

Academic Audit (Experts' Feedback)

2019-2020

Department of Commerce

Academic Audit Report of the Dept. of Commerce, JDMC, DU by Prof. Ajay Kumar Singh, Vice Chancellor, Sri Sri University

It was pleasure to see the progress made by Janki Devi Memorial College during the period 2019-20. Since improvement for quality enhancement is an ongoing process, following are the observations regarding each slide from the PPT provided to me:

1. It is good to see PPT with the cover slide having title of Academic Audit Report. It could have been presentation for Academic Audit by the Department of Commerce, JDMC, DU. It is good to have page numbers in the PPT or in any other document which makes it easy to refer.
2. Slide no. 2 presents the vision and Strategy in a nice manner. It would be better to have mission statement after the vision statement followed by strategy. Strategy talks about holistic develop of students which requires inner journey as part of essential components which needs to be mentioned.
3. Slide no. 3 provides an overview with typographical errors. Student – Teacher ratio of 29:1 should be improved.
4. Slide number 4 talks about curriculum and courses offered. It would better to highlight the role played by the Faculty members in the Curriculum development process of the Department of Commerce, University of Delhi which has been written in slide no. 5, hence both should be at one place. Further, the second heading should be referred as Programmes instead of courses and should be written in one format like B. Com. (Hons.) instead of B. Com (H); M. Com. Instead of M. Com; B. A. has been written properly. Add on course is a course and should be under a separate heading. Programmes and courses may have separate headings.
5. Slide number 5 is about contributions made by the Faculty members where as it only talks about the membership status of committees.
6. Slide number 6 is about contributions made by the Faculty members where as it only talks about participation. These members of committee were representing the JDMC whereas all the other members could have contributed internally which these representatives could have carried.
7. Slide number 7 is about qualifications of Faculty members along with their experience and other details which are quite impressive but the number of ad hoc Faculty members are more than the Permanent which needs to be corrected. Efforts should be made to fill all the vacant positions.
8. Slide number 8 provides details of permanent Faculty members along with their qualifications and experience which are quite impressive.
9. Slide number 9 continues the same which is again quite impressive.
10. Slide number 10 continues the same list with Assistant Professors on ad hoc basis and 3 out of 7 have done Ph. D.
11. Slide number 11 continues the same list with Assistant Professors on ad hoc basis and 1 out of 8 has done Ph. D.
12. Slide number 12 is about awards and recognitions of only two Faculty Members which needs attention.
13. Slide number 13 provides a list of seven events including the election of the Students Union which is not an academic event. The Department should organize more webinars in the new normal.
14. Slide number 14 provides analysis of results which is excellent but a note at the bottom says that there are discrepancies.
15. Slide number 15 presents the pie chart of the results of B. Com. (Hons.). It would be better to see the analysis of the results based on previous years for intra college comparison and comparative analysis with College having best results.

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16. Slide number 16 presents the pie chart of the results of B. Com. It would be better to see the analysis of the results based on previous years for intra college comparison and comparative analysis with College having best results.
17. Slide number 17 presents the teaching pedagogy and innovative methods. It would be good to have more evidence based presentation for these aspects as has been shown in slide number 18. Text and pictures would be better in the same slide. It would be better to highlight student centric initiatives with evidences.
18. Slide number 18 presents the pictures of educational visit, video lectures, online quiz, presentation using whatsapp, etc.
19. Slide number 19 presents the publication details of two Faculty members with 7 publications out of which one has been specified to be Scopus listed. It would be better to have one slide in tabular form which tells about the publication details under various categories like UGC approved list under Group I and II along with their impact factor.
20. Slide number 20 gives details of two more papers from two Faculty members. It would be good to see more research papers being published in Scopus/Web of Science listed journals with impact factor. More Faculty members are advised to publish papers in impact factor journals which are ABDC listed and also Scopus/Web of Science listed.
21. Slide number 21 provides details about presentation of 5 papers by four Faculty members in Conferences/Seminars. More Faculty members are advised to present papers at such platforms.
22. Slide number 22 provides list of 11 Faculty members who have attended Faculty Development Programmes. It would be good to have a column for duration of the FDP as well in both the slides 22 and 23.
23. Slide number 23 provides a list of 7 Faculty members who have attended Faculty Development Programmes. It would be good to have details about the learning lessons and change in their teaching learning process after attending the FDP.
24. Slide number 24 provides a list of workshops attended which is quite impressive. The number of workshops organized needs to be increased from just one as per this slide. Two Faculty members have contributed as Resource Persons which also needs to be increased.
25. Slide number 25 provides a list of webinars attended by 13 Faculty members. Three Faculty members out of them have also organized webinars. Only one Faculty member has contributed as Resource Person which needs to be increased.
26. Slide number 26 provides a list of webinars attended by 12 Faculty members. Three Faculty members out of them have also organized webinars. Faculty members should be encouraged to contribute as Resource Persons as none of these 12 have contributed as Resource Persons.
27. Slide number 27 provides a list of 15 Faculty members who are engaged with Student – Faculty Research Projects which is quite encouraging number. Their impact assessment needs to be done.
28. Slide number 28 to 33 provides a list of 11 ongoing Student - Faculty Research Projects which are in interesting fields.
29. Slide number 34 provides a list of two other research projects of students one of them has been completed and one is ongoing. More students may be encouraged to get engaged into such projects.
30. Slide number 35 provides details about placement of 82 students. It would be good to have data related to student progression of the remaining students as well as to have the complete picture.

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31. Slide number 36 provides details about internships done by the students. It would be good to increase the number of internships particularly in the light of new National Education Policy 2020.
32. Slide number 37 is about Prizes, Scholarships & Recognitions won by Students- Academic, Sports & Extra-curricular which is quite impressive list.
33. Slide number 38 is about Prizes Won by Students- Academic & Co-curricular which is also impressive list of achievements of students.
34. Slide number 39 is about Instituted Scholarships Received by Students. It is good to see the list of instituted scholarships.
35. Slide number 40 is about other scholarships received by Students which is also encouraging to see.
36. Slide number 41 to 43 provides a list of students who have earned prizes in extra-curricular activities in various inter college events which needs to be appreciated.
37. Slide number 44 presents impressive list of achievements in field of sports including many gold medals at state and national level events.
38. Slide number 45 to 47 provides a list of distinguished alumni with their pictures and current profiles. Initiatives should be taken to engage illustrious alumni in various aspects of governance of the College.
39. Slide number 48 presents the statements about the best practices. It would be better to present the top two best practices as per the format prescribed by the NAAC.
40. Slide number 49 deals with SWOT analysis. It would be good to also have SWOC analysis also.
41. Slide number 50 provides two areas of the road ahead which needs to be fine-tuned with more specific initiatives which can be measured and monitored in a time bound manner.

The areas which have not been covered by the slides from pages 1 to 50 may also be considered for improvement like publication of patents, strategic plan, SMART goals, good governance, etc.

Overall the performance Janki Devi Memorial College is very good and the above mentioned observations would help the college to move on the journey from very good to excellent.



(Prof. Ajay Kumar Singh)

Vice Chancellor,

Sri Sri University

Cuttack - 754006, Odisha

E-mail: drajayksingh@gmail.com; Mobile: 9810108767

Department of Economics

Dear Dr. Pal,

Thank you for the opportunity to review the Economics Department of your institution.

First, let me congratulate you and your colleagues for a thoughtful ppt. I was impressed by the identification of strengths and weaknesses, and opportunities and challenges.

Within the Delhi University system, many of the parameters are centralized and the college has no control over them. For the future, I would recommend identification of the parameters within the control of the college. This would enable analysis and action on those parameters.

To me, the biggest constraint seems to be the very few permanent faculty. The ad-hoc faculty are contributing to teaching and administration but having more permanent faculty would facilitate long-term planning. Of course, I understand that much depends on the University administration but I trust the college is pushing for this as much as possible.

The second thing to my mind is to improve the intellectual life of the faculty. College teachers can be quite isolated intellectually. And if this becomes a habit, then it would be hard to shake it off. Teachers from different colleges need to come together on an online platform such as zoom and hold monthly (or more frequent) webinars where they either present their work or invite outside economists. I would recommend that the college think seriously of supporting such a network. It costs nothing or very little but can enrich the intellectual life of the faculty.

Third, such a forum can also improve teaching because it can be used to share effective methods for teaching certain subjects. For instance, econometrics is typically a difficult subject to teach at the UG level and most colleges offer only theoretical knowledge. But with open-source software, this is now increasingly feasible although it would require some computing resources at the college level. But even if it is hard to do this within the Economics curriculum, I

strongly recommend that the college consider an add-on course on econometrics. That would be very helpful to students.

Fourth, the pandemic has changed our work habits. Some of this will continue even after the pandemic has receded. The economics department needs to be prepared for this. They can identify what material can be disseminated by videos and the college can assist in these plans.

Finally, I appreciate the different teaching methods and the effort to push students to think beyond text-books. Data analysis is the key to modern economics and strengthening that component is important.

best wishes,

Bharat Ramaswami

Department of English

In spite of the permanent faculty posts not being filled for long, the Department has managed to retain teachers which shows commitment on both sides and speaks volumes about the Department offering an academically satisfying experience to all concerned. Perhaps the university could expedite holding interviews for permanent posts at the earliest to grant greater stability and strength to the Department.

The awards and recognitions earned by the faculty members in diverse areas of expertise is not only a validation of their individual academic output but it also enhances the stature of the Department in the wider academic community. Recognition also comes in the form of individual teachers being involved in responsible tasks of the university such as syllabus revision as also heading evaluation etc. The teachers show commitment and leadership by actively participating in the corporate life of the college and university, besides heading literary/cultural societies outside the college.

The college being a constituent college of the University of Delhi, it obviously follows a common syllabus, but it sufficiently innovates in its pedagogical practices and its commitment to teaching is most visible in the excellent result that the Department churns out year after year. It must be stated unequivocally here that the students who join the Department often do not come from backgrounds where they would have been exposed to a lot of reading and writing and yet it is to the credit of the Department that the students end up doing so well in their examinations and get egged on to take up academics as a choice of career. This to my mind is the Department's biggest achievement and strength.

The teaching faculty's commitment to research is borne out by the individual publications and their participation in conferences/seminars/workshops/talks etc. The research output also provides a window into the diverse areas of expertise available at the Department. What is noteworthy however is the engagement not just of faculty members in very interesting research projects but also the involvement of students in these researches. This to my mind is a singular experience that the Department offers to its students. What is even more remarkable are the number of workshops and faculty development programmes and other co-curricular activities organized by the Department and the quality of speakers invited to the college. I do not know of many departments across universities, both in India and abroad, who can boast of such a rich academic experience offered to its students and faculty, in a single year. Again, a huge credit to the Department.

I wish the Department the very best in all its future academic endeavours.

Prof Simi Malhotra

Department of English

Jamia Millia Islamia

Department of Environmental Studies

Dear Dr. Gill and Colleagues:

Many thanks for your email and reminder from Dr. Ifrah too. I have gone through the document. I appreciate the ongoing efforts from all the colleagues and the principal at the JDM College in undertaking activities that will fetch long-term benefits to society. The presentation looks okay; however, I have some minor suggestions, which will improve the presentation and credibility of the Department/College:

- I still feel that it should be supported by some more pictures in most of the slides,
- Show the number of studies carried out by the students,
- The list of innovative practices may also include, those recommended by NAAC. I am sure all of you must have been using those already so that JDMC secures most of the marks.
- In short, 'Showing' should be the principle than 'Telling'.
- Recording of 30-60 sec from old students explaining how the course/Department made a difference in their thinking and living would be useful.
- Statements giving explanations in the slides may be transformed into opportunities to sound positive.
- Interaction with different stakeholders, industry, policymakers, planners, and academia may be highlighted. If it is still in the process then we may project as the opportunity or as a future plan.
- Outreach activities should be highlighted with pictures and some documents. For future, I suggest, students in one semester may do something in nearby area (ecosystem and society) and in next semester the students may analyze the impact so that the concrete contribution may be highlighted.
- To show collaboration, please list separately the activities such as discussion, debate, seminar, workshop organized in collaboration with other colleges/institute/faculty
- The faculty-wise contribution may also be highlighted as per their achievements
- Curriculum: Highlight based on the inputs from different stake-holders the curriculum has been revised last year (2019) as given on the website too.

Pedagogy: Must highlight and show that JDMC is committed for experiential learning and multiple intelligence-based teaching - show on the slides

I have mentioned my suggestion as comments on the presentation (copy attached). Hope my feedback will help in improving the presentation. I am available in supporting JDMC in securing high ranking in academic audit and NAAC rating.

Last comment

I really enjoyed learning about the efforts being made at the JDMC, I am confident about the critical role the Department of Environmental Studies of JDMC is playing and will continue to play for imparting critical thinking, acquiring values, empowering students, and developing skills among the students for sustainable future. I am happy to record the good work done by all the faculty members of the Department of Environmental Studies, JDMC to achieve this goal.

Best

Radhey

Professor R.S. Sharma

Department of Environmental Studies

University of Delhi

Delhi-110007

9810227222

Department of Human Development and Family Empowerment

I have reviewed the information provided by the college, related to the academic practices, activities, shortcomings and challenges faced by the Department of Human Development during the academic session under reference. No specific parameters/criteria have been prescribed either for evaluation or for the feedback report. It was therefore, decided to keep in mind a few points considered by NAAC in its academic audit of the quality performance for accreditation of the varied departments, colleges or teaching ventures organised and funded by the University Grant Commission. Accordingly, the report has been based on the strengths and weaknesses identified in the indicators, such as: learning resources comprising infrastructure, human and financial, transection of the curricula, innovations in pedagogy, research, community outreach and extension activities, faculty development and achievements, student progression networking and collaboration, governance and administrative support available for academic activities.

About the Course

It is heartening that Janki Devi Memorial College, meant only for girls has introduced since 1984 the unique course of Human Development and Family Empowerment in its B.A Programme. Praiseworthy, is the fact that the college has been able to attract optimal number of students to opt for the course and managed to continue it for all these years. HDFE is a comprehensive course with an interdisciplinary content, with a balanced mix of theoretical knowledge, practical and skill orientation. Unlike art courses, hand on experience and community outreach and extension activities are also an integral part of the HDFE. Introducing HDFE in 1984 as an option in the BA programme and continuing with it to date is a noteworthy move on part of the college. It for sure has widened the scope and horizon for higher studies for students belonging to the humanities stream.

Resource Availability

Set up in 1959, the collage is one of the oldest and well, known colleges of University of Delhi. As evident from the web profile and photographs there in the college has a good building with ample space and other infrastructural facilities. This is further endorsed by photos in the details provided by HDFE department of its programme and activities. The accessibility to IT and Digital Technology, both as hardware and Software has enabled the Department to function and carry on its activities online involving students and other target groups and hold series of Webinar seminars even during the Corona pandemic.

However, it is a matter of great concern that the quantum of on-going activities in the HDFE and the availability of human resource do not commensurate. The inadequacy of hands available to conduct the programme is obvious. One wonders how two faculty members, one permanent and other ad hoc are managing the workload. I have a feeling there might have been a provision of peer support and guest faculty that have not been included in the information provided. Needless, to say we must follow University norms and provide/create posts as per workload guidelines if needed. It is vital for ensuring the quality in the varied activities of the course.

Transection of Curricula: Faculty Achievements

The Department from its experience of last three decades it seems has evolved a system to implement the course and its contents within the constraints of the availability of only one permanent teacher joined by another only during the current reporting period. It is hoped that the teacher in charge and the senior faculty member has served as a mentor and oriented the new entrant adequately to adapt and strengthen the on -going activities with her specific capabilities. It is good to note that that both faculty members are well qualified and professionally trained to implement HDFE course. As is evident from the reported details both teachers have participated in training programmes, workshops relevant to their work and are keeping themselves abreast with recent developments in areas of their interest and specialization. Their active participation and contribution made in national and international conferences and meetings is a testimony of the recognition of their capabilities. Ms Murlidharan has received number of honours and awards for her outstanding work and contributions, which has been possible due to the support and encouragement received from college authorities. This for sure has added to the visibility for the collage and be known for the community.

Outreach and extension work.

It may be concluded that both teachers seem to be capable committed, hardworking and are implementing the programme to the best of their abilities. My only concern is that the burden of workload may not erode their motivation and enthusiasm over a period of time.

Methods and techniques in transecting the curricula is a positive feature of the practices being adopted for creating effective learning environment. The use of pedagogical approaches such as: role play, group discussion, tutorials, brain storming, field visits, extension activities in the community, internship, making presentations are listed in the information provided by the department. We as trainers are aware that these methods promote participatory learning and students go through the process of self-discovery. The experiential learning enhances several skills and competencies. Imparting functional skills has been stated as one of the main aims of the programme. Interestingly, the provided information regarding imparting skills to students has listed several functional life skills which are being developed in students through academic and extension activities. The major ones delineated are communication, critical analytic thinking, teamwork, decision making, moral and ethical values and leadership.

It seems to me that HDFE department while engaging students in learning and varied activities may have succeeded in harnessing different facets of the personality and confidence of the students. The fact that year after year several positions in the College Union are adorned by the girls affiliated to HDFE course. It may be attributed to the likely transformation in their personality and promotion in leadership skills an evidence of positive deviance learning outcome of HDFE.

The department during the reference period organized number of Seminars, Webinars, and Distinguish Speaker Series Lectures on themes relevant to the course content. Department lined up speakers known for their areas of expertise and comprised Film Makers, Social Activists, lawyers, Senor Officials, Professional Experts. It must have been a treat for the students to hear views of known personalities such as: Khadija Farooqui, Chitra Panch Karan, Ajay Govind, Ms Sukhbir, Pooja Anand and Jaya Jaitly, Vikas Chandwani and so on. Having events like this enlarges the knowledge base of students and is motivating for them to try and excel in whatever they do drawing inspiration from such presenters.

Collaboration and Networking

One of the appreciable moves of the department has been is to collaborate and network with NGOs, Technical Institutions, Corporates, Hospitals, and Public Undertaking Institutions etc. Some of these are Womenite, Robin Hood Army, Little Planet School, Centre for Sight, MHFW etc. Appropriate care has been taken to follow procedures and complete the required paper work by signing a MOU between the two parties. Formalizing joint ventures by spelling out terms and conditions clearly and results in smooth interaction, thus it was a smart action. This obviously has been of mutual benefit and advantage to both organizations, and has enabled the department to undertake several projects and research activities besides facilitating internship placement for the students.

Research and Extension Projects

Despite so many on-going activities efforts have been made to undertake two research projects during the current year, Early Detection of White Eye Reflex in children, and Building Social and Emotional Well Being in Young Adults. Hopefully, the project in charge will share experiences with students at an appropriate time and sensitize them about the merit of empirical evidence. Students need to be encouraged to use data for action and problem solving. The well-known 3A approach needs to be introduced as initiation to simple research approach Assessment – Analysis- Action even in their community extension activities. It is good to learn that the college encourages faculty members to conduct research and even provides funding if needed as done recently for the project Challenges to Mothering: Case Studies of Adoption Art.

As per information provided number of extension activities were done in several communities by the students as a part of the course requirement. These were aimed at building awareness on important health and social issues; such as: Public awareness campaign on Retinoblastoma on World Cancer Day; Joy of Giving; Beti Bachao Beti Padhao campaign; Immunisation Programme (Pulse Polio Program). It is indeed an effort worthy of appreciation, such an exposure is a valuable learning experience to understand field realities and that goes a long way to equip oneself to work with communities.

Student Progression

Whenever we begin with any educational activity we try to spell out the aims and expected outcomes. While ascertaining student progression, I thought of referring to the above two aspects related to HDFE course. One of the aims clearly stated to prepare the students for higher education particularly in gender, advocacy, social work and other fields of social sciences.

It was a matter of great satisfaction to find that after completing B.A several students with HDFE affiliation have managed to get admission in coveted academic Institutions in India and abroad for pursuing higher education. The broad based HDFE curricula enabled them to opt for varied areas of specializations such as: Early Childhood Education, Psychology, Political Science, Education, Library and Information Science, Social work, Marketing and Brand Management. The names of the institutions are equally impressive: Ambedkar University, Jamia Millia Islamia, Indira Gandhi National Open University, Gorgion College; Ontario Canada, Kingston University UK. The College needs to be complimented for achieving the goal set for preparing students for higher education in varied fields.

Way Forward

In order to deal with various challenges and also to improve the academic status and recognition of HDFE as a discipline a few suggestions are proposed below:

- Despite several strengths of HDFE as a course in the absence of its status as a specialization or an independent Department, it has an amorphous status and a diluted identity. Effective advocacy need to be planned for making it a specialization rather a course at an undergraduate level.
- Evidence based advocacy be carried out to prove the comprehensive nature of the course and the potential outcomes that are delivered by it.
- Further enrich the course by adding GE to it by adding staff strength to the department
- Ensure placement of qualified graduates by stronger internship programme and on campus interview.
- Research activities be strengthened to enhance professional status and recognition.
- Networking and collaborative orbit be widened to make presence of the collage and its course activities get the desired visibility
- Negotiation may be initiated with the University to give a course an autonomous identity

In conclusion

I feel both honoured and privileged to have been requested to do the academic audit of HDFE. Being an educationist with a specialization in human development I perused with interest and enjoyed details provided related to the implementation of HDFC course at the Janki Devi College. I was able to both feel and understand how challenging and a difficult it must have been to translate the contents of multifaceted course into an effective learning programme. It requires thorough planning, competent and qualified faculty, and appropriate pedagogy to transect effectively the prescribed curricula. It is over three decades that HDFE has been in operation. It is a long period to learn and evolve strategies that are doable.

My review indicated that the college authorities, administration and faculty members concerned must have worked together as a supportive team to ensure that the course runs well. The system seemed to have been refined over the years and that has led into the sustenance of the course. There are no challenges of infrastructure and other resources. But a striking gap of inadequate faculty was felt by me. Too many activities for only two faulty members to carry on in class room settings and at outreach sites seem inappropriate. We need to rationalize role and responsibilities judiciously by providing additional human resource to the department.

By introducing HDFE the college has done a great service it has made a significant contribution in preparing students for higher education and be in readiness for undertaking viable employment/ occupational choices later in life. In any case the girl students enrolled for the course have been empowered in several ways even if they are unable to study further.

Using mixed methods and techniques as a pedagogical approach I feel is the highlight of the department's work. It has created a very favourable learning environment. Networking and collaborative work has enriched the curriculum content. Research projects have further professionalized the status. To be candid I am impressed with the performance of the faculty, the supportive policies and action of the authority and administration, student's active participation in extension activities and academic achievements. I wish the department many more years of good work and achieving higher recognition and acclaim in the academic world.

Professor Adarsh Sharma, Former Director NIPCCD, Consultant Social Development

Department of Hindi

आपके कालेज के हिंदी विभाग की पी पी टी प्रस्तुति को देखा। इसमें विभाग को सांगोपांग तरीके से प्रस्तुत किया गया है। सुझाव यह है कि पूरे स्लाइड में लिखे हुए पाठ को यदि विंदुवार तरीके से किया जाए तो प्रस्तुत करने वाले/ली व्यक्ति को मौखिक अभिव्यक्ति का अवकाश मिलेगा। पी पी टी की स्लाइडों को श्यामपट्ट का विकल्प समझा जाना चाहिए। इसमें सब कुछ लिखा नहीं होता बल्कि आम तौर पर कुछ विंदु दर्ज होते हैं जिनके आधार पर प्रस्तुत करने वाला/ली व्यक्ति को समझाने में आसानी होती है। आरम्भ में एक स्लाइड में समय प्रस्तुति का क्रम विंदुवार स्पष्ट कर देने से सुनने-देखने वाले/ली को आगामी प्रस्तुति का अनुमान हो जाता है।

1. Curriculum (over which we, as a constituent college DU, have little control);

2. pedagogy: हिंदी विभाग में अध्यापन का मकसद विद्यार्थियों को भाषा और साहित्य के परिचित कराकर सुचारु भाषा प्रयोग का प्रशिक्षण देना है। इस अध्यापन में हिंदी की दुनिया के ताजा हालात से भी विद्यार्थियों को परिचित कराया जाता है ताकि वे समाज के लिए उपयोगी साबित हो सकें। उनकी सामाजिक भूमिका में उनके भाषा कौशल का भारी योगदान होता है जिसकी तैयारी के लिए विभाग के अध्यापक समर्पित हैं। इसके लिए नियमित कक्षा अध्यापन के अतिरिक्त कार्यशाला, वाद-विवाद, अतिथि व्याख्यान, संगोष्ठी आदि भी आयोजित होना अपेक्षित है। इन आयोजनों के साथ विद्यार्थियों का जुड़ाव विभिन्न स्तरों का होना उचित है। उनसे पत्र वाचन, पढ़े गये पत्रों पर प्रतिक्रिया, कार्यक्रम की रपट तैयार कराना, विचारणीय विषयों के निर्धारण में उनकी भागीदारी से उनके भीतर आजाकारी के स्थान पर निर्णायक मनुष्य के विकास में सहायता करता है।

3. research (of the faculty and students). This will include the research done by faculty; papers published and presented by them. Research done by students: प्रकाशनों में प्रमुख प्रकाशनों को रेखांकित करने से भी बेहतर रहेगा। उनके बारे में सूचना से आगे बढ़कर महत्व स्पष्ट किया जा सकेगा। आम तौर पर प्रकाशनों की बात करते हुए संख्या पर जोर दिया जाता है। संख्या से अधिक महत्व की चीज प्रकाशनों की गुणवत्ता होती है। शोध परियोजना और प्रकाशनों का पाठ्यक्रम के साथ जुड़ाव का उल्लेख भी अच्छा रहेगा। आपके कालेज के अध्यापकों के प्रकाशन में रचनात्मक और आलोचनात्मक लेखन का संतुलन दिखाई देता है। अध्यापकों के मुकाबले विद्यार्थियों के प्रकाशन कम दिखाई दे रहे हैं। उनके प्रकाशनों को बढ़ाने के लिए प्रोत्साहन दिया जाना चाहिए। संगोष्ठियों में प्रस्तुत उनके पत्र प्रकाशित किये जाने चाहिए। अध्यापकों को अपने साथ शोधकार्य और प्रपत्र लेखन में उनका सहयोग लेने से विभाग और कालेज के समय शैक्षणिक वातावरण में बदलाव आयेगा तथा विद्यार्थियों में आत्मविश्वास का भी संचार होगा। इसके लिए बहुत दूर जाने की जरूरत नहीं है। खुद कालेज और उसके शिक्षण को भी शोध और गवेषणा का विषय बनाया जा सकता है। इस पद्धति से कालेज को आत्मावलोकन और सुधार के रास्ते मिलेंगे और उस ओर जाने में अध्यापक के साथ विद्यार्थी भी मददगार होंगे।

4. Outreach activities of the department, social awareness campaigns etc; collaborations with other organizations: इस सिलसिले में कालेज ने योजना बहुत बना रखी है। राष्ट्रीय सेवा योजना की इकाई खोलने से इस तरह के कामों में मदद मिलती है। मुहल्ला स्तर के पुस्तकालयों के साथ अध्यापकों और विद्यार्थियों के जुड़ाव के तरीके सोचने की जरूरत है। आम तौर पर अध्यापक और विद्यार्थी अपनी मध्यवर्गीय सामाजिक पृष्ठभूमि के चलते मान लेते हैं कि सभी लोग इसी तरह के हैं लेकिन आस पास नजर दौड़ाते ही तमाम ऐसे लोग दिखाई देने लगते हैं जो किसी न किसी वजह से अपनी आकांक्षा पूरी नहीं कर सके। ऐसे लोगों की मदद करने के साथ उनकी जिंदगी को समझने का रास्ता निकालना होगा। साथ ही आस पास के

सामुदायिक जीवन में बिखरी भाषिक और रचनात्मक ऊर्जा को संकलित करने की ठोस योजना बनाकर उसमें अध्यापक और विद्यार्थी समवेत रूप से शामिल हो सकते हैं। इस शहर का निर्माण अनेक भाषाओं के बोलने वालों ने मिलकर किया है। यहां न केवल अपने देश के बल्कि दुनिया के विभिन्न देशों के मानव समुदाय सदियों से रहते आये हैं। उनकी जीवन शैली और भाषिक परिवेश की विविधता ही शोध हेतु बहुत बड़ा खजाना है। यदि इस खजाने को संरक्षित करने और उसका उपयोग करने की सुचिंतित योजना हो तो उससे अध्यापन, शोध और सहकारमूलक शिक्षा के विकास में भारी मदद मिलेगी। हिंदी के लिहाज से भी यह शहर एक ऐसी भाषा संस्कृति का जन्मदाता रहा है जिसके स्मारक समूचे नगर में बिखरे हुए हैं। आधुनिक काल में भी अखबारों और साहित्य संबंधी संस्थानों का केंद्र होने से उनके साथ संवाद कायम करने से तमाम नयी गुंजाइशें पैदा होंगी।

5. student progression: विद्यार्थियों की प्रगति बहुत संतोषजनक है। उनके उत्तीर्ण होने की दर तो अच्छी है ही, बाहर निकलकर विभिन्न क्षेत्रों में उनकी सक्रियता भी उत्साहवर्धक है। विद्यार्थियों के भीतर छिपे कौशल को पहचानने और उसे सचेत रूप से विकसित करने के लिए स्वतंत्र निकाय स्थापित करने के बारे में सोचना ठीक होगा।

6. contribution of the department to the college in general: हिंदी विभाग समूचे कालेज के भीतर भाषिक चेतना के विकास में योगदान कर रहा है। राजभाषा दिवस की औपचारिकता से अलग हटकर विभाग ने पत्रिका प्रकाशित करने का स्वागतयोग्य फैसला किया है। कालेज के अन्य अनुशासनों में अध्ययनरत विद्यार्थियों के भीतर आत्मविश्वास का संचार करने के लिहाज से भी विभाग का महत्व असंदिग्ध है। ऐसा देखा गया है कि अन्य अनुशासनों में अध्यापन की भाषा और विद्यार्थियों की भाषा में अंतराल रह जाता है जिसके चलते विद्यार्थी तमाम तरह की समस्याओं का शिकार रहते हैं। इस बाधा को पार करने में विभाग सक्रिय सहयोग देकर सभी विद्यार्थियों की सेवा कर सकता है। विद्यार्थी के सर्वांगीण विकास के लिए भाषा और साहित्य संबंधी उसकी संवेदना पहला कदम होती है। इस दिशा में विभाग निश्चय ही कालेज के लिए मूल्यवान है।

Do you think that the Department is faring well in the light of the above? निश्चय ही विभाग के अध्यापक सर्वोत्तम शिक्षा प्राप्त हैं। रोजमर्रा के थकाऊ कामों का बोझ उनके सपनों और सम्भावनाओं की कई बार हत्या कर देता है। किसी भी संस्थान की सबसे बड़ी चुनौती नियम और सृजन के बीच तालमेल बिठाने की होती है। सृजन के पक्ष में नियमों पर पुनर्विचार के लिए तैयार रहने से ही संस्थानों का विकास होता है। विभाग और कालेज मिलकर इस कठिन जिम्मेदारी को निभाने में सक्षम हैं।

स्लाइडों में अलुमनाइ की जगह पूर्व छात्रा का प्रयोग करना उचित होगा। विशेष व्याख्यानों, संगोष्ठियों, कार्यशाला, रचना पाठ आदि का उल्लेख भी करें क्योंकि शुरु में आपने शिक्षण के साथ इनका भी जिक्र किया है।

Department of History

CENTRE OF ADVANCED STUDY



Department of History
Aligarh Muslim University
Aligarh - 202 002

Academic Audit Report Department of History Janki Devi Memorial College

A glance at the report submitted would convince anyone of the academic vibrancy maintained by the College at the student level. The academic activities of holding seminars, symposiums, lectures, talks, as well as site and Museum visits by the students is laudatory and hope this would continue to the extent possible during this session too: of course subject to the moderating effects of the ongoing Pandemic. Webinars, online lectures and virtual tours hopefully would be pursued and encouraged. The class teaching is only half teaching, and these activities help generate and retain interest of the students.

1. Before passing on to other matters, let us start with the Challenges and the Road Ahead. The college indeed needs a further diversification of its faculty. Young scholars pursuing specialized areas like History of Technology, Culture, Environment, Economy and Urban History (to name a few fields) are needed to further enhance the academic viability of the institution. From the PowerPoint Presentation it is clear that more than 50% of the history faculty of the College is still Adhoc (7:8). A regular faculty is a must for the academic health of any institution. Albeit those who are appointed Adhoc, but have not yet completed their Ph.D./M.Phil. should be asked to complete their research soon. As per your chart they too have completed 2 to 5 yrs of teaching but have not yet completed their research. Amongst the permanent Faculty at least 4 have specialized in Modern Indian History, 1 each have specialized in Medieval and Ancient, while one has specialized in Gender history and Sanskrit literature. Probably this lop-sidedness of expertise can be corrected if the adhoc staff is regularized. A look at the nature of the courses taught in the College shows that there is an urgent need of more specialized teachers of Ancient and Modern India, as well as European and World History.
2. Even the best possible staff can never do justice if there is an inadequacy of class room infra-structure. Specially now, as the Pandemic rages, there is a further urgency and all class rooms should be provided with tools, hardwares and softwares, through which on-line and even off-line teaching with social distancing can take place.

3. There is an express need of creation of e-resources and e-data base. Not only the regular faculty should be engaged in taking on-line classes, but experts from outside may also be asked to deliver e-lectures on specialized themes. The creation of e-resources and webinars would go a long way to maintain the academic excellence of the Department.
4. The course structure of B.A. Programme is fine, however there appear to be undue emphasis on European History, while the Non-European History is almost neglected. I also think that there is a need to teach the History of the National Movement, at least in the final semester. That is the need of the time in present day scenario when History is being replaced by Mythology.
5.
 - (a) In the B.A. (Hons.) Programme, the courses are much more better tailored and probably intensive. However, again, there are certain missing areas which I think must be introduced for a holistic development of the students' intellectual growth.
 - (b) Unfortunately in B.A. (Hons.) Programme too, there is much emphasis on European History, while the other areas are generally ignored except for China and Japan. One has to understand that a proper understanding of the Indian History, both Sultanate and Mughal, is possible only if one is aware of the historical developments of South and Central Asia as a whole. Thus it is imperative that a general course on History of South and Central Asia be introduced and taught. Even as far as Vedic period or the Mauryan period and its arts are concerned, a proper appreciation can be achieved only if a history of Ancient Iran and Central Asia is taught.
 - (c) Apart from this there is a need of certain other new courses which may introduce the Honours students to Science, Technology, Culture and Fine Arts, like Music.
6. I further feel that the faculty publications needs to be augmented. The College has a staff strength of 15, of whom 7 are permanent. Of these only 3 have a publication each. They should be further encouraged to write and publish research papers.

Amongst them only one is listed as having participated in a Seminar, only one has a project and one has an award to his/her credit. Even, as far as participation of Workshops is concerned, only 7 out of the 15 have attended it. Surely the College can organise skill enhancement Workshops for its teachers, and /or encourage them to participate elsewhere.
7. The grade percentage of the student result is good, but needs to be further improved. The result of 26% is either III Division or fail. This aspect has to be given due attention. A more dedicated staff and an interesting and interactive curriculum may help in solving this issue.

8. As far as Student Programme (2016-19) is concerned, only 11 names are shown having got admissions in masters at DU/JNU/Ambedkar University. What about the others? Surely not all would have given up studies. Or is it that most students, instead of opting for masters, went for technical and professional courses? If most students are opting for technical and professional courses, then the College needs to cater to the development of their technical demand as well.
9. Amongst the major strengths of the College one is the concept of student Research Projects. It is quite satisfying to note that teaching staff is actively taking part in guiding the students complete these interesting projects.
10. Another very positive step is the myriad extra-class academic activities of holding regular lectures and symposiums on various themes. The History Association of the College comprising the teachers and students is playing an active part which will go a long way to establish the academic credentials of the institution.



(Prof. Syed Ali Nadeem Rezavi)
CAS, Department of History,
A.M.U., Aligarh

Department of Mathematics

Academic Report

- It is good that the Department has introduced several new features into teaching-learning methods to increase hands-on skills and competencies and are using the latest ICT tools and software in teaching.
- The best practices of the department are particularly noteworthy and commendable.
- New science courses related to Mathematics like Statistics, Computer Science etc. should be introduced to promote interdisciplinary research in these subjects.
- It is appreciable that students are involved in so many extra-curricular activities and are securing positions in it, however the Department should encourage them to carry out independent research investigations and help them in publishing their research findings in national and international journals and in preparing papers and poster presentations. They are also expected to pursue internship programs in collaboration with industry or government, organizations for greater exposure.
- The department has organized a good number of workshops, seminars and conferences for faculty members, but more National and International professional education programs, conferences, workshops should be organized in the future.
- Academic staffs are expected to publish widely in national and international journals as the number of publications is much lower.
- The Department should explore innovative add-on courses in addition to following the core curriculum content prescribed by regulatory bodies.

(Kusum Deep)

Department of Music

Himachal Pradesh University (NAAC Accredited “A” Grade University) Department of Performing Arts (Music)

Dated 05-08-2020

Report

Thank you for sending me the Power Point Presentation of the Music Department of Janki Devi Memorial College for auditing/reviewing. I was indeed delighted to view it as it was a true revelation of the numerous academic commitments and cultural activities undertaken by the Department of Music of your college. I was also extremely pleased to know that, true to the Gandhian lineage of your college you have sacredly pursued Gandhi ji's philosophy of education to have included Indian music in your college curriculum.

Gandhiji had once said that “if there was no music in me I would have died of this crushing burden of my work”. He also said in his letter to Narayan Moreshwar Khare (the music teacher in Satyagrah Ashram Sabarmati) on 7th October 1924 where he wrote that music was a means of spiritual development, a constructive activity which uplifted the soul. He reiterated that for the upliftment and development of a strong nation, Indian music should be made a compulsory part of the academic curriculum in institutions. In the same spirit I would like to state here that it is very encouraging to know that the Music Department of Janki Devi Memorial College has an extremely proficient faculty who apart from their academic qualifications have been trained professionally under the tutelage of none other than the great Ustad's such as Padma Vibhushan Smt. Kishori Amonkar, Prof. Som Datt Battu, Prof. Ajit Singh Paintal and Prof. Tejpal Singh. Viewing the Power Point Presentation it was very heartening to see that the teachers, while conscientiously accomplishing their curriculum and actively holding numerous cultural activities of the college also work towards keeping up with their own Riaz extending to several hours of the day as well as performing in national and international concerts, which is indeed a requisite for any musician.

Reviewing Departmental Achievements and Highlights –

1. Attending and participation in national and international seminars.
2. Commitment towards curriculum development.
3. Guiding /Referee to Ph.D students through various universities.
4. Recording Music albums.
5. Anchoring Doordarshan programmes.
6. Performing classical Music on All India Radio
7. Empanelment with AIR/ ICCR/ Doordarshan
8. Awards from Sahitya Academy and other institutions is extremely significant.
9. FDP's and several webinars attended during Covid 19 are very commendable

10. The Best practices consisting of Inter college competitions, Lec-Dems, Workshops, Baithaks, Films, educational excursions are very apt
11. Pedagogy Methods are precise and well-planned, Voice Culture, Riyaz, Theory, ICT and Remedial Classes
12. Result Analysis of 2019 in Music shows 27 out of 37 First Divisions and only one Third Divisions which is a very good result.
13. Divya Gairola's Securing 85% in Music and the First Rank in the University shows a dedicated commitment of both the teachers and student.
14. Students Progression: It is also good to see students going ahead with Higher education, Training and Internship which will pick up as they have graduated only one year earlier.
15. The SWOC analysis

1. The strength of any institution can be attributed to their principal, faculty, their staff and students. It is exceedingly heartening to learn about the Principal Dr. Swati Pal's positive and encouraging support which stimulates and promotes both the students and the teachers towards achieving their goals. Music is a wonderful subject which not only teaches values and culture but also brings the close connects between the teachers, mentors and gurus.

2. Weakness: The dilemma of the teachers is well defined and understood. Since it is a specialized and talent oriented subject, the outcome would be better with qualitative rather than quantitative training in the subject.

3. Opportunities: it is visible that numerous opportunities are provided by the college and the music department for a holistic development of the students where the Sarang Indian Music Society has played a salient role.

4. Challenges: Since ancient times the practical aspect of music subject has been taught in the oral tradition as in the Guru Shishya Parampara. Here the classroom teaching is the alternative in the modern times. Understandably it can pose considerable challenge particularly during Covid 19 times.

5. Vision & Strategy: Farsightedness and looking beyond limitations while striving for excellence, is the key to success. Above all commitment towards duty and the Motto- 'Service before Self' is the highest attribute to hold. While looking at the Road Ahead - imparting value based education, creating good musicians, responsible citizens and worthy cultural ambassadors are the supreme values which should be woven into the very fabric of our nation. Promotion of National Integration through cultural awareness was indeed the dream of Gandhi ji who believed that music had no place for communal differences and hostility.

Observation:

It can be understood that fewer publications by the department could be due to the fact that this is a performing arts subject, which requires several hours of dedicated riyaz and practice for teaching as well as for concert performance. Therefore constant publications may have posed a challenge. However, it would be commendable if the department comes up with more publications. Substantially it has been inspiring to assess the presentation.

Jeet Ram Sharma
5-8-2020

Prof. Jeet Ram Sharma

Chairman Department of Performing Arts

Chairman
Department of Performing Arts (Music)
of University, Shimla-171005

Department of Philosophy

Professor Rakesh Chandra

Department of Philosophy

University of Lucknow

Lucknow (U.P.)- 226007

rakeshphilosophy@yahoo.co.in

Janki Devi Memorial College is known to provide diverse population and opportunity for transforming lives through higher education. Higher education is well-understood as an opening to expansion of the self and creating critically conscious, responsible and active citizenry. It is in the fitness of these goals that the college has introduced Philosophy in 1959 to encourage critical foundational thinking for the creation of liberal minds for a democracy.

The Department of philosophy has a Pass course and a Subsidiary course for B.A. and has introduced an Honors course in 1971. From 1980, M.A tutorials are also in place. In times where commercial interest have dominated most choices and there is a technocratic managerial outlook towards all sectors including higher education, it is credit-worthy that the college has nearly a hundred students in Philosophy Honors with over 300 students opting philosophy as an elective subject. Attracting students to a fundamental area of learning is accomplished only by a consistent record of engaged teaching and innovation for which the Department deserves credit.

The faculty of the Department is well-equipped with qualification and experience. Dr Roplekha Khullar is an analytic philosopher with specialization in the Philosophy of law, Social and Political Philosophy and Feminism. Mrs. Himanshu Bala Jagat Dev specializes in Indian philosophy and ethics. Dr Sudaye N. Kulkarni has specialization in western philosophy, Applied Ethics and Philosophy of Religion. Dr Jayanti P. Sahu is an expert in Indian philosophy especially Advait Vedanta and Buddhist studies. She also specializes in Logic and Continental philosophy. Dr Sipu Jaiswal specializes in Ethics, Indian philosophy and Logic along with Buddhism. Dr Vel Murugan specializes in Epistemology, Buddhism and Social Political Philosophy. Mrs Sulagna Pal specializes in Environmental Ethics, Applied Ethics and Logic. Dr Upendra Kumar specializes in Western Philosophy, Indian philosophy and Ethics. The faculty represents a rich variety of a specialization covering almost all major areas of philosophy of both classical and contemporary interest.

Higher education faculty is mandated to teach, research, evaluate, administer and also participate in extension activities. The faculty of Philosophy Department seems active in all these areas. The add-on course on Gender issues and Sensitization convened by Dr Ruplekha Khullar is a very good example of partnership with Civil society organization, Government and Academics, as it is a course jointly sponsored by Delhi Police, Breakthrough and Delhi University. The Certificate course on Yoga is collaboration with the Ministry of Ayush is also a good effort coordinated by Dr Jayanti P. Sahu.

All Faculty Members have been regularly enhancing their knowledge through participation in Refresher courses and have been presenting research papers in seminars, webinars and

Research Journals. Faculty has also been recording online lessons, not only for the college but also for other prestigious academic Institutions like IGNOU. Some faculty members have also upgraded their competency through International courses offered by Yale University and University of Michigan.

The faculty must be congratulated and appreciated for its constant academic augmented learning and contribution. The faculty encourages students' presentations and group discussions. Regular tutorials, Quizzes and Film shows are used as interactive opportunities for mentoring and empowering students to think and express their ideas. Faculty has also supported students in their community extension work of relief and service. Periodic lectures by eminent National scholars have been organized for students. Some International speakers also delivered talks.

The Department offers papers on Logic, Analytic philosophy, Ethics, Contemporary philosophy, Art and Film Appreciation, Continental philosophy, Buddhist philosophy, Social and Political Philosophy, Philosophy of Language, Philosophy of Mind, Critical thinking and Decision making, Yoga philosophy, Feminism, Philosophy of religion, Indian philosophy, Philosophy of logic, Knowledge and Scepticism, Vedic Value system, Philosophy of Ambedkar, Greek Philosophy, Bio-ethics and Applied ethics.

It would be useful if the Department also includes Philosophy of education and Paper on Indian Modernity. Besides that, it could be useful to have a more detailed focus on Western and Indian philosophies of Language. Papers on Gandhi and Tagore must be a part of the course.

Students of the Department have been receiving scholarships, trophies and earning laurels for the Institution. It is indeed noteworthy that the progression of students is well-documented and appreciated. Internship of students with University of Manchester, Germany is a good exposure.

Result analysis of the recent academic session shows satisfactory grades. The alumni of the College's Philosophy department have been finding good career in Academics, Publication and other new-age fields like film-making.

The ongoing research projects of the Department are on useful contemporary topics like:

- Health, Happiness and Well-being: A Journey through Yoga.
- Study of metaphysical contradictions in death, ways of dying, immortality in philosophy and popular frameworks.
- Philosophical explanation of the notion of Phenomenon of Dreams.

The Department must be congratulated for the choice of topics which deal with core philosophical issues, contemporary focus and Inter-disciplinarity.

The Department has a mature faculty with diverse specializations. It would be useful if it could offer a full-fledged course on critical thinking with a historical account and use of thought experiments. Department could now create a pool of online-lectures by the faculty on core-topics of each paper.

Janki Devi Memorial College Philosophy Department must be congratulated for its dynamic faculty which is consistently keeping a balance between teaching of the foundational discipline and relating it to contemporary needs. Courses on filmmaking and appreciation, yoga, feminist focus and gender sensitization are very important. The efforts to upgrade technical and academic skills of the faculty and students are well-reflected in their efforts.

Specially notable is the effort to translate text and material in philosophy for a wider reach. It would be worth if a project on translation of text is taken on a regular basis with a timeline. There is a good inter-departmental collaboration in seminars and workshops: it would be useful to perhaps think of a project on 'Democracy and Liberal Education'.

It is well-known that the college takes account of diversity; it might be useful to record how many students from Below Poverty Line, SCST and OBC communities are served. This would also help us to strengthen efforts of inclusion.

The department would also perhaps need recording and other technological support for an online course content dissemination. A personal suggestion would be to include aesthetic as a special paper.

Best wishes for a brighter future.

Department of Physical Education

On the basis of presentation submitted by the Department of Physical Education, Janaki Devi Memorial College, University of Delhi, I have the following to offer:

The presentation of the functioning of the Department in Power Point Presentation is systematically covered under specific heads, namely, Objectives; How to achieve Objectives; Faculty Profile; NSO; Courses Taught; Teaching Pedagogies; Conduct of Webinars; Invitation to Guest Speakers; In-Service Training; Social Outreach Programme; Achievements in Sports; Incentives to sportspersons; Maintenance of Playfields; SWOC Analysis; Future Plans etc. through factual data presented in tables as well as photographs.

From the presentation, any individual can easily get an insight into the functioning of the Department of Physical Education, Janaki Devi Memorial College, University of Delhi.

After a careful thorough scrutiny of the document in a critical manner, I observed that the following aspects need to be considered in future so as to make the presentation crystal clear and make it meaningful:

I feel that the Department shall present objectives specific to the department rather than generic. How the Department will address an objective – Excellence in Sports Science Research?

Slide 3 - How the Department is going to achieve Objectives need more elaboration.

Excellent credentials of Faculty which clearly mentions Sports Performance, Papers presented and books written. Wish a mention is made of the name of Journal and Impact Factor.

Slide 12 seems irrelevant as the photographs depicted are unrelated to the functioning of the Department of Physical Education.

It's praiseworthy that Department of Physical Education offers Physical Education in B.A. as well as Honour Courses.

With regard to Teaching Pedagogies, the Department need to highlight student centric teaching methods. It is felt that Faculty may use Smart Board, Discovery Method, Divergent Discovery Style etc.

Slide 16, depicts all the activities conducted during May and June 2020. The Department must show the activities undertaken in 2019 or even for the Last five years

The Department need to invite more experts/ speakers.

Slide 18, Life Skills – All the activities pertain to lockdown period. How about 2019?

The Department executed the Extension and Outreach Programme in an excellent manner. There is a need to show the exact details of date/s, time and venue. Being a girls college, wish a stress could have been laid on Self Defence Activities/ Marshall Arts or an Unarmed Combat through the instructors of NCC.

The details of Courses/ Workshops conducted/attended should have been indicated i.e. the name and duration of the Workshop/course conducted/attended.

With regard to Social Outreach Programme, Personal achievement is depicted. Need to be modified.

Slide 23, 24 & 25 – Details are needed – Name, Venue and Date of the Tournament

Specify existing Sports Facilities, additions of outdoor and Indoor facilities from 2012 till date

Month and year of the competition in which students participated need to be indicated.

In general, it may be appropriate to include the following details:

Budget containing information of Income (Total Allotment) and Expenditure

Percentage of budget spent during the year

Percentage of students of different courses/ classes who participated in Activities organised by the Department – show a chart comparing participation for the past five years

Year wise break - up of the number of teams that participated in Inter College Tournament for the last five years

Year wise break - up of Percentage of students that participated in Sports Competitions for the last five years.

Comparison of Percentage of students that participated in Team and Individual Sports

Number of sports in which coaching camp of 15/30 days prior to competition was held. Supply information of the past five years to facilitate making comparison

Percentage of students falling in different categories of BMI for the past five years

Percentage of students who participated in self - defence category during the past five years

Percentage of students who participated in Yoga during the past five years

Percentage of students that participated in Annual Sports Day during the past five years

Percentage of students who opted PE as an Optional Subject

Year wise break up of Percentage of students who attended Summer Coaching Camp in Different sports organised by the Department

Details of organisation of Adventure Activities by the Department of Physical Education

Sports Participation percentage as per different categories of Socio Economic Status.

The data may also be depicted in Graphs

Prof. (Retd.) A. K. Datta

Department of Political Science

Result Analysis – In the first year, Semester I results are promising (I – 71, II – 28, III - 7) in the 2 core papers offered to 110 students who took the exam. The second year (III Semester) results are the best of the three years surveyed (I – 75, II – 19, III – 5), 102 students gave the exam with 2 core papers. In the third year, 86 students gave the V Semester exam with 4 core papers (I – 55, II – 27, III - 1) and there was a slight decline in the percentage who got first division. In the first two years, over 70% students received a first division, in the third year around 64% students got the same. The overall results are definitely encouraging and with rising cut-offs for admissions in Political Science (last year it was 88%) and availability of hostel facilities, one can expect even better results in future. Increase University Rank holders from the college to enhance the brand value of JDMC. Even these results reflect the above average quality of teaching in the college.

Student Research Projects – This is one of the best initiatives that the college has undertaken in the last two years. Training and guiding students towards academic research at the undergraduate level, will help those who want to go for higher education and research. However strict screening of students should be done to see that only the most serious and motivated ones volunteer to undertake and complete the projects on time. Familiarizing students with research methodology tools and guiding them to complete projects on time is a good intellectual training for students who voluntarily opt for these projects. These project reports should be kept in the department archives for record. College funding of minor research projects has been truly a facilitator in motivating students and teachers.

Best Practices

Politique should be managed by students entirely with minimal guidance from teachers. Sponsorships should be brought in by students. Encourage students to get in a competitive mode through debates, quiz, writing or any kind of curricular/extracurricular competitions held in the college or outside. Teachers can only give them ideas to work on. Send students to other student festivals on a regular basis.

Specula should be a great medium of expression – essays, commentaries and creative writing should be encouraged. Student Editors should work with teachers in the Editorial Board. The writing and journalistic skills of students should be brought on board through this journal.

Pratibha is also a brilliant idea which addresses and guides students in their future career preparedness. More and more subject experts and career counsellors can be inducted for lectures and career guidance. Student need based add-on courses will truly empower students.

Webinars – In the post Covid 19 world, webinars will replace face to face seminars. This is the only way to get international experts to join in. This will give enormous confidence and global exposure to students. Encourage students to ask questions to speakers and subject experts after the lectures.

SECTION – II

ACADEMIC ASSESSMENT OF TEACHERS

Faculty Publications – Frankly, I am a little disappointed. There are currently seventeen faculty members – 10 of them with over 10 years experience. There are listed publications of

only four members of the faculty, two of them with one publication (Journal) only. I do understand, this listing is for the academic year 2019-20 only, but faculty publication has huge importance in any academic audit, like NAAC ratings today. I specially urge the seven younger faculty members to be more academically active and competitive.

Being publication-conscious is the need of the hour to enhance not only the personal bio-notes of the teachers, but helps to cumulatively add-up to the department profile which is important for NAAC ratings. I will advise the faculty members to publish in the UGC CARE listed journals to get the requisite academic credit! Even in the column on Paper Presentations, I notice the contribution of 3 faculty members only. More teachers of the department need to participate in national/international seminars and conferences. Participation leads to paper presentation and subsequently with some effort, towards publication. I would advise teachers to go through this time tested route which is painstaking but ultimately academically rewarding.

This department had published an intra departmental book on Indian government and Politics years back for which it still receives royalties. That book was a pioneering effort in the University of Delhi undertaken by any college department. I would strongly urge the seniors in the department to try and repeat the academic initiative.

I will also suggest that teachers get involved in e-resource development of UGC courses like Swayam, which will give more visibility to the department. In fact participation of faculty members in national conferences/workshops/refresher courses will cumulatively enhance the credentials and visibility of the college department.

Faculty Research Projects – Only one of the 17 member faculty, has chosen to pursue a time bound Research Project. Individual and team research (teachers can form a group) are the two options that teachers can exercise. After the research is completed, one can go for institutional funding from outside and develop this research into a bigger 5 year project. The college funded research should certainly be developed into a monograph or a research paper for publication. If not published, it should be kept in the college library for record and reference.

Strengths of the Department – I record my appreciation for all the items presented and initiatives taken as mentioned in this category.

Challenges – Teachers should take up translation of course packs and reference books. Please approach Sage Publications, their Bhasha section is doing a great job. Systematise this process. Unstructured individually translated notes should be replaced with teamwork for undertaking commissioned translation projects.

SECTION – III THE ROAD AHEAD

The seniors in the department need to take the academic leadership, plan and execute the following: –

- a) Intra departmental book projects, there are precedents in the department. Revive, plan and execute the idea again
- b) Translation projects – these are a tremendously needed academic exercise. Contact the Directorate of Hindi Medium Implementation, University of Delhi for ideas and guidance.

c) Interaction with subject experts in every paper of the Political Science Hons. Course for extension lectures on selected topics of the course. Eminent scholars should be invited to enrich classroom teaching, motivate the students and broaden their perspectives.

Weaknesses to be prioritized and addressed

Publications by teachers will need to increase substantively. A department's profile can improve with the following:

- Faculty publications (Ref. to UGC CARE list)
- Books, journals or even development of e-resources
- Visibility of the faculty in academic fora outside the college – Attend more seminars/webinars, workshops or refresher courses.
- Focus on improving students' results specially the final year results. Encourage student presentations and course revision through semester-end tutorials and extra classes
- Promote e-learning as supplementary tools. That is the need of the hour. Track e-resources meant for undergraduate students, e-lectures help students to revise the course.
- Student Presentations / Projects / Competitions, should be pursued relentlessly as confidence building measures. Internships should be encouraged and promoted.
- Hindi Translation projects to be taken in collaboration with the Directorate of Hindi, Delhi University
- Teachers to participate more in B.A. Hons. Curriculum Department workshops organised by the university department. More teacher inputs from the college are required in these workshops.
- Finally, more teachers should be a part of M.A teaching in the university. This gives both credibility and visibility of the JDMC Political Science Department in the University of Delhi

RUMKI BASU

Academic Auditor

Department of Political Science, Janki Devi Memorial College University of Delhi.

Department of Sanskrit

The presentation by the HoD Sanskrit is very comprehensive and nicely documents the achievements for the year in the following broad sections – the objectives of the department, faculty members and their qualifications, research papers published/presented and projects being done etc, the pedagogy methods and courses. The section on students lists their academic and co-curricular activities, jobs, awards and honors. The presentation concludes with listing weaker points, challenges and future goals.

Established in 1959, the Department of Sanskrit at JDMC is relatively senior institution of Sanskrit in university of Delhi. The department has 3 regular faculty members and 4 others hired on ad-hoc basis. The courses offered are very diverse streamlined with broader framework of Delhi University. The student enrolment is decent which can increase in due course of time. The faculty strength is relatively less and there is a need to regularize the ad-hoc appointments.

Following is a list of suggestions to make Sanskrit more contextualized in current times. Though these suggestions are relevant in general for all Sanskrit studies in India, some of the aspects may be considered for implementation by JDMC Sanskrit department –

1) Focusing on preserving traditional knowledge

This should be a prime focus in Sanskrit studies today. There is a vast reservoir of traditional Sanskrit learning in India, however this scholarship is disconnected from the mainstream learning. Therefore while further strengthening traditional scholarship in Sanskrit, efforts should be its mainstreaming –

- a) Learning of śāstraic disciplines
- b) Manuscriptology courses, effort in creating searchable digital library of rare texts
- c) Promote use of Sanskrit language in teaching/research
- d) Interface with āśramas teaching Sanskrit using traditional methods
- e) Reduced focus on literature study, more focus on śāstraic disciplines

2) Bring contemporary disciplines into Sanskrit Studies

For contextualizing Sanskrit studies, there is a need to infuse it with contemporary disciplines for which there has been a significant history or material in Sanskrit -

- a) Linguistics
- b) Computational Linguistics, e-learning, Digital humanities
- c) Science and technology in Sanskrit (Āyurveda-Biology, Yogic sciences)
- d) Comparative studies (literature, philosophy, religion)

3) **Language learning using a Language Lab**

Language labs with state of the art equipments have been popular for language teaching/learning practices. Using modern language labs Sanskrit learning may bring interesting rewards and newer dimensions for teaching and research -

- a) Using speech recording and analysis techniques for learning feedback
- b) Interface with linguistics departments

4) **Introducing multidisciplinary job oriented disciplines**

Sanskrit is perhaps the most funded language in the world in terms of having the highest number of universities and departments exclusively for this language. While this definitely shows how important the language and its allied disciplines are, however, the curricula used to impart education in these universities and departments need to be liberalized with suitable interfacing with contemporary relevant disciplines. This should be done to help further Sanskrit studies and also to open newer areas for employment for students. Following areas may be considered under multidisciplinary studies involving Sanskrit-

- a) Vāstu with computer aided design courses
- b) Yoga with animation courses
- c) Jyotiṣa with knowledge of computer aided prediction
- d) Weather forecasting techniques
- e) Water detection techniques
- f) Specific mantras for healing/cure
- g) Entrepreneurship and management

I congratulate the HoD Sanskrit for preparing an excellent report and thank the Principal, JDMC for giving me this opportunity.



(Girish Nath Jha)

Professor, School of Sanskrit and Indic Studies, JNU 11/11/2020

Department of Sociology

Dr (Prof) Savyasaachi

August 2020

COMMENTS AND SUGGESTIONS

Study Programme (ref slide 3)

A course could be added on “Social Thinkers in India”. The names of these courses could be changed to suggest the content.

COMMENTS AND SUGGESTIONS

Students Profile Ref Slide 4

There is no information. Data could be compiled for the last 10 years or more/less depending on the information available. This data can be used for designing “inclusive pedagogy”

COMMENTS AND SUGGESTIONS

Pedagogy ref slide 5

There is no time and place for “Students self-exploration”. A paper could be added for this

COMMENTS AND SUGGESTIONS

Evaluation ref slide 6

Can include self evaluation by students. Evaluation of faculty and college by students.

COMMENTS AND SUGGESTIONS

Students performance ref slide 7

Students may or may not be good in all subjects. It is important to know subjects student are good in. Data could be compiled for this.

COMMENTS AND SUGGESTIONS

Faculty Development and Self Enhancement ref slide 10-27

The information given shows faculty works hard for self enhancement. This is commendable.

Some themes could be taken up to introduce new/optional courses. For instance, on “Social Vulnerability and Security (Dr Vandana Madan); “Society Public Health and Epidemics”; “Non-Violence and Family” (Dr Ruby Bhardwaj); “Science and Faith” (Dr Charu).

COMMENTS AND SUGGESTIONS

Students Research Projects ref slide 28

Not satisfactory-only 4 projects!!! Students names are not given. Any reason? All students should be encouraged to take independent research projects. These could be guided by faculty from different disciplines. Here faculty must not tell students what to do instead, guide them on how to pursue their questions, curiosities. Space needs to be created in the time table for this

COMMENTS AND SUGGESTIONS

Faculty Research Projects ref slide 29

Not satisfactory. This does not match up to the “self enhancements” of the faculty. Faculty could do more. Only three members of faculty engaged with research projects. What about the rest?

COMMENTS AND SUGGESTIONS

Department Activity ref slide 30-31

To what extent are students involved?” Is there a periodicity to lectures? The themes could be selected from public debates.

COMMENTS AND SUGGESTIONS

Students Achievements ref slide 32-39.

Impressive

COMMENTS AND SUGGESTIONS

Alumnae ref slide 40.

This is a list of 13 students. What about the rest? It is important to know about everyone. This exclusive category of “achievers” is not in keeping with ‘social inclusion’. The idea of Alumnae is to provide a sense of community to all students and enrich their memories of university life.

COMMENTS AND SUGGESTIONS

Beyond the Classroom ref slide 41.

This is a description of beyond the classroom within the college. The expression “beyond the classroom refers” refers to life beyond college. The question is how much of the world outside the college is part of a students awareness? For this students could be encouraged to bring out a monthly journal on contemporary affairs. Students from all departments could contribute to this journal.

COMMENTS AND SUGGESTIONS

SWOC Analysis ref slide 42.

This can be improved, by including students self-evaluation. Students’ evaluation of teachers. Students’ evaluation of College. “Exclusive practices” could become “inclusive practices”. “Translating teaching into practice” could be replaced with “Bringing real life concerns into classroom learning”.

COMMENTS AND SUGGESTIONS

Challenge and Weakness ref slide 43.

This can be improved. Training students from scratch is to treat students as tabula rasa. This need rethinking? Low cut-off at intake? This assumes that those who do not well in exams are not good students. This need rethinking. Not clear why university toppers and record breakers is classified under weakness?

COMMENTS AND SUGGESTIONS

Future Plans ref slide 44.

Not satisfactory. This can be improved with more details.

THANK YOU