Unit involved

• **Hindi Department teaches**

- ✓ B.A. Hons. Hindi
- ✓ B.A. Programme – 1st & 2nd Yr. Hindi A, Hindi B & Hindi C
- ✓ B.Com Hons – Hindi for II Year
- ✓ B.Com Programme – Hindi for I and II Year
- ✓ Qualifying Hindi for all Hons – Higher Hindi, Lower Hindi
- ✓ CTH Hindi (Compulsory test in Hindi for students who have done Hindi only upto class VII) for all Honours and B.A. Programme and B.Com
- ✓ Optional Hindi for B.El.Ed

• **English Department Teaches the following papers to Hindi Honours students:**

- ✓ Qualifying English to I Year

• **Philosophy Department Teaches:**

- ✓ Logic to III Year, Ethics to 2nd Year

• **Political Science Department Teaches:**

- ✓ Citizenship in a Globalizing World to II Hons. Hindi

6. Annual/Semester/Choice based credit System (Programme wise)

All Courses are in Semester mode

B.El.Ed. Annual Mode

7. Participation of the Department in the courses offered by the other department.

Refer to No. 5.

8. Courses in collaboration with other university, industries, foreign institution etc. None

9. Details of courses/programmes discontinued (if any) with reasons

- ✓ B.A. Programme was removed by FYUP in the academic session 2013-14, now it is back as FYUP has been rolled back.
- ✓ B.El.Ed – Hindi option was not offered for quite some time.

10. Number of Teaching Posts

	Sanctioned	Filled
Professors	-	-
Associate Professor		6
Assistant Professor	8	-
Ad-hoc		2

11. Faculty profile with name, qualification, designation, specialization (D.Sc./D/Litt./Ph.D/M.Phil, etc.)

Sl. No.	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D students guided
1	Dr. Archana Sharma	Ph.D	Associate Prof.	Nai Kavita Meen Abhivyakti Aur Sampreshan ki Samasya	38 years	3
2	Dr. Madhu Malik	Ph.D	Associate Prof.	Madhya Kaalin Hindi Kavita	36 Years	-
3	Dr. Neelam Rishi	Ph.D	Associate Prof.	Swatantryottar Hindi Upanyas	31 years	-
4	Dr. Sharda Bhatnagar	Ph.D	Assocaite Prof.	Hindi Upanyas	27 Years	-
5	Dr. Kamlesh Mahajan	Ph.D	Associate Prof.	Bhasha Vigyan	28 years	-
6	Dr. Amita Tiwari	Ph.D	Associate Prof.	Hindi Upanyas	22 Years	-
7	Dr. Archana Tripathi	Ph.D	Assistant Prof.	Prasad ke Kavya me Parampara aur Adhunikta	2 Years	-
8	Dr. Sapna Gandhi	Ph.D	Assistant Prof. Adhoc	Muktibodh ka Patra Sahitya	14 Years	-
9	Dr. Anupama Srivastava	Ph.D	Assistant Prof. Adhoc	Bhishm Sahni ke Sahitya mein Adhunikta Bodh	14 Years	-

12. List of Senior Visiting Faculty:

Nil

13. Percentage of lectures delivered and practical classes handled programme wise by temporary faculty

25% of the lectures are taken by Ad-hoc faculty.

14. Students - Teachers Ratio (Programme - wise)

- (a) Honours - 13:1
(b) B.A. Prog. - 20:1

15. Number of academic support staff (technical) and administrative staff, sanctioned and filled.

Nil

16. Qualification of Teaching faculty:

All members are Ph.D

17. Number of faculty with ongoing projects

Dr. Amita Tiwari is working on a research project, funded by U.G.C. Total Grant received is 3,50,000/-

18. Department projects funded by U.G.C etc. & total grant received

Innovation project on "Vartmaan Sandarbh Mein Vridhashramon Ki Sthiti Evam Upyogita. 2013-14. Total grant received is Rs. 3,00,000/-

Some other important projects done by the students -

- Collection of folk songs from different parts of India (U.P. , Uttarakhand, Haryana, Rajasthan, Tamilnadu & Kerala) and analyze the emotional complexities depicted in them.
- Write their life experiences from the time they could remember till date in an auto biographic form and go deep into their memory lane. They were able to look into their past in a more mature manner. Many issues were cleared through this exercise.
- "Working women and the family."
- "Projection of common man in Hindi Literature"
- "Environment and Literature."
- Modernity and Modern Thought."

19. Research facility/center recognized by the University

Nil

19. Publications:

a) Publication per faculty

Number of papers published in peer reviewed journals (national /international) by faculty and students

Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

Monographs, Chapter in Books, Books Edited Books with ISBN/ISSN numbers with details of publishers Citation Index SNIP SJR Impact factor

Dr. Archana Sharma

- Translation (Co Translator) of an article by Dr. Jai Dev Taneja “Modern Hindi Drama” Edited by Dr. Laxmi Subramanyam, 2010
- “Ajneja: Bhasha se Bhashateet Chetna ki or, Vishesh Sandarbh – “Asadhya Veena”
- Sandhaan, February, 2012
- “Sahitya Ke Shikshan Ka Uddeshya”
- Sandhaan September, 2012
- “Sahitya Shikshan Uddeshya Aur Vidhi”
- Bhartiya Adhunik Shiksha, NCERT Parishad April, 2013
- Adhunik Kavya Sangrah, text book for BA (P) Hindi B
- Published by Department of Hindi, Delhi University

Dr. Kamlesh Mahajan

- Hindi ke Visheshan Pratyay - Bhasha Patrika (Article)
- Hindi ke Nishedh Vaachak Vaakya – Chapter Hindi Bhasha Ki Sangrachna – Dr. Bhola Nath Tiwari (Chapter)
- “Hindi Bhasha: Sangrachna aur Prayog” – Book for B.Com Students I Year Co-Author – Dr. Amita Tiwari (Text Book)
- Saamanya Bhasha aur Hindi Bhasha for Hindi Hons. Students. (Text Book)

Dr. Neelam Rishi

- Lessons – Criticism of Lessons written for school of correspondence (Delhi University) for P.G. Courses.

- Lessons – Criticism of Lessons written for school of correspondence (Delhi University) for U.G. Courses.
- Lessons – Criticism of Lessons written for ILLL (DU) 2009

Dr. Sharda Bhatnagar

- Text book for B.A. Programme Hindi A Year 2000
- Criticism of Lessons written for ILLL (DU)

Dr. Amita Tiwari

- Two chapters published in the book of “Yaya Var Devendra Satyarthi” edited by Dr. Om Prakash Singhal.
- Two chapters published in the book “Hindi Bal Sahitya Parampara aur Prayog” edited by Dr. Om Prakash Singha.
- Some articles published in Hindi Magazine “Aaj Kal” in November and December 2002 edition.
- “Hindi Bhasha: Sangrachna aur Prayog” for B.com students – I Year Co-Author – Dr. Kamlesh Mahajan.
- “Hindi Mein Rozgar Ki Sambhavnayein” article in “Navbharat Times”.

Dr. Anupama Srivastava

- “Hindi Kahani Sanchayan” – Co-Editor Dr. Harish Arora
- “Hindi Sahitya aur Paryavarneeya Samvedna” - Chapter in the Book
- “Bhishm Sahani ke Sahitya Mein Adhunikta Bodh”- Author
- “Poem “Chaand” and “Chehre” published in Uday India Magazine
- “Paryavaran Shiksha Pathyakram Ka Aavshyak ang hai” Paper published in the Conference proceedings of Jain College, Gwalior

Dr. Archana Tripathi

- ‘Stri Jeevan Ka Sach’, Natyalochan, Samyankan, Vol 7, April, 2010
- ‘Naitikta Avam Shuchita Ke Jang Lage Salakhon Ko Todta Stree Vimarsh’, Sameeksha, Jan-March, 2011, Vol 114
- ‘Samay aur Samaj Ka Yatharth’, Pustak Sameeksha. Samkaalin Bhartiya sahitya, Nov-Dec 2011, Vol 158
- “Arthheenta Mein Arthvatta Ki Talaash’, Lekh, Sahitya Amrit, July, 2012
- ‘Mausam Badalne Ki Aahat’, Pustak Sameeksha, Sameeksha Patrika, Jan-Mar, 2014
- ‘Khand-Khand Mein Akhand Kathayen’, Lekh, Pustak – Mulyon Ke Nirman Kalash, Sampadak – Shivnarayan Singh, Prabhat Prakashan, Delhi.

Dr. Sapna Gandhi

- 'Jijivisha Ka Swar' – Book Review of “Kisi Navjat Subah Ka Intezaar” by Kavita Bhatia, Published in “Anbhai Sancha”, July- Sep 2011, RNI No. 2007/20404
- 'Bojh' - (Poem) – Rashtriya Sahara, 29 May, 2011
- Kashmir Ka Marmik Bayan – Book Review of Madhu Kankariya's novel – 'Sukhte Chinar', Rashtriya Sahara, 13 July, 2014

20. Areas of Consultancy and income generated

Nil

21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards....

Dr. Archana Sharma

- Member, Syllabus Committee NCERT
- Member Question Bank, Staff Selection Commission, GOI.
- Member Interview Board, Staff Selection Commission, GOI.

Dr. Sharda Bhatnagar

- Member Question Bank, Staff Selection Commission, GOI.

22. Students Projects:

(a) Percentage of students who have done in house projects including Inter Department Programmes:

- Projects 100%
- Inter Department 50%

(b) Percentage of students placed for projects in organizational outside the institution i.e. Research jobs/industry/Others

Not Applicable

23. Awards/Recognition received by Faculty and Students:

Faculty

Best Teacher Incharge of NCWEB Centre – Dr. Amita Tiwari

Appreciation Letter from Rotaract Society – Dr. Amita Tiwari

Students

Preeti	1 st Div 8 th sharing position in SDC	2010
Sambhavi	1 st Div 8 th sharing position in SDC	2009
Rekha Devi	1 st Div 1 st position in MA, Delhi University	2007

Bharti	1 st Div 5 th sharing position in DU	1998
Masha	1 st Div 1 st position in DU	1990
Prabhjot Kaur	1 st Div 1 st position in DU	1980

24. List of eminent academicians invited from the field of Academics, Writers, Media & Theatre and visitors to the Department

ACADEMICIANS :

- Prof. Nirmala Jain (Hindi Dept. D.U.)
- Prof. K.D. Sharma (Hindi Dept.D.U.)
- Prof. Nityanand Tiwari (Hindi Dept.D.U.)
- Prof. Ganga Prasad Vimal (Kendriya Hindi Sansthan)
- Prof. Harimohan (Hindi Dept.D.U.)
- Prof. Jwarimal Parekha (IGNOU)
- Prof. Sudhish Pachauri (Hindi Dept.D.U.)
- Prof. Alpana Mishra (Hindi Dept.D.U.)
- Prof. Rajendra Gautam (Hindi Dept.D.U.)
- Prof. Divik Ramesh (Hindi Dept.D.U.)
- Prof. Pooran Chand Tandon (Hindi Dept. D.U.)
- Prof. Ramsharan Joshi (N.C.W.E.R.T.)
- Prof. Veer Bharat Talwar (J.N.U.)
- Dr. Brajendra Tripathi (Secretary, Sahitya Academy)
- Dr. Jitendra Srivastava (IGNOU)
- Dr. Satyakaam (IGNOU)
- Prof. Prem Singh (Rt.Prof. Hindi Dept.)
- Prof. Ashok Chandradhar (Jamia Millia Islamia University)
- Ms. Archana Verma (Hindi Dept.-Miranda House)
- Mr. Abdul Bismillah (Jamia Millia Islamia University)
- Prof. Asgar Wajahat (Jamia Millia Islamia University)

EMINENT WRITERS :

- Dr. Kamal Kumar (Eminent Writer)
- Dr. Savita Singh (Eminent Writer)
- Ms. Nasira Sharma (Eminent Writer)
- Ms. Mridula Garg (Eminent Writer)
- Ms. Sunita Jain (Eminent Writer)
- Mr. Rajender Yadav (Eminent Writer)
- Ms. Maitrai Pushpa (Eminent Writer)

JOURNALISTS & MEDIA PERSON:

- Mr. Abhaya Kumar Dubey (Journalist)
- Mr. Manglesh Dabral (Journalist)

- Mr. Pankaj Bisht (Journalist)

THEATRE PERSONALITIES

- Mr. Ramgopal Bajaj (Director –N.S.D.)
- Ms. Hema Singh (Director-N.S.D.)
- Mr. Surendra Sharma (Director- N.S.D.)
- Mr. Dev Ankur (Director –N.S.D.)

25. Seminar, Workshops, Conferences organized and the source of funding

It is an annual feature of our department to organize seminars that are relevant for the students.

- **Sam Samayik Hindi Sahitya Mein Seemantiya Asmita”**
Two days state level seminar. Funded by UGC, Total Grant Rs. 70,000/-
- **“Hindi katha Sahitya Ek Antaryatra”**
Two days state level seminar sponsored by UGC, Total Grant Rs. 80,000/-
- **“Stri Ki Badalti Asmita Aur Hindi Upanyas”**
Two days seminar, Funded by Hindi Academy and Hindi Sahitya Sabha
- **Workshop on Creative Process of Literature followed by Poetry Reading session**
One day , Funded by Hindi Sahitya Sabha Poetry Society of India
- **One Month Drama Workshop conducted by famous theater personality Mr. Chetan**
A play (□□□□□ □□ □□) based on Vijay Dan Detha’s story “Lajwanti” was performed after the workshop.
- Annual departmental festival **“Sahityotsava”** is organized every year. It includes inter class Debate, Poetry, Creative Writing, Quiz & Folk Dance Competitions. Inter College Competitions are also organized.
 - Hema Singh from National School of Drama directed the Play “Jasma Odan” for our students. We had two public shows of the play at Sri Ram Center.
 - Adaptation of Prem Chand’s famous novel रंगभूमि was staged in the college. The play was directed by Surendra Sharma from NSD Excerpts from Andhayug & Kanupriya were read in a Dramatic form by Ram Gopal Bajaj from NSD

- Dr. Dev Raj Ankur (Director NSD) gave a talk on Contemporary Hindi Theater

26. Students Profile

Name of the Course/programme B.A.(Hindi)	Applications Received	Selected	Pass Percentage
2010-11	110	38	95
2011-12	115	25	100
2012-13	128	34	100
2013-14	124	42	52.2
2014-15	127	51	

Years (Hons)	No. of Students	Division 1 st	Division 2 nd	Division 3 rd	ER	Pass	Fail	Total
2010	29	11	13	3	2	29	0	29
2011	20	2	13	4	1	20	0	20
2012	24	2	14	8	0	24	0	24
2013	36	8	20	8	2	36	0	36
2014	21	10	8	-	3	21	0	21

27. Diversity of Students

Hindi (Hons.) has a very diverse group of students. Many of our students come from economically weaker sections of the society. Some belong to very traditional background where they face gender discrimination at home. Usually they are from first generation of their families to have come from higher education. Major part of our students come from Hindi Speaking Belt. In Hindi Hons we have students from South India (mainly Kerala) also which is a good sign.

IN all other courses we have students from all parts of India with different backgrounds.

Name of Course	% of students from same state	% of students from other states	% of students from abroad
Hindi Hons.	80%	20%	0%
B.A. Prog.	60%	40%	0%
B.Com	60%	40%	0%

28. How many students have cleared NET/Defence Services etc.

NET 25% students approx
 Defence Services 5 approx (at ground level. Their NCC background helped them in this regard)

29. Students Progression

U.G. to P.G. : 30%
 P.G. to M.Phil : 10%

P.G. to Ph.D : 5%

30. Details of Infrastructural Facilities

- Well equipped library with reading room
- Computer Lab
- Internet facilities for staff and students
- Projectors in class rooms
- Personal rooms for teachers

31. Number of students receiving financial assistance

Forty Students (approx) received financial assistance in the year 2013-14

32. Details on students enrichment programmes

- Seminars and workshops details are given in point 25.
- Educational Trips : - We take our students on educational trips outside Delhi as regularly as possible. The places our students visited are –
 - Mathura Vrindavan (Twice)
 - Agra Bharatpur & Fatehpur Seekri
 - Amritsar
 - Khajuraho
 - Nainitaal
 - Ayodhya
 - Jaipur
- Picnics within Delhi or nearby is a regular feature. We visited: -
 - Sooraj Kund Mela
 - Mughal Garden
 - Lodi Garden
 - Humayun Tomb
 - Garden of Five senses
 - Badkal Lake
 - Sultanpur Birds Sanctuary
 - Sohna Lake
 - Tilyaar Lake
 - Qutub Minar & Jamali Kamali

33. Teaching Methods Adopted

- Discussions
- Loud Reading
- Narration
- Screening of relevant movies

- Take students to watch important plays at Mandi House
- Power Point Presentations
- Role Play Methods
- Workshops
- Street Plays
- Adaptation of text in different literature form
- Group Activities

34. Participation in Institutional Responsibility

- Active participation in NSS, JMCEP, WSDC, AICUF, ICS & Peace Society etc.

35. SWOC Analysis of the Department and Future Plans

Strength

- Students are our biggest strength because they help us in growing academically, mentally and emotionally.
 - All Faculty members are highly qualified and fully committed to their work.
 - Teaching is not confined to the class rooms only. Teachers use creative and innovative methods for teaching literature and go beyond text book.
 - Through literature we try to make our students more aware of their surroundings, society, human relations & environment and thus help them to be good human beings.
 - Students are taken on education trips very frequently.
 - Students graduating after studying Hindi have been faring well in life and are well placed. Below is the list of some of our outstanding alumnae with their placements:
1. Shagun Associate Professor , Shyama Prasad College, DU
 2. Sunita Durangal , Assistant Professor ,Daulat Ram College, DU
 3. Neelima Mehta ,Associate Professor , Zakir Hussain College, DU
 4. Sujata Mehta,Assistant Professor ,Shyam Lal College, DU
 5. Sapna Gandhi Assistant Professor (Adhoc) Jesus and Mary College, DU
 6. Seema Maheshwari, Asstt. Professor (Adhoc) Maitreyi College, DU
 7. Bharti, Assistant Professor,Kamla Nehru College, DU
 8. Anupama, Assistant Professor, Daulat Ram College, DU
 9. Malini,PGT,St. Columbus
 10. Renu,PGT ,DPS Faridabad

11. Anjali,PGT,Mater Del School
12. Sangh Mitra Sarkar,PGT ,St. George, Alaknanda
13. Madhuri,Yoga Teacher,DPS Shillong
14. Sheela Sinha,Chief Manager Raj Bhasha,Power Grid Corporation of India Ltd.
15. Anu Kumar,Hindi Officer ,Bhopal (Govt. Job)
16. Anita Vaishnav Director,DPS
17. Pomly Maheshwari,Teaching in Coaching Institute Mumbai
18. Akansha,Working in field of education (Research) Azim Premji University.
19. Vinita Maheshwari,Administrative Officer, Amity International School
20. Vinita Pandey,Working with Times of India
21. Masha, Free Lancer
22. Shiksha Maseeh Free Lancer

Weaknesses

The students do not have the necessary analytical skill to engage with Hindi literature.

Opportunities

- Hindi is emerging as a popular language. Today it is a language of business, market, advertising and communication. If Hindi is given its due importance in our society, education system and job market, then it can become the language of the future. Hindi students are getting good opening in Journalism and Mass Communication these days.

Challenges

- The biggest challenge this year in front of the Department was how to motivate other Honours Students to opt for Hindi.
- Sufficient Reading Material in Hindi for most of the subjects that our students opt is not available so their choice becomes very limited. Today most intellectuals think in English and write in English and there is a dearth of Hindi translations.
- There are very few teachers who can teach other subjects in Hindi. And so Hindi students suffer.

EVALUATIVE REPORT OF HISTORY DEPARTMENT

1. Name of the Department: History

2. Year of Establishment: B.A.(Pass) in 1968. History (Honours) in 1982.

3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

- B.A (Hons) 3 year programme
- History to B.A.(Programme)

4. Names of Interdisciplinary courses and the departments/units involved

The department teaches the following courses:

- History of Modern Delhi to II Year Sociology (Honours) students
- Environmental Studies to all I Year students across all disciplines
- Social Inquiry to B.A.(Programme) II Year
- Indian and World History to B.El.Ed.

5. Annual/semester/choice based credit system (programmewise):

- B.A. (Honours) : Semester Mode
- B.A. (Programme): Semester Mode
- B.El.Ed: Annual Mode

6. Participation of the department in the courses offered by other departments

Interdisciplinary courses / Concurrent courses are taught to History students by the following departments:

- Ethics in Public Domain by Philosophy
- Qualifying Hindi by Hindi Department
- Credit English Course by English Department

7. Courses in collaboration with other Universities/Industries:

Nil

8. Details of courses /programmes that have been discontinued/ Reasons for Discontinuation

- Annual Mode has been discontinued w.e.f. 2013-14
- FYUP has been discontinued and three year semester based undergraduate programme has been reintroduced at B.A.(Honours) and B.A.(Programme) level.

9. Number of Teaching Posts

	Sanctioned	Filled
Professors	-	-
Associate Professor		4
Assistant Professor	10	6 (Ad-hoc)

10. Educational qualification, Expertise and Years of Teaching Experience of Teaching Faculty.

Name	Qualifications	Designation	Specialization (and expertise)	Years of Experience	No. of Ph.D students guided last 4 yrs
Ms. Sudha Jha	B.A., M.A, M.Phil.	Associate Professor	History of Modern India (with expertise in European History)	43 years	None
Ms. Ghazala Amin	B.A., M.A.	Associate Professor	Modern Indian History (Modern Europe, Journalism/ Media	32 years	None

			Studies)		
Dr.Nilima Chitgopekar	B.A., M.A, Ph.D.	Associate Professor	Early Indian History (Religion:Hi nduism, Shaivism, Gender, Bhakti and Tantric traditions etc)	31 years	None
Dr. Vishalakshi Menon	B.A., M.A, M.Phil, Ph.D.	Associate Professor	Modern Indian Historyexpert ise in Indian National Movement, Congress etc)	29+ Years	None
Sr. (Dr.) Molly K A (Ad-hoc)	B.A., M.A, Ph.D.	Assistant Professor (Ad-hoc)	Modern Indian History (History of Women and Missionary Education)	10+ years	None

Dr. Saumya Varghese (Ad-hoc)	B.A., M.A, M.Phil., Ph.D.	Assistant Professor (Ad-hoc)	Medieval Indian History (Trade and Urbanization, Identity Formation;So uth-East Asia, USSR, World)	3 + Years	None
Dr.Amita Palliwal (Ad-hoc)	B.A., M.A,NET, Ph.D.	Assistant Professor (Ad-hoc)	Medieval Indian History (Art and Architecture, Historiograp hy,Economy, Modern Delhi, Environment al issues)	11 years	None
Dr.Medha Saxena (Ad-hoc)	B.A., M.A, M.Phil, Ph.D.	Assistant Professor (Ad-hoc)	Modern Indian History (History of Communicati on; Modern Delhi, USA, Environment al Issues)	9 Months	None

11. List of Senior visiting faculty

Nil

12. Percentage of Lectures Delivered and Practical Classes of Temporary faculty programme wise:

No Practical Classes. Lectures (with tutorials) delivered by the four temporary/Ad-hoc faculty in academic year 2013-14 are 57% (approx)

13. Student -Teacher Ratio (Programme wise)

- B.A.(Honours) (I, II, III years) - 16:1
- B.A.(Programme) (II, III years) - 16:1

14. Number of Academic Support Staff Sanctioned :

Nil

15. Qualifications of teaching faculty with DSc/ D. Litt./ Ph. D./ M.Phil./ PG

Number of Teachers with Ph.D.	6
Number of Teachers with M.Phil.	4
Number of Teachers with M.A. (PG)	-

Note: For details please see Q. No 10.

16 Number of faculty with ongoing/completed projects from National / International funding agencies and grant received

Nil

17. Department Project, Name of Funding agency, Total Grant Received and Spent.

- DU sponsored Inter-disciplinary Innovation Project - 'Preserving our Cultural Heritage: The Monuments of Delhi'. 2012-2013.Funding Agency: Delhi University; Received; Rs. 10,00,000; Spent: Rs. 4, 98, 371.

- DU Innovation Project: Showcased Zafar Mahal and Adam Khan's Tomb during *Antardwani*. Spent Rs. 55, 000 from the grants provided by D.U..

18. Is there a Recognised Research Centre:

Nil

19. Publications of faculty: Monographs, Research Articles, Chapters in Books, Book Reviews, Paper Presentation in Conference/Seminar.

Books

Dr. Vishalakshi Menon –

- Indian Women and Nationalism: The U.P. Story, Shakti Series, Har Anand Publications, 2003
- From Movement to Government: The United Provinces, 1937-1942, Sage Series in Modern Indian History, 2003
- Conflict and Expansion in South India, IGNOU Course EHI-05 Block No.3 British Conquest and Consolidation
- “Forms of Indirect Rule” and “Theories of Imperialism”, IGNOU Course EHI-07 (Modern Europe: Mid-Eighteenth to Mid-Twentieth Century) Block No.6 Imperialism and Colonialism
- Areas of Environmental Concern, IGNOU Course DES-03 (Environment and Law) Block No.2 Environmental Protection: Basic Instruments, Forthcoming
- Dilemmas of Development: Ecology, IGNOU Course MHI-02 (Modern World)
- The Russian Revolution, IGNOU Course MHI-02 Modern World
- Towards Freedom: 1942, 2 Volumes, ICHR in Collaboration with OUP, Forthcoming (Co-authored with Bipan Chandra)

Dr. Nilima Chitgopekar

- Encountering Sivaism., Munshiram Manohar Lal, Pub, 1998. ISBN 81-215-0792-8.

- Rudra: The Idea of Shiva, Penguin, 2008. ISBN 13: 978-0-14310-341-7; ISBN-10:0-14310-341-5.
- The Book of Durga, Viking by Penguin Books India, 2003. ISBN 10 47-004976-X
- Invoking Goddesses: Gender Politics in Indian Religion, Har-Anand Publications, New Delhi, 2002 (edited volume). ISBN 81-241-0862-5

Chapters in Books

Dr. Vishalakshi Menon

- ‘The Pioneering Years – Women’s Education in North India’, Narain Prasad and Subhadra Sen Gupta (ed) Indraprastha: The Quest for Women’s Education in Delhi, Indraprastha, 2013
 - ‘Communication, National Movement and Political Mobilization in India’, D.P. Chattopadhyaya (ed.) History of Science, Philosophy and Culture in Indian Civilization, Vol.XIV Part 2, Pearson Longman, 2010
 - ‘Political Mobilization in the United Provinces in the 1930s and 1940s’, Sudha Pai (ed.) Political Process in Uttar Pradesh: Identity, Economic Reforms and Governance, Pearson Education, New Delhi, 2007
 - ‘History Writing in India’, Sustainable Solutions: A Spotlight on South Asian Research, Sustainable Development Policy Institute, Islamabad, 2008
 - ‘Jawaharlal Nehru and the U.P. Congress: from the Margins to the Mainstream’, Shahid Pervez (ed.) Facets of Nehruvian Thought.
 - ‘Towards a Common History and Education of South Asia’ Imtiaz Alam (ed),SAPANA, Lahore, June, 2006.
 - ‘Indian Nationalism and Railways’ (co-authored with Prof. Sucheta Mahajan), Roopa Srinivasan, et. al. (ed.), Our Indian Railway: Themes in India’s Railway History. Foundation Books, New Delhi.2006.
 - ‘Bharatiya Rashtriya Andolan 1935-1941’ (in Hindi) R.L.Shukla (ed.) Adhunik Bharat Ka Itihas.

- **Dr Nilima Chitgopekar**
 - ‘Yoginis in Madhya Pradesh: An Epigraphic Study’, Istvan Keul ed., ‘Yogini in South Asia :Interdisciplinary Approaches, Routledge, Oxon, 2013.
 - ‘Entries in The Encyclopedia of Love in World Religions’, ‘Motherhood in Hinduism’ ‘Fatherhood in Hinduism’ ‘Beauty in Hinduism’, ed Yudit Greenberg, ABC –CLIO, California USA, 2007
 - ‘The Saiva Pantheon In Indonesia’, Himanshu Prabha Ray, Sacred Landscapes in Asia; Shared Traditions, IIC & Manohar, 2007

Research Publications

- **Dr. Vishalakshi Menon –**
 - ‘Environmental Issues in India’, South Asian Journal, **National**, No. 18, October-December 2007
 - ‘Women and the Indian National Movement’, South Asian Journal, **International**, No.16, April-June 2007
 - ‘The 1945-46 Elections in U.P’, Contemporary India, Vol.3, No.1, **National**, Jan-March 2004.
 - ‘Women’s Education in North India in the Colonial Period: A Survey.’ Samyukta, A Journal of Women’s Studies, Vol.III, No.1, **National**, Jan 2003.
 - ‘The U.P. Congress Socialist Party, 1934-39’. Studies in History, Vol. 6, No.2, **National**, 1990.
 - ‘The Indian National Congress and Mass Mobilisation: A Study of the U.P. 1937-39’, Studies in History, Vol 2, No. 2. **National**, 1980.
 - ‘Mahatma Gandhi and the U.P. Congress. Studies in Humanities and Social Sciences’, Vol. 5, No. 1, **National**, 1998.
 - ‘Jawaharlal Nehru and Women’s Issues: Three Episodes in the pre-Independence Period.’ Third Front: Literature, Culture and Society, Vol.2, No.3, **National**, July-September 2009.
- **Dr. Nilima Chitgopekar**

- 'Some Aspects of Sivaism in Madhya Pradesh, c. AD 550-1300.' Proceedings of the Indian History Congress, 52nd Session, National, New Delhi 1991-92.
- 'Women in India; A Brief Historical Survey by Tripta Desai (A Review).' Social Science Probings, vol.9, nos. 1-4, National, March-December 1992.
- 'Episodes of Cultic Tension in the Puranas.' Historical Diversities, vol.3, International, 1993.
- 'A Response to Professor Dharampal's Bharatiya, Chitta, Manas and Kala.' Hindu-Christian Studies Bulletin, vol.8, **International**, 1995.
- 'Theatrical Possession.' Biblio: A book review of Sarah Caldwell's Oh Terrifying Mother, **International**, May-June 2000.
- 'Japanese Scholarship on India'. Social Scientist, (Review Article). Vol.28, nos 7-8, **International**, July-August 2000.
- (Book Review Article) 'Indian Demonology: The Inverted Pantheon, by N.N. Bhattacharyya.' Studies in History, International, Vol 17, 2, **International**, 2001.
- (Book Review Article) 'Is the Goddess a Feminist, Alf Hildebeitel & Kathleen M. Erndl (ed).' Asian Journal of Science, **International**, June 2003.
- (Book Review Article) 'Gendering the Spirit, Durre S. Ahmed (ed).' BIBLIO, **International**.

- **Dr. Amita Palliwal**

- 'The port of Lahari Bandar and the English in the Seventeenth Century'. Proceedings of the Indian History Congress (PIHC), **National**, 2000, ISSN No.2249-1935.
- 'The Transition of Sind to a Mughal Province: The Ghazi Beg Interlude, 1601-1612' PIHC, pp. 303-307, 2001, **National**, ISSN No.2249-1935.
- 'A Buffer State of Sixteenth Century – Sultan Mahmud Khan and his Principality of Bhakkar, 1555-1574' PIHC, pp. 199-206. **National**, ISSN No.2249-1935. 2002.

- 'Currency and Exchange in Mughal Sind.' PIHC, pp. 353 – 358. ISSN No.2249-1935, **National**, 2003.

- **Dr. Saumya Varghese**

- 'Urbanization in the Port City of Velha Goa 1510-1540 A.D.' Institute for Research in Social Sciences and Humanities (IRISH, Telicherry), ISSN : 0973-3353 Vol 6, Nos 1 & 2. **National**, 2011.
- 'The Nazrani Jati and Malabar by the 16th century: Dichotomy of Matam and Margam.' Advances in Arts & Ideas ISSN: 0973-2373, Vol 7, Nos 1 & 2, **National**, 2011.
- 'Book Review – Visualizing Space in Banaras : Images, Maps and the Practice of representation by Martin Gaenzle and Jorg Gengnagel (eds.).' Studies in History, ISSN : 0257-6430, **National**, 2012.

- **Sr. (Dr.) Molly K A**

- 'Women, who Defend themselves, Defend the Nation: A Pioneering Mission of Education for Women's Empowerment in North India.' Journal of Research: The Bede Athenaeum, Shimla, Vol. 1, No.1, March 2010. **National**. ISSN 0976-0598
- 'Forming to Transform: Value Education – A Compelling Priority of Catholic Institutions.' Journal of Research: The Bede Athenaeum, Shimla, Vol. 4, No.1, March 2013. **National**. ISSN 0976-0598.
- 'Non Nobis solum': A woman's Dream for women to mould themselves and build the Nation" National seminar on Christian Educational institutions: The Making of Modern India, IAS, Shimla, 2011.

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International.

Paper Presentations

- **Dr. Saumya Varghese**

- ‘Changing Imageries of Velha Goa: From Queen of Oriental Marts to Rome of the East (1610-1690).’ Presented at XIV International Seminar on Indo Portuguese History, IIC (India International Centre), Delhi, 2013
- **Sr. (Dr). Molly K A**
- ‘Value Education- A Compelling Priority of the Catholic Institutions in the Multi-Religious-Cultural Milieu of 21st Century India.’ Gabinete Gabinete de Comunicacion de la universidad catolica de Avila” (Edicion de contenidos: Isbel Martin Jimenez, Maria Saez de Propios) de Comunicacion de la universidad catolica de Avila, 2011.
 - “Higher Education for women in North India” Paper presented at The Canada International Conference on Education, Toronto, Canada, CICE 2011.
- **Dr. Medha Saxena**
 - Wired and Wireless: A Social History of Telephones and Wireless in Colonial India in late 19th and early 20th century (Research Proposal). Paper presented at Third SEPHIS-SEASREP workshop on Alternative Research Methodologies. University of the Philippines, Quezon City, Philippines, 19 to 30 October 2009
 - Technologies of Talking in Colonial India in Early 20th Century: Communication in the Bay of Bengal.’ Paper presented at Pre-Colonial and Colonial Perspectives on Science and Technology at Cluster of Excellence: Asia and Europe in a Global Context, University of Heidelberg, Germany, 23rd-24th September 2010.
- **Dr. Nilima Chitgopekar**
 - ‘Durga and Mahisha - A tussle between a goddess and her suitor’ Paper presented in Jan 2014.
 - ‘Digital Publishing.’ Paper presented in Seminar on Social Sciences and Humanities Publishing today : Crossroads or New Vistas ?, IIC, Delhi, March 23rd 2013.

- ‘Sculptural Antiquities: Conflict and Resolution in Early India.’ Paper presentation at Seminar on India: A Rainbow of Art and Culture, IIC, Delhi 2011.
 - ‘In the Presence of Yoginis on the Absence of Certainty.’ Paper presented at Conference on Yogini – History, Polysemy, Ritual in NTNU, Trondheim, Norway, Sept-Oct 2010.
 - ‘Epigraphs as Texts: The Advent of Anomalous Goddesses in Madhya Pradesh.’ Paper Presentation at Conference: Letting the Texts Speak, Eotvos Lorand University, Budapest, Hungary, Feb 3rd-5th 2010.
- **Dr. Amita Palliwal:**
 - Bhakkar: The lost Island’ Paper presented at Association for the study of History and Archaeology, Calcutta, 1999.
 - ‘Conquest of Sind by Muhammad Bin Qasim (712-714 A.D.) – His treatment of the Subjugated People, 11th Session, U.P. History Congress, Gorakhpur, Feb 1998.
 - ‘Sind under the Later Mughals.’ Indian History Congress Mumbai, 28th – 30th Dec 2012.

20. Areas of consultancy and income generated:

Nil

21. Faculty as members in a) National Committees, b) International Committees and c) Editorial Boards

- **Dr. Nilima Chitgopekar** - On the panel of experts for the Khajuraho multimedia, 2011
- **Sr. (Dr.) Molly K A**
 - Member of Executive Council, Xavier Board, Bangalore.(2008 – 2011)
 - Editor-in-Chief of an International Peer reviewed Research Journal “Journal of Research: The Bede Athenaeum” Published from St. Bede’s College, Shimla (H.P.)
- **Ms Ghazala Amin**
 - Member on the Board of CEDPA. (Center for Development and Population Activity) India , 2010-2014 (continuing) .

- Member on the Board of Unniti Foundation, India 2008-2014 (continuing).
- Member on the Board of Maulana Azad Education Foundation, Ministry of Minority Affairs.2011-2013.

22. Student Projects mentored:

Student Projects:

- a) **Percentage of students who have done in-house projects including inter departmental/programme:** In 2013-14, 100% students did projects under Four Year Undergraduate Programme. 18 students of the II and III Year History (Honours) have been involved in Innovation Project
- b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** Nil

Department Projects:

Ms. Sudha Jha and Dr. V Menon-Mentored Delhi University Inter-disciplinary Innovation Project No.102 as enlisted in No. 17. 2012-2014

Dr. Amita Paliwal and Dr. Medha Saxena-Co-ordinators for Delhi University Inter-disciplinary Innovation Project as enlisted in Q 17.

23. (A) Awards / Recognitions received by Faculty

Ms Ghazala Amin

- ‘AILA Leadership Fellowship’, Center for Strategic and International Studies at Washington DC, One of the nine people selected from across the globe as ‘future leaders’, 2007.
- Women Executive Fellowship .Recognisedby Unniti Foundation, Washington DC in partnership with CEDPA and PAI, Washington DC, USA, 2007.
- ‘Citizen Warden’ with the Lt Governor of Delhi, Delhi Government.

Dr Vishalakshi Menon-

- Associate Fellow at the Indian Institute of Advanced Study, Shimla Indian Institute of Advanced Study, Shimla.1998.
- Fellow at the Nehru Memorial Museum and Library, Teen Murti House, New Delhi, 2001-2004.
- Hira Lal Gupta Award for an Outstanding Woman Historian for the book on 'Indian Women and Nationalism: The U.P. Story', Indian History Congress,2007.

Dr Nilima Chitgopekar-

- Visiting Shivdasani fellow at the Oxford Centre for Hindu Studies, Oxford University,Oxford University, Great Britain, Hillary term,Jan 2004-March 2004.
- Charles Wallace India Research Award to facilitate research in Great Britain.1.05.2005.

Sr. (Dr.) Molly K.A.

- Best Administrator's Award for 'Best Administration and students Welfare' Government of Himachal Pradesh, 2010-2011.

Dr Amita Paliwal –

- Jawaharlal Nehru Memorial Fund Asian Fellowship for the Doctorial Studies . One out of eight candidates selected from India.Teen Murti House, New Delhi.2000-2002.
- Prof. J. S. Grewal Young Historian Prize for presenting the Best paper in Medieval Indian Section -2000-01.
- Recipient of University Gold Medal for securing the highest marks in History, Aligarh Muslim University, 1997.

Dr Medha Saxena-

- Ph.D. Fellowship by Indian Council of Social Science Research (ICSSR) and Centre for Study of Developing Societies, New Delhi. 2010-2012.
- Charles Wallace India Trust Short Research Fellowship for United Kingdom.2010.
- Foreign Travel Grant from Indian Council for Historical Research to pursue archival work in UK,Indian Council for Historical Research, New Delhi.2010.

- Contingency/Travel Grant to pursue field study for Ph.D. within India. Indian Council for Historical Research,2010.

24. List of Eminent academicians / visitors to the department: We've hosted numerous academicians and dignitaries who have visited college to give talks and hold workshops for our students. Some of the prominent names over the years are

- Romila Thapar (JNU),
- Bipan Chandra (JNU),
- K.N. Panikkar(JNU),
- Aparna Basu,
- D.N.Jha (DU),
- Shereen Ratnagar, Kumkum Roy (JNU),
- Aditya Mukherjee (JNU),
- Seema Alvi (DU),
- Prof. Amar Faruqui (DU),
- Arvind Sinha (DU),
- Sucheta Mahajan (JNU),
- Shireen Moosvi(AMU),
- Rev. Francis Clooney (Prof of Religion, Harvard University) etc

25. (A) Seminars / Conferences / Workshops organised and the sources of funding : See Q 17 on Innovation Projects.

26. Student Profile Programme / Course Wise:

Name of the Course/programme B.A.(History)	Applications Received	Selected	Pass Percentage
2010-11	158	39	82.7
2011-12	164	45	94.29
2012-13	147	36	94.2
2013-14	191	51	74.4
2014-15	212	51	Ongoing

27. Diversity of Students

- In I Year B.A. (Honours) History: 13 outstation students; 35 In-station students; Total of 48 students.
- In II year B.A. (Honours) History: 7 outstation students; 27 In-station students; Total of 34 students
- In III year B.A. (Honours)History: 11 outstation students; 32 In-station students; Total of 43 students
- One foreign student from Tibet in Ist Year Hons (2013-2014)

29. (A). Student Progression Against % Enrolled: As the Delhi University system has primarily undergraduate courses, and students who pass out do their PG courses in the University, the data base has not been therefore collected systematically.

However we have database of rank holders from the Department of History in South Delhi Campus (SDC) and awarded Scholarships in JMC for some years:

	2009-10	2008-09	2007-08
First Year	1 student was 5 th rank holder in SDC	--	1 student ranked 7 th in SDC
Second Year	2 students securing ranks 6 th and 9 th in SDC respectively	1 student awarded Most Deserving Christian Student in JMC	2 students ranked 7 th and 8 th respectively in SDC
Third Year		1 student awarded artist Bawa G Bhalla memorial scholarship	1 Student ranked 5 th in SDC

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc?

8-10%

29. (B) Students Placement / Employment: One of our third year students Rittuporna Chatterjee has been selected as Innovative Ideators (2013-2014) with a salary package of Rs.3 Lakhs per annum. Stellar alumni (a few of them) over the years and their Employment details are listed below:

Distinguished Alumnae

Name of Student	Achievements
Capt. Anu Bhatt	First Lady Aviation officer in the Army Air Traffic
Shreya Guha	IAS/ Rajasthan/ 1994
Anuradha Pritam	Mediaperson/Columnist
Vasudha Sinha	NDTV Producer
Maya Mairchandani	NDTV News Presenter
Stuti Dikshit	Producer, BBC, London
Dr. Kalyani Chadha	Assistant Professor and Director – Media, Self, Society Prog., Philip Merrill College of Journalism, University of Maryland, USA
Nisha Bhambhani	Advocate in Delhi High Court/Supreme Court
Leher Kala	Journalist/ Ms. India/ Columnist
Urvashi Kaur	Fashion designer, label in her name, selected as one of top 18 finalists at Vogue India’s first ever ‘Fashion Fund’.
Neha Dhupia	Ms. India 2002/Actor/Model
Ramneek Paintal	Model/ Ms. Delhi/ TV Anchor
Dr. Radhika Chaddha	Assistant Professor, Miranda House, Delhi University
Vinita Malik	Assistant Professor, Kamla Nehru

	College, Delhi University
Nandita Punj	Assistant Professor, Kamla Nehru College, Delhi University
Geeta Arya	Assistant Professor, Laxmibai College, Delhi University

30. Details of infrastructural facilities:

a) Library: We have a fairly well stocked History section in the library that addresses diverse themes such as Ancient, Modern and Medieval India; European, American, Asian, East and South East Asian; African Histories; History of Social Formations etc. Total number of History books in library: 6046.

b) Internet facilities for staff and students: The Teachers have been provided with computers and internet services in the staff room. We also have a departmental laptop that is readily available to teachers and students for multimedia teaching and project works.

c) Class room with ICT facility

The department has been allocated classrooms equipped with projectors for classroom presentations. The college has Wi-Fi /internet facilities. The students have also been granted access to internet facilities whereby they download prescribed articles from online sources (JSTOR, Gutenberg, Digital maps of South Asia, Project Muse, CLIO etc) as instructed by faculty and also update themselves on latest developments in Delhi University (inter-college fests and competitions, lectures, workshops et all).

d) Laboratories –Not Applicable.

31. Number of students receiving financial assistance from college/university, government or other agencies:

1. PTSA Prizes and Scholarships were awarded to 2 students in 2008-2009; 2 students in 2012-13; and, 1 student in 2013-14.

2. Students who have received other aid from JMC:

Year	Fee Concessions	Student Aid Fund
2010-11	6 students	--
2011-12	8 students	5 students
2012-13	4 students	4 students
2013-14	3 students	1 student

32. Details on Student Enrichment Programs

Year	Event
2013-2014	1. A Talk by Prof. Shireen Moosvi (AMU) on gender relations in Mughal India with reference to Anarkali Legend in a talk titled topic 'Facts and Fiction in History.' Organised by the History Society
	2. A talk on Sarees of India by Rta Kapoor Chistji. Organised by Dastaan: The Art and Architecture Society, JMC.
	3. Collaboration between Dastaan and History Society organizing special educational walks to Heritage sites such as mehrauli area, Hauz Khas village, Humayuns tomb, Kirkhi masjid, Chandni Chowk, Rashtrapati Bhavan etc.
	4. Trip to the historical cities of Mandu and Maheshwar. The students were familiarized with its rich tangible and intangible heritage: distinctive regional architectural styles tracing its links with the Medieval period in Indian history; handloom and cottage industries etc. The trip also helped the students to critically observe the present day condition of the weavers, their exploitation by local middle men; and, the lack of Govt. sensitivity in conserving and celebrating these small scale industries.
2012-2014	The JMC History Department, recipient of DU Innovation Project 2012-2013, did a project on 'Preserving our Cultural Heritage: The Monuments of Delhi' mentored by Professor Nalini

	<p>Thakur, School of Planning and Architecture. Students conducted and participated in series of heritage walks and surveys in Mehrauli, photographically documenting the present state of the late Mughal ruins to finally compile a research paper duly published by UGC (see Q. No 17 for reference). This programme made a collaborative effort with the Delhi SCERT to include small rubrics on some of the monuments such as Zafar Mahal and Jehaz Mahal, Jharna, Hauz-i-Shamsi, the tomb of Adham Khan that describe their appearance and their importance in our heritage. Dr. Swapna Liddle, co-convenor of the Delhi Chapter of the Indian National Trust for Art and Cultural Heritage (INTACH) was invited to the Jesus and Mary College on 7 November 2012, to speak on the History of Delhi.</p>
2010-2014	<ol style="list-style-type: none"> <li data-bbox="523 922 1385 1160">1. Various talks by eminent historians like Prof. Arvind Sinha (2012); Ms. Swapna Liddle in 2012 and 2011 (author of Delhi: 14 Historic Walks); Ms. Rakshanda Jalil (writer, critic and literary historian) in 2011. <li data-bbox="523 1160 1385 1509">2. Inter College debates (Big Fight), Quiz competitions (Quizz Fizz), Extempore skits and Street plays are regularly held over the past four years as part of Chronicle: The History Department Fest. This year we had a splendid performance by professional theatre group Asmita who performed their famous nukkad-naatak 'Dastak', <li data-bbox="523 1509 1385 1688">3. Heritage walks to Moth ki Masjid, Red Fort, Qutb complex, heritage sites in the Northern Ridge of Delhi, Nizamuddin complex etc. <li data-bbox="523 1688 1385 1930">4. Inter-college debates, photography competition, painting competition etc organized by the History Students during <i>Utsav</i> 2014, the annual Festival of <i>Dastaan</i> held as part of Montage 2014.

	<p>5. Under the mentorship of Dr. Vishalakshi Menon, the History Students of JMC visited the Spastics Society and encouraged the special children there to get more excited about history by taking them to monuments in and around Delhi. This was done in collaboration with the INTACH (Indian National Trust for Art and Cultural Heritage).</p>
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33. Teaching Methods adopted to improve student learning :

- Enriching classroom lectures along with heritage walks, field work, use of multi-media: Power point presentations, Use of google images and maps; Showcasing documentaries and video imageries; Screening of films with History based themes etc.
- The faculty also encourages and guides student projects to employ innovative means such as skits, plays, mock travel tours, unfurling their projects as documentaries etc.
- For students dealing with media studies and journalism, the faculty arranges for fieldtrips to television and radio channels. College co-ornidates to send them as participants in television shows. Students are encouraged to do live interviews of guests in class.
- The faculty regularly corresponds with the students through e-mails and WhatsApp. We use personal interaction, mentoring, grooming and career counseling methods.
- The internal grading pattern is kept transparent. The class-tests and assignments (both hard and soft copies) are returned to the students with detailed comments. Tutorials are regularly held where each student is given attention and space to discuss their assignments with the teachers.
- In group projects the students are supervised and guided in not only selecting the topic but also in devising the methodology to strike a balance between analysis of literature and field work. They are encouraged to both enjoy

their project work and come up with original observations by visiting places, institutions, agencies and interviewing people.

- Group discussions are regularly conducted whereby students actively contribute in offering insights and suggestions to each of the groups.
- To make learning more student-centric seminars are conducted, presentations are made by students and students are encouraged to team up in co-curricular programs sponsored by outside autonomous agencies like INTACH.
- The department attempts at enhancing holistic development of the students which inculcates not just enhanced knowledge of the subject they major in, but also overall personality development that would make them independent and confident individuals with skills to engage in group activities. This vision is carried out not just by instructional mode (classrooms, seminars etc) but also through the various extra-curricular societies, sports participations, college and university fests, workshops, placements cells etc.

34. Participation in Institutional social responsibility (ISR) and Extension activities:The students and faculty members regularly participate in the institutional and social responsibility and extension activities organized by the college NSS unit, WSDC,JAGRITI,AICUF,JMCEP, NCC,EOC(UNNATI).

35. SWOC ANALYSIS OF DEPARTMENT AND FUTURE PLANS

Strengths

- Cohesively knit department. Excellent teamwork amongst the Faculty.
- Strong inter-personal communication and mentorship of the students.
- All faculty members have been proactive in college activities, societies and events besides their teaching commitments.

Weaknesses

- Students prefer courses like commerce over History for immediate and better placements.

Opportunities for the Department:

- Encourage junior teachers to expand their organizational, research and teaching potentialities.
- Be more pro-active in counselling students on career goals and placements.

Challenges of the Department:

- There is need for a departmental room for meetings, equipped with multimedia facilities. The construction work to provide space for such activities is in progress.
- Raise funds for maintaining a well-stocked departmental library (digital and print)

Future Plans:

- To increase inter-active sessions of undergraduate students with Post Graduate students.
- To have a History Museum displaying historical artifacts and relevant information through an archival collection of documentaries and translated printed source materials.

EVALUATIVE REPORT OF MATHEMATICS

DEPARTMENT

1. **Name of the department**
Mathematics
2. **Year of Establishment**
Honours Course was introduced in 1987. However, Mathematics was taught as a discipline subject in B.A. (Programme) since 1968.
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)**
B.Sc. (Honours) Mathematics
B.A. (Programme)
4. **Names of Interdisciplinary courses and the departments/units involved**
Courses taught by Mathematics Department are:
 - Mathematics Discipline is taught to B.A.(Programme) and B.El.Ed. Departments.
 - Mathematical Awareness is taught to the students of Economics (Honours).
 - Allied Courses are taught to students of Economics (Honours).
5. **Annual/ semester/choice based credit system (programme wise)**
Semester System
6. **Participation of the department in the courses offered by other departments**
Interdisciplinary courses offered by other departments to Mathematics students are:
Environmental Studies, Economics, English, Hindi and Philosophy.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.**
Nil
8. **Details of courses/programmes discontinued (if any) with reasons.**
Nil
9. **Number of Teaching posts**

	Sanctioned	Filled
Professors		
Associate Professors		8
Asst. Professors	10	2 (Adhoc)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Exp.	No. of Ph.D. Students guided for the last 4 years
Dr. Alka Marwaha	Ph.D.	Associate Professor	Functional Analysis and Operator Theory	27 years	One Ph.D. and one M.Phil. student
Dr. Anu Ahuja	Ph.D.	Associate Professor	Linear Programming	27 years	-
Ms Rama Saxena	M.A., M.Phil.	Associate Professor	Harmonic Analysis	25 years	-
Ms R.K.Sharma	M.A., M.Phil.	Associate Professor	Analysis	24 years	-
Dr.Ambika Bhambani	Ph.D.	Associate Professor	Computer Programming	27.5 years	-
Ms.Sunita Narain	M.A.	Associate Professor	Analysis	24.5 years	-
Dr. Anu Saxena	Ph.D.	Associate Professor	Orthogonal Polynomials, Operator Theory, Harmonic	29 years	-
Dr.Indrakshi Dutta	Ph.D.	Associate Professor	Algebra(Ring Theory)	28.5 years	-
Ms. Rashmi Sehgal Thukral	M.A., M.Phil.	Assistant Professor (Adhoc)	Functional Analysis, Operator Theory	8 years	-
Ms. Shruti Kapoor	M.Sc.	Assistant Professor (Adhoc)	Fluid Queues	5 years	-

11. List of senior visiting faculty

Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

20% of the lectures and 75% of the practical are taken by the temporary/Ad-hoc faculty.

13. Student -Teacher Ratio (programme wise)

B.Sc.(Honours) Mathematics 15:1

B.A.(Programme) 12:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

Nil

15. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D./ M.Phil. / PG.

Faculty	Ph.D.	M.Phil.	M.A.
Permanent	5	2	1
Temporary		1	1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

Nil

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

Innovation Project “Solid Waste Management” funded by Delhi University, was handled by Mathematics Department during the year 2012-2013. Grant received is Rs.7 lakhs.

18. Research Centre/facility recognized by the University

Seminars/Conferences are held from time to time to inculcate the culture of research among the faculty and students.

19. Publications:

a) Publication per faculty

Number of papers published in peer reviewed journals (national /international) by faculty and students

*** Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)*Monographs, chapter in Books, Books Edited, Books with ISBN/ISSN numbers with details of publishers ,Citation Index, SNIP, SJR, Impact factor**

Dr. Alka Marwaha

Books

- 'An Introduction to Linear Algebra', ISBN-978-81-203-4952-0, PSI.
- 'Mathematics and Vipassana', presently under publications.

Paper Published

- 'Decomposability and Structure of Nonnegative Bands in Finite Dimensions', Vol. 2, No. 91, 63-82, 1999, International Journal of Linear Algebra and its Applications.
- 'Decomposability and Structure of Nonnegative Bands in Infinite Dimensions, Vol. 47, Issue 1, 37-61, 2002, International Journal of Operator Theory.

- 'A Geometric Characterization of Maximal, Rank - One Nonnegative Bands, Vol. 47, 257-263, 2004, Canadian Mathematical Bulletin.

Papers Presented

- Paper presented at International Conference of WSDC on 'Women Entrepreneurship' at Punjabi University, Patiala in 2010.
- Paper presented on 'Global Economization of Reproductive Health of Women' at International Conference of WSDC, Udaipur University in 2010.
- Paper presented on 'Women Mathematicians' at WSDC Conference organized by Banaras aUniversity in 2010.
- Paper presented titled Wheel of Dhamma at the International Conference of Indian Congress of Asian & Pacific Studies at Jaipur in 2011.

Dr. Anu Ahuja

Paper Published

- 'A Paradox in a Fixed Charge Transportation Problem', published in the Indian Journal of Pure and Applied Mathematics, Vol. 31, No.7, 802-822, 2000, INSA, New Delhi.
- 'Non Convex Bulk Transportation Problem', Vol.7, No.2, 59-71, 2001, International Journal of Management Science, Korea.
- 'On Paradox in Linear Fixed Charge Transportation Problem', Vol.16, No.19, 1-16, 2000, International Journal of Management and System, New Delhi.
- 'Multi Index Fixed Charge Bicriterion Transportation Problem', Vol. 32, No.5, 739-746, 2001, Indian Journal of Pure and Applied Mathematics, INSA, India.

Papers Presented

- Presented a paper entitled 'Multi Index Bulk Transportation Problem' at the sixth International Conference of APORS held in New Delhi from Dec.8-11,20003.
- Presented a paper entitled 'Multi Index Bulk Transportation Problem', at the 33rd ORSI Convention held at IIM- Ahmedabad from Dec14-16,2000.
- Presented a paper entitled 'A Paradox in a Fixed Charge Transportation Problem', at the International Conference on Operations Research for a Better Tomorrow held at India International Centre, New Delhi, India during Dec 24-26,1998.
- Presented a paper entitled 'Multi Index Fixed Charge Bicriterion Problem' at 31st Annual ORSI Convention and International Conference on Operations Research and Industry held at Dr. Ambedkar University,Agra, from Dec.19-21,1998.

Dr. Ambika Bhambani

Paper Published

- Minimizing Rental Costs in Three - Machine Sequencing Problem , Vol. 21 , No. 1, 1996, 73 – 77 in ‘ Indian Association for Productivity , Quantity and Reliability journal.
- Sequencing with Restrictions in Processing Times , Vol. 34 , No. 2 , 116 – 127 , 1997, Opsearch.
- Minimizing Mean Completion Time for Special Flowshop Problems , Vol. 40 , No. 1 , 85 – 100 , 1997 , in Optimization , Germany.
- Bicriteria in Flowshop Scheduling Problem , Vol. 22 , No.1, 63 – 83 , 1997 , in Journal of Combinatorics , Information and System Sciences , USA.
- A Three Machine Sequencing Problem in Rental Situations , Vol. 15 , No. 1 , 1 – 14 , 1999 , IJOMAS ,(accepted also in JORSJ , Japan).
- Special Class of Flowshop Sequencing Problems , Vol. 24 , No. 1 , 1 – 16 , 1999 , in ‘ Indian Association for Productivity , Quantity and Reliability journal.
- Bicriteria in a Two –Stage Flowshop Scheduling Problem , Vol. 31 , No. 11 , 1475 – 1481 , INSA , Nov 2000.
- Minimizing Total Flowtime in Two – Machines Specially Structured Flowshop Sequencing Problem , Vol. 26 , No. 1 – 4 , 1 – 15 , 2001 , in International Journal of Combinatorics , Information and System Sciences , USA.
- Bicriteria in Special Flowshop Problems , Vol. 33 , No. 4 , 435 – 441 , Indian Journal of Pure and Applied Mathematics , April 2002 , INSA.

Papers Presented

- Paper ‘ Minimizing Mean Completion Time for Special Flowshop Problems ‘ , was presented in the Conference of Operations Research Society of India , held in Delhi , in Dec. , 1995

Dr. Anu Saxena

Paper Published

- ‘Closability of operators arising from thin infinite matrices and applications to orthogonal polynomials’, MR number 2017371, Vol. 1, 2002, Journal of Mathematical Science (N.S.), American Mathematical Society.
- ‘Simultaneous Preservation of Orthogonality of Polynomials by Linear Operators Arising from Dilation of Orthogonal Polynomial Systems’, Vol. 2, Issue 2, 177-213, April 2000, Journal of Computational Analysis and Applications.

Dr. Indrakshi Dutta

Paper Published

- ‘Anti-regularity in modules’, Vol.13, No.6, 1990, National Academy Science letters.
- ‘Anti-regular modules’, Vol.13.No.7, 1990, National Academy Science letters.
- ‘Anti-regularity and indecomposability’, Vol.13.No.7, 1990, National Academy Science letters.
- ‘Endomorphism rings of anti-regular modules’, Vol.13, No.8, 1990, National Academy Science letters.
- ‘Anti-regularity in rings’, Vol.14, No.6, 1991, National Academy Science letters.
- ‘One sided regularity in ring’, Vol.14.No.6, 1991, National Academy Science letters.
- ‘Regularity in rings 2 finite rings’, Vol.14.No.6, 1991, National Academy Science letters.

Ms Rashmi Sehgal Thukral

Paper Published

- ‘Decomposability of nonnegative r-potent matrices’, ISSN:1311-8080, Vol. 94, No.5, 705-725, 2014, **International Journal of Pure and Applied Mathematics**.

20. Areas of consultancy and revenue generated
Nil

21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards.....
Nil

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme

All the first year students have undertaken projects in the foundation courses .They form

nearly 50% of the first year students enrolled in the department.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

About 20% of the department students have worked as interns or taken up projects in the most prestigious and promising institutions like

London School of Economics, Ernst and Young, Eastman International Pvt. Ltd., Dentsu Communications Ltd. besides NGOs like Samavesh , Naya Savera, VAAM, CRY, Arpana Trust.

23. Awards / Recognitions received by faculty and students

Dr. Alka Marwaha

- Awarded the **Canadian Commonwealth Scholarship** to pursue Ph.D. at Dalhousie University, Halifax, Nova Scotia, Canada during the period 1992-1996. Her doctorate thesis is on Operator Theory under the guidance of Prof. Heydar Radjavi.
- Awarded JRF in 1986.

Ms. Rama Saxena

- Awarded the Shrimati Shivkamamma Radhakrishnan Gold Medal for being the best woman candidate in M.A examination held in 1988.

Dr. Ambika Bhambani

- Govt. of India National Scholarship during 1982-83.
- Junior Research Fellowship of the University Grants Commission.

Dr. Indrakshi Dutta

- Gold Medalist in M.Sc. Mathematics from NEHU, Shillong.

Ms. Rashmi Sehgal Thukral

- Qualified NET (JRF.) in June 2008.
- Rai Bahadur Brij Mohan Lal Saheb Memorial Gold Medal by University of Delhi for being the best candidate in B.A.(Hons.) Examinations held in 2003.
- Ravi Kanta Devi Prize by University of Delhi for being the best woman candidate in the B.A.(Hons.) Examinations held in 2003.
- J.N.Mitra Memorial Prize by University of Delhi for being the best candidate in B.A/B.Sc.(Hons.) Examinations in Mathematics and B.Sc.(Hons.) Examinations in Physics (taken together) held in 2003.
- Shri Suresh Bhatia Memorial Gold Medal by University of Delhi for being the best candidate in B.A.(Hons.) Examinations in Mathematics held in 2003.

Ms. Shruti Kapoor

- Cleared Net (JRF) in December 2007.
- Qualified GATE with 92 percentile in 2008.

Students

Over the years, our students have shown exemplary performance in both academics and sports. For instance,

Ms. Prakriti Saxena	<ol style="list-style-type: none"> 1. Mr. Bholanath Gold Medal for securing 1st position in B.A (hons) Mathematics held in 2009 2. Ravi Kanta Devi Prize for being the best woman candidate in B.A. (HONS) examination held in 2009
Ms. Neha Sethi	Gold medal for securing 1st position in B.A (hons) Mathematics in North and South Campus, 2008.
Ms. Vasudha Anand	Gold medal for securing 1st position in B.A (hons) Mathematics in North and South Campus, 2004 .
Ms. Preeti	<ol style="list-style-type: none"> 1. 1st position in North and South Campus in 1st year, 2008 2. Awarded a certificate of merit for superlative academic performance in 2nd year, 2009 3. 10th position in South Delhi Campus, 2010.
Ms. Jasbir Kaur	Secured 2 nd position in South Delhi Campus, 2009.
Ms. Karuna Mamtani	Secured 2 nd position in South Delhi Campus, 2010 and was awarded the Maria Philip Scholarship.
Ms. Shruti Chawla	Secured 4 th position in South Delhi Campus
Ms. Sarah Vashishth	Secured 6 th position in South Delhi Campus, 2010
Gurleen kaur	Secured 6 th position in South Delhi Campus, 2007
Depika Asya	Secured 7 th position in South Delhi Campus, 2008
Ritu Mangal	Secured 7 th position in South Delhi Campus, 2007
Ms. Ashima Sethi	Secured 8 th position in South Delhi Campus, 2009.
Ms. Radhika Kalia	Secured 8th position in South Delhi Campus, 2010
Ms. Divya Choudhary	Secured 9 th position in South Delhi Campus, 2009
Ms. Vesda Sharma	Secured 9 th position in South Delhi Campus, 2008.
Ramneet Kaur	Secured 10 th position in South Delhi Campus, 2008.
Ms. Mehul Gupta	Secured 10th position in South Delhi Campus, 2010

In addition, students have shown keen interest in various departmental and college activities. For instance, students have worked hard for various societies running in this college like NSS, NCC, NSO, WSDC etc., and have been awarded for their endeavors. Finally, students work hard every year for the departmental festival Matharena and become instrumental in its success.

Distinguished Alumnae

- Some of our students are **teaching in JMC** like Sona Andrew in Department of B.El.Ed. and Ms. Sunita Narain in Department of Mathematics.
- One of our students, Rakul Preet Singh, has made a name for herself in the **film industry**.

24. List of eminent academicians and scientists / visitors to the department.

- Prof. Dinesh Singh, Vice-chancellor, Delhi University
- Prof. Geeta Venkatraman, Professor, School of Liberal studies, Ambedkar University
- Prof. S. Swaminathan, Professor Emeritus, Department of Mathematics and Statistics, Dalhousie University, Halifax, NovaScotia,Canada
- Dr. Shobha Bagai, Associate Professor, SPM
- Dr. P.C. Bagga, Associate professor, Motilal Nehru College.
- Prof. Rajinder Bhatia, ISI.
- Dr. Amitabh Tripathi, Professor, IIT Delhi.

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National

- A UGC sponsored seminar '**From Pythagoras To Andrew Wiles: Tracing The Path of Mathematics**' organized by the Department of Mathematics from Dec 17 to 18, 2008.
- The chief guest of the seminar was Prof Dinesh Singh, the then Director, South Campus, DU. He delivered the inaugural lecture.
- The speakers invited for the seminar delivered talks on varied topics like 'Women In Mathematics', 'Ten Unsolved Problems of Mathematics', 'Networking Problems' etc.
- A play was performed by the students tracing the path of Mathematics from Pythagoras to Andrew Wiles.

b) International
Nil

26. Student profile programme/course wise:

Name of the Course/programme B.Sc.(Mathematics)	Applications Received	Selected	Pass Percentage
2010-11	345	38	96.8
2011-12	362	38	93.55
2012-13	358	82	100
2013-14	513	82	91.42
2014-15	443	43	-

27. Diversity of Students for the year 2013-14

Name of the Course	% of students from the same state	% of students from other states
Mathematics (Hons.) First Year	74%	26%
Mathematics (Hons.) Second Year	72%	28%
Mathematics (Hons.) Third Year	83%	17%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Many of our students have qualified the NET exam. Some are as follows:

- Vasudha Anand, 2007
- Prakriti Saxena, 2011
- Divya Choudhary, 2011
- Karuna Mamtani, 2012

29. Student progression

Student progression	Against % enrolled
UG to PG	80-85% (approx.)
PG to M.Phil.	*
PG to Ph.D.	
Ph.D. to Post-Doctoral	
<p style="text-align: center;">Employed</p> <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	17% (in 2013)
Entrepreneurship/Self-employment	Data not available

*Under Graduate College, therefore data related to M.Phil, Ph.D. not available

- A good percentage of our students go in for **post graduate studies to foreign universities** like London School of Economics, Warwick University, CASS business school, London etc. Some of them are, London School of Economics- Sanya Ahuja (2014), Shradha Suri (2013)
Warwick University- Juhi Bhalla (2010)
CASS business school, London-Ragini Vaid (2014) Sharmishtha Choudhary (2014)
Shalkie Yadav (2013) got French Scholarship to pursue postgraduate studies in France.

30. Details of Infrastructural facilities

a) Library

We have a well stocked Mathematics section in the library with around 1600 books which cover a wide range of subjects like Analysis, Algebra, Calculus, Statistics and Probability, Numerical Analysis and Computer Programming.

b) Internet facilities for Staff & Students

College is wi-fi enabled and staff and students have free access to internet.

c) Class rooms with ICT facility

Class-rooms are equipped with overhead projectors to facilitate effective teaching-learning process through use of technology.

d) Laboratories

There is a well-equipped computer lab with approx. 60 PC's and 2 LCD Projectors. Sophisticated digital software like Mathematica and Matlab are made available by the University for the mathematics students.

31. Number of students receiving financial assistance from college, university, government or other agencies

In 2013-14, one student was given fee-concession.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

- Every year an interdepartmental paper presentation competition is held to make students aware of the modern techniques as well as to build their confidence.
- The students are encouraged to participate in inter college mathematical quizzes
- Talks and seminars are held from time to time in which eminent speakers like Prof. Dinesh Singh, Prof. Srivastava of Delhi University have been invited to enrich the students' knowledge of Mathematics.
- This year itself a four day workshop has been organized in collaboration with the Warwick University on Games Theory, to be conducted by Prof. Abhinay Muthoo, Head of Economics Department.
- Students are also encouraged to become part of research programmes of reputed institutions like IIT Delhi and JNU.

33. Teaching methods adopted to improve student learning

Skill Development

- Making them evaluate each other's answers enables them to test their knowledge and recognize their own strengths and weaknesses learn from mistakes of others and inculcate a sense of responsibility.
- Special training for Matlab and Mathematica.
- To encourage and generate interest in research through paper presentation.
- Job related skills are imparted through seminars, workshops, talks etc.

Real Life Projects

- Using math to solve real life problems.
- Example: predicting election outcome, whether it will rain today or not.

- Intellectually stimulating student projects.
- We organize departmental trips to give them a flavor of field work and research.
Example: A trip was organized to Lotus Temple, Delhi Haat etc. to study the relative popularity of popular tourist destinations

IT-Enabled Teaching

- Using online videos
- Power of Internet
- Interactive learning

34. Participation in Institutional social responsibility (ISR) and Extension activities.

The students and the faculty members regularly participate in the Institutional social responsibility and Extension activities organized by the college like NSS, WSDC, AICUF, JMCEP, NCC, SWAYAM and EOC.

35. SWOC analysis of the department and Future plans

Strengths

- Highly qualified and experienced faculty
- 3 meetings per semester are organized and minutes of the meetings maintained.
- The calendar of activities to be done by the department during the semester is decided in the beginning of the semester.
- We mentor our students under tutor-ward programme.
- Students are given counseling regarding the scope of Mathematics.
- The department has its inter-university annual festival 'Matharena' wherein students are invited to participate in various competitive activities.
- An inter-department paper presentation competition is organized every year, encouraging students to pick topics from outside the structured course like fashion and mathematics, art and mathematics and many more.
- Various seminars and talks by eminent academicians are organized to develop the interest of students in the subject and encourage them to pursue it further.
- Practical component like hands-on computer training of the curriculum makes students aware of real life applications of the subject, thereby preparing them for industry.

Opportunities

- The department is privileged to have students from all background.
- To introduce more applied courses of mathematics like Statistics etc. thus making students more employable and competitive in the global market.

Challenges

- A highly culturally diverse student population can be challenging in terms of communication and language barriers.
- Limited teaching hours in semester mode hampers the growth of thinking process.

EVALUATIVE REPORT OF POLITICAL SCIENCE
DEPARTMENT

1. Name of the Department

Political Science

2. Year of Establishment

1968

3. Names of Programmes/Courses offered

B.A. Honours - 3 years Programme

B.A. Programme - 3 years Programme

4. Names of Interdisciplinary courses and the departments/Units involved:

Political Science Department teaches;

- a) Citizenship in a Globalizing World to II Year Hindi (Honors)
- b) Contemporary India to II B.A. Programme
- c) Gender and Society to II B.A. Programme

5. Annual/Semester/choice based credit system (Programme wise)

- B.A. (Honours) Political Science (Semester System)
- B.A. (Programme) (Semester System)

6. Participation of the Department in the courses offered by other Departments:

- Sociology Department teaches the following to Political Science students:
 - a) Gender and Society to I year (Honours) Political Science
 - b) Contemporary India to II year (Honours) Political Science
- Psychology Department teaches:
 - a) Psychology for Living to III year (Honours) Political Science
- English Department teaches:
 - a) Language, Literature and Culture (Credit) to I year Political Science (Honours)
 - b) Applied Course Translation to I year Political Science (Honours)
- Philosophy Department teaches:
 - Ethics in Public Domain in lieu of non-credit language to I year (Honours) Political Science
- History Department teaches Environmental Studies to Ist year students

7. Courses in collaboration with other Universities, Industries, Foreign Institutions etc.

Nil

8. Details of courses/programmes discontinued (if any) with reasons:

B.A. (Programme) discontinued under FYUP for Academic Year 2013-14

9. Number of Teaching Posts.

	Sanctioned	Filled
Associate Professor		5
Assistant Professor	7	1
Assistant Professor (Adhoc)		1

10. Faculty profile with name, qualifications, specialization, (D.Sc./D. Litt./Ph.D/M.Phil, etc.

Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. students guided
Dr. Monica Chopra	Ph.D.	Associate Professor	Indian Politics and Indian Political Thought	42 years	1 completed in 1992
Dr. Pamela Bhatia	Ph.D.	Associate Professor	Political Theory Indian Politics African Studies	42 years	-
Dr. Sushila Ramaswamy	M.Phil., Ph.D.	Associate Professor	Political Theory	33 years	1 (under progress 2014)
Dr. Usha Chug	M. Phil., Ph.D.	Associate Professor	International Politics Public Administration	33 years	-
Ms. Tanuja Sachdeva	M.A.,M.Phil	Associate Professor	International Relations Indian Politics	30 years	-

Ms. Disha Narula Joshi	M.A.,M. Phil.	Assistant Professor	Indian Politics	3 years	-
Ms. Shailza Singh	M.Phil. (Ph.D. submitted)	Assistant Professor	International Politics, Public Policy & Governance Comparative Politics	5 years	-

11. List of Senior Visiting Faculty:

Nil

12. Percentage of lectures delivered and practical classes handled programme wise by temporary faculty:

Shailza Singh: 14.3 % lectures
14.3 % Tutorials } per week

Sharing 50 – 60% in some

13. Students – Teachers Ratio (Programme-wise)

Honours – 18:1

B.A. (Prog) – 20:1

14. Number of academic support staff (technical) and administrative staff, sanctioned and filled.

Nil

15. Qualification of teaching faculty with D.Sc./D. Litt/Ph.D/M.Phil/PG

	Ph.D.	M.Phil.	M.A.
Permanent Faculty	4	1	1
Ad-hoc Faculty		1	

16. Number of Faculty with ongoing projects from (a) National (b) International Funding and grants received

Nil

17. Department projects funded by DST-FIST, UGC, DBT, ICSSR, etc. and total grant received:

Nil

18. Research Facility/Centre recognized by the University : Nil

19. Publications:

Dr. Sushila Ramaswamy

Books

- Political Theory: Ideas and Concepts, New Delhi, Macmillan, 2003. (ISBN 0333 937 988), x+506 pages.
- Marxist Theory of the State: Dictatorship of the Proletariat, New Delhi, Deep and Deep, 1993. (ISBN 81-7100-579-9), x+180 pages.
- Liberty, Equality and Social Justice: Rawls' Political Theory, New Delhi, Ajantha Publications, 1990 (ISBN 81-202-2091-0), xi+252 pages.
- A History of Socialism (forthcoming), (co-author with Subrata Mukherjee), New Delhi, Publications Division.
- Democracy in Theory and Practice, (co-author with Subrata Mukherjee) New Delhi, Macmillan, 2005 (ISBN 1403-92496 I), xxxii+324 pages.
- A History of Socialist Thought: from the Precursors to the Present, (co-author with Subrata Mukherjee), New Delhi, Sage Publications, 2000. (ISBN 81 7036 929- 0 (India HB; 81- 7036 938 X India PB; 0-7619-9437-8 (US HB; 81-7619-9465 3 (US PB), 464 pages.
- Pashchimi Rajnithi chintan (co-author with Subrata Mukherjee), Delhi, Directorate of Hindu Medium Implementation, Delhi, University of Delhi, 2000, 400 pages.

Research Articles:

International

- India's Crisis of Governance: Women's perspective, Policy and Society, Vol. 24, No, 3, 2005, pp. 122-141 (ISSN 1449-4035).

- Nation State Formation and the Process of Democratization in the Developing world in Asia in the New Millennium: APISA First Congress Proceedings edited by Amitav Acharya and Lee Lai To, Marshall Cavendish Academic, Singapore, 2004, pp. 462-76. (ISBN 983-210-395-3).

National

- “Understanding Civil Society”, Civil Society, Political Regimes and Conflict MGPE 013, IGNOU, New Delhi, February 2012, pp. 11-20.
- “Elements of Civil Society”, Civil Society, Political Regimes and Conflict MGPE 013, IGNOU, New Delhi, February 2012, pp. 20-30.
- “Civil Society: Local and Global”, Civil Society, Political Regimes and Conflict MGPE 013, IGNOU, New Delhi, February 2012, pp. 30-40.
- “Voluntarism and Gandhi”, Civil Society, Political Regimes and Conflict MGPE 013, IGNOU, New Delhi, February 2012, pp. 40-50.

Tanuja Sachdeva

Sachdeva, Tanuja, Reena Marwah and Ameeta Motwani (2009), Contemporary India: Economy, Society and Polity (New Delhi: Pinnacle Publishers)

Shailza Singh

Books

Singh, Shailza (Second author), Nidhi Shukla, Sudhir Kumar Suthar (2011), International Politics: Theories and Approaches (New Delhi: Vikas Publishing House) ISBN 978-81-259-5428-6

Articles

Singh, Shailza (2012), “Constructing Homeland Security: A Critique”, The Research Post, Vol. 2, pp. 91-109. ISSN 2229-676 X

-- (2008), “Indo-US Defence Cooperation”, World Focus, Vol. 29, No. 7.

-- (2008), “The N-Deal Crisis: Delayed but Not the End”, India News and Feature Alliance

20. Areas of Consultancy and income generated

Nil

21. Faculty as member in (a) National Committee (b) International Committees

(a) Editorial Boards

Dr. Sushila Ramaswamy

- Visiting Fellow, Department of Political Science, National University of Singapore, 1996
- Curriculum design for MA in Gandhian Studies Programme for IGNOU, New Delhi, 2010-12.
- Subject Expert (Political Theory) Board of Studies, B.P.S.M. Girls' College, Khanpur-Kalan, Sonapat, Haryana, 2009.
- Compiled bibliography for Political Theory/Thought sections for UGC Committee on Development of Curriculum for Political Science and Public Administration, 2000.

22. Students Projects:

(a) Percentage of students who have done in house projects including Inter Department Programmes:

- Projects 100%
- Inter departmental 100%

(b) Percentage of students placed for projects in organizational outside the institution i.e. Research jobs/Industry/Others

2–3% of the Department's students are working with NGOs and Think Tanks

23. Awards/Recognition received by Faculty and Students:

Dr. Sushila Ramaswamy

- **UGC Research Award** for 2004-07 for a project on Post Cold War Social Concerns: Women's Representation in a Comparative Perspective
- **Fulbright Post Doctoral Fellowship** for Dissent and Confirmation: The Neo conservative Reaction to the American Political Process, Department of Political Science, Indiana University, Bloomington, Indiana, USA, August 1991-February 1992.

Students:

Awards and Achievements of the Department's Alumna are mentioned in the table below:

Name and Batch of Alumnae	Achievement
Garima (2008)	Delhi University Rank Holder, won Maria Philip Merit Scholarship, Geeta Chopra Memorial Scholarship and

	PTSA Scholarship
Meera Gopakumar (2010)	Maria Philip Awardee
Anandita Bajpai (2003)	Currently a PhD candidate at the Research Academy of Leipzig (since 2009)
Yashmita Singh (2009)	Currently working with Sapient as associate Hiring.
Sanya Khanna (2011)	Social Science Teacher Nirmal Bhartiya School
Pournamy (2012)	Interned with UN Women and Centre for Policy Research
Raashi Jain (2012)	Best Researcher Award Oxford University India Moot Court Competition
Himasweta Choudhury (2012)	Interned with Omeo Kumar Das Institute of Social Change and Development 2013
Ramya Boddupalli (2007)	Consultant at UNDP, deputed as a Fellow in the National Rural Livelihoods Mission (NRLM), Ministry of Rural Development, Delhi
Pooja Ravi (2003)	Research Associate, Public Affairs Foundation, Bangalore, pursuing PhD on Water Reforms, the Urban Poor and Citizenship, under Prof. Niraja Gopal Jayal in JNU
Oshanie Fernandes	Consultant, Amnesty International

Name of student	Class	Position	Date
Pulkita Goel	Pol. Sc. Hons Passed 2014	9 th NITAT Aptitude Test All India Level Amongst top 24% nation wide 10 th NITAT Top 4% nation wide	February 2013 February 2014

Sanna Bedi	Pol. Sc. Hons. Passed 2014	Managerial Position with AISSE Delhi Event President, Youth to Business Forum engaging 2000 students of Delhi University, Awarded Best Member Most Promising Member Awarded Euro 300 for ERASMUS Scholar Reward Conducted research for EU Parliament Handbook	2011-2013 January 2013 July 2012-2013 (Brussels) 2014
Arushruti Bansal Prachi Sharma	Pol.Sc Hons Passed 2014	Members of Manthan – a college of Business Studies initiative under which street plays create awareness in schools, markets and villages Be on the streets – UN Information supported and NGO	2012, 2013 and 2014
Diksha Mathur	Pol. Sc. Hons Passed 2014	Participated at India Lativa Fiesta (IFL) Largest Latin Fest in India and PTC Award Show Performed with Vivek Oberoi, Daljit , Mika etc.	2013
Prachi Bhardwaj	Pol. Sc. Hons. Passed 2014	AIIESEC in Delhi IIT State Level Managerial Development Sector Project Head – Balakalakaar AIIESEC National Level Award: AIIESEC in Delhi IIT – Dev. Sector won national award Most progressive Award	2012-2014 2013 June 13- Dec.13 2014
Mansi Wadhwa	Pol.Sc Hons. Passed 2014	Certificate in Public Policy Centre for Civil Society, 2012 Team Member Winner of N.N. Aggarwal paper Presentation – 3 rd Prize in 2014 Part of top 15 teams in India in Competition Manthan organized by citizens for Accountable Governance Internships Centre for Micro Finance Jaipur Institute of Development Studies Jaipur Co-authored paper with Dr. Joshi “Artisans behind the veil” Commonwealth Human Rights Initiative, New Delhi	Feb. 2013 Dec. 2011 May-July 2012 July 2013

Vishakha Mathur	III Hons, Pol.Sc.	Head - Training and Recruitment Becoming I Foundation (NGO) Interned with The Hyderabad Times	November 2013 – present July 2014
Manvita Gandhi	III Hons, Pol.Sc.	Columnist University Express Sub- Editor University Express	March-December 2013 Jan-April 2014
Dorothy Zena Vellado	III Hons, Pol.Sc	Won several Dance Competitions across the Colleges of DU and IIT Delhi	2012-14
Akanksha Khullar	III Hons, Pol. Sc.	Interned with News X Went for an exchange program on Sustainable Development Project for six weeks to Mauritius	June 2014 Dec 2012- Feb 2013

Position Holders 2007 Onwards

Name	Course (Academic Year)	Year	Merit
Saheli Ghosh	Pol Sc. (Hons.) 2006-07	3	7 th sharing in South Delhi Campus (SDC)
Hamisha Puri	Pol Sc. (Hons.) 2006-07	3	2 nd in College
Ms Shinjini Basu	Pol Sc. (Hons.) 2007-08	3	1 st in JMC
Ms Meera Gopakumar	Pol Sc. (Hons.) 2007-08	1	3 rd in SDC
Ms Divya Anand	Pol Sc. (Hons.) 2007-08	1	4 th sharing in SDC
Ms Melissa Marjulu Cyrill	Pol Sc. (Hons.) 2007-08	1	4 th sharing in SDC
Ms Yamini Pandey	Pol Sc. (Hons.) 2007-08	1	5 th position in SDC
Ms Meera Gopakumar	Pol Sc. (Hons.) 2008-09	2	1 st in SDC
Ms Radhika Kapoor	Pol Sc. (Hons.) 2008-09	3	1 st in College
Ms Swati Bhanot	Pol Sc. (Hons.) 2008-09	2	8 th sharing in SDC
Ms Melissa Cyrill	Pol Sc. (Hons.) 2008-09	2	10 th in SDC
Ms Ashni Gupta	Pol Sc. (Hons.) 2008-09	1	6 th sharing in SDC
Ms Garima Deepak	Pol Sc. (Hons.) 2008-09	1	8 th in SDC
Ms Sanya Khanna	Pol Sc. (Hons.) 2008-09	1	9 th sharing in SDC
Ms Yaoreiphy	Pol Sc. (Hons.) 2008-	1	9 th sharing in SDC

Awungshi	09		
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24. List of eminent academicians and scientists visitors to the Department

- Prof. Brahma Chellaney, Geostrategist (Centre for Policy Research)
- Prof. Mushirul Hasan, Historian and Author
- Prof. M.P. Singh, Professor and Former Head, Deptt of Pol. Sc.

Ms Meera Gopakumar	Pol Sc. (Hons.)2009-10	3	2nd in SDC
Ms Shazadi Batra	Pol Sc. (Hons.)2009-10	3	5th sharing in SDC
Ms Divya Anand	Pol Sc. (Hons.)2009-10	3	8th sharing in SDC
Ms Melissa Cyrill	Pol Sc. (Hons.)2009-10	3	8th sharing in SDC
Ms Sanya Khanna	Pol Sc. (Hons.)2009-10	2	5th in SDC
Ms Garima Deepak	Pol Sc. (Hons.)2009-10	2	7th sharing in SDC
Ms Pooja Kalita	Pol Sc. (Hons.)2009-10	1	7th sharing in SDC
Ms Yashmita Sen	Pol Sc. (Hons.)2009-10	1	9th sharing in SDC
Ms Garima Deepak	Pol Sc. (Hons.)2010-11	3	8th in SDC
Ms Sanya Khanna	Pol Sc. (Hons.)2010-11	3	10th in SDC
Ms Jyoti	Pol Sc. (Hons.)2010-11	2	4th in SDC
Ms Hema Shweta Chowdhary	Pol Sc. (Hons.)2010-11	2	6th in SDC
Ms Pooja Kalita	Pol Sc. (Hons.)2010-11	2	8th in SDC
Ms Shivani Dewan	Pol Sc. (Hons.)2010-11	1	3rd in SDC

(University of Delhi)

- Prof. Imtiaz Ahmed, Professor of Sociology (Jawaharlal Nehru University)
- Prof. Gopal Guru, Professor of Political Science (Jawaharlal Nehru University)
- Dr. Bulbul Dhar, Associate Professor, (Jamia Milia Islamia)
- Prof. Valerian Rodrigues, Professor of Political Science (Jawaharlal Nehru University)
- Mr. H. Karlekar, distinguished Indian Journalist

25. Seminar/Conferences/Workshops organized and the source of funding:

- UGC Funded National Seminar on Human Rights on 18-19th January, 2012, Venue JMC Funding is generally through the association fund or sponsorships.

26. Student Profile programme/course wise:

Name of the Course/programme B.A.(Political Science)	Applications Received	Selected	Pass Percentage
2010-11	225	42	96.3
2011-12	216	49	85
2012-13	221	50	100
2013-14	461	98	100
2014-15	492	49	

27. Diversity of students:

Name of Course	% of students from same state	% from other state	% from Abroad
BA (Hons) Pol Sc III	89.5	10.5	-
BA (Hons) Pol Sc II	77.5	20.5	2
BA (Hons) Pol Sc I	76	24	
BA (Prog) Pol Sc III	53	47	

28. How many students have cleared national and state competitive examinations such as, NET/SLET/GATE, Civil Services, Defense Services etc.?

Some of the students qualify NET Exam; exact figures are not available.

29. Student Progression

Student progression	Against % enrolled
UG to PG	20%
PG to M.Phil.	*
PG to Ph.D.	
Ph.D. to Post-Doctoral	

*Under Graduate College, therefore data related to M.Phil, Ph.D. not available

30. Details of Infrastructural Facilities:

(a) Library

Approx. 3500 books and a Journal of Political Economy

(b) Internet Facilities for Staff and Students

The college is Wi-Fi enabled and students and staff have free access to the internet.

(c) Class rooms with ICT Facility

Class rooms are equipped with projectors to enable teachers and students to make power point presentations.

(d) Laboratories Nil

31. Number of students receiving financial assistance from College, University, government or other agencies

Approximately 40 students

32. Details on student enrichment programmes, special lectures/workshops, seminars with external experts

- Indo-US 123 Deal by Prof Brahma Challeaney (2008)

33. Teaching methods adopted to improve student learning:

- Discussions
- Movies Screening
- Field Work
- Power Point Presentations
- Paper Presentations

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Teachers and students have been conveners and members of NSS, JMCEP, WSDC, AICUF, ICS, Peace Society, etc.

35. SWOC analysis of the department and future plans

Strengths

- 70% of the faculty members have a Ph.D. Degree
- Good Student Teacher Relationship
- Student Feedback and Teacher Evaluation
- Fairly comprehensive syllabus
- Innovative Teaching Skills

Weaknesses

- Not much scope for consultancy and placements immediately after graduation.

Opportunities

- To equip students with theoretical rigor as well as technical skills and enable them to become globally competitive.
- Preparations are on for convening an International Seminar

Challenges

- To prepare students to comprehend latest technology and methods

EVALUATIVE REPORT OF PSYCHOLOGY DEPARTMENT

1. **Name of the department:** Psychology
2. **Year of Establishment:**
B.A. (Honours) Psychology in 1972, However, Psychology was taught as a discipline subject in B.A. (Programme) since 1969.

3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :**

Courses offered by the department include:

- B.A. (Honours) Psychology (3 Year Course)
- B.A. (Programme) Psychology (3 Year Course)

4. **Names of Interdisciplinary courses and the departments/units involved**

The department teaches:

- An interdisciplinary course to four other departments.
- An application course to students of B.A. (Programme) with various subject combinations.

5. **Annual/ semester/choice based credit system (programme wise):**

- B.A. (Honours) : Semester Mode
- B.A. (Programme): Semester Mode

6. **Participation of the department in the courses offered by other departments**

- Interdisciplinary courses / Concurrent courses taught to Psychology students by the following departments:
Sociology, Philosophy, English
- Environmental Studies is taught to first year students by Department of History

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.** Nil

8. **Details of courses/programmes discontinued (if any) with reasons.**
Nil

9. Number of teaching posts

	Sanctioned	Filled
Associate Professors		7
Asst. Professors	9	1(Temporary)+1(Ad-hoc)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. Of Years Of Experience	No. Of Ph.D. Students guided for the last 4 yrs
1. Dr. Rekha Malhotra	M.A., Ph.D.	Associate Professor	-Experimental Psychology -Physiological Psychology	42 yrs	Nil
2. Dr. Sunita Garg	M.A., Ph. D.	Associate Professor	-Experimental Psychology -Child Psychology -Statistics	40 yrs	Nil
3. Dr. Ameeta Parsuram	M.A., M.Phil., Ph.D.	Associate Professor	Cognitive Psychology	35 yrs	Nil
4. Dr. Vinita Kshetrpal	M.A., M.Phil., Ph.D.	Associate Professor	Psychoanalysis	33 yrs	3(ongoing)
5. Dr. Anita Ghai	M.A., M.Phil., Ph.D.	Associate Professor	Applied social : Gender and Disability	32 yrs	1(complete) 1(ongoing)
6. Dr.	M.A., Ph. D.	Associate	-	29-30 yrs	Nil

	Meena kshi Mehta		Professor	Organizational Behaviour -Social Psychology		
7.	Dr. Joan Antony	M.A., M.Phil., Ph.D.	Associate Professor	- Developmental Psychology -Educational Psychology	23 yrs	Nil
8.	Ms. Shefali Mishra	M.A., M.Phil.	Assistant Professor (Temporary)	- Developmental psychology -Cultural Psychology	14 yrs	Nil
9.	Ms. Itisha Nagar	M.A.	Assistant Professor (Ad-hoc)	Clinical Psychology	Months 4	Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

B.A.(Honours) 70% Theory and 30% Practical

B.A.(Programme) 60% Theory and 40% Practical

13. Student -Teacher Ratio (programme wise)

Honours: 19:1

B.A.(Programme): 20:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 2 (Two)

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/M.Phil/PG.

	Ph.D.	M.Phil.	Post-graduation (PG)
Permanent	7		
Temporary	-	1	1

Refer to table in Question 10 for detail.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

Dr Anita Ghai

- Minor Project over 24 months: Media Representations of Disability, Action-Aid (Rs.2 Lakhs funding)

- Completed Project: Disability, Sexuality and Rights Institute, AWID, CREA, New Delhi and New York (More than Rs.2 Lakhs)
- Workshop on gender Disability and Subjectivity in AUD-31ST AUGUST 2013 (Rs. 1,30,000/-)

17. Departmental Projects funded by DST- FIST, UGC, DBT, ICSSR, etc and total grants received.

Nil

18. Research Centre/Facility recognized by the University.

Nil.

19. Publications:

- * a) **Publication per faculty**
- * **Number of papers published in peer reviewed journals (national /international) by faculty and students**

***Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)**

Monographs, Chapter in Books, Books Edited, Books with ISBN/ISSN numbers with details of publishers ,Citation Index, SNIP, SJR, Impact factor

Dr. Ameeta Parasuram

- Participated in a Symposium entitled, ‘Social Justice, gender and Mental Health’ in the proceedings of the International Conference on Social Justice and Human Development, 18-20 December, 2011, Department of Psychology, Allahabad. I talked about ‘Women, mental health and Social Justice: Convergence in Therapy’.
- Chapter on ‘Experience of Anger in Women’, **Accepted for publication** in a book on Gender and Mental Health, Editor: Bhargavi Davar (BAPU TRUST , Pune)

Dr. Anita Ghai

- Advisory member of Leonard Cheshire Disability’s Cross-Cutting Disability Research Programme, in conference at University College London, UK on Monday 17th June 2013. Invited to chair the panel on Advocacy and research.
- Organised a national conference in Ambedkar University in collaboration with IAWS (INDIAN ASSOCIATION OF WOMEN STUDIES), August 31st, 2013.

- Invited as resource person for the session Gender and Disability (4th September 2013) by The Gender Studies Unit, Inter University Centre for Social Science Research and Extension, Kottayam.
- Invited to be a part of panel discussion, Inscriptions on My Body on 16th September, Monday, organised by PSBT.
- Invited by Swarna at Prajnya to write a blog post in 2013
/12/05/unspeakable-inequalities-understanding-the-cycle-of-structural-violence-a-case-of-women-with-disabilities/
- Organized a Pre-conference workshop on ‘Engaging with the voices of Women with Disabilities on 3rd of Feb, 2014 as part of IAWS national conference in Northeast (Guwahati) Sponsored by ford foundation (7.5 Lakhs)
- Invited a as a resource person to conduct a workshop on "Disability Through Gender Lens" on 19th April, 2014, at Sanskriti Kendra, Anandagram, Delhi
- Ghai Anita and Rachana Johri (2013) Prenatal Diagnosis: Where do We Draw the Line? in Disability Studies, in India: Global Discourses, Local Realities

Editorial Responsibilities

- Disability and Society (Published by Routledge: Taylor Francis Group)
- Scandinavian Journal of Disability (Published by Routledge: Taylor Francis Group)
- Disability Studies Quarterly (Published by Society for Disability Studies, USA (Three years)
- Appointed by The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability, Government of India to be a member of the local guardian committee for South West Delhi from July 2004 onwards

Dr. Rekha Malhotra

- ‘Substance Abuse and Possession by Foreign Energy’, Malhotra H.M. and Malhotra R, The Journal of Spirituality and Paranormal Studies, 35, N0.3, 144-149, 2012
- ‘Schizophrenia and Possession by Foreign Energy’, Malhotra H.M. and Malhotra R ,The Journal of Spiritual and Conscious Studies, 36, N0.2, 86-94, 2013
- ‘Migraine and Possession by Foreign Energy’, The Journal of Spiritual and Conscious Studies, Malhotra H.M. and Malhotra R 36, N0.4, 227-232, 2013. Cited in ISSN,2325-8780 or http (www.aspsi.org)

20. Areas of consultancy and income generated

Dr. Anita Ghai

- Invited as resource person for the session Gender and Disability by The Gender Studies Unit, Inter University Centre for Social Science Research and Extension, Kottayam.

- Consultancy for M.Phil. Curriculum in Ambedkar University for Psychosocial Clinical Paper.

21. Faculty as members in

b) National committees b) International Committees c) Editorial Boards....

Dr. Vinita Kshetrapal

- Member of Indian Psychoanalytical Society
- Member of International Psychoanalytic Association
- Founding Member of Indian Psychoanalytic Society Delhi Chapter

Dr. Meenakshi Mehta

- Member of Indian Academy of Applied Psychology (IAAP)
- Member of National Human Resource Development Network (NHRDN)

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/ Programme
- b) Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/ Industry/ other agencies

As a part of the Psychology curriculum in 3rd year, the top 4-5 students are assigned projects almost every year.

23. Awards / Recognitions received by faculty and students

Many of our students have been attaining First positions. Generally the top ten positions in the South Delhi Campus of University of Delhi have been secured by our students

Year	Name	Position
2009-10	Itisha Nagar	1 st position in SDC
	Manika Sandhu	1 st position in SDC
	Misha	1 st position in SDC
	Riya Aggarwal	3 rd position in SDC
2010-11	Tarini	1 st position in SDC
	Arushi Chak	9 th position in SDC
	Ipshita	4 th position in SDC
	Ujjwala	8 th position in SDC
	Manya Joshi	9 th position in SDC
2011-12	Vrushali	1 st position in SDC

	Nikita	6 th position in SDC
	Sumangh	7 th position in SDC
	Priyam	6 th position in SDC
	Shivangi	7 th position in SDC
2012-13	Anand Ralli	10 th position in SDC
	Ananya syal	4 th position in SDC

24. List of eminent academicians and scientists / visitors to the Department:

- Dr. Nilofer Kaul, a psychoanalyst, Dr. Shobhna Sonpar, a clinical psychologist and Dr. Rachana Johri, a feminist researcher, graced the seminar conducted on 'Gender and Violence: A Psychological Understanding'.
- Dr Shivangi Vaidya, enlightened the students with her exchange on the 'Psychological Understanding of Autism' (6 November 2013).
- Session held by Dr. Shanti Auluck on 'Mental Retardation' enabled students to deepen their understanding of the concepts and issues related to it (22 October 2013).
- Dr. Meetu Khosla, Associate Professor & Full Bright Scholar, DaulatRam College, spoke on 'Building Emotional Resilience' (18 October 2013).
- Professor Anand Prakash, introduced the students to the world of Organizational Behavior. He gave them an insight into the psychological forces underlying the 'dog-eat-dog' corporate world (19 September 2003).
- In 2012-13 the students and staff of the department engaged in a flurry of departmental activities that included talks and interactive sessions by Dr. Anup Dhar, Dr. Anand Prakash, Mr. Pulkit Arora, 'Aspire Education', 'Alcoholics Anonymous' and the 'Manas Foundation'. They were held on a variety of topics ranging from Psychoanalysis and Qualitative Research to educational and internship opportunities.

25. Seminars/ conferences/ workshops organized and the source of funding

A seminar on 'Gender and Violence: A Psychological Understanding' was organized

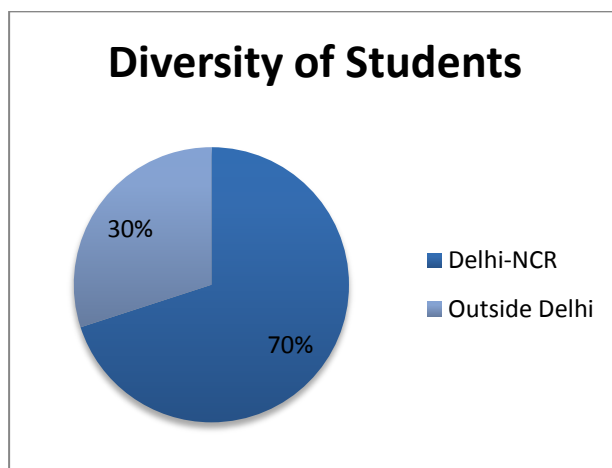
by Department of Psychology of the college in the year 2014.

26. Student profile programme/ course wise

Name of the Course - B.A.(H) (Psychology)	Applications Received	Selected	Pass Percentage
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2010-11	445	44	97.2
2011-12	486	49	97.5
2012-13	593	53	100
2013-14	759	56	93.61
2014-15	842	55	On-going

27. Diversity of Students



The Pie-Chart depicts the diversity of students across the different regions of India. The different percentages represent the areas as described above:

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defence services, etc. . . .

Students who have cleared UGC NETName	Batch
Itisha Nagar	2010
Harsheeta	2009
Priya Bhatnagar	2005
Harpreet Mehar	2001
Neetu Sarin	AUD University
Dr. Priya Bir	Aditi Mahavidyalaya, DU
Diana Cherian Ahluwalia	LSR

29. Student progression

- About 70-80% of the students join the different post-graduation programs in India and abroad. Many of our students are pursuing (M.A. / M.Sc . / M.Phil. / Ph.D.) programmes.

30. Details of Infrastructural facilities

- Library Internet facilities for Staff & Students
- Internet facilities for staff and students
- Class room with ICT facility
- Laboratories

With respect to infrastructural facility, the psychology department provides its members with number of physical and organizational structures. These include:

- **A fully functioning Psychological Laboratory:** Emphasis is on providing students with the opportunity to learn and administer latest tests and experiments. The lab also has a number of books on the various sub-domains of psychology – namely General Psychology, Social Psychology, Cultural Psychology, Clinical Psychology, Organizational Behaviour, Human Resource Management, Cognitive Psychology, Psychoanalysis, Statistics, Research Methodology, and Physiology.
- **Technological Facilities:** Overhead Projectors (OHPs) laptops, computers with free Wi-Fi are provided to students and teachers for classroom presentations and research work. Use of multimedia and projectors help reduce paperwork, present creative options for assignments and projects, and make learning fun for students.

31.Number of students receiving financial assistance from college, university, government or other agencies

One student was given fee-concession in the year 2013-14.

32.Details on student enrichment programme (special lectures/workshops/ seminars) with external experts

Several different events have been organized throughout the year including talks, seminars, workshops by eminent and known professionals in various different areas of psychology. Some of the important ones (last five years) have been mentioned below:

Seminar

'Gender and Violence: A Psychological Understanding' in 2014

Speakers

- Dr. Nilofer Kaul, a psychoanalyst
- Dr. Shobhna Sonpar, a clinical psychologist
- Dr. Rachana Johri, a feminist researcher

Talks

- Ms. Sakshi Malhotra and Ms. Jennifer Sarang on 'Human Resource Management'
- Dr. Shivangi Vaidya on 'Psychological Understanding of Autism'
- Dr. Shanti Auluck on 'Mental Retardation'
- Dr. Meetu Khosla, Associate Professor & Full Bright Scholar, Daulat Ram College, spoke on 'Building Emotional Resilience'.

- Professor Anand Prakash on Psychological Forces Underlying The ‘Dog-eat-dog’ Corporate World

Interactive Sessions (2012-2013)

- In the year 2012-2013, the student and staff of the department engaged in a flurry of activities that included talks and interactive sessions by Prof. AnandPrakash, University of Delhi, Dr. AnupDhar Associate Professor, Ambedkar University Delhi, and Mr. Pulkit Sharma, Psychologist at Vimhans hospital. They were held on a variety of topics ranging from Psychoanalysis and Qualitative Research Methodology to Organizational Psychology in the Indian context.
- Seminars by representatives from organizations such as ‘Aspire Education’, ‘Alcoholics Anonymous’, and the ‘Manas Foundation’ provided students with knowledge pertaining to research, academic and internship opportunities. The talks helped students gain insight into the myriad dimensions and facets of psychology beyond the scope of classroom exposure.
- Discussions on a variety of topics ranging from Psychoanalysis and Qualitative Research to Educational and Internship opportunities

Events

- Papa CJ - Stand up comedian. Satires on various social issues like racism, stereotyping and discrimination.

Movie Screening

- **‘A Drop of Sunshine’**: A woman suffering from schizophrenia along with interaction with the director of the movie Ms. Aparna Sanyal.
- The department is especially known for its annual fest – CATHARSIS that literally proves to be a release for students and their ideas, creativity, planning, and organizational skills. The fest sees a plethora of events including Ad Mad, Pictionary, Just-A-Minute, Quiz and Poster Making. Each event’s agenda is intricately woven with psychological concepts and theories.
- The fest provides a platform for budding psychologists from all over the National Capital Region to participate and enrich their knowledge with experiences. Along with the events, CATHARSIS is also host to a number of prominent speakers from the field of Psychology. Being as diverse as it is, the talks allow students a glimpse into the niche areas of psychology beyond the scope of classroom teaching. The psychology fest proves to be one of the most sought after event among the students of the college.

33. Teaching methods adopted to improve student learning

Teaching Methods

- Traditional methods (use of black boards and PPT) as well as the use of overhead projectors, LCD'S, class discussions, student presentations.
- Interactive classes: Pedagogical tools such as role-plays, seminars, talks by eminent speakers, case studies, educational trips, movie screenings, book discussions, workshops, group activities etc.
- Educational trips to mental health hospitals (in and outside Delhi), child-care centers, corporate organizations, NGOs that work for children and adults with special needs.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

- The teachers of the department provide counseling and therapeutic services to students, teachers, and other individuals in need.
- Students: internships in hospitals, NGOs (e.g. Muskaan) and other centers working in the area of mental disorders, counseling, and psychotherapy.
- Students and faculty are actively engaged in college out-reach programmes through societies like AICUF, NSS, NCC, WSDC etc.

35. SWOC analysis of the department and Future plans

Strengths

- The department is famous for its dual focus on honing theoretical and applied psychological skills as well as engaging in value based extra-curricular activities.
- The aim of the department is to produce psychologists par excellence who have the necessary knowledge, skills, and sensitivity needed to delve into the human phenomenon.
- There are 10 competent teachers, 2 lab assistants and over 150 students currently involved in this mutual effort to enhance knowledge and understanding of human behaviour.
- Student's Feedback: there is a formal and informal process of attaining feedback from the students regarding the teachers, pedagogical tools used by them, and suggestions for improvements.
- In particular, our alumni have flourishing careers in the fields of Clinical Psychology, Counseling, Special Education, Organizational Behaviour, Human Resource Management, Research, and Teaching. The department is also proud to have nurtured and produced several University Position Holders in the past. Some of the **distinguished alumnae** are listed below:
 - Ms. Priyanka Gandhi, Politician, Batch of 1992

- Ms. Benita Mary Jaiker, IPS Officer Batch of 2010, Batch of 2010
- Ms. G.Syamala, Executive Director, Action for Ability Development and Inclusion (AADI), Batch of 1982
- Dr. Roma Kumar, Clinical Psychologist, Sir Ganga Ram Hospital, New Delhi, Batch of 1985
- Dr. Preeti Dhawan, Associate Professor and Vice Principal Lady Sri Ram College, Batch of 1986
- Ms. Lipi Chaudhary, Policy and Planning Officer, Department of Peacekeeping Operations, United Nations Headquarters, New York, USA, Batch of 1999
- Dr. Gayatri Reddy, Associate Professor, University Of Illinois Chicago, Batch of 1990

Some more of our distinguished Alumae

S.No.	Year	Name	Designation	Working At
1.	2013	Rashi	M.A Psychology Student	Amity University
2.	2013	Tanushee Arora	Intern	SimplyHr solutions
3.	2012	Madhumita Pandey	Guidance counselor	Bal Bhavan International School & Consultant Psychologist at Assassin Films LTD
4.	2012	Kanika Chaturvedi	Account Strategist	Google
5.	2012	Karishma Dhawan	Student	Delhi University, South campus
6.	2011	Ipshita Banerjee	Special Educator	Autism Centre for Excellence
7.	2011	Divyanksha Gaind	Psychologist	Autism Centre of Excellence
8.	2011	Manya Joshi	Case Manager/Therapist	Autism Centre of Excellence
9.	2011	Manasi Yadav	Student (Soon to start work at Asian Paints)	XLRI
10.	2011	Josmi Joseph Srampickal	Project Assistant	National Institute of Public Cooperation and Child Development
11.	2011	Syeda Wasfeea Wazid	PhD research scholar	Jamia Millia Islamia University
12.	2011	Manvi Agarwal	Student - MBA	LBSIM, New Delhi
13.	2011	Tarini Bandhu	Researcher	Flamingo
14.	2011	Gunjan gujral	child psychologist	autism centre for excellence, heritage school Gurgaon
15.	2010	Divyata Sohal	Sport Psychologist	Brunel University, London
16.	2010	Sakshi	Senior HR Consultant	Green Thumbs

		Malhotra		
17.	2010	Sonakshi Gandhi	Mphil trainee	Institute of Human Behaviour and Allied Sciences
18.	2010	Ashima Verma	School Counselor	The Air Force School
19.	2010	Shipra Jaiswal	Self employed	Kolkata
20.	2010	Nitya George	Program Assistant	Global Health Advocates India
21.	2010	Madhavi Lahiri	Market Research	Nielsen, Delhi
22.	2010	Aakriti Malik	M.Phil. in Clinical Psychology	NIMHANS, Bangalore
23.	2010	Swati Gupta	School Counsellor	N.K.Bagrodia Public School, Dwarka
24.	2010	Arushi Gangaher	Student	University of Bath Spa, United Kingdom
25.	2010	Sakshi Chopra	PhD Research Scholar, Clinical Neuropsychology	All India Institute of Medical Sciences, New Delhi
26.	2010	Charvi	Special Educator	Learning Matters India
27.	2010	Akanksha Chandele	Psychologist	Salaam Baalak Trust
28.	2010	Saina Muthreja	Counseling Psychologist	Pria Warrick Finishing School
29.	2010	Susanna Grace Johnson	School Counsellor	Sachdeva Global School, Dwarka

Opportunities

- Opportunity to train empowered women, who through their work, can contribute to the mental health of our society.
- Additionally, the psychology department provides a platform for students to showcase their unique talents as they take the responsibility for organizing programs.

Future Plans

- Partnership with various organizations (Govt., Private, NGOs) for internship and job opportunities.
- An annual newsletter: Department activities, students' writings and reflections, along with latest work in psychology published to further the knowledge of students and provide an outlet for their creative juices.
- Department laboratory: To be equipped with more funds to buy the latest and revised version of psychological tests for up to date knowledge & understanding.

EVALUATIVE REPORT OF SOCIOLOGY DEPARTMENT

1. Name of the Department: Sociology

2. Year of Establishment: 1971

3. Names of Programmes/ Courses offered:

The department offers an undergraduate course in Sociology.

- Sociology (Honours)
- B.A (Programme)

4. Names of Interdisciplinary courses and the departments/ units involved:

The department offers interdisciplinary courses:

- Gender and Society in first year to Political Science and English (Honours).
- Contemporary India in second year to Psychology and Political Science (Honours).

5. Annual/semester/choice based credit system (programme wise)

- B.A.(Honours) Sociology- Semester Mode.
- B.A. (Programme) (Sociology Combination) - Semester Mode.

6. Participation of the Department in the courses offered by other departments

The students of the department are required to take interdisciplinary courses offered by other departments.

- II year (Semester III) students study History of Modern Delhi offered by History Department.
- III year (Semester VI) students study Psychology for Living offered by Psychology Department.
- I year students study Environmental Studies taught by History Department
- I year students study English and Hindi also.

7. Courses in collaboration with other universities, industries, foreign institutions, etc

Nil

8. Details of courses/programmes discontinued (if any with reasons)

The department has removed only those courses which were discontinued by the Department of Sociology, University of Delhi as a part of syllabus revision.

]

9. Teaching positions:

TEACHING POSITIONS	SANCTIONED	FILLED
Associate Professor		2
Assistant Professor	8	6(Ad-hoc)

10. Faculty profile with name, qualification, designation, specialization:

Name	Designation	Highest Qualification	Years of Experience	Specialization	No. of PhD students guided in the last 4 years
Ms.J.Lobo	Associate Professor	M.A.,M.Phi.	42	<ul style="list-style-type: none"> • Sociological theories, • Political Sociology, • Sociology of India, • Social Stratification, • Sociological Research 	Nil
Ms. T. Raha	Associate Professor	M.A.,M.Phil	32	<ul style="list-style-type: none"> • Sociology of Medicine, • Sociology of India 	Nil
Ms.Mahima Varma	Assistant Professor	M.A.,M.Phil	5	<ul style="list-style-type: none"> • Sociology of Gender, • Social Stratification, • Economic Sociology 	Nil
Ms.Amrita Sastry	Assistant Professor	M.A.,M.Phil	4	<ul style="list-style-type: none"> • Sociological Research, • Sociology of Education 	Nil
Ms.Sneha Kadyan	Assistant Professor	M.A.,M.Phil	2	<ul style="list-style-type: none"> • Sociology of Gender, • Sociology of Tourism 	Nil

Ms.Ipsita Mitra	Assistant Professor	M.A.,M.Phil	1	<ul style="list-style-type: none"> • Sociology of Religion, • Sociology of Development 	Nil
Ms.Jessy K.Philip	Assistant Professor	M.A.,M.Phil	3.5	<ul style="list-style-type: none"> • Rural Sociology, • Economic Sociology 	Nil

11. List of senior visiting faculty

Nil.

12. Percentage of Lectures delivered and practical classes handled (programme-wise) by temporary faculty

Ad-hoc teachers are taking 68% of the lectures per week.

13. Student-Teacher ratio (programme wise)

- Honours 15:1
- B.A (Programme) 18:1

14. Number of academic support staff (technical) and administrative staff sanctioned and filled

Nil.

15. Qualifications of teaching faculty with DSc/D.Litt./Ph.D./M.Phil./PG.

Every faculty member has an M.Phil. Degree.

16. Number of faculty with ongoing projects from:

a. National

In the year 2012-13, Mrs.T.Raha and Amrita Sastry were involved in the Delhi University sponsored Innovation Project titled “**Beyond Relocation: Experiences from the Urban Fringes**”. It was an interdisciplinary project with the department of History.

The project aimed at examining the socio-economic profile of the people of the resettlement colony of Delhi and the problems they faced on being forcefully dislocated. The study analyzed how displacement affects the social and cultural capital of people from the lens of the displaced and marginalized and poor. The main objectives of the study were:

- To examine the socio cultural changes among the displaced social groups.

- To analyze the state policies pertaining to land acquisition, resettlement and rehabilitation.
- To study the economic repercussions on the displaced population.

In the **current year 2013-14**, Mrs.T.Raha is involved in an Interdisciplinary Innovation Project with the Hindi Department on **“Problems of Ageing”**.

International funding agencies and funds received. Nil

17. Departmental Projects funded by DST- FIST, UGC, DBT, ICSSR, etc., and total grants received.

In the year 2012-13, our department got funding of Rs7 Lakhs from DU to do Innovation Project.

18. Research Centre/Facility recognized by the University.

Nil.

19. Publications

a) Publications per faculty

Jacinta Lobo

Papers presented

- Presented a paper on “Social Morality in Victorian England” at the inter department seminar on Thomas Hardy’s Tess of D’Urbervilles organized by the English department of JMC in 1982.
- Presented a paper at the Inter Disciplinary Faculty Seminar titled “Literature and Society” organized by Dr. Kamal Kumar of the Hindi Department, JMC in 1995. Title of the paper “A Sociological Analysis of Some Writings on The Titanic Disaster”. Later it appeared in modified form in the college magazine.
- Presented a paper “Diversity in the Workplace: A Sociological Analysis” at the UGC National Seminar organized by the Department of Commerce, JMC, 2014.

Course Material

- Course material for IGNOU under graduate Sociology Programme on ‘Sociology of India’ and ‘Sociological Thinkers’.

T.Raha

Papers presented

- 6th - 9th September 2001, delivered the keynote address in the conference on “Occupational Health and public Health Lessons from the Past- Challenges for the future”, held at Norrköping, Sweden.
- 12th-13th Nov 2001, presented a paper on “Women and Health” in Barcelona in the Symposium - Sobre Desarrollo Y Salud organised by CIDOB Foundation (Gender, Development and Reproductive Health) dedicated to Africa and Asia.
- 2nd-5th June 2005, Sweden, Stockholm, presented a paper on “Social Distribution of Work and Health amongst Women in India in the 3rd International Congress on Women, Work and Health.

Amrita Sastry

Publication: "Duality in education and its poor state" Mainstream; Volume XLIV No 37 September 2006.

Papers Presented

- On “Sociological Importance of Teachers: Teaching learning experience” in 53rd Orientation Programme for teachers, **Academic Staff College (conducted by UGC) in JNU, Nov 2005**
- On “Methodological Hurdles faced by the Undergraduate Students in the Field” in JNU (M.Phil. Students); 4th May’2014.

Sneha Kadyan

Book published:

Representation of Tourist Attractions in Rajasthan: A Sociological Analysis, Lap Lambert Publishing, Germany, 2013.

20. Areas of Consultancy: Nil

21. Faculty as members in a) National committees b) International committees c) editorial boards: Nil

22. Student projects:

a) Percentage of students who have done in-house projects including inter departmental programmes:

All students do in-house projects. The department has organized field trips to expose the students to various research techniques and conduct fieldwork. Students have been taken to various places such as:

- Alipore village on the outskirts of North Delhi to study the impact of Urbanization
- Chakrata, Uttar Pradesh to study polyandry
- Kohima, Nagaland, Imphal, Manipur and Itanagar, Arunachal Pradesh to study tribes.

- Patna and Rajgir to study culture and society
- Mercara and Mysore to study the rituals of the Coorgs
- Ooty, Nilgiri Hills to study the Todas and their way of life
- Assam and Shillong to study the function of political autonomy in a village
- Tilonia, Rajasthan to observe Bankar Roy's program on women empowerment
- McLeodganj to study the displaced Tibetan community
- Mathura and Vrindavan to study the condition of widows.
- Badagaon (Lucknow) to examine the relationship between caste and religion; popular culture and the impact of modernization on the performance of 'nautanki'.
- Amritsar to look at the rituals of Sikhism and the myths of the 'Sarovar'
- Chanderi to study weaving community

Apart from these, students are also sensitized and exposed to 'field' within Delhi as part of their research course. Research projects undertaken within Delhi are:

- A Study of Old Age Homes and the problem of alienation of the elderly.
- Construction of the 'Disabled' in Self and Society.
- Impact of Social networking sites on the Young Generation.
- Comparative analysis of Online shopping versus Traditional shopping
- Impact of Advertisement on younger generation.
- Socio-economic conditions of construction workers.
- Workers in the Unorganized Sector: A case study of Domestic Maids in Delhi
- Third Gender: Self Image and Social Acceptance
- Evolution of Various Markets in Chandni Chowk
- New Religious Movements: The Study of Nirankari and ISKCON

b) Percentage of students placed for projects in organizations outside the institution i.e. , in research laboratories/ industry/ other agencies:

Students did not do any projects outside the institution but within the institution our students participated in "**D.U. Innovation Project**". Like:

- In 2012-13, three students were part of the Interdisciplinary Innovation Project working in collaboration with the Mathematics department on "Solid Waste Management".
- In 2013-14, two students are working with the Hindi department on "The problem of Old Age Homes".

23. Awards/ recognitions received by faculty and students.

Awards and Scholarships received by students

DU Gold Medalists

1975 Poonam Parti	1995 Rachna Singh
1978 Bindya Lal	1996 Arpita Mandal
1982 Sumati Nageshwarari	1999 Inderpreet Kaur
1986 Savita Bhatia	2003 Monika Bhardwaj
1989 Lisa Radhika Kaul	2009 Sneha Kadyan

- Radhika Kaul **Rhodes Scholarship** (1990)
- Sulakshana De Mel **Commonwealth Scholarship** (2003)
- Sneha Kadyan National UGC Rank Holder Scholarship (2009)
- Sneha Kadyan- Lisa Radhika Kaul Award for meritorious student in Sociology (2008-2009)
- Pallavi Aggarwal - Geeta Chopra Award (2010-2011)
- Mehar Puri - Lisa Radhika Kaul Award for meritorious student in Sociology (2010-2011)
- Kritika augustine - SJS Fernandes Scholarship (2011-12)
- Sanchari Banarjee - Lisa Radhika Kaul Award (2011-12)
- Mansi Singh - Lisa Radhika Kaul Award (2011-12)
- Arushi Chandra - Lisa Radhika Kaul Award for meritorious students in Sociology (2012-2013)
- Radhika Chakrobarty - Maria Phillips Scholarship (2012-13)
- Bincy M. George - SJS Fernandes Scholarship (2012-13)

Excellence in Sports

- Apurvi Chandela – **Gold medalist**, **Commonwealth Games**, 2014 Glasgow in the women's 10m air rifle event.
- Manika Batra – **4th place** in the women's single's table tennis in the **CWG, Glasgow, 2014**.

Awards received by faculty members

Jacinta Lobo

- 28th June - 6th August 1975: Awarded a scholarship to study at the International Summer School conducted by the University of Oslo.

Tanushree Raha

- National scholar under CAS (Centre for Advanced Studies) 1976-78
- UGC JRF 1979

Amrita Sastry:

- State Rank holder in Intermediate level
- National Scholarship, Ministry of Human Resource Development, Government of India
- Graduation Topper in Utkal University
- Second Position in M.A. ,JNU
- UGC NET- JRF

Sneha Kadyan

- Gold Medalist in B A Sociology (Honours) Jesus and Mary College, Delhi University 2009
- Graduation Topper, BA Sociology (Honours) Jesus and Mary College, Delhi University 2009
- National Post Graduate Rank Holder Scholarship, UGC
- Liza Radhika Kaul Prize for meritorious sociology student, Jesus and Mary College , Delhi University 2009
- UGC Net JRF

Ipsita Mitra

- Graduation Topper, B.A. (Honours) Sociology, Batch 2008, Jesus and Mary College.

24. List of eminent academicians and scientists/ visitors to the department:

YEAR	NAME	TOPIC
<ul style="list-style-type: none"> • 2008-2009 	<ul style="list-style-type: none"> • Prof. J.P.S Uberoi (D.U.) • Prof. Dipankar Gupta (J. N.U.) • Dr. Meera Mitra 	<ul style="list-style-type: none"> • Sikhism and the Golden Temple • The Vanishing Village • Corporate Social Responsibility
<ul style="list-style-type: none"> • 2009-2010 	<ul style="list-style-type: none"> • Prof. Emeritus T.K. Oommen (J.N.U.) • Prof. Sheena Jain (J.M.I) • Prof. Dipankar Gupta (J.N.U.) 	<ul style="list-style-type: none"> • Citizenship and Nation-Building • Bourdieu's Theory of Practice • India's Growth is Not India's Development'
<ul style="list-style-type: none"> • 2010-2011 	<ul style="list-style-type: none"> • Dev Pathak (J.N.U.) • Mr. Hasan • Prof. Patricia Uberoi (D.U.) 	<ul style="list-style-type: none"> • Sociology in Everyday Life • State and Civil Society • Chicks, Kids and Couples: Femininity in Calender Art
<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Prof. Anand Kumar (J.N.U.) 	<ul style="list-style-type: none"> • Civil Society
<ul style="list-style-type: none"> • 2012-2013 	<ul style="list-style-type: none"> • Dr. Rita Brara (D.U.) 	<ul style="list-style-type: none"> • Punjabi Kinship and Women's Narrative
<ul style="list-style-type: none"> • 2013-2014 	<ul style="list-style-type: none"> • Prof Satish Despande (DU) 	<ul style="list-style-type: none"> • Sociology of Higher Education

25. Seminars/ Conferences/ Workshops/debates organized and the source of funding

- a) National
- b) International

The department organized two inter college debates funded by National Human Rights Commission (NHRC) in the year 2007 and 2009.

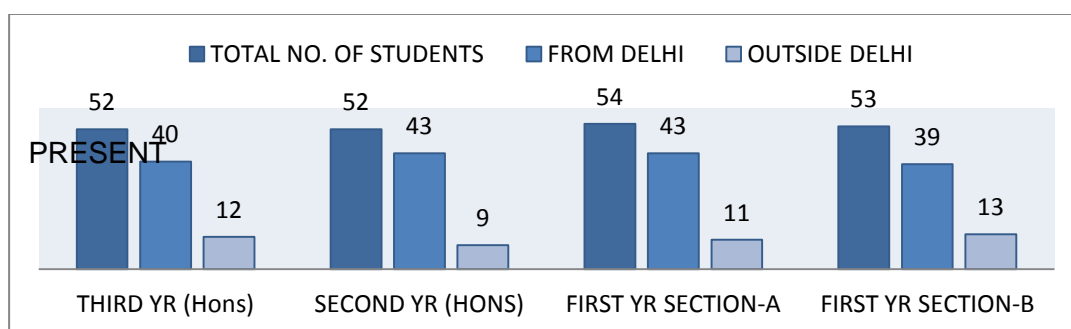
26. Student profile programme/ coursewise:

Name of the Course	Applications received	Selected	Pass Percentage
Sociology(Honours)			
2010-11	176	57	100
2011-12	185	57	97.06
2012-13	170	55	95.65
2013-14	252	111	80.7
2014-15	261	55	-

27. Diversity of students:

In the current Academic year 2013-14,

- Third Year (Honours) - Out of 52 students, 40 students are from Delhi and 12 students are from outside Delhi.
- Second Year (Honours) - Out of 52 students, 43 students are from Delhi and 9 students are from outside Delhi.



28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc?

- 8-10%

29. Student progression

Student Progression	Against % enrolled
UG to PG	15% (approx)
PG to M.Phil.	8-10 %
PG to Ph.D.	2-5 %
Ph.D. to Post- Doctoral	
Employed	75 %
- Campus Selection	5%
- Other than Campus Recruitment	70%*
Entrepreneurship/ Self Employment	5%-10%

* Students find jobs with NGO's, development sectors, UNDP, UNICEF, Oxfam etc.

a) Library

The library has an entire section dedicated to the discipline where both textbooks and reference material (around 3000 in number) is made available to the students. The students can also access online journals and papers in the field of study.

Some prominent journals are as follows:

- (i) Contribution to Indian Sociology
- (ii) India Quarterly
- (iii) Social Action

Department Library: The department has an excellent collection of books.

b) Internet facilities for Staff and Students

The college is wi-fi enabled and provides internet facilities for staff and students.

c) Classrooms with ICT facility: The College has allotted two classrooms to the department. Both these rooms are equipped with projector systems and screens for teaching and learning through ICT.

d) Laboratories

NA

31. Number of students receiving financial assistance from college, university, government or other agencies.

In 2013-14, four students were granted fee concession.

32. Details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

Our students take part in various enrichment programmes (both within college and outside the college). This participation outside the domain of the classroom ensures their overall development and enhances their critical and creative thinking. Some of the programmes (outside the college) in which our students have participated:

Seminars

- “Violence against the Marginalized Women and Gender Justice” on 21st August 2014 at Indian Social Institute, New Delhi.
- “Deconstructing Disability” on January 2014 at Miranda House, University of Delhi

Research workshops

- “Field”-“Notes”- held on 7th March 2013 at Delhi School of Economics.
- “Qualitative Research Methodology” held on 27th & 28th January 2011 in Hindu College, DU.

- “Exploratory Research Techniques” held on 5th November 2012 in Indian Social Institute, New Delhi.

Inter-college festivals

Students regularly participate in different events organized by various colleges as part of their cultural festivals.

- Presented papers
- Debates
- Creative Writings
- Sociology Quiz
- Short Documentaries.

Some of the college festivals where students have regularly participated are:

- Utopia- Miranda House
- Rites- Hindu College
- Kulla- LSR College.
- Nritya- JDMC
- Cynosure- KNC

33. Teaching methods adopted to improve student learning.

- Our department employs a **dialogic mode** of teaching giving ample space to the students to interact in the class which enhances their critical thinking ability as well gives them the confidence to face the larger world.
- The department also uses ICT for teaching in the classrooms in terms of PPT presentations.
- Apart from classroom interactions, all the teachers of the department dedicate time for mentoring them, even outside the classroom, guiding them for future career, counseling them in various matters, preparing them for larger goals in life which enables the overall development of the students.

34. Participation in Institutional Social Responsibility (ISR) and extension activities.

- The Department of Sociology takes a strong interest in ensuring student awareness about social issues by encouraging them to incorporate the same in their choice of themes for their projects and presentations. For instance, old age homes, the plight of domestic workers, education, gender and violence, disability, impact of markets and globalization on society and culture etc.
- The **Annual Sociology Department Festival ‘Carpedium’** is based on activities being organised around a central social theme such as people living on the margins of society and discriminated against in terms of gender sexuality, the impact of migration to Delhi on class discrepancies, crime, culture etc.

- Students are given a chance to apply their theoretical understanding of sociology to the field by participating in the various societies of the college. A number of Sociology students enroll in the compulsory society Jesus and Mary Educational Programmes (JMCEP) so as to gain experience in the arena of imparting education to children from economically weaker sections. These classes are conducted on a weekly basis with children coming from the Bapu Dham Colony situated opposite the college premises. These classes are meant to instill in students a sense of responsibility towards society, together with strengthening the community-neighborhood bond of the college. Students actively participate in activities of NSS, WSDC, AICUF and NCC.
- Students imbibe the spirit of sharing and compassion when the Sociology Dept. organizes a contribution drive for its students wherein during Christmas students collect blankets and food items, which are then donated to children's shelters, blind school in various parts of Delhi.

35. SWOC analysis of the department and Future plans.

Strengths

- The department conducts a lot of activities such as issue based movies, field trips, etc., which sensitize students on social issues.
- The teachers go beyond the curricula for the all round development of students. The teachers in the department do not believe in **Banking mode of teaching** which believes in just depositing the knowledge in the class rather they believe in **Dialogic mode** which encourages critical thinking amongst the students. They confidently mentor and motivate students for their future endeavors.
- There exists strong bonding and communication between students and teachers.
- Since Sociology is a Liberal Arts Discipline, the students are successful in diverse fields and the strength of the department therefore, is its eminent alumni.

Eminent Alumni

Dr. Usha Sanyal

Batch of 1976 ,

Lecturer, Queens University of Charlotte

Publication : Devotional Islam and Politics in British India: Ahmad Riza Khan Barelwi and His Movement, 1870-1920

Dr. Roma Chatterjee

Batch of 1977

Professor in Department of Sociology, Delhi School of Economics, Delhi

Dr Gopa Sabarwal

Batch of 1985

Vice Chancellor, Nalanda University, Bihar.

Dr. Meeta Sainju Pradhan

Batch of 1989

Director, Himalayan Programme at The Mountain Institute, Nepal.

Dr Shilpa Khatri

Batch of 1995

Prof. in Vivekananda Institute of Professional Institute, IP University.

Dr. Lavanya Murli

Batch of 2000

Professor at Lawrence University, USA.

Radhika Behuria

Batch of 2001

Working as Expert on Gender and Development: Crisis Prevention and Recovery, UNDP

Sulakshana De Mel

Batch of 2001

Gender Specialist at International Consortium of Development Consultant.

Ankita Sukheja

Batch of 2009

Programme Assistant, BBC Media Action.

Dr. Madhu Sharan

Batch of 1987

Chief Operating Officer in an International NGO “Hand in Hand” for India, Myanmar and Indonesia.

Dr. Savita Bhakri

Batch of 1976

Joint Director, National Human Rights Commission

Opportunities

Sociology as a subject offers opportunities to understand the problems of the society and undertake relevant projects to reach out to the community.

Challenges

- The need for a departmental room for meetings equipped with multimedia facilities. Construction work for additional space for it is in progress.

- The department has been making attempts to develop a placement cell to get the students settled in their careers soon after graduation in organizations such as CSDS, Oxfam, Unicef, UNDP, human research. The department envisions similar partnerships with NGOs, Research Institutes and Corporate Sector so that students can do internships and receive training which will help in their future placement.
- Challenges in conducting the Fieldwork
Our department does extensive fieldwork but the biggest challenge the department faces is in execution in terms of getting funding. Funding sources are difficult to identify for undertaking research projects both within and outside Delhi. Apart from this, our students also face a lot of challenge in the “field”, such as:
 - Rapport Building.
 - Getting a "Gate Keeper" to introduce them to the community.
 - Demarcating between "Objectivity" and "Subjectivity".
 - Under "Surveillance" because of their Gender Identity.
 - Constantly walking on "Razor's Edge".

Future Plans

Departmental Placement Cell

- We are creating a network of eminent alumni who can guide students on career options.
- We hope to have regular get together with our ex-students
- Such networking will help us develop a placement cell.

EVALUATIVE REPORT OF B.A. (Programme)

1. **Name of the department:** B.A.(Programme)
2. **Year of Establishment:** 1968
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated**

Masters; Integrated Ph.D., etc.)

BA Programme is an undergraduate course that offers compulsory papers in English and Hindi, a Foundation Course, and an Application Course along with the following discipline combinations:

- Computer Applications - Advertising and Sales Promotion (CA-ADV)
- Computer Applications - Mathematics (CA-MT)
- Economics - Mathematics (ECO-MT)
- Economics - Entrepreneurship and Small Business (ECO-ESB)
- Entrepreneurship and Small Business - Advertising and Sales Promotion (ESB-ADV)
- History - Political Science (HS-PS)
- History - Spanish (HS-SP)
- Political Science - Sociology (PS-SY)
- Psychology - Sociology (PY-SY)
- Spanish - Sociology (SP-SY)
- Advertising and Sales Promotion - Spanish (ADV-SP)
- French - Philosophy (FR-PH)
- Psychology - Philosophy (PY-PH)
- Elective English - History (EE-HS)
- Elective English - French (EE-FR)

Note:

- History and Philosophy are offered to students in lieu of any Modern Indian Language (MIL), in case they fall under the category that is exempted from MIL.
- Students choose anyone of the above mentioned combinations.

4. **Names of Interdisciplinary courses and the departments/units involved**

(a) B.A.(Programme) I, II, and III Year Discipline papers:

Taught by the faculty of disciplines of Arts, Commerce, Computer Science, French, Philosophy and Spanish

(b) B.A (Programme) II Year Foundation Courses:

- Social Inquiry – Taught by History faculty
- Human Rights, Gender & Environment – Taught by Philosophy, Political Science and Sociology faculty

(c) B.A.(Programme) III Year Application Courses

- Family and Child Welfare - Taught by Psychology / Philosophy

faculty

- Insurance and Banking - Taught by Commerce faculty
- Mass Communication - Taught by English / History faculty
- Tourism - Taught by Commerce faculty
- Physical Education - Taught by the faculty of Physical Education

5. Annual/ semester/choice based credit system (programme-wise)
All three years are in Semester mode

6. Participation of the department in the courses offered by other departments

All departments participate to teach the papers offered in B.A. (Programme) as it is not a single discipline-based programme.

- Faculty of Philosophy, apart from B.A. (Programme) discipline papers, also teaches courses to other Honours students.
- (Humanities/Commerce)

Department	Year / Semester	Course	Paper no and Title of the Paper
B Com Honours	I / II	In lieu of MIL	Elements of Logic
B Com Prog	I / I	In lieu of MIL	Ethics: Theory and Practice - I
B Com Prog	I / IV	In lieu of Advanced MIL	Ethics: Theory and Practice - II
Economics Honours	III / VI	Discipline-centred Concurrent Course	Symbolic Logic
English Honours	III / VI	Discipline-centred Concurrent Course	Readings in Western Philosophy
Hindi Honours	III / VI	Discipline-centred Concurrent Course	Formal Logic
Maths Honours	II / II	Discipline-centred Concurrent Course	Symbolic Logic
Hindi Honours	I / III	Inter Disciplinary Concurrent Course	Ethics in Public Domain
Psychology Honours	I / III	Inter Disciplinary Concurrent Course	Ethics in Public Domain
Eng / Eco / Hist / Pol Sc /	I / I	In lieu of Non-credit Language	Ethics in Public Domain

Socio Honours			
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7. Courses in collaboration with other universities, industries, foreign institutions, etc.

Nil

8. Details of courses/programmes discontinued (if any) with reasons

- Discipline papers in Office Management and Secretarial Practice and Business Data Processing were discontinued and instead two papers: Advertising and Sales Promotion and Computer Applications were introduced as these were considered to be more relevant.

9. Number of Teaching posts:

Posts sanctioned for fifteen B.A.(Programme) combinations are in their respective departments except those given in the table below.

		Sanctioned	Filled
Computer Application	Assistant Professor	1	Ad hoc
French	Assistant Professor	1	Ad hoc
Philosophy	Associate Professor	2	2
Spanish	Associate Professor	1	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt.

/Ph.D. / M. Phil. etc.)

- Details of faculty of disciplines that are Honours courses are in their respective departmental reports
- Details of disciplines that are not Honours courses are as follows:

Disciplines / Name of faculty	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided
PHILOSOPHY					
Dr (Mrs) Gargi Jain	M. A., M. Phil., Ph. D.	Associate Professor	M.A. : Logic/ Philosophy of Logic M. Phil. : Analytical Philosophy, Existentialism	32 years	
Dr (Mrs) Preeti Ranjan Ghosh	M. A., M. Phil., Ph. D.	Associate Professor	Aesthetics, Ethics, Human Rights, Gender &	22 years	

			Environment		
SPANISH					
Dr Dinesh Adlakha	M.A., M.Phil., Ph. D., L.Lb.	Associate Professor	Teaching of Language, Linguistics	22 years	
COMPUTER SCIENCE					
Ms Pavitra Bhardwaj	M. A., M. Phil., M. B. A. (HRM)	Assistant Professor	Innovation systems, Science Policy Studies, Ad Hoc Wireless Networks	9 years	
FRENCH					
Ms Sukham Panesar	M. A., M. Phil.	Assistant Professor	Didactics of French as a Foreign Language	6 years	

11. List of senior visiting faculty

Nil

12. Lectures delivered and practical classes handled (programme wise)

by temporary faculty

1 Computer Science faculty: 4 lectures, 3 practicals per week and 2 tutorials per week with each class

1 French faculty: 8 lectures and 4 tutorials per week

13. Student -Teacher Ratio (programme wise): 20:1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

One Inter -disciplinary Delhi University sponsored project awarded to the Commerce Department. Philosophy collaborated with it.

Title of the Project "State of Life After 60 (in Delhi)"

Grant: Rs. 3.5 lakhs

18. Research Centre /facility recognized by the University: Nil

19. Publications:

*** a) Publication per faculty**

*** Number of papers published in peer reviewed journals (national / international) by faculty and students**

- **Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)**
- **Monographs –**
- **Chapters in Books**

Computer Science:

Ms. Pavitra Bhardwaj:

- Published an article “Role of ICT in Indian Economic Growth: A Service Sector Approach, in South Asian Studies, vol. 47 no. 1, January-June 2012.

Philosophy:

Dr. Gargi Jain:

- Paper: “The Law of Excluded Middle and Many Valued Logic” published in Indian Philosophical Quarterly Vol. 9, No. 1, Oct ’81.(peer reviewed)

Dr. Preeti Ranjan Ghosh:

- “Towards an Understanding of Environmental Aesthetics: Some Reflections”, The Philosophical Quarterly, July-Oct., 1998 (*)
- “Does it make sense to talk about intention in art?, The Philosophical Quarterly, July-Oct, 2001
- “Philosophical Foundations of Indian Aesthetics: Some Reflections” in (Eds) Language and Aesthetics, (Eds.) Raghunath Ghosh and Bhaswati Bhattacharya Chakravarty, Northern Book Centre, 2013

(*) This paper is prescribed as text for M.A (English and Comparative Languages) course of Pondicherry University, for their paper Green Voices: Literature and Environment (2011) English 468

Spanish:

Dr. Dinesh Adlakha:

- Chapter in Life Long Learning (ed) Prof N K Chadha
- Chapter in Road Map For Higher Education
-

20. Areas of consultancy and income generated Nil

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards

Philosophy:

Dr. Gargi Jain

- Life-Member with voting rights (ICDA) India Career Development Association-
- Life-Member Akhil Bhartiya Darshan Parishad
- Associated with India Career Development Association (ICDA) Newsletter
- Career Development Facilitator with India Career Development Association (NGO)

Dr. Preeti R. Ghosh

- Executive Member of ISAA (Inter-disciplinary Society for Art and Aesthetics) (Regd.)

Spanish:**Dr. Dinesh Adlakha**

- Permanent Member: Board of Research Studies, Delhi University
- Member: Department of Research Committee, Department of Germanic and Romance Studies, Delhi University
- Academic Committee Member of Delhi University Academic Council (2 tenures of 2 years each)

22. Student projects**a) Percentage of students who have done in-house projects including inter departmental/programme**

- As part of curriculum, all students did projects in the Annual Mode
- Projects undertaken by students as a part of an Environment course conducted by Energy Environment Group.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

Students have gone for internships as well as project placements as per their respective disciplines. However, exact percentage cannot be given as due to varied groups, compilation is not feasible.

23. Awards / Recognitions received by faculty and students**Faculty of Computer Science:****Ms. Pavitra Bhardwaj**

- Chosen to visit France under the exchange programme for scholars under the India-France Cultural Exchange Programme (CEP) in 2014
- Secured 1st position in MCA in University of Rajasthan
- Secured 1st position in MBA Course.

Faculty of French

Ms. Sukham Panesar

- Scholarship for teacher training programme by the International Centre of Pedagogical Studies, at Sevres, Paris (April-May 2014).

Faculty of Philosophy

Dr. Gargi Jain

- Chosen for Training of NSS Key functionaries by GOI, Ministry of Youth Affairs and Sports. One amongst five selected from Delhi Region- only NSS Programme Officer from University of Delhi. (2001)
- University position holder in MA (3rd in University of Delhi, 1st in Non-Collegiate Women's Board, University of Delhi)
- ICPR General Fellowship (salary protected) November 1988 - October 1990
- ICPR Residential Fellowship (Fellowship is for a two month stay at ICPR, Academic Centre, Lucknow (1991-1992)

Faculty of Spanish

Dr. Dinesh Adlakha

- Spanish Government Scholarship- 1992 - 93 (October to June)*
For an "International course on teaching of Spanish as second language". University of Valladolid, 1992-93
- Spanish Government Scholarship- 2000 (October to June)*
For the " 44th International course on teaching of Spanish as an international language" ICE, Madrid, 2000
*Only person awarded the scholarship from South Asia

STUDENTS (Merit holders)

The Department has the distinguished feature of having toppers in University of Delhi who are awarded Gold Medals- one for highest scorer in BA Pass / Programme and also for being the best women candidate in BA Pass / Programme.

Imp: Coming within top 10 in Delhi University in BA Pass / Prog is commendable because the number of candidates in this course is over 20000- and even if an average of 150 – 200 per college of Delhi University together with NCWEB, School of Correspondence (now SOL), External Cell candidates (not in existence now) are taken into account, the number is over 20,000 who sit for the Final year Examination

***For three years in a row the college is proud to have toppers - 1st position in Delhi University who were also awarded 2 Gold Medals for Best B.A.(Programme) student and Best Women Candidate.**

- 1995 Geeta Chaudhry
- 1996 Harpekhna Suri

- 1997 Shalini Gupta

Data for only a few years is depicted.

(2008 – 2011)

- Ms Manika Sandhu (Philosophy and Psychology) -1st position in Delhi University. Awarded 2 Gold Medals for Best B.A.(Programme) student and Best Women Candidate

(2007 – 2010)

- Ms. Akansha Chandele (Philosophy & Psychology) – 3rd position in University of Delhi, South Campus
- Ms Aradhna Wadhwa – 5th position in University of Delhi, South Campus
- Ms Jaspriya Singh- 6th position in University of Delhi, South Campus
- Ms Mehul Anand - 7th position in University of Delhi, South Campus
- Ms Rati George - 8th position (sharing) in University of Delhi, South Campus

(2006 – 2009)

- Ms Sonia Ahuja (Philosophy and Psychology) – POSCO Asia Fellowship (Korea) for the First Ranker in first year examination in DU, 2006-2007, Duration of the fellowship was two academic years, 1st position in Delhi University, Awarded 2 Gold Medals for Best B.A.(Programme) student and Best Women Candidate
- Ms. Priyanka Mukim – 2nd position in Delhi University
- Ms. Sanaa Bhambri (Philosophy and Psychology)– 4th position in University of Delhi, South Campus
- Ms. Sukhmani Singh -7th position in University of Delhi, South Campus
- Ms. Kanika Sharma- – 9th position (sharing) in University of Delhi, South Campus

(2005 – 2008)

- Ms.Priyanka Kachhap – 4th position (sharing) in University of Delhi, South Campus
- Ms. Shyama Jose - 9th position in University of Delhi, South Campus
- Ms. Mansi Dhanda - 10th position in University of Delhi, South Campus

(2004-2007)

- Ms Riji Paul - 2nd position in University of Delhi, South Campus
- Mansi Handa – 6th position in University of Delhi, South Campus
- Bhargavi Bhat – 7th position in University of Delhi, South Campus
- Jyoti Thukral – 10th position in University of Delhi, South Campus
- Ms Himani Jain – Currently Teacher in St Columba's School
- Ms Annie Mathews- MA, M Phil (Philosophy)

- Ratna Singh Rathore: Sahara TV
- Gopika Rekhi: Teacher at Army Public School
- Ms Kaajal Kumra : Entrepeneur (Grand Plaza)

24. List of eminent academicians and scientists / visitors to the department

(Invited by Discipline of Philosophy)

Name	Designation	Affiliation	Year
Prof N K Chadha	Head	Department of Psychology, University of Delhi	2014
Ms Rashmi Singh (IAS)	Executive Director	National Resource Centre for Women (NRCW) under the National Mission for Empowerment of Women (NMEW), Ministry of Women & Child Development, Government of India	2014
Professor Dr. Şebnem Köşer Akçapar	Social Anthropologist, Visiting Professor	MMAJ-Academy of International Studies, Jamia Milia Islamia, Delhi	2014
Padamshri Prof (Dr) Mahesh Verma,	Director & Principal	Maulana Azad Institute of Dental Sciences, Delhi	2014
Prof Savita Singh	Professor and Director	School of Gender and Development Studies, IGNOU, Delhi	2014

Prof Prem Singh	Professor	Department of Hindi, University of Delhi	2014
Dr. Jeffrey Seidman	Associate Professor	Vassar College, NYC	2013
Dr. Vijay Tankha	Associate Professor	St Stephen's College, University of Delhi	2013
Dr. B P Singh	Governor of Sikkim	Govt of India	2012
Prof. Hari Shankar Prasad	Head / Dean Faculty of Arts	Department of Philosophy, University of Delhi	2012
Prof. Subroto Mukherjee	Professor	Department of Political Science, University of Delhi	2012
Prof. Hema Raghavan	Dean Students' Welfare, & Former Principal	University of Delhi / Gargi College	2012
Mr. Sanjay Singh	Consultant	TCS	2012
Prof. Vibha Chaturvedi	Professor	Department of Philosophy	2012
Ambassador, Satinder K. Lambah	President	Federation of Indo- German Societies in India (FIGS)	2009
Prof Hans Poser	Emeritus Professor in Philosophy	Institut fuer Philosophie-Technische Universitaet, Berlin	2009
Prof G L Pandit	Professor	Department of Philosophy, University of Delhi, South Campu	2009

Prof S P Gautam	Professor & Head	Department of Philosophy, JNU	2006
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25. Seminars/ Conferences/Workshops organized & the source of funding

a) National

Philosophy

Organized two National Seminars: in collaboration with Spanish and commerce faculty. The College received a total grant of Rs 3 Lakhs.

UGC Sponsored National Seminars:

- UGC funded seminar 'Idea of Development: Fact and Value: (A Multi-disciplinary Approach)' March 24 – 25, 2014
- UGC funded seminar 'Ethics / Life Interface: Theory and Application in Public Domain (A Multi-disciplinary Approach)' February 14 – 15, 2012

International: Nil

26. Student profile programme/course wise:

Name of the Course / programme	Applications received	Selected	Pass %
2010-11	402	289	72.8
2011-12	483	304	71.9
2012-13	499	327	75.8
2013-14	No admissions under FYUP		66.3
2014-15	Nil	267	

27. Diversity of Students

The B.A.(Programme) Department has a diverse range of students comprising :

- Foreign students
- North- east students
- Students from non-Hindi speaking zones
- Student with different school background (Convent -> Public ->

- Government)
- Students from different Socio-economic status
- Differently abled students

Name of the Course	% of students from the same state	% of students from other	% of students from
BA Prog I (2012 – 2013)	75.2%	24.8%	0%
BA Prog I (2013 – 2014)	No B.A.(Programme)	(FYUP)	

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

A number of our students have cleared the NET/SLET examination, since the college has only under-graduate courses, detailed data is not available

29. Student progression (approximate)

Student progression	Against % enrolled
UG to PG	50%
PG to M.Phil.	25%
PG to Ph.D.	1%
Ph.D. to Post-Doctoral	-
Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	30%
Entrepreneurship/Self-employment	20%

30. Details of Infrastructural

Facilities

a) Library

Total no of books in:	2011 – 2012	2012 - 2013	2013 – 2014*
Department of Computer Science	Books for Computer Science are listed in the Commerce section		
Department of French	50	63	63
Department of Philosophy	898	933	(Nil purchase FYUP)
Department of	34	37	37 50 (Nil

Spanish			purchase FYUP
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*Under FYUP, no admissions were done in B. A. (Programme)

Journals: Philosophy: 5

b) Internet facilities for Staff and Students is available

College is wifi-enabled. Staff and students have free access to internet.

c) Class rooms with ICT

Class rooms are equipped with overhead projectors to facilitate effective teaching-learning process through use of technology.

d) Laboratories NA

31. Number of students receiving financial assistance from college, university,

government or other agencies

60 students in B.A.(Programme) Course received financial aid in the year 2013-14.

32. Details on student enrichment programmes (special lectures / workshops /

seminar) with external experts

- Lecture by Dr. Jeffrey Seidman, Associate Professor, Vassar College, NYC on 'Free will and Moral Responsibility' for B.A.(Programme) 2nd yr Sem III (16 August 2013)
- Relevance of Philosophy- Interactive session with Dr. Vijay Tankha, Associate Professor, Department of Philosophy, St Stephen's College, University of Delhi (8 April, 2013)
- Mr Abhay Chawla- (Philosophy in Everday Life) Faculty, CIC, University of Delhi , (6 February, 2012)
- India Career Development Association: A Two day Workshop on 'Self-Development ' (9 – 10 April, 2011) – in collaboration with Peace Society
- Workshop by Prof. N.K. Chadha, Professor, Department of Psychology & President, India Career Development Association on 'Building Confidence' for students (30 January, 2010)
- Brain-teasers Quiz: Montage 2011
- Conflict Management Competition: Montage 2011 (Peace Society - Rotaract)
- SWOT Analysis by Ms Evita Sood and Ms Anantika (ex-JMC students) 2010
- Inter College Debate Competition- Topic: "India is being crushed under the myth of Secularism" on 22nd Nov 2002
 - Chief Guest: Prof Margaret Chatterjee, Head, Department of Philosophy, Univ of Delhi
 - Judges: Mr Harpreet Singh Anand, IAS, Director Institute of

Public Administration, Gurgaon

- Mr Rahu Dev – Media personality - Doordarshan Anchor
 - Mr Samrat Choudhry – Chief Sub-editor, Hindustan Times, New Delhi
 - Dr Vijay Sharma – Reader, Department of English, Ram Lal Anand College (E) University of Delhi
- Lecture on Plato’s Philosophy by Prof Thomson, Professor, University of Toronto, Canada (February 2001)
 - Film and Talk on Existentialism (in collaboration with French Teacher)

33. Teaching methods adopted to improve student learning

- Computer Science being a practical oriented and technology intensive discipline mandates the use of state of the art and modern teaching methods. The college provides a very well equipped Computer laboratory with sixty computers that have all the required software and high speed internet connectivity.
- Innovative teaching practices are being evolved to generate interest and enthusiasm among the students, which involve quizzes, presentations, website designing competitions, demonstrations for hardware knowledge etc.
- Representatives of companies involved in college ERP interact with the students
- Innovative teaching methodologies and modern technology are used in the language classroom which are well equipped with:
 - ✓ white board
 - ✓ data projector
 - ✓ internet facility
 - ✓ laptop

Audio-Visual aids are used at regular intervals to develop the communicative skills of the students. and the documents of all the genres are included in the teaching of French to bring in the diversity of documents in the classroom.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Students of B.A. Pass / Programme have participated in Social responsibility and Extension activities – brief details given below

- The students have organised Blood donation Camps, Raising Funds for NGOs like Helpage India, Child Relief & You, to name a few.
- The students volunteered in various Governmental & Non-Governmental Institutions- AIIMS, Ram Manohar Lohia, Schools for the visually impaired, Spastic Society, Samadhan, RAHI, Amar Jyoti Trust, Deepalaya, Prayaas, etc
- Students have organised & attended Awareness Talks & Programmes on Environmental Issues, HIV and AIDS, Cancer, Gender Equality, Literacy, etc
- Students worked for Programmes of National Literacy Mission

- Have attended NSS Volunteer Student Leadership & Training Programmes
- Have attended NSS Camps- in which students of Ram Lal Anand College also participated
- Attended student volunteers (NSS) to Sangamner- Eye Camp- (Maharashtra)
- As members of societies such as B A Pass / Programme Association, Peace Society, Rotoract, Film Appreciation Society etc have participated in various programmes,

35. SWOC analysis of the department

Strengths

- Fully qualified and motivated faculty
- The students of B.A. Programme have an advantage of having studied wider range of subjects so they have more fields open to them.
- Computer Application and Foreign Languages offer a wide range of employment opportunities.
- The language courses, application courses, have given the students the advantage of employment immediately after graduation.

Weaknesses

- Since there is no Honours in these disciplines, the faculty have a limited scope of utilizing their full potential.
- As Philosophy does not ensure job opportunities, therefore it does not get the recognition it deserves.

Opportunities

- Introduction of Honours in disciplines that are only B.A.(Programme) subjects.
- Studying Philosophy enhances Critical Thinking and Decision Making skills

Challenges

- Industrial collaboration and practical training for the students is a big challenge for the department.
- Admission to post-graduate courses is difficult due to preference given to students with Honours degrees.

Future Plans

- To strengthen alumae body of B.A. (Programme)
- To develop fully equipped Language Laboratory
- Plan to have an Ethics and Values Research Centre
- Provide Career Development Facilities to students
- More Self-development workshops for students
- Internships / Projects for students
- To have more Honours Programmes.

EVALUATIVE REPORT OF B.El.Ed. DEPARTMENT

1. **Name of the Department:** Bachelor of Elementary Education (B.El.Ed.)
2. **Year of Establishment:** 1994
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)**

B.El.Ed. is a four year Integrated Professional Degree Programme of Elementary Education offered after the senior secondary stage of school.

4. **Names of Interdisciplinary courses and the departments/units involved**

It is an **Interdisciplinary Programme** that offers several Compulsory Theory Courses as Foundation, Core and Pedagogy Papers; Liberal/ Optional Theory Courses along with various Practicum Courses as listed below:

- **Foundation Courses:** Child Development, Contemporary India, Cognition and Learning, Language Acquisition, Human Relations and Communication, Basic Concepts in Education, School Planning and Management, Curriculum Studies, Gender and Schooling.
- **Core Courses:** Nature of Language, Core Mathematics, Core Natural Sciences, Core Social Science
- **Pedagogy Papers:** Language Across Curriculum, Logico-Mathematics Education, Pedagogy of Environmental Studies, Pedagogy Paper -IV year
- **Liberal Optional Papers:** English, Mathematics, History
- **Practicum Courses:** Performing and Fine Arts (Theatre), Crafts, Physical Education, Self Development Workshops, School Contact Programme, Classroom Management, Material Development and Evaluation, School Internship Programme and other Academic Enrichment Activities.

5. **Annual/ semester/choice based credit system (Programme wise)**

The B.El.Ed. Programme is based on Annual Mode of Examination.

6. Participation of the department in the courses offered by other departments

- The Liberal / Optional Papers of English, Mathematics and History are taught by the faculty from the respective departments to our students in the II and III year.

7. Courses in collaboration with other universities, industries, foreign institutions, etc

Nil

8. Details of courses/ Programmes discontinued (if any) with reasons

Nil

9. Number of Teaching Posts

	Sanctioned	Filled
Associate Professors		3
Assistant Professors	10	2 (Permanent)
		6 (Ad-hoc)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt.

/Ph.D. / M. Phil. etc.,)

S. No.	Name	Qualification	Designation	Specialization	No. of Years of Experience
1.	Ms. Sonal Andrew (On-Study Leave)	M.A. (Mathematics) B.Ed., M.Ed.	Associate Professor	Mathematics Education	16 years
2.	Dr. Susmita Ram	M.Sc. (Microbiology), B.Ed., M.Phil., Ph.D. (Education)	Associate Professor	Science Education	18 years
3.	Dr. Alka Sehgal	M.A. (Education), M.Phil., Ph.D.	Associate Professor	Education	16 years
4.	Sr. (Dr.) Rosily T.L.	M.A., (Geography) B.Ed., M.Ed., Ph.D.	Assistant Professor	Social Sciences	15 years in JMC & 8 years in Schools
5.	Ms. Shirley Joseph	M.A. (Psychology), B.Ed., M.Ed., M.Phil.	Assistant Professor	Education	14 years
6.	Ms. Chandra Tiwari*	B.Sc. Ed., M.Sc. (Mathematics), M.A. (Education)	Assistant Professor (Ad-hoc)	Mathematics Education	2 years in JMC & 8 years in School

7.	Ms. Charu Sharma	B.El.Ed., M.Ed., M.A. (Psychology)	Assistant Professor (Ad-hoc)	Educational Psychology	1 year in JMC & 2 years in CIE
8.	Ms. Pooja Keshavan	M.A. (Mathematics), B.Ed, M.Ed, M.Phil., (Education)	Assistant Professor (Ad-hoc)	Mathematics Education	2 years in JMC & 2 years in other colleges
9.	Ms. Rashi	M. Sc. (Home Sc.), B.Ed., M. Ed.	Assistant Professor (Ad-hoc)	Child Development	2 years in JMC & 5 years in other colleges
10.	Ms. Shefali Srivastava	M.A. (English), B.Ed., M.Ed., M.Phil. (Education)	Assistant Professor (Ad-hoc)	Language Education	2 years in colleges & 2 years in schools
11.	Ms. Yashika Chandna	B.El.Ed., M.A. (English), M.Ed., M.Phil.	Assistant Professor (Ad-hoc)	Language Education	Joined on July, 2014

11. List of Senior Visiting Faculty

The Department invites senior resource persons from the concerned fields for Practicum Courses such as

- Performing and Fine Arts: **Ms. Molayashree Hashmi**, National School of Drama, **Mr. Sukhesh Arora** (Yellow Cats Organisation)
- Crafts: **Mr. Souagata Guha** / **Mr. Bhupendra** (Bal Bhawan)
- Self Development Workshops: **Ms. Ishani Sen** (Pravah)

12. Percentage of lectures delivered and practical classes handled (programme wise)

by temporary faculty

Temporary/ Ad-hoc faculty members take around 50% of the lectures and practical classes.

13. Student -Teacher Ratio

14:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

None

15. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D/ M.Phil. / PG.

The details of qualifications of Faculty members are as follows:

	Ph.D.	M.Phil.	PG
Permanent	3	1	1
Temporary	-	3	3

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

Nil

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

- Three faculty members from our department along with 10 students were selected to undertake the Innovation Project, sponsored by the Delhi University, and were assisted by an external mentor, Prof. Namita Ranganathan (Faculty of Education University of Delhi) and utilized the fund of **Rs. 5 lakhs** which was granted by the **University of Delhi** in the year 2012-2013. The title of the Project was “A cultural and contextual understanding of resilience and the role of voluntary organizations in its development: a study of marginalized urban girls in Delhi”.
 - In 2013-14, we have another set of 10 students, involved in the University Innovation Project, along with three Faculty members and assisted by the external mentor. We received **Rs. 3 lakhs** as grant from the University of Delhi, under University Innovation Project Scheme. The title of the Project is “Developing a cultural and contextual understanding of resilience in urban marginalized girls: Implications for the formal education system 2013-14”.
- The project has been selected for collaboration with University of Michigan, USA, with three students from University of Michigan participating on a virtual basis followed by a visit this year.**

18. Research Centre/ Facility recognized by the University

- There is no recognised research centre. However, the department has a very well developed Resource Room with resources in the form of books, textbooks, story books, books on specific subject areas such as Mathematics, Sciences, Social Sciences and other teaching-learning aids for students.

19. Publications:

Publication of the Faculty

Dr. Susmita Ram

Research Articles:

1. Ram, S., Nair, B. G. and Chhatpar, H. S. (1984) Phosphate Mediated Changes in Fatty Acid Compositions in *Neurospora crassa*, *Neurospora Newsletter* 31, p. 28
2. Ram, S., Nair, B. G. and Chhatpar, H. S. (1984) Phosphoregulation of Some Enzymes from *Neurospora crassa*, *Experientia* 40, p. 1382
3. Ramanathan, S. and Siddiqi, N. (1994) Representation of Science in Upper Primary Science Textbooks, *Indian Educational Review* 29(1), p. 1-12.
4. Ramanathan, S. (2002) Revitalising Lesson Planning: A Case for a Unit Plan Approach, *Reflections on Lesson Planning*, M. S. Bawa, G. Sahni, B.M. Nagpal (Eds), IASE, University of Delhi

Ms. Shirley Joseph

Research Article:

1. Joseph, S. (2007). The Role of Schools in the Communalization of Culture. *The Radical Humanist*.

Book Reviews:

1. Joseph, S. (2008) Book Review. Seminar (Dec. 2008). Education and Social Change in South Asia (Edited by Krishna Kumar and Joachim Oesterheld. Orient Longman. Delhi 2007.
2. Joseph, S. Book Review. Contemporary Education Dialogue (Vol.4:2 Spring 2007)
3. Joseph, S. Book Review. Contemporary Education Dialogue (Vol. 5:1 Monsoon 2007)

Ms. Charu Sharma

Research Articles:

1. Sharma, C. (2014). Children's Construction of National Identity: "New" Social Studies of Childhood Paradigm. *International Journal of Humanities and Social Science Invention*. Volume-3, Issue-5, ISSN: 2319 – 7722. (pg. 10-14).
2. Sharma, C. (2013). Development of Conceptual Change and Understanding in Children. *International Journal of Education and Psychological Research*. Volume-3, Issue -2. ISSN: 2279-0179. (pg. 66-70).
3. Sharma, C. (2011). Inter-relationships of Adolescents in Nuclear and Joint Family Settings. *Indian Journal of Health and Well Being*, Volume 2, Issue 5; ISSN -2229-5356. (pg. 1090- 1093).

Chapter in Book/ Edited Volume:

1. Sharma, C. (2013). **Experiences of Diversity and Discrimination among Children in Schools. Published in Edited Volume of International Education Conference (IEC) titled 'Education as a Right Across the Levels: Challenges, Opportunities and Strategies'**. ISBN: 978-81-309-2742-8. (pg. 297-307).

Book Authored:

1. Sharma, C. (2014). Parenting Experiences, Well being and Conflicts. Book published. Germany: Lambert Academic Publishing. ISBN: 978- 3-659-54772-0.

Curriculum Material:

1. (i) Co-authored a block titled, 'Contexts of Development' for Diploma in Elementary Education (D.El.Ed.) Programme, published by Indira Gandhi National Open University (IGNOU). May, 2012; Page no. 1-75. ISBN: 978-81-266-6037-7.
(ii) Hindi Translation of the above mentioned block was also published by IGNOU. May, 2012. Page no. 1-97 with ISBN: 978-81-266-6038-4.
2. (i) Co-authored a block titled, 'Understanding Development' for Diploma in Elementary

Education (D.El.Ed.) Programme, published by IGNOU. April, 2012; Page no. 1-72. ISBN: 978-81-266-5984-5.

(ii) Hindi Translation of the above mentioned block was also published by IGNOU. April, 2012. Page no. 1-97 with ISBN: 978-81-266-5983-8.

3. Co-authored a block titled, 'Understanding the Primary School Children' for Diploma in Primary Education (DPE) Programme, published by IGNOU. February, 2012; Page no. 1-106. ISBN: 978-81-266-5910-4.
4. Co-authored a block titled, 'Socio-Political Experiences and Development in Children' for Diploma in Primary Education (DPE) Programme, published by IGNOU. February, 2012; Page no. 1-79. ISBN: 978-81-266- 5912-8.
5. Co-authored a block titled, 'Issues in Child Development: Supportive Environments' for Diploma in Primary Education (DPE) Programme, published by IGNOU. March, 2012; Page no. 1-60. ISBN: 978-81-266- 5911-1.

Ms. Pooja Keshavan Singh

Book/ Volume Edited

1. Edited and Published the papers presented on National Conference on Mathematics Pedagogy' in Feb 2014 at JMC' 'in electronic form the conference proceedings with E ISBN no. 978-93-5156-280-1.

Research Article

1. Keshavan, P. Teaching mathematics through the medium of storytelling in 'Let's Mathematise- Lessons from Practice' (2014). National Conference on Mathematics Pedagogy in Feb 2014 at JMC.

Ms. Rashi Mukhopadhyay

Book Authored

1. Mukhopadhyay, R. (2014). Perceptions of Social Disadvantage. Germany: LAP Lambert Academic Publishing. ISBN: 978-3-659-13512-5.

Ms. Yashika Chandna

Research Article:

1. Chandna, Y. (2014). Report on Storytelling and Creative Writing Workshop in Language and Language Teaching Journal. Volume 3, Number 2 Issue 6 July 2014. ISSN: 2277-307X.

Review:

1. Chandna, Y. . (2014). Book Review on Lois Meyer and Benjamin Maldonado Alvarado (Eds.) New World of Indigenous Resistance: Noam Chomsky and Voices from North, South, Central America. San Francisco CA: pp 392, Reviewed in Indian Linguistics Journal.

Chapter in Edited Volume:

1. Chandna, Y. (2014). Fearlessness comes by Design: Detailed Study of Pedagogical Practices and its affect on Fearlessness". In compendium of papers 'Education as a Right Across The Levels: Challenges, Opportunities and Strategies'. ISBN 978-81-309-2742-8.

*** Number of papers published in peer reviewed journals (national / international) by faculty and students**

	Number of Publications
Publications listed in International Databases	About 10
Monographs	2
Chapter in Books	1

	Books Edited	1
	Books with ISBN/ISSN numbers with details of publishers	2

20. Areas of Consultancy and Income generated

Areas of Consultancy by Faculty Members:

Dr. Susmita Ram

1. Was a Resource Person in a workshop for Development of Resource Materials in Science for the Upper Primary Stage, NCERT, March 29th - April 2nd, 1993.
2. Was a Resource Person in a workshop for Development of Resource Materials in Science for the Upper Primary Stage, NCERT, February 7-11, 1993.
3. Was a Resource Person for Faculty Development Programme, Department of Education, University of Delhi for the paper; Pedagogy of Environmental Studies, in 1998 and 1999.
4. Was a Resource Person for Faculty Development Programme, Department of Education, University of Delhi for the paper; Core Natural Science, in 1999.
5. Was a Resource Person for Faculty Development Programme, Department of Education, University of Delhi for the School Internship Programme, in 2000.
6. Was a Panelist for Panel Discussion cum Workshop on "Lesson Planning, the Core of Teacher Education," IASE, University of Delhi, March 2001.
7. Conducted a workshop for senior science faculty, Springdales School, in January 2002.
8. Was a Steering Committee Member in the working group session; "Roadmap for Creating a Research Foundation to Support the DESDE (Decayed of Education for Sustainable Development), 4th International Conference on Environmental Education, November 26th-28, 2007 at the Centre for Environment Education (CEE), Ahmedabad.
9. Was a Panelist for Panel Discussion on School Experience Programme in Department of Education, University of Delhi in 2012.
10. Conducted two workshops on Pedagogy of Environmental Studies. National School of Drama, Tripura in January 2013
11. Was a Resource Person in the Refresher Course on Education, CPDHE, University of Delhi, in 2013.

Dr. Alka Sehgal

1. Granted following research projects by Delhi University under the Innovation programs
 - a) A cultural and contextual understanding of resilience and the role of voluntary organizations in its development: a study of marginalized urban girls in Delhi, 2012-13.
 - b) Developing a cultural and contextual understanding of resilience in urban marginalized girls: Implications for the formal education system 2013-14. The project has been selected for collaboration with University of Michigan, USA, with three students from UM participating on a virtual basis followed by a visit this year.
2. Was a Resource Person in the Leadership Programme for new school principals organised by SCERT, New Delhi in the area of leadership, communication and interpersonal relationship in 2008, 2009

3. Was a Resource Person for the Orientation Programme by Centre for Professional Development in Higher Education (CPDHE) to deliver a lecture on "Internal Assessment-Critical Issues", in December 2006.
4. Supervisor for an in-service teacher research under RRCEE Teacher Fellowship, (funded by Sir Dorabji Tata Trust) Delhi University in 2011-12.
5. Discussant in Panel Discussion on "Multiculturalism in Education Conflict in Classroom" organized at India International Centre, New Delhi in 2008.
6. Presented a paper entitled, 'Challenges and Issues in Teacher Education in India' at the International Seminar on Recruitment of Teachers, organised by Le Centre International detudes Pedagogiques - CIEP, Paris, France in June, 2007.
7. Chairperson to a session on "The Dimensions of Development of an Elementary School Teacher"; in a Seminar on Elementary Teacher Education Curriculum: Issues and Concerns; organised by MACESE, CIE in May 2005
8. Chairperson to a session on "The Dimensions of Development of an Elementary School Teacher" in a Seminar on Elementary Teacher Education Curriculum: Issues and Concerns" organized by MACESE, CIE in May 2005.
9. Was a Resource Person in the Programme for "New School Principals" Organized by State Council for Education Research and Training- SCERT, New Delhi in the areas of Planning, Collaboration and Communication, in 2001, 2002.
10. Developed Curriculum for Practicum Courses including Internship during Curriculum Renewal of pre-service Elementary Teacher Education programme offered by District Institute of Education Training (DIET), State Council for Education, Research and Training (SCERT) in 2011-12. Subsequently conducted several workshops to orient Principals and Teachers of DIETs.
11. Developed Guidelines and Reading List for the theory paper -School Planning and Management (F3.7) and Classroom Management and Material Development (SC 3.1,3.2) for the B.El.Ed. Hand book in 1996-97

Sr. (Dr.) Rosily T.L.

1. Granted following research projects by Delhi University under the Innovation programs
 - a) A cultural and contextual understanding of resilience and the role of voluntary organizations in its development: a study of marginalized urban girls in Delhi, 2012-13.
 - b) Developing a cultural and contextual understanding of resilience in urban marginalized girls: Implications for the formal education system 2013-14. The project has been selected for collaboration with University of Michigan, USA, with three students from UM participating on a virtual basis followed by a visit this year.

Ms. Shirley Joseph

1. Was a Senior Consultant with United Nations Population Fund (UNFPA) for a project on Integration of life skills in the B.Ed. curriculum in Rajasthan University, 2012-13.

Ms. Charu Sharma

1. Consultant for developing Course Material for Diploma in Elementary Education (D.El.Ed.) Programme, at Indira Gandhi National Open University (IGNOU) in 2011-12.
2. Was a Resource Person for Module Development and conducting workshops for children and mothers at SOS Children's Village, India as a project undertaken at

Department of Psychology, University of Delhi, 2010-11.

3. Worked as a Research Assistant for the Kusuma Foundation, UK on a project titled, "Overview of Secondary Education in India with a focus on the two districts, Hardoi (Uttar Pradesh) and Sambalpur (Orissa), 2011.
4. Coordinator for Content Development for developing Modules of Language and E.V.S for ECCE (Early Childhood and Education) Pre-school children at an NGO - Swami Sivananda Memorial Institute, Punjabi Bagh, New Delhi, May-July 2010.

Ms. Rashi Mukhopadhyay

1. Curriculum Analysis of Teacher Education Programmes across various states (B.Ed. and B.El.Ed.) for NCTE, 2013
2. Consultant with UNFPA for a project on Integration of life skills in the B.Ed. curriculum in Rajasthan University, 2012-13
3. Expert for programme preview for Consortium for Educational Communication
4. Invited as a resource person for a workshop on "Child Psychology and Education", BGVS Haryana, 2011
5. Invited as a resource person to orient the faculty of D. Ed. (Chattisgarh) for the Child
6. Development course (new curriculum) at Eklavya, Hoshangabad, 2009.
7. Academic Counsellor with IGNOU, from July'04 to December '08.
8. Was invited to University of Osnabrueck, Germany for the research project and data analysis, 2007
9. Coordinator of The Enabling Centre, from January'05 to July'05
10. Designed course (Co-authored) for Psycho-Social Basis of Learning and Teaching (Paper II) B. Ed. curriculum, Rajasthan University, Project undertaken by UNFPA (Under print)
11. Designed course (Co-authored) for Pedagogy Across Curriculum, Paper of DIET Programme through RRCE-DIET (SCERT, Delhi), Curriculum Renewal Programme, 2011.
12. Member, University Innovation Project, 'Developing a cultural and contextual understanding of resilience in urban marginalized girls: Implications for the formal education system' in the session, 2013-14.

Ms. Yashika Chandna

1. Worked a Resource person for DIET, B.Ed., and B.El.Ed. students in the past few years
2. Worked as a Researcher under USRN project, funded by Ratan Tata.
3. Worked on using 'Museums as a Resource' an initiative by Sansarg Educational Trust in collaboration with National Museum Institution, Govt. of India.

21. Faculty as Members in

a) National Committees b) International Committees c) Editorial Boards

Dr. Susmita Ram

1. Member, Committee for developing a National Curriculum Framework for Diploma in Pre-primary and Early Primary Education with National Council for Teacher Education (NCTE). 2014.
2. Served as a Member, Committee for Restructuring the Course on Science, Society and Education, taught at the M. Phil level in the Department of Education, University of Delhi in 2001.
3. Served as a Member, Committee for Construction of the Liberal Option Course for Biology in the B. El. Ed programme, in 1993.
4. Was a Member of the team to elaborate the guidelines for Core Natural Science (C1.3; a paper of the B. El. Ed programme) in 1996.
5. Prepared the guidelines and reading list for Pedagogy of Environmental Studies (P3.3; a paper of the B. El. Ed. Programme), in 1996-97.
6. Member of the Committee to develop guidelines for the practicum, Material Development and Classroom Management (SC3.1 and SC3.2; a practical component of the B. El. Ed programme), in 1996-97.
7. Member, Board of Research Studies (BRS) in Humanities in University of Delhi, 2011-13.
8. Member, Committee of Courses in Education, Faculty of Education, University of Delhi, 2013-15.

Dr. Alka Sehgal

1. Member, Managing Committee, Delhi Public School
2. Member of the Core Committee to review B.El.Ed Programme by the B.El.Ed Coordination Committee - a standing committee of Faculty of Education ,Delhi University in 2012-13
3. Co-Convener of Combined Entrance Examination for B.El.Ed, Delhi University in 2011.
4. Member of the Committee of Curriculum Renewal of pre-service Elementary Teacher Education program offered by District Institute of Education Training (DIET), State Council for Education, Research and Training (SCERT).
5. Designed Curriculum for Practicum including Internship in 2011-12. Subsequently conducted several workshops to orient Principals and Teachers of DIETs.
6. Convened a Committee to develop a proposal for Post Graduate Diploma in Education Leadership for college teachers and principals .It has been sent to University Grants Commission for approval under innovative programs scheme in 2009.
7. Member, Committee of Courses in Education, Faculty of Education, University of Delhi, 2013-15.

Ms. Sona Andrew

1. Member, Committee of Courses in Education, Faculty of Education, University of Delhi, 2010-11

Sr. (Dr.) Rosily T.L.

1. Member, Committee of Courses in Education, Faculty of Education, University of

Delhi, 2000-01.

Ms. Shirley Joseph

1. Member, Committee of Courses in Education, Faculty of Education, University of Delhi, 2006-08, 2014-15

Ms. Charu Sharma

1. Member of the Scholars' Project for Abstract Compilation in Education (SPACE) Project Team, involved in compiling the abstracts of research works undertaken at M.Ed., M.Phil. and Ph.D. levels at Central Institute of Education, University of Delhi.

22. Student Projects

a) Percentage of students who have done in-house projects including inter-departmental/ Programme

As part of B.El.Ed. Curriculum, all the students in the fourth year of B.El.Ed. conduct Research-based Projects under the guidance of the departmental faculty. The total marks allotted for the projects are 100 marks.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies.

- In 2012-13 session, 10 students were selected from B.El.Ed. –II and III year to be a part of the Delhi University Innovation Project titled, – “A cultural and contextual understanding of resilience and the role of voluntary organizations in its development: a study of marginalized urban girls in Delhi”.
- In 2013-14 session, 10 students were again selected from B.El.Ed. –II and III year are part of the ongoing Delhi University Innovation Project titled – “Developing a cultural and contextual understanding of resilience in urban marginalized girls: Implications for the formal education system 2013-14”.

23. Awards / Recognitions received by faculty and students

List of some Alumni who have achieved recognition in their chosen fields are as follows:

- Suneeta Mishra, Faculty at Institute of Home Economics (IHE), University of Delhi since 2008.
- Nidhi Kunwar, Faculty at Mata Sundari College University of Delhi since 2008.
- Latika Gupta, Faculty (ad-hoc) at Central Institute of

Education, University of Delhi and has also worked at National Council for Educational Research and Training (NCERT) for some years.

- Sonika Kaushik, NCERT – Reading Cell
- Tanya Suri, Reading Cell, NCERT
- Versha Rana, Faculty (ad-hoc) at Cluster Innovation Centre, University of Delhi
- Archita Bajpayi, Pursuing Ph.D. at University of Germany, Berlin
- Meenakshi Kumar, Education of Immigrant Children, London
- Kriti Mehra, Media Professional
- Harpreet Kaur, Curriculum In-charge at Bharat National Public School

University-Level Positions

S. No.	Name of Student	University Positions and Year
1	C. Sumana	I position (1998, 1996) Awarded Panchapakesan Gold Medal (1999)
2	Meenakshi Jain	II position (1998)
3	Bhawna Gera	III position (1998)
4	Pooja Manchanda	I position (1999)
5	Pratima Kakkar	III position (1999)
6	Loveleen Malhotra	IV position (1999)
7	Shruti Vashisht	IX position (1999)
8	Praveen Grover	I position (2000)
9	Manisha Sood	II position (2000)
10	Bhavika Vashisht	VII position (2000)
11	Jyoti Saxena	I position (2001)
12	Monika Babbar	II position (2001)
L3	Monika Mehta	III position (2001)
14	Garima Shah	VII position (2001)
15	Tamanna Gupta	VIII position (2001)
16	Nidhi Bhasin	I position (2002)
17	Pooja	III position (2002)
18	Nidhi Kanwar	VIII position (2002)
19	Payal Duggal	X position (2003)
20	Preeti Saxena	I position (2005)
21	Shikha Takkar	III position (2006)
22	Kuljinder Kaur	V position (2006)
23	Priya	X position (2007)
24	Megha Sehgal	IV position (2008)
25	Deepti Goel	VI position (2008)
26	Garima Aggarwal	I position (2009)
27	Prerna Singh	IV position (2009)
28	Meena Ancy Thomas	I position (2010)

29	Priyanka Gautam	II position (2010)
30	Jaspinder Kaur	III position (2010)
31	Rupinder Kaur	VII position (2010)
32	Deepti Bhardwaj	I position (2011)

In addition, our students get opportunities to study a variety of disciplines in different Universities for their Higher Education.

24. List of Eminent Academicians and Scientists/Visitors to the department.

The list of some Eminent Academicians and Speakers who have visited our College are as follows:

- Prof. Amitabh Tripathi, Indian Institute of Technology (IIT), Delhi visited our Department in February, 2014.
- Prof. Anita Rampal, CIE, University of Delhi visited our Department in February, 2014.
- Prof. Amitabh Mukherjee, Department of Physics, University of Delhi visited our Department in February, 2014.
- Dr. Shobha Satyanath Associate Professor, Department of Linguistics, University of Delhi visited our Department in March 2013.
- Prof. Nargis Panchapakesan, Retd. Head and Faculty at CIE, University of Delhi, visited our Department January, 2012.
- Prof. Kancha Ilaiah, visited our Department in 2011.
- Miss. Elizabeth Lee (Lecturer, Primary English –University of Hertfordshire , UK) October – November, 2010.
- Ms. Damayanti Datta (Deputy Editor, India Today) visited our Department in October, 2010
- Prof. Krishna Kumar, CIE, University of Delhi visited our Department in 2010.
- Prof. Vinod Raina, Associated with Right to Education Act visited our Department in 2010.
- Prof. Anil Sadgopal, Retd. Professor, CIE, University of Delhi visited our Department in 2010.\
- Prof. Padma Sarangpani , visited our Department in 2010.

25. Seminars/ Conferences/Workshops organized & the source of funding a) National:

- 1) **National Conference on Mathematics Pedagogy** was organized by the Department, entitled as 'Let's Mathematise- Lessons from Practice' on February 10-11, 2014 at Jesus and Mary College, funded by Educational Initiatives.
- 2) **Gijubhai Lecture Series** are conducted every year. Eminent Speakers (as listed in point -24) are invited to give talks on educational concerns.

- 3) “Aagaaz” – Annual Education Festival brings together the fraternity of B.El.Ed. every year to engage in academic discussions and creative activities in education

26. Student Profile Programme/Course wise:

- Only female students are eligible to apply for B.El.Ed. till now.
- The Admissions to B.El.Ed. Programme is being done in Central Institute of Education (CIE), University of Delhi on the basis of written entrance test (140 marks) plus (10 marks) weight age of class 12th marks, totals to 150 marks. Written test is further divided into 4 sections of 35 marks each.
- 50% of seats in JMC are reserved for Christian students, from the rank list prepared by the university, CIE.
- Students from all streams of Class XII are eligible for admission
- Pass Percentages for the last 3 sessions:

Session	Pass Percentage
2010-11	93.9
2011-12	93
2012-13	92
2013-14	100

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.El.Ed.	About 90%	About 10%	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?

Many students from our department have cleared national and state competitive examinations such as National Eligibility Test (NET) and Combined Teacher Eligibility Test (CTET) over the years.

An exact number of students clearing these competitive examinations are not available at present. However, we are in the process of gathering the information.

29. Student Progression

Student Progression	Against % enrolled
UG to PG	About 20 – 25 % every year
Employed	About 90%
• Campus selection	About 30% every year
• Other than campus recruitment	About 70% every year

More than 90% students get placements at reputed Schools (Private and Government) and NGOs. Our alumnae, who are working in various schools and institutions, also come to recruit fresh graduates from the Department for On-Campus Placements every year.

30. Details of Infrastructural Facilities

a) Library:

The college has a very good library with about 1100 books available for B.El.Ed. students. Since the Course is inter-disciplinary in nature, the students avail books from other departments such as Sociology, Political Science, History, Psychology, English Literature, Mathematics and other resources such as Journals, Encyclopaedias, Dictionaries, etc. The students are given assignments, presentations and projects so that they can make maximum use of the library and develop scientific temper. Besides the students are given reference for extra readings so that they identify the area of their interest, learn to learn and research on the related topics.

In addition, the department has a very well developed **Resource Room** with several resources in the form of reading materials, school textbooks, children's literature and other teaching-learning materials such as Abacus, globes, maps, measuring tapes, etc.

b) Internet facilities for Staff & Students

The College has Wi-fi facility available in the whole campus. Internet facility is accessible for the faculty and students

c) Classrooms with ICT facility

The department has one Interactive Board, two LCD projectors and two computers and one laptop. The faculty and the students use e-learning resources from various sources. We use project methods, assignments, writing reflective journals, use audio-visuals aids,

power point presentations etc. to enhance the effectiveness of teaching – learning process.

d) Laboratories:

Curriculum Laboratory and Resource Room are important infrastructural facilities in our department. There are some laboratory equipment/instruments, such as spring-balance, beam balance, magnets, iron fillings, beakers, measuring cylinders, test tubes with stands and holders, droppers, trays, burettes, pipettes, separating funnels, magnesium ribbons, drawing boards, conical and titration flasks, prisms, lenses, mirrors, acids and alkalis for conducting basic experiments in science.

31. Number of students receiving financial assistance from college, university, government or other agencies

Student Aid Fund and student concession is given to a number of B.El.Ed. students by the College as per the University Norms. A number of Memorial Scholarships sponsored by different individuals are being provided to some of our students every year on the basis of merit-cum-means criteria by the college. Besides KPMG Scholarships were given to a number of B.El.Ed. students who are economically weak. However the number varies from year to year as per the need.

32. Details on student enrichment programmes (special lectures / workshops seminar) with external experts

- The B.El.Ed. Programme in its structure includes various workshops for different student enrichment components – Theatre, Crafts, Self Development Workshops, and Physical Education. The names of resource persons associated with different practicum components are as follows:
 - Performing and Fine Arts: Ms. Molayashree Hashmi (National School of Drama), Mr. Sukhesh Arora (Yellow Cats Organsiation)
 - Craft: Mr. Souagata Guha / Mr. Bhupendra (Bal Bhawan)
 - Self Development Workshops: Ms. Ishani Sen (Pravah)
 - Physical Education: Mr. Prakash Sahoo (Sri Aurobindo Society)
- Some workshops are organised with Jodo Gyan for innovative teaching-learning in Mathematics at Elementary School Levels.
- Experts are also invited for workshops on Children’s Literature and Story-Telling.
- The Department also conducts workshops on Inclusive/ Special Education, Instruction on First Aid and Continuous and Comprehensive Evaluation (CCE) and many others issues.

- The department organizes and conducts talks, lectures, seminars, workshops, conferences to enrich students as well as faculty with advanced level of knowledge and skills.

33. Teaching Methods adopted to improve student learning

- Most of the teaching at our department is interactive which involves the use of a variety of teaching methods.
- We use project methods, group discussions, presentations, assignments, brainstorming and audio-visuals aids to enhance the effectiveness of teaching–learning process.
- Field visits are undertaken to have more practical experiences related to different types of educational settings.
- Students are encouraged to write reflective journals about their experiences and thought processes for some components of the programme.
- Power point presentations are used while interacting with students in the classroom and the students are also encouraged to make their presentations using power point.
- Films, photographs and videos related to themes of the course are also shown to students frequently.
- As student teachers, they are also suggested to devise innovative teaching learning materials using multimedia.
- Students are encouraged to make short films and documentaries for specific topics, thus engaging them in alternative ways of interacting and understanding of content.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

- The Department participates and collaborates with about 10 Government Schools for School Internship of B.El.Ed. (Final year) students, School Contact Programme with B.El.Ed. (I year) students and Block Teaching Component with III year students.
- During School internship of B.El.Ed. students, we initiate in-service Government School teachers to innovative methods through classroom teaching and co-curricular activities, such as Theatre, Crafts and Physical Education.
- A Resource Room, which contains teaching-learning resources for Primary and Middle School levels, along with Children’s Literature Corners to encourage reading habits in children, is developed in each of the Government school by our students for the school teachers. The students also undertake School Projects to help in dealing with some issues in the schools such as Violence and Physical Abuse, Corporal Punishment, Health Camps and so on.

35. SWOC Analysis of the department and Future plans

Strengths

- Well qualified and dedicated faculty
- Good teacher-student relationship
- Innovation and flexibility in teaching methods
- Regular staff meetings and open sharing among the faculty members.
- Internship of our students in the final (4th) year of the Course.
- Interactive board, projectors and computers in the classrooms
- Well-equipped resource room and curriculum lab
- Inviting eminent speakers and experts for workshops and special talks
- Collaboration with different types of school.
- Placements of our students in schools and other institutions

Weaknesses

- The department needs extra technical staff to manage our Resource Room and Curriculum Lab.

Opportunities

- To be more creative and effective in using different methods of teaching.
- To make the teaching–learning process more efficient.

Challenges

- Being a bilingual course, we need to develop reading material in Hindi Language for students who prefer Hindi Medium.
- To conduct substantial research in the field of elementary education.

Future Plans

- To expand the resource room with more books, teaching-learning materials and resources.
- To strengthen the support system provided to in-service school teachers both academically and professionally.

- To raise funds for educational tours to give more exposure to students.
- To initiate a research-based journal in the field of Education
- To develop more reading materials in Hindi language.
- To conduct follow-up in-service workshops for the alumni of our department.
- Better use of technology to make teaching more effective and meaningful.
- To create more e-learning resources for students

EVALUATIVE REPORT OF PHYSICAL EDUCATION

1. Name of the Department: Physical Education.

2. Year of establishment: 1971

3. Name of the programs/courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):

Application Courses offered in Physical Education for B.A. (Programme) students of 5th and 6th semester :

- “Wellness Fitness and Aerobics”
- “Weight, Stress Management and Gym Operation respectively.

4. Names of inter-disciplinary courses and the departments/ units involved: Nil

5. Annual/ semester / choice based credit system (program wise):
Semester

6. Participation of the departments in the courses offered by other department: Nil

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil

8. Details of courses/ programs discontinued (if any) with reasons: Nil

9. No. of teaching posts:

Teaching positions	Sanctioned	Filled
Associate Professor		2
Assistant Professor	2	

10. FACULTY profile with name, qualification, designation, specialization, (D.Sc./D.litt./Ph.D./M.Phil.)

Name	Qualification	Designation	Specialization	Experience
Dr. Manmohan Kaur	M.P.Ed, Ph.D.	Associate Professor	Hockey	29 years
Dr. Anju Luthra	M.P.Ed, Ph.D.	Associate Professor	Athletics	25 years

11. List of senior visiting faculty

Name	Profile
Prof. C.S.	Chairman Of Du
Dr. Meera	Secretary Of Du
Dr.Sandeep	HOD Of Team
Dr. D.P.	HOD Of Individual
Dr. Manisha	Associate Professor
Dr. Usha	Retired Associate
Dr. Mukesh	Associate Professor
Dr. Shweta	Associate Professor
Dr. Kiran	Australian University
Dr. S. Pathak	Retired Director Of
Dr. J. S.	Vice-Chancellor Of
Mr. Bharat	Yoga Guru
Mr. Sandeep	Public Relations
Dr. Pramod K	Sr. Vice- President
Dr. Rathi	Associate Professor
Dr. Sudesh	Retired Professor
Dr. Bhupinder	Retired Professor
Dr. J. P.	Statistician From
Dr. A. K.	Dean Of Bangladesh
Dr. D. S. Toor	Dean Of Chandigarh
Mr. H. S	Principal Crpf
Dr. Savita	Principal Maitreyi
Mr. Satpal	Director Of Delhi
Dr. Jawhar	Sports Medicine
Dr. Shieela	HOD Doping
Dr. Sophia	Director Of

Dr. Wilson	Principal Of St.
Dr. Prem	Executive Director
Dr. Amita	Associate Professor
Dr. Seema	Assistant Lecturer In
Dr. Sunita	Assistant Lecturer In

12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: NA

13.

Student Teacher Ratio	
Academics	15: 1
To Organise Tournaments And Handle Sports Students (along with Coaches)	20: 1
Total Strength	400

14. Number of academic support staff (technical) and administrative staff sanctioned and filled

Posts		Designation	Name
Sanctioned	2	Sports Attendant	Mr. Lawrence Rogers
Filled	2	Driver	Mr. Shiv Mangal

15. Qualifications of teaching faculty with B.Sc. / D.Litt. / Ph.D. / M.Phil./ PG.

Both faculty members are Ph.D.'s

Refer to table in Question 10 for detail.

16. No. of faculty with on-going project from

A- National Nil

B- International funding agencies and grants received:

Nil

17. Departmental projects funded by DST-FIST, UGC, DBT, ICSSR, etc. and total grants received

Nil

18. Research Centre/ facility recognized by the university

Nil

19. Publications:

a. Publications :

Dr.Manmohan Kaur

- Presented paper “Cooperative Study of Selected Physical Fitness Components and Physiological Parameters of Offensive and Defensive Hockey Players of College Level” in International Conference on Health Revolution and Sports Science held in New Delhi, 1992.
- Presented project report on “Plan For Sports Medicine at Various Levels” in National Seminar on relevance of Physical Education and Sports in the Education Curriculum.
- Presented paper “Physical Education for the Handicapped” as a co-author in National Seminar on relevance of Physical Education an Internal part of Education held at New Delhi.

20. Areas of consultancy and income generated: Nil

21. Faculty as members in

- A) National committees B) International Committees C) Editorial boards...**

Faculty Name	Committee
Dr. Manmohan Kaur	Joint-secretary of Delhi Volleyball association(1987-1992)
	Vice president of Delhi Women Hockey Association(1994-1999)
Dr. Anju Luthra	National Course Director, Olympic Solidarity Course
	Joint-secretary, Korfball Federation of India
	Selector in Bowling Federation of India
	Chairperson of Women Football Association

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental / program**
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories / Industry / other agencies.**

Nil

23. Awards/ recognitions received by faculty and students.

Awards to Faculty

Dr. Manmohan Kaur

- Achiever Award, PAS Sports and Entertainment Rajiv Gandhi Best Teacher's Award.
- Organised Netball Clinic for coaches, Physical Education Teachers, players at J.M.C in collaboration with Netball Federation (Malaysia).
- Manager, World Korfball Championship, Barcelona, 2012.
- Technical official in XXV All India Permit Athletic Meet in 1986.
- Technical official in the Inter-national Open Women Sports Week in 1987.
- Technical official in the All India Y.M.C.A Aquatic Meet in 1988-89 & 1993.
- Official in the IX Asian Games in 1982.
- Technical official in World Boxing Championship held at Talkatora Stadium.
- Organised Inter-State Cricket Championship at JMC, sponsored by DDCA.
- Organised Women Premier cricket League (All India Level) in which 90% of the Indian women's cricket team players participated.
- Organised Basketball clinic for coaches, Physical Education Teachers, players at J.M.C in collaboration with N.B.A (America).

Dr. Anju Luthra

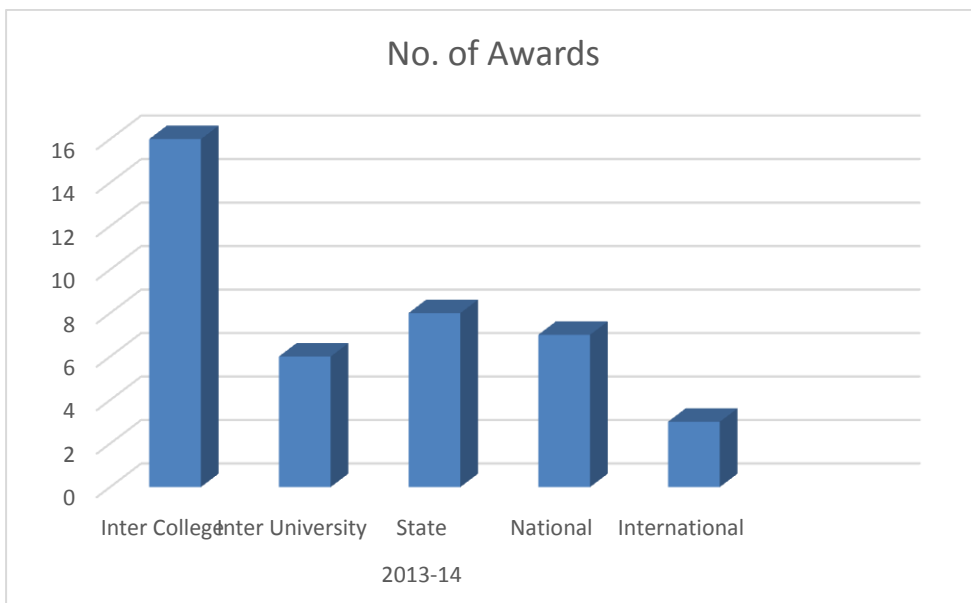
- Organised Netball Clinic for coaches, Physical Education Teachers, players at J.M.C in collaboration with Netball Federation (Malaysia).
- Manager, Commonwealth Games, Indian Lawn Bowl Team 2010 & 2014.
- Manager, World Korfball Championship, Barcelona, 2012.
- Volunteer in the IX Asian Games in 1982
- Technical official in World Boxing Championship held at Talkatora Stadium
- Organised Women Premier cricket League (All India Level) in which 90% of the Indian women's cricket team players participated.

Awards to Students:

- Apurvi Chandela has won a Gold Medal in Commonwealth Games at Glasgow and she has created a new Commonwealth Record.
- Manika Batra was a member of Table Tennis team which represented India at Glasgow. She secured fourth position in the Team Event. She is the first Indian woman Table Tennis player to reach Quarter Final in the Single's Category.
- Apurvi Chandela and Rishika Sunkara have been selected to represent India in the Asian Games to be held at Incheon.
- 'JMC is the proud recipient of **VICE CHANCELLOR'S TROPHY** for the past 18 years'.

Game	Inter-College	Inter-University		State		National			International
2013-2014									
Aquatics	2 nd	Akshi		Surbhi,Shwetha,Shivangi,Aashmi ,Akshi	1st	Surbhi,Shivangi,Shwetha, Akshi			
Badminton	2 nd	Smriti,Sanskriti	1st	Sanskriti	1st	Smriti, Sanskriti , Aananya	Participation,3rd		
Ball Badminton	3 rd	Ishpreet Kaur	Participation						
Baseball	1 st	Mansi,Shipra,Manisha,Jaspreet	Participation	Priyanka	2nd	Shipra, Parthivi, Mansi, Priyanka,Manisha			
Basketball	4th					Aishwarya			
Boxing	2 nd								
Chess	1 st			Neha,Roli,Amita	1st				
Cricket	1 st	Neelam,Khushboo, Sanjana,Kajol,Jasleen	2nd	Kajol	Participation	Jasleen, Neelam	2nd		
Football	1 st	Harleen,Akanksha, Sanjana,Dhwani,Prerna,Priyanka,Anjali	3rd			Prerna	Participation		
Golf									Vaani Kapoor Sonal Narang
Gymnastics		Zubis	Participation						All Rank All Rank

Handball	2 nd	Jyoti,Aishwarya	2nd	Jyoti, Aishwarya	2nd	Jyoti, Aishwarya, Rashmi	2nd		
Hockey	2 nd	Aarthi,Rama,Mayuri,Rashmi,Ruby	Participation	Mayuri,Aarthi	Participation	Mayuri, Aarti, Ruby	Participation,3rd,3rd		
Judo	-	Deep Venus	Participation	Deep Venus	1st	Deep Venus,Erum	2nd,Participation	Deep Venus	
Kabaddi	-					Monu, Aakriti, Soniya, Promilla, Sangeeta, Sapna	Participation		
Kho-Kho	-					Sonia	Participation		
Korfball	-	Nisha	Participation			Nisha, Avni	Participation		
Lawn Bowls	-					Shreya			
Netball	4th	Sushmita	4th			Neha, Sachneet, Gurpreet, Shreya, Prateeksha	2nd		
Shooting	3 rd	Bhavya,Saloni	Participation	Saloni	2nd	Aishwarya,Saloni,Jisha	3rd,Participation,Participation		
Shooting Ball	-							Priyanka Bhardwaj	3rd
Softball	-	Mansi,Shipra,Manisha,Priyanka,Parthivi	Participation		3rd	Mansi, Manisha, Parthivi, Jaspreet	Participation		
Table Tennis		Manika	Participation					Manika Batra	All Rank
Tennis	1 st	Abhilasha, Rishika	1st			Abhilasha, Rishika,Megha	1st	Rishika Sunkara	All Rank
Volleyball	3 rd					Abhilasha, Chitveen, Jasleen	Participation		



Game	Inter-College	Inter-University	State	National	International			
2012-13								
Aquatics	1 st	Akshi, Shrishti, Akshi	Participation		Shrishti, Akshi			
Athletics	2 nd	Sonal, Mansi	2 nd , Participation	Mansi	Participation	Sonal	Participation	
Badminton	1 st	Sanskriti	Participation		Sulakhni, Smriti, Neha, Sanskriti		Smriti	Participation
Baseball	3 rd	Deepika, Neelam, Manisha	1 st		Manisha	3 rd		
Basket Ball	2 nd	Nikita	3 rd					
Boxing	4 th							
Chess	5 th							
Cricket	2 nd	Khushboo, Neelam, Jasleen, Kajol	Participation	Bharati Cup	2 nd	Kajol, Neelam, Khushboo, Sanjana, Arti		
Football	1 st	Aditi, Swati, Akanksha, Vidya, Yanjee, Akanksha	3 rd				Aditi Chauhan, Swati Rawat, Akanksha	
Handball	3 rd	Aishwarya, Supriya	4 th	Supriya	Participation	Aishwarya	1 st	
Hockey	4 th	Mayuri, Rama, Parul	Participation			Mayuri, Rama		
Judo	3 rd					Pooja	Pooja Beniwal	
Kabaddi						Saloni		
Kurash						Preeti		

Netball	2nd	Neha, Garima	Participation						
Pistol Shooting	2nd					Lovleen, Sanjana, Namrata, Apurvi, Rashi, Vidushi		Lovleen Kaur	
Rifle Shooting	2nd							Apurvi Chandela	
Softball	3rd	Deepika Gupta, Anjali, Parthivi	3 rd			Priyanka, Deepika, Manisha	3 rd		
Taekwondo	1st	Sapna, Mansi	Participation						
Tennis	1st	Prerna, Garima, Abhilasha, Rishika	1 st			Prerna, Garima, Abhilasha, Megha, Rishika		Rishika Sunkara	All Rank 1
								Prerna Bhambhra	All Rank 3
								Megha Sherawat, Garima Vatwani	Particip
Volleyball	3rd	Harpreet	Participation			Harpreet	Participation		
Wrestling	4 th								

Game	Inter-College	Inter-University	2011-12			State	National
Aquatics	1 st	Srishti Tandon,Akshi	4th			Srishti Tandon,Akshi	4th
Athletics	1 st	Sonal Chawla	Participation	Sonal Chawla	1st	Sonal Chawla	Pa
Badminton		Sulakhani	Participation	Neha Mittal	Participation	Sulakhani(J&K)	1s
Baseball	3 rd	Sunita, Deepika	Participation			Sunita, Deepika,Bhawna	3r
Basket Ball	2 nd	Amrit,Arya	Participation			Nikita,Shreya	Pa
Cricket	2nd	Sneha, Neelam	Participation	Sneha,Neelam,Khushboo	Participation	Sneha,Neelam,Khushboo	Pa
Football	1 st	Aditi,Akanksha,Swati,Akanksha,Yanjee,Vidya	2 nd				
Handball	3 rd	Sulakhmi,Priyanka,Aishwarya	Participation	Aishwarya	2nd		
Hockey	3 rd	Radhika,Parul,Simran,Rashmi,Pallavi	Participation				
Netball	2 nd	Garima	Participation				
Pistol Shooting	2 nd	Lovleen,Namrita,Vidushi	Medal Holders	Vidushi Gulati	Participation	Lovleen	M
Rifle Shooting	3 rd	Apurvi,Rashi,Shreya	Medal Holders				
Shooting Ball							
Softball	1 st	Bhavna,Sunita,Deepika	3 rd				
Taekwondo							

Game	Inter-College	Inter-University	State	National	International				
2010-11									
Aquatics	2 nd		2 nd	Shristi Tandon	1st	Shristi Tandon	2 nd		
Athletics	1 st	Sonal	Participation	Sonal	1 st	Sonal	Participation		
				Babita	2 nd				
				Avinash	3 rd				
Badminton						Sulakhni	Participation		
Baseball		Jyoti, Neha, Bhawna, Sunita, Renu	Participation			Jyoti, Neha, Bhawna, Sunita	4 th		
Basket Ball		Ria, Versha, Arya	3 rd	Ria, Versha, Arya, Nikita,	2nd	Versha	3 rd		
Cricket		Rhea, Neelam	Participation	Rhea	Participation	Renu, Sneha, Neelam, Rhea	Participation		
Football		Tanvie, Sanya, Aditi, Vidya, Swati, Yanjee, Pallavi, Anksha	1st					Saniya, Swati	Aditi, Indira
Gymnastics		Manisha	3rd	Manisha	1st				
Handball		Renu, Ashu, Sulakshmi	Participation	Ashu, Sulakshmi	1st	Renu, Ashu, Sulakshmi	3 rd		
Hockey		Radhika, Ritika	Participation			Anu	Participation		
Judo				Naina Lal	1st	Naina Lal	2 nd	Naina Lal	Indira
Korfball		Alka, Varsha	Participation					Alka	Indira
Power Lifting		Babita	6 th						

Shooting	3 rd	Apurvi	2 nd			Apurvi	4 th	Apurvi	Ind Can
Softball		Jyoti,Neha,Bhawna,Sunita	3 rd			Jyoti,Neha,Bhawna ,Sunita	4 th		
Table Tennis		Nikita	Participation	Vidhi,Nikita	3rd,2nd	Nikita	Participation		
Tennis		Shweta,Garima,Prerna	1st					Shweta,Garima, Prerna	
Volleyball		Neetu,Sonali,Zeenat,Ekta	Participation		2nd	Neetu,Ekta	Participation		
Weight Lifting		Babita	4th						

Other Outstanding Performances since Establishment

- Sangeeta Mehta- The 1st Women Judoka Olympian and 1st Asian Medallist (Judo)
- Shagun Choudhary- The Shooting Olympian
- Ankita Bhambhri- Asian Games Medallist at Doha, Fed Cup, All India Rank Holder (Tennis)
- Apurvi Chandela- Commonwealth Games Gold Medalist, Asian Medalist (Rifle Shooting)
- Neha Ahuja-(Winter Olympics)
- Kajal Dhawan- Paralympics (Badminton)
- Manika Batra- All India Rank 3 (Table Tennis)
- Vani Kapoor- All India Rank 1 (Golf)
- Rishika Sunkara-All India Rank 1 (Tennis)
- Prerna Bhambhri- All India Rank Holder (Tennis)
- Sana Bhambhri- All India Rank Holder (Tennis)
- Prachi Tehlan-(Captain Indian Netball Team)
- Anuradha- Best Ever All Rounder

24. List of eminent academicians and scientists / visitors to the department.

The following sports icons and dignitaries were invited as Chief Guest and Guest of Honour in Jesus and Mary College Annual Sports Meet, JMC Festival and Open Tournaments:

1. Arun Jaitley (Finance And Defense Minister, Former BCCI President)
2. Farooq Abdullah (JKCA President And Former J&K Chief Minister)
3. Omar Abdullah (Chief Minister Of J&K)
4. Oscar Fernandes (Former HRD Minister)
5. Margret Alva (Former Sports Minister)
6. Mukul Vasnik (Former Sports Minister)
7. K. P. Singh Deo (Former Information & Broadcasting Minister)
8. Kiran Bedi (IPS, visited 4 times)
9. Suresh Kalmadi (Chairman, Organizing Committee, CWG)
10. Lalit Bahnot (Commonwealth Organizing Secretary)
11. Nafisa Ali (An Actress And Social Activist)
12. A.K.Prasad (Executive Director SAI)
13. MR. KHAJAN SINGH- ASIAN MEDALIST
14. Sri Ram Singh (Arjuna Awardee, Asian Medalist)
15. Damyanti Tambe (Padmashree,Director Of JNU)
16. Bhuvneshwari Kumari (Arjuna Awardee)
17. Naresh Kumar (Paralympic Shooter)
18. Rajyavardhan Singh Rathore (Shooting)
19. Ajay Jadeja (Cricketer)
20. Nikhil Chopra (Cricket)
21. Kirti Azad (Cricket)

22. Aneesa Sayed (Shooting)
23. Yuvraj Singh (Cricket)
24. Gautam Gambhir (Cricket)
25. Baichung Bhutia (Football)
26. Ankita Bambhari (Tennis)
27. Naresh Kumar (Shooting)
28. Banita Mary Jaiker (IPS)
29. Satpal Singh (Wrestler)
30. J. L. Jain (Sports Scientist)
31. Indu Puri (Arjuna Awardee)
32. Virender Sehwag (International Cricketer)
33. Ishant Sharma (International Cricketer)
34. Virat Kohli (International Cricketer)
35. Sunil Dev (Sports Secretary DDCA)
36. Anjum Chopra (International Cricketer)
37. Ankita Sharma (International Cricketer)
38. Reema Malhotra (International Cricketer)
39. Neha Tawar (International Cricketer)
40. Latika Kumari (International Cricketer)
41. Rumeli Dhar(International Cricketer)
42. Metali Raj (International Cricketer)
43. Mr. Jaspal Rana (International Shooter)

25. Seminars/conferences/Workshops organized & the source of funding

a)National

b)Inter-national

26: Student Profile Program/ Course Wise: Nil

27: Diversity of Students:

Name Of The Course	% Of Students From The Same State	% Of Students From Other States	% Of Students From Abroad
B.COM	78	22	Nil
HISTORY(H)	72	28	
ECO(H)	70	30	
ENGLISH	75	25	
SOCIOLOGY	64	36	
POLITICAL SC.	66	34	
MATHEMATICS	80	20	
PSYCOLOGY	66	34	
HINDI	100	-	
B.A.(P)	93	7	

28. How Many Students Have Cleared National And State Competitive Examinations:

TYPE	NET	SLET	GATE	CIVIL	DEFENCE
No of Students who cleared	11	-	-	-	9

29. Student Progression

- Seven of our students are currently employed in American Embassy School.
- One assistant professor each in Maitreyi College, JDM College, LSR College, SGTB Khalsa College and SRCC.
- Three of our students are now football and hockey referees.
- Nine students are currently serving the nation in Indian Defense.
- Many of our students are working as teachers and nurturing young talents.
- Some of them are journalists.
- Many more are self-employed creating their own roads to success.

30. Infrastructure Available

S.no.	Stage I
1	8 Lane Grass running track
2	Standard size Hockey grass field without running track
3	Standard size Concrete Basketball Court with upright post
4	Standard size Synthetic Basketball Court with upright post
5	Football field
6	Cricket field with pitch and other training pitches.
7	Volleyball courts
8	2 Morrum tennis courts

9	Wooden Badminton court
10	Table tennis room
11	Indoor games room for judo, karate, taekwondo, wrestling, gymnastics, Chess, yoga and boxing.

31. Number of students receiving financial assistance from college, university, government or other agencies.

(i) 36 students are receiving financial assistance.

(ii) 45 students are receiving scholarship from the government for getting position in international, national, state and university level tournaments / championships and it varies every year according to the performance.

32. Details on student enrichment programs (special lectures/workshops/seminar) with external experts.

Few of the activities organised during the last two years are listed below:

1. Workshop in Fitness, Aerobics and Gymnasium Operations.
2. Special lecture in Sports injuries.
3. Workshop in Meditation.
4. Career counselling seminar organised by the student extension.
5. The China delegation organised a seminar on Table-Tennis.
6. Organised Claudine Thevenet Table Tennis Tournament for College students of University of Delhi.
7. Organised Geeta Chopra Memorial Swimming Meet at Talkatora Stadium for the last 25 years.

Apart from the above activities the students also participated in the following:

- Sports students volunteered for “Antardhwani”- The Delhi University Annual Festival.
- Sports students volunteer for college festival and other college programs.
- Helped in organizing various sports programs at University, National and Inter-national levels.
- Many students volunteered for commonwealth games in 2010 in New Delhi.

33. Teaching methods adopted to improve student learning

- Fitness camp organized to improve the fitness levels.
- Aerobics sessions for improving flexibility.
- Physiotherapy sessions for recovery.
- Yoga and meditation for overall development.
- Gymnasium for body strengthening.

34. Participation in Institutional Social Responsibility and Extension activities.

- Many students are also working for NGO'S like
 - ✓ AIESEC,
 - ✓ MAKE A WISH,
 - ✓ TEACH FOR INDIA,
 - ✓ YOUTH ALLIANCE(ONUS),
 - ✓ MAITRI,
 - ✓ LEADER'S FOR TOMORROW.

35. SWOC Analysis of the department and future plans.

Strengths

- We have a very enthusiastic sports students' community. They participate wholeheartedly in college activities also
- Financial assistance to poor students
- Incentives and awards motivate the students
- Good support and motivation from the Principal.
- Co-operative Staff (Teaching and Non-teaching).
- Positive environment for students and staff
- Players of good level (national and international) take admission every year because of the good results (academics & sports) and there is a healthy environment.
- JMC is the only college to participate in Delhi University sports in all 31 disciplines / sports and it also participates in other discipline / sports like: equestrian, skiing, skating, golf, lawn bowls, cycling , snooker, squash racket, mountaineering at national and international level

- N.S.O-JMC offers national sports organization as one of its compulsory societies to be opted for. Around 400 girls enroll every year. JMC lays emphasis on mass participation.
- JMC sports girls excel not only in sports but also in academics.
- 8 out of 16 girls of JMC were in the football team which toured New Zealand for advance coaching camp in football.
- 30-70 per cent of players in the University of Delhi teams are JMC sports students.

Weaknesses

- No Hostel facilities
- No Shooting range
- No Swimming pool

Opportunities

New sports like Fencing, weight lifting, power lifting and Archery can to be introduced in our college.

Challenges

- To retain the Vice Chancellor's Trophy.
- Maintain good balance between academics and sports.
- Placements for sports students.
- Latest Equipment is needed.
- More shower rooms, changing rooms.
- Need physiotherapist.

Future Plans

- Golden Jubilee Celebration.
- Gymnasium with ultra-modern facilities.
- A Hall for games
- Sports alumni meet.
- Seminars, workshops and projects in the field of sports.
- Office assistance to record day-to-day achievements.
- Teacher recruitment.
- Yoga for staff.
- Basic first aid course for all students.

ANNEXURES

Annexure-1

Minority Certificate



भारत सरकार

राष्ट्रीय अल्पसंख्यक शैक्षणिक संस्था आयोग

GOVERNMENT OF INDIA

NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS

प्रथम तल, जीवन तारा भवन, 5, संसद मार्ग,
पटेल चौक, नई दिल्ली-110001

1st Floor, Jeevan Tara Building, 5, Sansad Marg,
Patel Chowk, New Delhi-110001

F.No. C-220 of 2006

APRIL 21, 2006

ON CONSIDERATION OF THE DOCUMENTARY EVIDENCE PRODUCED BEFORE THE COMMISSION, THE COMMISSION IS SATISFIED THAT JESUS AND MARY COLLEGE, CHANAKYAPURI, NEW DELHI MANAGED BY PROVINCIAL SOCIETY DELHI (CONGREGATION OF JESUS AND MARY) EXCLUSIVELY IS A MINORITY EDUCATIONAL INSTITUTION WITHIN THE MEANING OF SECTION 2(g) OF THE NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS ACT 2004. CONSEQUENTLY, IT IS HEREBY DECLARED THAT THE AFORESAID COLLEGE IS A MINORITY EDUCATIONAL INSTITUTION COVERED UNDER ARTICLE 30 OF THE CONSTITUTION OF INDIA.

GIVEN UNDER MY HAND AND THE SEAL OF THE COMMISSION.



(R. RENGANATH)
SECRETARY

National Commission For
Minority Educational Institutions
New Delhi

Annexure-2

Affiliation Certificate from University of Delhi



UNIVERSITY OF DELHI दिल्ली विश्वविद्यालय

CB-II/330/Circular/70/NAAC/2014/406

Dated: July 25, 2014

TO WHOM IT MAY CONCERN

This is to certify that "Jesus & Mary College, Chanakyapuri, New Delhi – 110 021" is affiliated/constituent with the "UNIVERSITY OF DELHI" since 1968 and recognized by the University Grants Commission under Section 2(f) and 12(b). The following courses / subjects are taught in the said college as per approval :

Sl. No.	Name of the Course(s) and Duration	Affiliation		Period of Validity for the year(s)
		Permanent	Temporary	
1.	Three Years B.A. (Programme)	Permanent	-	-
2.	Three Years B.Com. (Programme)	Permanent	-	-
3.	Three Years B.Com (Hons.)	Permanent	-	-
4.	Three Years B.A. (Hons.) in Economics, English, Hindi, History, Political Science, Sociology, Psychology	Permanent	-	-
5.	Three Years B.Sc. in Mathematics	Permanent	-	-
6.	Two Years M.A. Hindi & English	Permanent	-	-
7.	Four Years B.El.Ed.	Permanent	-	-
8.	One Year Certificate Course in Hindi Patrakarita avam Jansanchar	Permanent	-	-
9.	One Year Certificate Language Courses in Spanish, French, Russian	Permanent	-	-

B. Maina jain

The Principal,
Jesus & Mary College,
University of Delhi.

PRINCIPAL
JESUS AND MARY COLLEGE
CHANAKYAPURI,
NEW DELHI-110021

Alka Sharma

Ms. Alka Sharma
Registrar
Seal: दिल्ली विश्वविद्यालय
दिल्ली-110021

University of Delhi, Main Campus, Delhi-110 007 (India)
Tel. : 27667725 / 27662880; Fax : 27666350; Website : www.du.ac.in

Annexure-3.1

Recognition Certificate 2(f) and 12(B)

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in



SPEED POST

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

F. No. 3-6/2011 (CPP-I/C)

February, 2014

The Principal,
Jesus and Mary College,
Chanakyapuri,
New Delhi – 110 021

-17 FEB 2014

**Sub: - Recognition of Jesus and Mary College, Chanakyapuri,
New Delhi – 110 021 under Section 2(f) & 12(B) of the UGC Act, 1956.**

Sir,

With reference to your letter no. JMC/Admn/UGC-12(B)/2013-14 dated 06.02.2014 on the above subject, I am directed to say that the name of **Jesus and Mary College, Chanakyapuri, New Delhi – 110 021** established in the year of **1968**, affiliated to **University Of Delhi, Delhi** is included in the list of Colleges maintained under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head '**Non-Government College teaching upto Bachelor's Degree**'.

Yours faithfully,


(Ajay Kumar)
Education Officer

Annexure-3.2

Recognition Certificate 2(f)

तार : यूनीग्रान्ट्स
GRAMS : UNIGRANTS

विश्वविद्यालय अनुदान आयोग
UNIVERSITY GRANTS COMMISSION

All communications should be addressed to the
Secretary by designation and not by name

बहादुरशाह जफर मार्ग
BAHADUR SHAH ZAPAR MARG

संख्या
No. F.13-12/68(CD)

नई दिल्ली-१, तिथि
NEW DELHI-1, Dated 28 September, 1968.

To

The Registrar,
Delhi University,
Delhi.

Subject: List of colleges prepared
under section 2(f) of the
UGC Act, 1956 - inclusion
of Jesus and Mary College
Chanakyapuri in the -
.....

Sir,

I am directed to refer to your
letter No. 24(1)/I.O/68/17297 dated 23-9-68
on the above subject and to say that Jesus
and Mary College has been included in the
above mentioned list.

Yours faithfully,

Sd
(Inder Lal)
for Secretary

Copy forwarded for information to :

1. ✓ The Principal,
Jesus & Mary College,
Chanakyapuri,
New Delhi.
2. S.O.(C.1).

Inder Lal
(Inder Lal)
for Secretary

16

RL 1330

7083

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति



NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
Northern Regional Committee

TO BE PUBLISHED IN GAZETTE OF INDIA- PART-III SECTION 4

F.No.F-3/DL-63/97 | 1523

Registered post with AD
Dated 20.06.1998

ORDER

A.H. College
25/6

SOCER
2/7

2/7/98

In exercise of the authority vested under Section 14 (3) (a) of the National Council for Teacher Education Act, 1993, the Northern Regional Committee grants recognition to Jesus & Mary College, Chanakaya Puri, New Delhi-110002 for B.El.Ed., Four years course, from the academic year 1998-99 with annual intake of 40 students.

This recognition is subject to the condition that the institution continues to fulfil the norms laid down under the regulations and submission of Annual Report in this regard.

By order,

2/7/98

CENTRAL REGISTRY
29 JUN 1998
SI No. 650
UNIVERSITY OF DELHI

Regional Director

The Manager
Government of India, Press,
Faridabad,
Haryana.

CC:

1. Education Secretary, Government of Delhi, Old Secretariat, Delhi.
2. Director Education, Directorate of Education, Old Secretariat, Delhi
3. The Registrar, Delhi University, New Delhi
4. The Member Secretary, National Council for Teacher Education, New Delhi
5. Office Order File.
6. The Principal, Jesus & Marry College, Chanakaya Puri, New Delhi-110002

Regional Director 20/6/98

कार्यालय : ए-46, शांति पथ, तिलक नगर, जयपुर - 302 004
कार्यक्षेत्र : उत्तर प्रदेश, दिल्ली, हरियाणा, पंजाब, पच्छीम बंगाल, हिमाचल प्रदेश, राजस्थान

Office : A-46, Shanti Path, Tilak Nagar, Jaipur - 302 004
Jurisdiction : U.P., Delhi, Harayana, Punjab, Chandigarh, H.P., Rajasthan

Phone फोन : 0141-623501 Fax फैक्स : 91-141-620116

Annexure 5.2

Audited Income and Expenditure Statement

Jesus & Mary College
Chanakyapuri, New Delhi



Income & Expenditure Account, of the 'Maintenance Fund'
for the year ended 31st March, 2011

Year ended 31-Mar-10 Rs.	Expenditure	Year ended 31-Mar-11 Rs.	Year ended 31-Mar-10 Rs.	Income	Year ended 31-Mar-11 Rs.
14,76,96,597	<u>Pay & Allowances</u>	12,43,55,326		<u>Fees from students</u>	
	Teaching staff		5,480	Admission Fees	5,865
1,31,18,889	Non-Teaching staff	1,27,87,204	4,25,272	Tuition Fees	4,39,214
5,36,762	Laboratory staff	5,48,418	64,960	Foreign Students Fees	72,480
36,27,224	Library staff	36,12,770	9,35,600	Library & Reading room	9,65,400
			2,33,450	House Exam	2,41,500
			2,26,580	College Magazine	2,17,485
73,214	Daily Wages		1,40,300	Garden Fees	1,45,110
54,014	Honarium to Guest Lecturers	3,00,750	9,34,975	Electricity & Water Fees	9,66,200
					30,53,254
5,60,770	Children Education Allowance	4,57,274		<u>Other Collections</u>	
7,27,249	Leave Travel Concession	10,96,484	3,01,320	Sale of Prospectus	4,20,450
14,76,377	Medical Reimbursement	16,61,944	1,17,025	Sale of Hand Book	1,20,900
			59,750	Identity Card	59,100
	<u>Retirement benefits</u>		2,800	Library Fine	1,300
1,55,139	Gratuity	52,17,332	15,167	Late Fees / Fine	3,613
85,46,601	Pension	1,21,15,778			6,05,363
2,80,749	Commutated Pension	35,50,166		<u>Miscellaneous Income</u>	
4,17,796	Encashment of Leave	20,27,308	67,837	Interest on bank accounts	14,25,341
				Notice period salary recovery	1,38,175
	<u>Office expenses</u>				
63,312	Telephone Charges	51,372			
11,572	Postage & Telegram	16,310			
4,66,847	Printing & Stationery	4,43,428			
	Advertisement Charges				
5,068	Contingency	5,000			
50,198	Conveyance Charges	55,513			
3,309	Audit Fees	3,309			
		5,74,932			
	<u>Maintenance & Repair of:</u>				
28,360	Buildings	20,000			
12,150	Garden & Sports Field	9,711			
13,565	Repair & Replacements	13,000			
6,898	Paper Copier	5,000			
6,569	Mini Bus	6,500			
		54,211			
9,27,749	Library Expenses	9,85,425			
5,285	Psycho Lab Expenses	5,000			
-	Educational Trips	400			
		9,90,825			
	<u>Rent Rates & Taxes</u>				
7,86,590	Electricity & Water Charges	15,56,620			
2,08,953	Property tax	2,08,953			
15,329	Insurance (Mini Bus)	14,934			
5,600	Road Tax Mini Bus	5,555			
		17,86,062			
	<u>Other Expenditure</u>				
64,000	Legal Expenses	-			
99,417	Uniform Class IV Staff	78,008			
1,500	Annual day	1,500			
500	Convocation Day	500			
1,02,123	College Magazine	99,000			
90,419	House Exam Charges	93,272			
11,160	Remission of Tuition Fees	8,280			
500	Conferences & Seminars	4,200			
60,778	Garden Implements	2,34,442			
		5,19,202			
18,03,64,616	Total	17,16,55,986	18,03,64,616	Net deficit carried down	16,64,33,853
17,68,34,100	Net deficit brought down	16,64,33,853	18,18,04,000	Maintenance Grant UGC	18,99,43,138
87,40,350	Excess received from UGC	2,70,73,185	37,70,450	College Share 5%	35,63,900
18,55,74,450		19,35,07,038	18,55,74,450		19,35,07,038

This is the Income & Expenditure Account of the 'Maintenance Fund' referred to in our report of even date.

For Anantharaman Raju & Associates
Chartered Accountants

Raju Anantharaman
Mem. No. 083221
Place: New Delhi
19 AUG 2011


For Jesus & Mary College

Dr. (Sr.) Marina John
Principal
Jesus & Mary College
Chanakyapuri,
New Delhi-110021.

Prilam Dass
S. O. (Accounts)
Section Officer (Accounts)
Jesus and Mary College
(University of Delhi)
Chanakyapuri
New Delhi-110021.

Annexure 5.3

Audited Income and Expenditure Statement

JESUS & MARY COLLEGE
Chanakyapuri, New Delhi

Income & Expenditure Account, of the Maintenance Fund
for the year ended 31st-March-2012

Year ended 31-Mar.-2011 Rs.	Expenditure	Year ended 31-Mar.-2012 Rs.	Year ended 31-Mar.-2011 Rs.	Income	Year ended 31-Mar.-2012 Rs.
12,43,55,326	<u>Pay & Allowances:</u> Teaching Staff	12,47,19,913	5,865	<u>Fees from students</u> Admission Fees	6,155
1,27,87,204	Non-Teaching Staff	1,30,07,220	4,39,214	Tuition Fees	4,56,327
5,48,418	Laboratory staff	6,08,606	72,480	Foreign Students Fees	75,015
36,12,770	Library staff	41,24,580	9,65,400	Library & Reading room Fees	10,06,600
0	Casual Labour		2,41,500	House Exam Fees	2,74,700
3,00,750	Honarium to Guest Lecturers		2,17,485	College Magazine Fees	2,26,755
			1,45,110	Garden Fees	1,51,170
4,57,274	Children Education Allowance		9,66,200	Psychology Lab Fees	50,200
10,96,484	Leave Travel Concession			Electricity & Water Fees	14,65,000
16,61,944	Medical Reimbursement				37,11,922
				<u>Other Collections</u> Rent/ Hire Charges	17,90,375
	<u>Retirement benefits</u> Gratuity	23,07,445	4,20,450	Sale of Prospectus	3,83,050
52,17,332	Pension	94,14,310	1,20,900	Sale of Hand Book	1,26,050
1,21,15,778	Commuted Pension	12,10,245	59,100	Identity Card	65,500
35,50,166	Encashment of Leave	2,71,296	1,300	Library Fine	3,600
20,27,308		1,32,03,296	3,613	Late Fees / Fine	4,745
					23,73,320
	<u>Office expenses</u> Telephone Charges	50,162	14,25,341	<u>Miscellaneous Income</u> Interest on bank accounts	14,30,561
51,372	Postage & Telegram	15,635	1,38,175	Over payment Recovery	0
16,310	Printing & Stationery	4,63,183	0	Miscellaneous Income	4,652
4,43,428	Recruitment Advertisement Charges	2,24,502			14,35,213
5,000	Contingency	5,561			
55,513	Conveyance Charges	63,633			
3,309	Audit Fees	3,309	8,25,985		
	<u>Maintenance & Repair of:</u> Buildings	13,700			
20,000	Garden & Sports Field	5,675			
9,711	Repair & Replacements	13,588			
13,000	Paper Copier	13,753			
5,000	Mini Bus	6,480	53,196		
6,500					
9,85,425	Library Expenses	10,39,118			
5,000	Psychology Lab Expenses	8,900			
400	Educational Trips	0	10,48,018		
	<u>Rent Rates & Taxes</u> Road Tax Mini Bus	5,555			
5,555	Electricity & Water Charges	22,84,876			
15,56,620	Property tax	2,08,951			
2,08,953	Insurance (Mini Bus)	22,038	25,21,420		
14,934					
	<u>Other Expenditure</u> Legal & Professional Expenses	12,000			
0	Uniform Class IV Staff	1,07,284			
78,008	Annual day	1,500			
1,500	Convocation Day	500			
500	College Magazine	1,13,680			
99,000	House Exam Charges	99,628			
93,272	Remission of Tuition Fees	11,520			
8,280	Conferences & Seminars	7,320			
4,200	Garden Implements	88,392	4,41,824		
2,34,442					
			16,64,33,853	Net deficit carried down	15,70,27,709
17,16,55,986	Total	16,45,48,164	17,16,55,986		16,45,48,164
16,64,33,853	Net deficit brought down	15,70,27,709	18,99,43,138	Maintenance Grant received from UGC	14,53,28,000
2,70,73,185	Maintenance Grant excess received from UGC		35,63,900	Maintenance Grant to be received from UGC	86,29,159
				College Share of net deficit	30,70,550
19,35,07,038		15,70,27,709	19,35,07,038		15,70,27,709

This is the Income & Expenditure Account of the 'Maintenance Fund' referred to in our report of even date.

For Anantharaman Raju & Associates
Chartered Accountants
Firm no.: 005811N

Raju Anantharaman
Raju Anantharaman
Mem. No. 083221

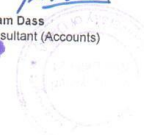
Place: New Delhi



For Jesus & Mary College

Dr. Marina John rjm
Dr. (Sr.) Marina John rjm
Principal
Jesus & Mary College
Chanakyapuri,
New Delhi-110021

Pritam Dass
Pritam Dass
Consultant (Accounts)



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JESUS & MARY COLLEGE
UNIVERSITY OF DELHI
C H A N A K Y A P U R I
NEW DELHI - 110021

Declaration by the Head of the Institution

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.



Sr.(Dr.) Marina John r.j.m.
Principal

PRINCIPAL
JESUS AND MARY COLLEGE
CHANAKYAPURI,
NEW DELHI-110021

Place: New Delhi
Date:31.08.2014