



# YEARLY STATUS REPORT - 2024-2025

Part A	
Data of the Institution	
1.Name of the Institution	JANKI DEVI MEMORIAL COLLEGE
• Name of the Head of the institution	Prof. Swati Pal
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	01149876630
• Mobile no	9911144156
• Registered e-mail	principal@jdm.du.ac.in
• Alternate e-mail	info@jdm.du.ac.in
• Address	Janki Devi Memorial College
• City/Town	Sir Ganga Ram Hospital Marg Rajinder Nagar
• State/UT	New Delhi
• Pin Code	110060
2.Institutional status	
• Affiliated /Constituent	Constituent
• Type of Institution	Women

Location	Urban				
Financial Status	UGC 2f and 12(B)				
Name of the Affiliating University	University of Delhi				
Name of the IQAC Coordinator	Prof. Payal Nagpal				
Phone No.	01149876630				
Alternate phone No.	01149876630				
Mobile	9811408751				
IQAC e-mail address	iqac@jdm.du.ac.in				
Alternate Email address	payalnagpal@jdm.du.ac.in				
<b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>	<a href="https://jdm.du.ac.in/pdf/Aqar/AQAR-2023-24.pdf">https://jdm.du.ac.in/pdf/Aqar/AQAR-2023-24.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b> if yes, whether it is uploaded in the Institutional website Web link:	<b>Yes</b> <a href="https://jdm.du.ac.in/Academic-calendar/Academic-Calendar-2025-26.pdf">https://jdm.du.ac.in/Academic-calendar/Academic-Calendar-2025-26.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A+	3.43	2023	11/04/2023	10/04/2028
Cycle 1	B++	2.76	2017	12/09/2017	11/09/2022
<b>6.Date of Establishment of IQAC</b>			12/1/2015		
<b>7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,</b>					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award withduration	Amount	
Institutional	Salary	UGC	2024-25	45,06,72,000/-	
Institutional	Pension	UGC	2024-25	15,85,00,000/-	
Institutional	Non-Salary Grant	UGC	2024-25	58,00,000/-	

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>
<b>9. No. of IQAC meetings held during the year</b>	<b>4</b>
Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	<b>Yes</b>
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>

**11. Significant contributions made by IQAC during the current year (maximum five bullets) \***

IQAC has been successful in imbibing quality consciousness among staff. The college is NAAC and NIRF accredited and has also renewed its ISO 21001:2018 and ISO 9001:2015 certifications. These are testimonials to the college having institutionalized the quality assurance strategies and processes.

• **Planning, Assessment and Feedback:** IQAC has further strengthened its three-pronged approach and aligned it with the NEP including meticulous planning, assessment and feedback for establishing and enhancing quality in all aspects of teaching-learning. Several workshops and lectures were organised by IQAC to make students, faculty and non-teaching aware of changes as per the NEP policy and UGCF. Workload planning, work allocation, distribution of assessment heads for IA and CA, precede the teaching process. Effective delivery of course curriculum, syllabus completion, identification of slow and advanced learners, conduct of remedial classes, conduct of internal/continuous assessment and final examination are planned. This helps in establishing the NEP goals, including Outcome Based Education (OBE) and Learning Outcomes (LOs). Result analysis, course/programme exit surveys and feedback from all stakeholders along with action taken creates a robust process to enhance quality. OBE and LOs are crucial in NEP implementation. A rigorous External Academic Audit helps map performance indicators at various levels—teachers, students, institutional. The conduct of internal audit and external audit, as mandated by ISO enhances quality processes in teaching-learning. Keeping in mind the NEP requirements, IQAC strengthened the options form portal for the students to opt for various options under the NEP courses such as AEC, SEC, GE, DSE, VAC to provide greater transparency and flexibility; the process ensures smooth allocation of a variety of courses depending on students' options. Students are also given a chance to change their course based on the college guidelines. This helps students map and record their courses from first semester onwards. Mapping of courses helps maintain data of students' course choices. IQAC and the NEP committee in collaboration with the JDMC Cluster Committee organised an orientation for the students to apprise them of more options within the Central Cluster Colleges. This provides students a wide variety of courses.

• **Rigorous Audits and upgradation system:** IQAC believes in a continual upgrade of faculty and non-teaching skill sets. To improve faculty performance and to keep them abreast with the latest changes especially as per NEP, IQAC initiated a Faculty Pedagogy Series (FPS). In view of the NEP and implementation of new courses, the FPS equips faculty with the skills requisite to teach some of the new-courses. Experts in the field from academia-or-industry are invited as the case may be to allow faculty-members to upgrade their skills. These have been conducted in both semesters. It is a novel initiative and helps in upgradation of pedagogic skills as well as subject based skills. The college follows a rigorous audit system. Apart from the annual ISO audit and NIRF and NAAC accreditation processes, which ensure

quality control by examining all domains of the HEI, the college has undertaken several other audit initiatives. These include the financial audit, administrative audit, library finance audit done annually by an internal committee. The college ensures a departmental academic audit followed by an action taken report, done annually by an external expert in the domain. The college also conducts an annual environment audit including energy, greenery and environment. This year the college also undertook a structural audit of the college buildings, and an electrical audit to ensure that the campus buildings remain well maintained despite the passage of time.

- **Alignment of templates and data procurement portal as per NEP:** IQAC continued its template-based approach for standardising quality assurance strategies. IQAC aligned its templates with NEP for planning and execution. The data collection portal was also aligned with the NEP requirements. All college events were planned and mapped and uploaded on the portal. Finally, all data was uploaded on the college website. At the end of each semester, all entities were expected to map targets achieved. Templates for Add-on courses established a uniform process for course planning, execution and certification. Attention was given to Slow and Advanced Learners along with conduct of remedial classes for slow students. Learner levels are identified through a subject specific diagnostic test at the beginning of each semester. Teachers address the specific requirements of learners through remedial classes for slow learners. Special sessions and readings are conducted for advanced learners through bodies like the research centre. For other students who wish to be a part of the remedial classes, a notice is taken out. Students contact teachers for their requirement for remedial class. Teachers also take initiatives to hold remedial class as per students' class performance.

- **NEP implementation with special attention to NEP thrust areas:** Skilling, Internationalisation, promotion of Indian Knowledge Systems and developing an entrepreneurial mindset. The IQAC ensures implementation of practices to bolster these key areas. It aims to train students in skill development courses to provide them with better employment opportunities after graduation, international exposure, understanding Indian Knowledge Systems. In keeping with the NEP policy, a Centre for Skill Enhancement (CSE) was set up. The efforts of CSE have led to JDMC being a designated skill centre for two courses—CAD for Fashion and Chocolate Crafts. The Centre also signed an MoU with Rekhi Foundation to initiate a course on the Science of Happiness. Keeping in view the Peer Team recommendations the Centre for International and National Programmes (CINP) has signed an MoU with Sherubtse College, Royal University of Bhutan, Bhutan. CINP also organised an International Conference inviting all its international partners. Financial support was also provided for the same. The CINP has also signed an MoU at the national level with BITS, Pilani, Pilani paving the way for more exposure for their students. The Centre for Indian Knowledge Systems (CIKS) has conducted numerous activities through the year to provide awareness to students about the Indian Knowledge Systems. The Bhartiya Bhasha Samiti (BBS) of the college has also focussed on the diverse linguistic plurality in India. IQAC promotes a strong research ecosystem and an entrepreneurial mindset in the students. The Research Centre of the college conducts several activities to promote a research environment. 41 workshops and seminars were conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship. Value Added/ Add-on courses/ Skill Enhancement programmes helped bridge the gap between academic and professional knowledge through industry-academia linkages. *Perspectives* (ISSN: 2583-4762), the peer-reviewed college journal fosters a research environment. The college offered several Value Added/ Add on and skill based courses this year. Training programmes were conducted for the faculty and non-teaching to keep them updated about developments in the academia. Conferences/Seminars/ Workshops have been conducted in various fields. Several talks, discipline specific, interdisciplinary and pertaining to life and society have been organised. The Entrepreneurship Cell and the Incubation Programme “Project-Anupam” has become a catalyst for innovation by fostering ecosystems that encourage the creation and transfer of knowledge. “Anupam” is now the umbrella project under which students are encouraged to develop

business plans and also to market their products. Initiatives like innovation workshops and entrepreneurship programmes enable students to develop and commercialize their ideas. By facilitating partnerships with businesses, government agencies, and other academic institutions, the incubation programme ensures that knowledge generated within their walls has real world application. These endeavours have established a vibrant research culture and solidified the institution's reputation for encouraging innovative and critical thinking.

• **Strengthening Inclusivity:** IQAC believes in and advocates a policy of inclusion. In keeping with the spirit of the NEP, the college has integrated inclusivity as a good practice to be emulated and executed in all activities of the Centres and societies. In this regard, the Centre for the Study of Disability Inclusion (CSDI) has grown fast and worked hard to achieve its goal to provide sensitization about the differently abled to move towards a more holistic environment. To promote inclusivity, MoUs had been signed with schools in the neighbourhood area, Bal Bharti School and Springdales School. An MoU was signed this year with St. Thomas' School. The centre trains students to become responsible citizens, and to reach out to society. CSDI address the challenges faced by Persons-with-Disabilities (PwDs). It promotes empathy-compassion-and-inclusion amongst the teaching-and-non-teaching-staff-and students, transforming them into ambassadors-of-change in society. Many activities were conducted under the aegis of this centre. The centre also fills the existing-gap relating to the-study-of-disability and create an-inclusive-and-participatory environment for PwDs. Along with this IQAC encouraged the planning and execution of several other extension and outreach activities under its centres, societies and clubs. Students, faculty and all stakeholders are part of this process of integration. Conferences, seminars, talks, workshops and activities work towards providing the requisite exposure to our students at the national and international level. Field trips are organised to understand different cultures within the nation, at the same time, our efforts at internationalisation provide the students with an understanding of different cultures abroad. The institution cultivates an innovative and collaborative environment that encourages faculty and students to engage in cutting-edge research and development. By fostering knowledge sharing through seminars, workshops, and conferences, the institution promotes the generation of new ideas and solutions. The College also has a Non-Collegiate Women's Education Board (NCWEB) Centre to provide higher education opportunities to those girl students who are unable to do regular college.

## 12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/ Outcomes
Renewal of ISO accreditation	JDMC retained its ISO accreditation after undergoing a stringent audit at the internal level and by the external experts.
Improve NIRF performance	JDMC-IQAC strengthened quality control in the college that resulted in an improved NIRF ranking.
Compliance with Peer Team Recommendations	A Centre for International Programmes was set-up to promote global exposure. The Centre worked successfully and signed an MoUs with Sherubtse College, Royal University of Bhutan abroad and with the prestigious BITS Pilani, Pilani at the national level.
To promote and	As all three years entered the NEP, awareness

execute the spirit and letter of the NEP policy	programmes for all stake holders were held for a strict compliance with NEP. A faculty pedagogy series was organised each semester to help faculty upgrade skills. Awareness sessions were organised to meet the NEP requirements. A special portal was designed for students to easily navigate and exercise their choices for the various optional courses. Mobility was also provided through the Cluster colleges of the Central Cluster.
Rigorous audit system	Several audits are done by the college. These include the financial audit, administrative audit, library finance audit done annually by an internal committee. The college ensures a departmental academic audit followed by an action taken report, done annually by an external expert in the domain. The college also conducts an annual environment audit including energy, greenery and environment. This year the college also undertook a structural audit of the college buildings, and an electrical audit to ensure that the campus buildings remain well maintained despite the passage of time.
To conduct IQAC specific sessions	Sessions on research, IPR, Research Methodology, POSH, Code of Conduct, disaster management and others were organised through the year. FDP for faculty and workshops for the non-teaching staff were organised. A one week workshop on Research Methodology was conducted by all departments for the students to meet the NEP requirements.
To increase sensitisation towards the differently abled and create an equitable atmosphere for them	Centre for the Study of Disability Inclusion signed several MoUs with schools in the neighbourhood area to spread awareness regarding the differently-abled.
Setting up of the Skill Development Centre	A Centre for skill development was set-up in the college. The centre offered skill-based courses. JDMC was designated by the University of Delhi as a designated skill centre for CAD for Fashion and Chocolate Crafts. It also offered courses in collaboration with JDVC.
To create an e-enabled IQAC system to implement uniformity in	Templates were aligned with NEP and made available in the college domain for easy access. All college events were planned and mapped through templates such as Department

planning and execution of all activities	Planners, event report etc. At the end of each semester, all entities were expected to map targets achieved. Templates for Add-on courses established a uniform process for course planning, execution and certification. Information was also uploaded on a specially designed portal for creating a data repository. From there the reports are then sent to the website for upload.
To further enhance infrastructure	Reconstruction of administrative and accounts blocks along with installation of centralized air conditioning system. Computer Laboratories have been upgraded.
To conduct training programmes	To improve the faculty skills an FDP was organised by IQAC in collaboration with GAD-MMTTC. Further, a one-week training programme in collaboration with GAD-MMTTC was also organised for the non-teaching staff.
To shift towards ICT based pedagogy	Several sessions were held by the ICT committee of the college to encourage teachers to make a shift towards ICT based teaching-learning. Similar sessions were organised for the students to help them understanding a fast-changing learning environment. Special sessions were organized to familiarize faculty and students with plagiarism softwares.
To encourage a model of participative governance	Student feedback, faculty and non-teaching feedback was sought to make governance more participative. A direct interaction between the Principal and parents at the orientation session further enabled this.
To develop disaster management skills	A workshop on fire safety management was organised for the office staff and a similar awareness programme was held for students and faculty members in the college.
To strengthen e-governance in the college	The college is switching more and more to the digital platform for day-to-day governance including employee leave data etc.
To create a robust research environment in the college	Several research projects were done by the students under the guidance of faculty. Some of these also resulted in book publications.
To maintain and further strengthen our best practices	The college continued to maintain its best practices such as green practices in the college, ISO accreditation, Departmental academic audit to name a few.
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>

Name of the statutory body	
Name	Date of meeting(s)
Governing Body	29.12.2025
<b>14. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2024	14.10.2025
<b>15. Multidisciplinary / interdisciplinary</b> The college follows the National Education Policy (NEP) as implemented by the University of Delhi. In keeping with the spirit of the NEP, the college provides options to students in a variety of courses—AEC/SEC/GE/DSE/VAC. GE courses offered by the departments provide the students a chance to do a Minor in another discipline. A specially designed portal helps the students navigate and select the courses offered by the departments. JDMC is a member and nodal Hub college of the Central Cluster. Orientation sessions are conducted to provide awareness about the different courses offered in the Cluster. In case a student opts for a course not available in the cluster, the college facilitates the same through the University Department. All this creates both interdisciplinary linkages and encourages a multidisciplinary approach.	
<b>16. Academic bank of credits (ABC):</b> ABC Id of the college students are added at the time of submission of the Examination Form on the University Samarth Portal <a href="http://www.slc.uod.ac.in">www.slc.uod.ac.in</a>	
<b>17. Skill development:</b> In keeping with the spirit of the NEP, the college offers several curriculum based Skill Enhancement Courses (SEC). These help the students to develop several skills to supplement the undergraduate course and provide students with better job opportunities. IQAC took the initiative to set up a separate Centre for Skill Enhancement (CSE). This centre works towards meeting the job requirements of the students providing them with greater opportunities and a focussed skill-set. JDMC was designated by the University of Delhi as a skill centre for two courses—CAD for Fashion and Chocolate Crafts. The Centre also offers courses in collaboration with JDVC. Apart from the curriculum-based courses, the college offers several skill-based Add-on courses in a variety of fields to help students develop diverse skill sets along with their undergraduate programme. This helps create a dynamic entrepreneurial ecosystem in the college. Further, under the umbrella of Project Anupam the students are encouraged to create and market various products and also develop business plans.	
<b>18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b> To promote the awareness of Indian Knowledge Systems the college offers several curriculum-based courses to the students. These range from the subject based elective papers to skill enhancement and value addition courses. The college also runs a Centre for Indian Knowledge Systems (CIKS). Several activities have been conducted by the centre to promote an understanding of the Indian Knowledge Systems. A stress management session was conducted by the Brahmakumaris, a lecture by the Chinamaya Mission.	



## 19.Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):

The NEP is based on the model of Outcome Based Education (OBE). The OBE model is implemented and executed as per the NEP guidelines. The OBE model helps the faculty align their teaching pedagogies with Learning Outcomes (LOs). The departments focus on Course Outcomes (COs), Programme Specific Outcomes (PSOs) and the larger Programme Outcomes (POs). These are documented semester wise and followed in teaching practice. The teachers prepare Teaching Plans at the beginning of the semester to achieve the desired LOs. In the new system, the teachers also align planning of Internal Assessment (IA) and Continuous Assessment (CA) with LOs at the beginning of the semester and apprise the students of this planning. A special Faculty Pedagogy series is held by each department at the commencement of the semester to upgrade faculty skill-set and pedagogic methods. All this helps in achieving the desired and expected LOs. These are assessed through result analysis, course/programme exit surveys, a rigorous External Academic Audit and feedback from all stakeholders along with action taken to strengthen achievement of LOs.

## 20.Distance education/online education:

The college follows the guidelines of University of Delhi. All courses are offered as per the University of Delhi guidelines in the offline mode. However, the standard degree courses in offline mode are supplemented through online education in various forms--Add-on Courses, Seminars, Conferences, Lectures in the online mode. Lectures are also offered through the college E-Resource Centre where the teachers record discipline specific and other lectures. The college also provides access to articles, journals, magazines and other online platforms to the students. All these provide holistic education to the students.

## Extended Profile

### 1.Programme

1.1

Number of courses offered by the institution across all programs during the year: 803

File Description	Documents
Weblink	<a href="https://jdm.du.ac.in/course-outcomes.php">https://jdm.du.ac.in/course-outcomes.php</a>

**2. Students**

2.1

Number of students during the year: 3349

File Description	Documents
Institutional Data in Prescribed Format	No File Uploaded

2.2

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year: 810

File Description	Documents
Data Template	<a href="https://jdm.du.ac.in/pdf/hidden/extended/U-G-and-PG-Intake.pdf">https://jdm.du.ac.in/pdf/hidden/extended/U-G-and-PG-Intake.pdf</a>

2.3

Number of outgoing/ final year students during the year: 1049

File Description	Documents
Data Template	No File Uploaded

**3. Academic**

3.1

Number of full time teachers during the year: 153

File Description	Documents
Data Template	<a href="https://jdm.du.ac.in/pdf/hidden/extended/3_1-link.xlsx">https://jdm.du.ac.in/pdf/hidden/extended/3_1-link.xlsx</a>

3.2

Number of sanctioned posts during the year: 169

File Description	Documents
Data Template	<a href="https://jdm.du.ac.in/pdf/hidden/extended/3_2.pdf">https://jdm.du.ac.in/pdf/hidden/extended/3_2.pdf</a>

**4. Institution**

4.1

Total number of Classrooms and Seminar halls: 77

4.2

Total expenditure excluding salary during the year (INR in lakhs): 708 lakhs

4.3

Total number of computers on campus for academic purposes: 1074

## CRITERIA 1

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

Write a description of initiatives in not more than 200 words.

Ans:

JDMC, is a constituent college of the University-of-Delhi, which adheres to the University's academic calendar, curriculum, and guidelines in accordance with the National Education Policy (NEP). Planning for each upcoming-semester is carried out well in advance to ensure that classes-commence-on-schedule.

Key preparatory steps include:

- Methodical workload-distribution across departments.
- Timely groundwork-and-circulation of centralized-and-departmental-timetables.
- Advance selection of optional papers (GEC/SEC/VAC/DSE) by students.
- Alignment of the college-calendar-of-events with that of the University.

● Conduct of Faculty-Pedagogy-Series to enhance skills related to pedagogic-strategies-and-assessment-rubrics.

In executing the university curriculum, the college ensures:

- Development of all-inclusive teaching plans and structured-syllabus-planning for timely course completion.
- Use of student-centric, ICT-enabled pedagogical approaches to facilitate curriculum-delivery and achieve programme/course-outcomes.
- Adoption of the Slow-and-Advanced-Learner-Template to assess learner levels and progress. This includes offering remedial-classes for slow-learners and fostering critical-thinking-skills among advanced learners.
- Continuous evaluation to ensure effective curriculum-delivery.
- A robust mentor-mentee system along with an active grievance-redressal-mechanism to address academic-or-other-evolving-concerns.
- Provision of add-on, value-added, skill-development/ enhancement courses, and extra-curricular activities to enhance students' knowledge and competencies as per NEP guidelines.
- Regular academic-auditing of departments, including processes related to ISO-certification, which serves as a key institutional strength.

**Annexure -**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_1\\_1-AQAR-24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_1_1-AQAR-24-25.pdf)

### ***1.1.2 The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)***

Write description in maximum of 200 words

The college strictly follows the academic calendar issued by the University of Delhi and prepares its own calendar in alignment with it.

- The calendar is uploaded on the college website and shared with all students and faculty at the start of each academic session on priority basis.
- All key dates such as the commencement and conclusion of terms, dispersal of classes, internal-assessments, semester-end-examinations, and mid-semester breaks are clearly mentioned.
- Teaching-plans are formulated in accordance with the University's academic schedule.
- Both departmental-and-general-orientation-sessions for students outline University timelines, course structures, and other essential academic details.

Teaching and evaluation processes are aligned with both the Academic and College Calendar.

- Faculty members prepare lesson-plans to ensure timely and complete coverage of the syllabus.
- In accordance with NEP guidelines, students are evaluated through continuous evaluation—assignments, class tests, presentations, projects, viva voce, practicals, and more.
- Internal assessment marks are calculated and communicated to students, allowing them to report any discrepancies, which are then duly resolved.
- Final assessment marks are uploaded to the University portal within the prescribed deadline.
- Add-on courses, certificate programmes, and workshops are conducted regularly to enhance students' knowledge and soft skills, while ensuring smooth-coordination with the University examination-schedule.

#### **Annexure link -**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_1\\_2-CURRICULAR-ASPECTS-annexure.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_1_2-CURRICULAR-ASPECTS-annexure.pdf)

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

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

**ANS: ALL 4**

**There will be a total of 142 teachers list in the proof/ Annexure file. Most of them are in the setting up of question papers / evaluation.**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_1\\_3-FINAL-Excel-2024-25.xlsx](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_1_3-FINAL-Excel-2024-25.xlsx)

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_1\\_3-annexure-2024-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_1_3-annexure-2024-25.pdf)

#### **EXTENDED PROFILE: 1.1**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_1\\_Extended\\_Profile.xlsx](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_1_Extended_Profile.xlsx)

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

Total Courses in which CBCS was implemented (Year of Implementation-2015-16):

TOTAL 20

TOTAL UG 12

TOTAL PG 8

Total Courses under NEP (Year of Implementation-2022-23):

TOTAL 12

TOTAL UG 12

**Annexure:**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_2\\_1\\_No-of-Programmes-with-CBCS-and-NEP.xlsx](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_2_1_No-of-Programmes-with-CBCS-and-NEP.xlsx)

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_2\\_1-CBCS-SYLLBUS-FILE.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_2_1-CBCS-SYLLBUS-FILE.pdf)

**1.2.2 Number of Add on /Certificate programs offered during the year (Proofs 1.2.2 and 1.2.3 are same)**

*Ans: 7 Add on Courses were offered during 2024-25.*

*Excel sheet:*

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_2\\_2-add-on-course-number.xlsx](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_2_2-add-on-course-number.xlsx)

**1.2.3 Number of students enrolled in Add on /Certificate programs offered during the year**

**Ans: Total Students from JDMC: 156**

**Website Link:** <https://www.jdmccentres.in/add-on-courses.html>

**Reports of add on courses :**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_2\\_2\\_1-add-on-course-reports-2024-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_2_2_1-add-on-course-reports-2024-25.pdf)

**List of students:**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_2\\_3-Attendance-and-list-of-students-add-on-2024-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_2_3-Attendance-and-list-of-students-add-on-2024-25.pdf)

**Poster/Brochure:**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_2\\_2\\_1-Poster-and-brochure-2024-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_2_2_1-Poster-and-brochure-2024-25.pdf)

**Sample certificate:**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_2\\_3-Certificates-add-on-2024-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_2_3-Certificates-add-on-2024-25.pdf)

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

(200 words)

The college adopts a comprehensive, multi-pronged approach to nurture human values and professional ethics among students while creating awareness and sensitivity toward gender, environmental, and sustainability issues. Every department offers courses in its curriculum that address themes related to gender equality, environmental responsibility, sustainable development, and ethical values, thereby ensuring that students are consistently exposed to these concerns through academic learning.

Beyond the formal curriculum, the institution promotes these issues through various dedicated centres, societies, and clubs. Units such as

- NCC and NSS encourage discipline, social responsibility, and community service.
- Avani, the Environment Club, focuses on environmental awareness and sustainability,
- Chetna, the Spiritual Consciousness Cell, promotes ethical and value-based living.

Initiatives like the

- Women Development Cell
- GirlUp-Nitara
- Centre for Gender Equity Studies
- Centre for the Study of Disability Inclusion

actively work toward gender sensitization and inclusivity.

The Centre for Extension and Outreach Activities and the Centre for the Study of Indian Knowledge Systems further reinforce social values and ethical understanding.

Additionally, departments and student societies organize webinars, workshops, and competitions on these themes. Regular gender sensitization programs are conducted for both students and staff. Add-on courses and research projects on related topics are also undertaken, strengthening awareness through inquiry and practical engagement.

**Courses:**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_3\\_1-VET-Curriculum-Annexure.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_3_1-VET-Curriculum-Annexure.pdf)

**Additional Information:**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_3\\_1-Annexure-Additional-Information.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_3_1-Annexure-Additional-Information.pdf)

**1.3.2 Number of courses that include experiential learning through project work/field work/internship during the year**

**Ans: 40**

**Annexure:**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_3\\_2-Excel.xlsx](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_3_2-Excel.xlsx)

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_3\\_2-FINAL-proofs\\_2024-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_3_2-FINAL-proofs_2024-25.pdf)

**1.3.3-Number of students undertaking project work/field work/ internships**

**Ans:**

<b>S.No.</b>	<b>Project/Field Work/Internship</b>	<b>Total no. of students</b>
<b>1</b>	<b>Field work</b>	<b>797</b>
<b>2</b>	<b>Internships</b>	<b>121</b>
<b>3</b>	<b>Students engaged in Student research projects/ Faculty Research projects</b>	<b>51</b>
<b>4.</b>	<b>Students engaged in research projects as part of course curriculum and other projects</b>	<b>739</b>
	<b>Total</b>	<b>1708</b>

**Annexure:** [https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_3\\_3-proofs\\_2024-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_3_3-proofs_2024-25.pdf)

**Excel file:** [https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_3\\_3-2024-25.xlsx](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_3_3-2024-25.xlsx)

***1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution***

***from the following stakeholders***

***1) Students 2) Teachers 3) Employers 4) Alumni***

**Options:**

- A. All of the above
- B. Any 3 of the above
- C. Any 2 of the above     **Choose any one**
- D. Any 1 of the above
- E. None of the above

**ANSWER: A**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_4\\_1-docx.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_4_1-docx.pdf)

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

**Options:**

- A. Feedback collected, analyzed and action taken and feedback available on website
- B. Feedback collected, analyzed and action has been taken
- C. Feedback collected and analyzed
- D. Feedback collected
- E. Feedback not collected

**ANSWER: A**

[https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1\\_4\\_2-feedback.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-1-2024-25/1_4_2-feedback.pdf)



## **TEACHING-LEARNING AND EVALUATION**

### **2.1 - Student Enrolment and Profile**

#### **2.1.1. Enrolment Number**

**Number of students admitted during the year**

	<b>SEAT SANCTIONED</b>	<b>STUDENTS ADMITTED</b>
<b>UG</b>	<b>1240</b>	<b>1119</b>
<b>PG</b>	<b>136</b>	<b>65</b>

<b>File Description</b>	<b>Documents</b>
Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/LIST-OF-STUDENTS-2024-25-2-1-1.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/LIST-OF-STUDENTS-2024-25-2-1-1.pdf</a>
Institutional data in prescribed format	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-1-1-Sheet1.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-1-1-Sheet1.pdf</a>

**2.1.2. Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**

**2.1.2. Number of actual students admitted from the reserved categories during the year 2024-2025**

<b>Year</b>	<b>2024-2025</b>
Undergraduate	477
Post graduate	28
Total	505

<b>File Description</b>	<b>Documents</b>
Any Additional Information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2_1_2-supporting-converted.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2_1_2-supporting-converted.pdf</a>
Institutional data in prescribed format	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2_1_2-supporting-converted.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2_1_2-supporting-converted.pdf</a>

### 2.1.2. Number of sanctioned seats during the year 2024-2025

Year	2024-2025
Undergraduate	1240
Post graduate	136
<b>Total</b>	1376
File Description	Documents
Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2_1_2-supporting-converted.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2_1_2-supporting-converted.pdf</a>
Number of seats filled against seats reserved (Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2024-25-reserved-category-list-2024-25-reserved-category.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2024-25-reserved-category-list-2024-25-reserved-category.pdf</a>

## 2.2 Catering to Student Diversity

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

The college adopts a range of measures to address the needs of both slow and advanced learners. The IQAC template designed to map learner-levels is followed to identify the needs of slow and advanced learners. A diagnostic test enables teachers to identify these levels and respond to students' needs accordingly. Remedial classes are conducted regularly to support slow-learners in overcoming their academic-challenges. Financial assistance is extended to economically-weaker-students, while the Counselling-Committee organizes sessions to help students manage psychological-concerns-and enhance-overall well-being.

**Remedial-Classes Link:** <https://www.jdm.du.ac.in/remedial-classes.php>

**Counselling-CommitteeReport:** <https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/Counselling-Committee-2024-2025.pdf>

Advanced-learners are encouraged to take-up research-projects under different initiatives of the Research-Cell of the college. Students also get opportunities to do attend research-methodology-sessions and publish their work. These students are encouraged to refer to advanced-readings by faculty-members.

**Research-Methodology Workshops Link:** <https://jdm.du.ac.in/research-methodology-2024-25.php>

**Link of students research-project under research-center :**  
<https://www.jdmccentres.in/research-projects.html>

All students are encouraged to ask questions both inside-and-outside the classroom. They can engage with faculty-members during contact-periods, mentor–mentee sessions, remedial-classes, and other interactive-forums. Various societies-and-centres of the college organize seminars and skill-oriented events to broaden students’ knowledge-base. Departments also conduct curriculum-linked-seminars and offer hands-on training to facilitate internship-opportunities. In addition, the college provides several self-financed add-on courses designed to enhance both the academic and non-academic competencies of students.  
[\[http://jdmccentres.in/add-on-courses.html\]](http://jdmccentres.in/add-on-courses.html)

File Description	Documents
Paste link for additional information	<a href="https://www.jdm.du.ac.in/slow-and-advanced-learners.php">https://www.jdm.du.ac.in/slow-and-advanced-learners.php</a>
Upload any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/Supportin 2-2-1.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/Supportin 2-2-1.pdf</a>

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

<b>Year</b>	<b>2024-2025</b>
<b>Number of Students (UG+PG)</b>	3349
<b>Number of teachers</b>	153

**Ratio- 1:21.88**

File Description	Documents
Any additional information	(Total UG+PG Students list) <a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/total-students-strength-24-25-FINAL.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/total-students-strength-24-25-FINAL.pdf</a>

## **2.3: Teaching- Learning Process**

**2.3.1.** The faculty is encouraged to use a variety of pedagogic-methods especially as per NEP to transform teaching-learning. Faculty uses student-centric methods, such as experiential-

learning, participative-learning and problem-solving-methodologies are used for enhancing learning-experiences and creating a-proactive-learning environment.

### **Experiential-Learning (Practical, Field Based Learning, Language-Labs)**

The institution emphasizes practical-exposure to strengthen real-world-understanding. Students participate in industrial-visits that allows them to observe organizational-processes-and-operations firsthand. Learners are also engaged in field-based environmental-activities conducted in collaboration with external-experts to study natural-ecosystems and related-concerns. Visits to community-service-organizations, cultural-spaces, and public-institutions further broaden students' perspectives by helping them understand social-structures, heritage-functioning, and civic-responsibilities. In addition, various outreach-initiatives, including donation-drives and social-awareness programs, are organized to instil empathy and a sense-of-responsibility toward society.

### **Participative-Learning (Flip-Classroom, Group-discussions, Buddy-Groups, Group-projects)**

Active-involvement is encouraged through a wide-range-of-competitions-and-creative activities. These include short-film-contests, essay-writing-events, creative-writing-competitions, debates, paper-presentations, music-competitions, and institution-wide workshops on research-methodology. Skill-enhancement workshops focusing on areas such as road-safety, basic-life-support, communication, gender-sensitization, and social-justice further enrich participative-engagement and promote-holistic-development.

### **Problem-Solving Learning (Theme-Based-Quizzes, Strategy-Games, Case-Study Competitions, Treasure-hunts, Entrepreneurial-Competitions)**

Strategic-thinking and analytical-ability are developed through interactive events such as theme-based-quizzes, strategy-games, treasure-hunts, and entrepreneurial-competitions that require designing advertisements or pitching business-ideas. These activities foster innovation, critical-thinking, and practical problem-solving skills essential for real-world challenges.

<b>File Description</b>	<b>Documents</b>
Upload any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2_3_1-Final.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2_3_1-Final.pdf</a>
Link for additional information	<a href="https://jdm.du.ac.in/pdf/policy-documents/Policy-on-Curriculum-Delivery.pdf">https://jdm.du.ac.in/pdf/policy-documents/Policy-on-Curriculum-Delivery.pdf</a>

**2.3.2 Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words**

Teachers effectively integrate a diverse range of **ICT-enabled tools** to enrich the teaching-learning process, ensuring dynamism and student engagement.

For **Content Delivery**, **Smart Boards** are central, facilitating dynamic lectures, presentations, and interactive diagramming. They also function as online gateways, allowing faculty to access resources like **Google** and **YouTube**, and screen educational **films** and **documentaries** to simplify complex concepts. Furthermore, teachers create and disseminate specialized **E-content** and **Video lectures** for supplementary learning.

In **Communication and Resource Management**, **Google Classroom (GCR)** and **WhatsApp** are utilized for two-way interaction. GCR acts as an **online repository** for posting study materials, class presentations, and further reading, and for the digital collection of assignments and projects.

For **Assessment and Skill Development**, tools like **Quizizz** and **Google Forms** are employed to conduct real-time **Online Quizzes** and collect assignments digitally. Specialized **Computer Labs** provide practical components, where hands-on training is given using subject-specific software such as **Tally ERP**, **R Programming**, **Mathematica**, **Python**, and **Language Lab software** to develop domain-specific skills

File Description	Documents
Upload any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-3-2.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-3-2.pdf</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/ICT-ENABLED-LINK.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/ICT-ENABLED-LINK.pdf</a>

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

<b>Year</b>	<b>2024-2025</b>
<b>Number of mentors</b>	<b>153</b>
<b>Mentor Mentee ratio (UG)</b>	<b>1:21</b>
<b>File Description</b>	<b>Documents</b>
<b>Upload, number of students enrolled and full time teachers on roll</b>	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/mentor-mentee-24-25.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/mentor-mentee-24-25.xlsx</a> <a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/total-students-strength-24-25-FINAL.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/total-students-strength-24-25-FINAL.pdf</a> <a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/UG-STUDENTS-24-25.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/UG-STUDENTS-24-25.pdf</a>
<b>Circulars pertaining to assigning mentors to mentees</b>	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/Mentor-mentee-notice.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/Mentor-mentee-notice.pdf</a>
<b>Mentor/mentee ratio</b>	1:21

### 2.3.3.1. Number of mentors Number of students assigned to each Mentor

Number of mentors: 153

Number of students assigned to each mentor: 22 (approx.)

## 2.4 - Teacher Profile and Quality

### 2.4.1 Number of full time teachers against sanctioned posts during the year –

<b>Year</b>	<b>2024-2025</b>
<b>Number</b>	<b>153</b>

<b>File Description</b>	<b>Documents</b>
Full time teachers and sanctioned posts for year (Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-4-1.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-4-1.xlsx</a>

<b>Any additional information</b>	
List of the faculty members authenticated by the Head of HEI	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-4-1-2025.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-4-1-2025.pdf</a>

**2.4.2 Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**

**2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. /Superspeciality / D.Sc. / D.Litt. during the year: 105**

File Description	Documents
Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-4-2.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-4-2.xlsx</a>
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-4-2.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-4-2.xlsx</a>

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

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

<b>Year</b>	<b>2024-2025</b>
<b>Number</b>	<b>2043.44</b>

File Description	Documents
Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/">https://jdm.du.ac.in/pdf/hidden/</a>

	<a href="#"><u>Criteria-2-2024-25/2-4-3 2025.pdf</u></a>
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-4-3.xlsx"><u>https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-4-3.xlsx</u></a>

## 2.5 Evaluation Process and Reforms

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

The college adheres to the internal assessment system prescribed by the University of Delhi. Under the UGCF-2022-NEP framework, internal assessment (IA) and continuous assessment (CA) are treated as two distinct components of student evaluation, determined by the credit weightage of each paper in accordance with University guidelines. CA components include project work, research presentations, group discussions, problem-solving exercises, and creative writing, while IA comprises tests, assignments or presentations, and attendance. Student evaluation is carried out on a continuous basis, and teachers have the flexibility to design their own criteria for assessing students throughout the semester. Reassessment through retests or revised assignments is permitted for students who miss evaluations due to medical reasons or as per DU norms, such as participation in NCC or sports activities. Marks for both IA and CA are uploaded on the college portal for students' for the students to view. <https://jdmcollege.co.in/Internet/Index.aspx>

In keeping with University regulations, the IA process is transparent and robust. In case of any discrepancies, students may first approach the concerned faculty member and, if required, escalate the issue to the monitoring committee for grievance redressal. The provision of re-registration as per DU guidelines for repeaters is given by the college.

File Description	Documents
Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/support-2-5-1.pdf"><u>https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/support-2-5-1.pdf</u></a>
Link for additional information	<a href="https://jdm.du.ac.in/internal-assessment.html"><u>https://jdm.du.ac.in/internal-assessment.html</u></a>

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

All students are provided equal opportunities to voice their grievances. For issues related to internal assessment, the college has established a three-tier grievance redressal mechanism:



**Step 1:** The student first approaches the concerned faculty member for resolution.

**Step 2:** If the issue remains unresolved, the student may bring it to the department's student–faculty meeting. The minutes for these meetings are formally prepared to ensure transparency, accountability, and efficiency in the redressal process.

**Step 3:** For any grievances that still remain unresolved, the student can approach the college's Monitoring Committee.

At the University level, after the declaration of results, students who still have concerns regarding their IA scores may submit an Internal Assessment Rectification Request Form through the University portal . [[Internal Assessment \(du.ac.in\)](#)] [[11112016 Exam.pdf \(du.ac.in\)](#)]

Additionally, the college website provides access to its online grievance redressal mechanism (<https://jdm.du.ac.in/grievance-redressal-mechanism.html>).

File Description	Documents
Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/support-2-5-2.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/support-2-5-2.pdf</a>
Link for additional information	<a href="https://exam.du.ac.in/?Internal-Assessment">https://exam.du.ac.in/?Internal-Assessment</a>

## 2.6 - Student Performance and Learning Outcomes

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

All programs offered by the college adhere to University of Delhi criteria regarding programs and course outcomes. Every college student receives a thorough explanation of these standards during the orientation meetings for each course. By engaging in a variety of campus events, groups, and organizations to showcase their skills and knowledge, the institution has established an ecosystem where students have possibilities for self-development and are prepared to become responsible and knowledgeable citizens/human beings. To establish clear guidance for POs and COs, faculty members participate in curriculum revision meetings, FDPs, and workshops tailored to particular courses or programs. The goal of pursuing various courses and programs is also explained in detail on the college's website and admissions prospectus.

File Description	Documents
Upload any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-6_1-Supporting-Documents-2024-25-final-copy.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2-6_1-Supporting-Documents-2024-25-final-copy.pdf</a>

Paste link for Additional information	<a href="https://jdm.du.ac.in/program-outcomes.php">https://jdm.du.ac.in/program-outcomes.php</a>
Upload COs for all Programmes (exemplars from Glossary)	<a href="https://jdm.du.ac.in/course-outcomes.php">https://jdm.du.ac.in/course-outcomes.php</a>

### ***2.6.2 Attainment of Programme outcomes and course outcomes are evaluated by the institution.***

The college ensure the following practices for an effective measurement of the attainment of POs, PSOs and COs :

**(i) Alignment of Internal-Assessment and all components with Learning outcomes.**

The components of internal-assessment such as tests/assignments/projects are selected so as to effectively measure attainment of learning outcomes. (ii) **Semester-end University-Examinations results obtained by students are analysed periodically.** (iii) **Feedback:** The College collects and analyses-feedback from Students/Alumni/Employers/Parents that helps in gauging the extent to which LOs have been attained. (iv) **Our attainment of LOs** is also reflected by an increasing number of Students' participation-in-internships & Students'-Placements, Students clearing competitive examinations etc.(iv) **Conducting Course-Exit-Surveys and Programme-Exit-Surveys:** The College conducts Course-Exit-Surveys at the end of every semester. Students are asked to respond, on a five-point Likert scale, to their-perception of the extent to which LOs have been achieved. They are conducted after internal-assessment-marks are submitted by faculty-members to ensure genuine-feedback on part of students. The Programme- Exit-Survey is conducted for the outgoing batch to assess the extent to-which POs/PSOs have been attained. The results are analysed and discussed at department-level and 'Analysis-and-Action-To-be-Taken-Report' is prepared.

<b>File Description</b>	<b>Documents</b>
Upload any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2_6_2-Supporting-Documents-2024-25.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2_6_2-Supporting-Documents-2024-25.pdf</a>
Paste link for Additional information	<a href="https://jdm.du.ac.in/etatr.php">https://jdm.du.ac.in/etatr.php</a>

### **2.6.3 Pass percentage of Students during the year**

#### **2.6.3.1 Total number of final year students who passed the university examination during the year**

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/263.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/263.xlsx</a>  <a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/DATA-OF-FINAL-YEAR-STUDENTS-APPEARING-FOR-EXAMS-24-25.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/DATA-OF-FINAL-YEAR-STUDENTS-APPEARING-FOR-EXAMS-24-25.xlsx</a>
Upload any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2024-25-supporting.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-2-2024-25/2024-25-supporting.pdf</a>
Paste link for the annual report	<a href="https://jdm.du.ac.in/pdf/annual-reports/ANNUAL-REPORT-BOOK 2024-25.pdf">https://jdm.du.ac.in/pdf/annual-reports/ANNUAL-REPORT-BOOK 2024-25.pdf</a>

## 2.7. Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

<https://jdm.du.ac.in/iqac/feedback-Analysis/2024-25/Student-Satisfaction-Survey-NAAC 2024-2025.pdf>

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

##### 3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

12.85

File Description	Documents
Any additional information	
e-copies of the grant award letters for sponsored research projects /endowments	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_1_1-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_1_1-annexure.pdf</a>
List of endowments/projects with details of grants (Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_1_1-Data.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_1_1-Data.xlsx</a>

#### 3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

##### 3.1.2.1 - Number of teachers recognized as research guides 18

File Description	Documents
Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_1_2-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_1_2-annexure.pdf</a>
Institutional data in prescribed format	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_1_2-data.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_1_2-data.xlsx</a>

#### 3.1.3 - Number of departments having Research projects funded by government and non-government agencies during the year

##### 3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year 10

File Description	Documents
List of research projects and funding details (Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_1_3-data.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_1_3-data.xlsx</a>
Any additional Information	
Supporting document from Funding Agency	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_1_3-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_1_3-annexure.pdf</a>
Paste link to funding agency website	

## 3.2 - Innovation Ecosystem

3.2.1 - Institution has created a concrete ecosystem for innovation and has established initiatives for the creation and transfer of knowledge.

The institution fosters a progressive and collaborative environment, encouraging faculty and students to conduct innovative research and development. Seminars, workshops, and conferences foster innovation, critical thinking, and a strong research culture.

The Research Centre hosted 37 workshops-and-seminars on research-methodology, intellectual-property-rights (IPR), and entrepreneurship. The college offers value-added courses and skill-enhancement-programs to bridge the gap between academic and professional knowledge through industry-academia linkages. Conferences, seminars, workshops, and talks have been held in diverse fields. There has been one Faculty Development Programme to help faculty members upgrade academic skills. Students' articles were published in the annual college magazine "Janki" in three languages. The college publishes an annual journal called Perspectives, with an online ISSN number (2583-4762).

Departments and societies have published various magazines and newsletters. The Entrepreneurship-Cell and the incubation-initiative "Project Anupam" have emerged as key-drivers of innovation, nurturing entrepreneurial-abilities and facilitating knowledge-creation-and-transfer. Five MoUs were signed with national and international agencies to promote global knowledge exchange. Additionally, student-clubs and societies enhanced-skills through competitive-events at multiple levels.

Significant infrastructure upgrades were undertaken, including the establishment of a Sound-Recording-Studio, installation of Smart-Boards and audio-systems in classrooms, enhancement-of-the Digital-Library-System, introduction of Language-Lab-software, and modernization of computer laboratories with upgraded software and ERP modules.

File Description	Documents
Upload any additional	

information	
Paste link for additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_2_1-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_2_1-annexure.pdf</a>
<b>3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year</b>	
<b>3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year</b>	
41	
File Description	Documents
Report of the event	
Any additional Information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_2_2-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_2_2-annexure.pdf</a>
List of workshops/seminars during last 5 years (Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_2_2-data.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_2_2-data.xlsx</a>
<b>3.3 - Research Publications and Awards</b>	
<b>3.3.1 - Number of Ph.Ds registered per eligible teacher during the year</b>	
<b>3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year</b>	
40	
File Description	Documents
URL to the research page on HEI website	
List of PhD scholars and their details like name of the guide, title of thesis, year of award etc(Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_3_1-data.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_3_1-data.xlsx</a>
Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_3_1-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_3_1-annexure.pdf</a>
<b>3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year</b>	
<b>3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year</b>	
62	

File Description	Documents
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Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_3_2-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_3_2-annexure.pdf</a>
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_3_2-data.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_3_2-data.xlsx</a>

### 3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

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

15

File Description	Documents
Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_3_3-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_3_3-annexure.pdf</a>
List books and chapters edited volumes/ books published (Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_3_3-data.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_3_3-data.xlsx</a>

### 3.4 - Extension Activities

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

Extension-activities focus on community-based-projects to sensitise-and-motivate students to engage with social-issues and gain moral-values to deal with the real-world. These activities enhance students'-knowledge-and-skills, and overall personality. By engaging in outreach-programs-students become aware about societal challenges and gain hands-on learning. Several extension-activities were conducted throughout the year by various college departments, centres, and societies. Community-First-Initiative, NSS, NCC, and the Enabling-Unit,- the four units of the Centre-for-Extension-and-Outreach-Activities undertook activities such as, Session-on-Hygiene-and Menstruation, Assisting-Blind-Students at Kanya-Vidyalaya, Blood-Donation-Drive, Sensitisation on early identification of hearing disabilities, Sensitization on Retinoblastoma (on the occasion of World-Cancer-Day), Donate-a-Thali, Joy-of-Giving-Week, Mission 10M Meals (a mission poised to combat hunger), National Youth Day, etc. Centre-for the Study of Disability Inclusion in collaboration with Department-of-Political-Science undertook Bystander-Assistance-for-Social-Inclusion. The centre also did field-visit to Noida-Deaf-Society which helped the student members to become aware about issues related-to-disability. Avani,-The-Environmental-Club, conducted various events such as Goonj (winter collection drive), E-waste-Drive, Eco-Bricks-Workshop, World-Toilet-Day, World-Environment-Day etc. Counselling-Committee and Girl-Up-Nitara organised seminars on Mental-Health-awareness and World Suicide Prevention Day. Furthermore, Electoral Literacy Club organised Electoral-Awareness-Campaign. Chetna, The Spiritual-Consciousness-Cell, organised session on

Exam Stress Management. The Centre-for-Gender-Equity-Studies conducted a-national-conference-and-seminar on women's-issues. Through such community-work-and-awareness-projects, students deal with actual social problems. These experiences boost their learning and develops a feeling-of-compassion-and-empathy and inculcates leadership skills.

File Description	Documents
Paste link for additional information	
Upload any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_1-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_1-annexure.pdf</a>
<b>3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year</b>	
<b>3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year</b>	
23	
File Description	Documents
Any additional information	
Number of awards for extension activities in last 5 year (Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_2-data.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_2-data.xlsx</a>
e-copy of the award letters	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_2-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_2-annexure.pdf</a>
<b>3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year</b>	

**3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**



File Description	Documents
Reports of the event organized	
Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_3-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_3-annexure.pdf</a>
Number of extension and outreach Programmes conducted with industry, community etc for the during the year(Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_3-data.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_3-data.xlsx</a>

#### **3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year-**

**1021**

File Description	Documents
Report of the event	
Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_4-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_4-annexure.pdf</a>
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_4-data.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_4_4-data.xlsx</a>

### **3.5 – Collaboration**

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

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

**169**

File Description	Documents
e-copies of related Document	
Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_5_1-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_5_1-annexure.pdf</a>
Details of Collaborative activities with institutions/industries For research, Faculty	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_5_1-data.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_5_1-data.xlsx</a>

**3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**

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

**33**

File Description	<u>Documents</u>
e-copies of the MoUs with institution/ Industry/ Corporate houses	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_5_2-MoU-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_5_2-MoU-annexure.pdf</a>
Any additional information	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_5_2-MoU-Activity-annexure.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_5_2-MoU-Activity-annexure.pdf</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<a href="https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_5_2-data.xlsx">https://jdm.du.ac.in/pdf/hidden/Criteria-C3-2024-25/3_5_2-data.xlsx</a>

## CRITERION 4


### **Key Indicator: 4.1 Physical Facilities**

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

**Answer:** Janki Devi Memorial College offers 84 teaching and learning spaces, including 76-classrooms, of which 19 are equipped with Smart-boards and 1-classroom-with-TV. Additionally, 29-rooms feature projector facilities, including 5 computer labs-where-1-lab-also-functions-as-E-Resource-centre-43-laptops, 1 HDFE room, and-a-seminar hall. The college also has a fully-equipped Recording Room/Lecture-Capturing System (LCS), and a Language Lab catering to six languages.

The Administrative Block constitutes the offices of the Principal and Vice Principal, Accounts, and Administration, along with rooms for IQAC, PIO, and various utilities such as a Photocopy Unit, Common Room, Music Room, Playground, Open Gym, Sports-Changing Room, Bank, Cafeteria Nescafe Hotspot, Mother Dairy booth, Medical Room, Book Shop, and Parking. Additional facilities include Staff and Department Rooms, an Activity Room, Research Room, Career-Counselling Room, Store Room, and courts for indoor sports and grounds for outdoor sports. The college also features grounds for street-play practice, NCC drills, athletics and event hosting.

The staff room is now equipped with centralized AC, and department rooms have Split-AC. The college promotes ICT with G-Suite for Google Classroom, Google Meet (250 participants), and Zoom (500 participants). The two-story, Wi-Fi-enabled library with kindles and an air-conditioned mezzanine floor contains a diverse collection of books, articles, and journals.

Proof:  AQAR 4.1.1 2025pdf.pdf

Website link: [https://jdm.du.ac.in/pdf/infrastructure/AQAR\\_4\\_1\\_1-2025.pdf](https://jdm.du.ac.in/pdf/infrastructure/AQAR_4_1_1-2025.pdf)

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

Janki Devi Memorial College (JDMC) is celebrated for its vibrant cultural tradition, and it offers an extensive array of facilities to support these cultural pursuits. These encompass:

- An open auditorium with 1000 seating-capacity and green-rooms.
- A library-reading-hall.
- A Music-room.
- Two Activity-rooms.

A versatile-ground used for street-play-practice, NCC-drill-practice, and hosting-events and exhibitions.

The corridors, which are utilized for exhibitions/displays, and Rangoli-competitions.


A seminar-room with a seating-capacity of 150.

A committee-room with a seating-capacity of 60.

**Playground and Physical Education Facilities:**

- A spacious 4.805-acre playground-area.
- A physical-education-department-room that facilitates activities like Yoga/Taekwondo/Table-Tennis/ and indoor-strength and conditioning-exercises.
- An archer-field that transforms into a football-field in the evening.
- Facilities for athletics, including field events like shotput/discus/hammer-throw/long/high jump-pits, and javelin-areas. Additionally, the football-field for advanced-players and technical/skill-practices.
- A baseball-field that shares the football-field.
- A renovated basketball-court enclosed by grills with new-flooring and paint.
- A multi-purpose netball and tennis-court with clay-surface.
- A softball-field, shared with the football-field.
- A designated space for powerlifting and weightlifting, located in the Physical-Education-Department-room.
- Two open-gyms-equipped with eight-different-exercise-installations along-with-Training-Ground for NCC & athletics.
- Martial-art and self-defence activities conducted in the open-auditorium and the football-field.
- Aerobics and Zumba-classes for competitive-training and general-fitness.

JDMC's diverse facilities cater to a wide-range of cultural/academic, and physical-activities for its students and staff.

Proof:  4.1.2 2025.pdf

Website link: [https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4\\_1\\_2-2025.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4_1_2-2025.pdf)

**4.1.3 Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.**


**Answer :**

Proof: [https://drive.google.com/file/d/1-74BqCQuufjOkaBD3t7634jEEjc2wMaE/view?usp=drive\\_link](https://drive.google.com/file/d/1-74BqCQuufjOkaBD3t7634jEEjc2wMaE/view?usp=drive_link)

Website link: [https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4\\_1\\_3-2025.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4_1_3-2025.pdf)

#### 4.1.4 Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

**Answer: 33.85403 (INR in Lakhs)**

Proof:  Infrastructure Expenditure.pdf

[https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4\\_4\\_1\\_Infrastructure-Expenditure-2025.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4_4_1_Infrastructure-Expenditure-2025.pdf)

 Development Fund Balance Sheet 2024-25.pdf

<https://jdm.du.ac.in/pdf/library/2024-25/JDM-Development-Fund-Account.pdf>

Excel:  2024-25.xlsx

[https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/Excel\\_4\\_1\\_4-and-4\\_4\\_1-2024-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/Excel_4_1_4-and-4_4_1-2024-25.pdf)

### **Key Indicator – 4.2 Library as a learning Resource**

#### **4.2.1. Library is automated using Integrated Library Management System (ILMS),**

**Answer:** JDMC Library is fully equipped to meet the academic and intellectual needs of its students and faculty. The library is automated using an Integrated Library Management System (ILMS). It employs LsEase, a cloud-based ILMS specifically designed for college libraries, to efficiently manage all library housekeeping operations. The library provides access to an Online Public Access Catalogue (OPAC) for easy search and retrieval of resources.

The print-collection includes over one-lakh books, 14 newspaper titles with multiple copies, and subscriptions to 71 national and international journals and magazines. The library is connected to the University of Delhi network, enabling access to DULS databases and e-resources. It also subscribes to N-LIST, an INFLIBNET programme, offering remote access to a wide range of e-resources. The library is Wi-Fi enabled and

provides plagiarism detection services through Turnitin, accessed via DULS. Kindle devices are available to facilitate access to additional digital titles.

The library offers well-designed reading-spaces, including a separate air-conditioned reading-hall for students and faculty, a newly constructed air-conditioned mezzanine floor with seating-capacity for over 300 students, a Faculty Reading and Research Room accommodating 24 faculty members, an E-Resource Centre with 43 laptops, and a dedicated room for students with disabilities (SwD) equipped with 7 laptops.

**Proof:**  Integrated Library Management System 2024-25.pdf

**Link:**

<https://jdm.du.ac.in/pdf/library/2024-25/Integrated-Library-Management-Systems.pdf>

**4.2.2.** The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to-resources.

**Answer:** All 4 and above

**Proof:**  Scanned Copies of Budget and Bills 2024-25.pdf

<https://jdm.du.ac.in/pdf/library/2024-25/Scanned-Copy-of-Budget-and-Bills.pdf>

**Excel file:**  Library Excel.xlsx

[https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/Excel-4\\_2\\_3.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/Excel-4_2_3.pdf)

**4.2.3.** Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

**Answer:** 13.31612 (INR in Lakhs)

**Proof:**

 2024-25 Library Expenditure Signed Copy.pdf

<https://jdm.du.ac.in/pdf/library/2024-25/Expenditure-in-Books-and-Journals.pdf>

 Copy Development Fund Balance Sheet 2024-25.pdf

<https://jdm.du.ac.in/pdf/library/2024-25/JDM-Development-Fund-Account.pdf>

**Excel:**  Library Excel 2024-25.xlsx

[https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/Excel-4\\_2\\_3.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/Excel-4_2_3.pdf)

#### **4.2.4. Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)**

**Answer:** 500 Approx

**Proof:**  **Footfall Data Letterhead 1 June 2024 to 31 May 2025.pdf**

**Link:** <https://jdm.du.ac.in/pdf/library/2024-25/Footfall.pdf>


### **Key Indicator: 4.3 IT Infrastructure**

#### **4.3.1: Institution frequently updates its IT facilities including Wi-Fi**

**Answer:** The college is comprehensively-equipped-with modern facilities to strengthen and enrich the teaching–learning process. It has 29 rooms fitted with projectors, covering classrooms, computer laboratories, a seminar room, the library, the Principal’s office and the sports room. In addition, 20 rooms are equipped with smart-board facilities, including classrooms, one-committee-room and one-recording-room, along with one classroom fitted with a television and 2 digital notice boards. The institution houses four-computer-laboratories with LAN and Wi-Fi connectivity (100 mbps speed) and LCD projectors, ensuring a 1:1 student–computer ratio. Dedicated language-laboratory facilities support the teaching of English, Hindi, Sanskrit, German, Spanish and Chinese.

Faculty-members and students are provided G-Suite-access through official-email-IDs, enabling seamless-sharing-of-learning-materials, announcements, and access to remedial-as-well-as add-on-courses. A public address (PA) system is used for effective-communication across-the-campus. The college owns 1,074 computers (desktops and laptops), along with 31 printers/photocopiers and two digital display boards, creating a technology-rich academic environment. A full-time IT consultant is appointed to manage maintenance and technical support.

To ensure-equitable-access, several ICT-initiatives are-in-place: seven-laptops with internet-access and NVDA screen-reading software, two-scanners, and PlexTalks-Angel-pocket-recorders are provided for visually-challenged-users. The library is a member of Sugamya-Pustakalaya, offering access to DAISY-format digital-resources. The college also ensures data-security through licensed antivirus-software. Additionally, a state-of-the-art recording-room with lecture-capture facilities supports the creation of e-resources.

**Proof:**  **4.3.1 Proof file.pdf**

Link: [https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4\\_3\\_1-2025.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4_3_1-2025.pdf)

#### **4.3.2 Number of Computers**

Number of computers in working condition : **1074**

Proof:  **4.3.2 Total Computers.pdf**

Link:

[https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4\\_3\\_2-Total-Computers.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4_3_2-Total-Computers.pdf)

#### **4.3.3 Bandwidth of internet connection in the Institution**



Available internet with bandwidth: 250 mbps

Proof:  **4.3.3.pdf**

Link: [https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4\\_3\\_3-bandwidth.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4_3_3-bandwidth.pdf)

### **Key Indicator 4.4 Maintenance of Campus Infrastructure**

**4.4.1 Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year:**

File Description : 164.71484 (INR in Lakhs)
Upload any additional information Proof:  <b>Infrastructure Expenditure.pdf</b> <a href="https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4_4_1_Infrastructure-Expenditure-2025.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/4_4_1_Infrastructure-Expenditure-2025.pdf</a> Excel:  <b>2024-25.xlsx</b> <a href="https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/Excel_4_1_4-and-4_4_1-2024-25.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-4-2024-25/Excel_4_1_4-and-4_4_1-2024-25.pdf</a>

**4.4.2 Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**  
(maximum 500 words) (information to be available in institutional Website, provide link)

**Answer:** The College has well-established policies-and-procedures for the effective



management of its physical, academic, and support facilities. Infrastructure-management is overseen-by-subcommittees-of the Governing-Body, along-with statutory-and-functional-committees such as the ICT-Committee, Building-and-Maintenance-Committee, NSS, NCC, Garden-Committee, and Caretakers. The Environment-Club actively recommends measures-to-promote-sustainable-practices, while academic-departments submit-proposals for additional-infrastructure as-and-when-required.

The Building-and-Maintenance-Committee conducts regular-inspections to ensure-proper-upkeep-of-facilities. A Complaints-Register is maintained to document-and-track-infrastructure-related issues, which are addressed promptly. All equipment is maintained-through Annual-Maintenance-Contracts (AMCs) wherever applicable. Infrastructure-related concerns raised during monthly-Student-Faculty-Meetings are reviewed-and-resolved by the administration. Procurement of new-facilities-and-equipment strictly follows University-of-Delhi and Government-of-India norms. The College also adheres to GFR-2017-rules for procurement, maintenance, upkeep, and disposal of assets. Three-dedicated-caretakers are responsible for daily-maintenance-and-upkeep-of-the-campus.

Usage-of-facilities is regulated by clearly defined norms. Classrooms-and-computer-laboratories are utilized as-per-the-approved-timetable. Seminar rooms, auditorium, and specialized-facilities are allotted through prior booking maintained-by-the-college-office. Sports facilities are supervised by the Faculty-in-charge and caretakers. Parking facilities are available for staff, faculty, and visitors. Hostel access is restricted to ensure safety and security. Library facilities are accessed through identity cards issued to students at admission and to faculty at the time of appointment. All facilities are available for academic, co-curricular, and extracurricular activities with prior approval of the Principal.

**Proof:**  **Policy-Document-for-Infrastrcuture .pdf**

**Link:**

<https://jdm.du.ac.in/pdf/policy-documents/Policy-Document-for-Infrastrcuture.pdf>

## Criterion 5- Student Support and Progression

### Key Indicator- 5.1 Student Support

Metric No.			
5.1.1 QnM	<p><i>Number of students benefited by scholarships and free ships provided by the Government during the year</i></p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the Government during the year</p> <p><b>Year: 2024-25</b> <b>Number: 52</b></p>		
	Year	Scholarship Name	No of Students
	2024-25	Scholarship from AICTE for Prime Minister Special Scholarship Scheme (For students of Jammu and Kashmir)	07
	2024-25	National Scholarship Portal	45
	<p><b>Excel and Proof File Merged:</b> <a href="https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_1_1-5_1_2-Govt-Non-Govt-Merged-Proof.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_1_1-5_1_2-Govt-Non-Govt-Merged-Proof.pdf</a></p>		
5.1.2. QnM	<p><i>Number of students benefitted by scholarships, freeships etc. provided by the institution / non- government bodies, industries, individuals, philanthropists during the year</i></p> <p>5.1.2.1 Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government bodies, industries, individuals, philanthropists during the year</p> <p><b>Year: 2024-25</b> <b>Number: 257</b></p>		
	Year	Name of the Scheme	Number of Students Benefitted
	2024-25	Fee Assistance	95
	2024-25	Fee Concession	95
	2024-	Academic prizes and Sh.Autar	15
			Amount
			500500
			261250
			818357

	25	Krishna Scholarship			
	2024-25	Help the Blind Foundation Scholarship	09	105000	
	2024-2025	My Daughter is Precious Scholarship by NGO	13	234000	
	2024-2025	MCKS Scholarship by NGO	30	315000	
		Total	<b>420</b>	<b>2234107</b>	
	<b>Excel and Supporting document merged:</b> <a href="https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_1_1-5_1_2-Govt-Non-Govt-Merged-Proof.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_1_1-5_1_2-Govt-Non-Govt-Merged-Proof.pdf</a>				

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

**QnM**

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

**Options:**

- A. All of the above
- B. 3 of the above
- C. 2 of the above
- D. 1 of the above
- E. none of the above

**ANSWER: OPTION A**

**80 events.**

S No	Name of Capacity Enhancing Programme	Pg No in Supporting Doc
1	My Country, My Vote	2
2	Workshop on Research Methodology, Research Ethics and IPR (HDFE)	2
3	Life skill Workshop on Stress Management: Finding Inner Peace	3
4	Visits to Crafting Lives: Centre for Autism, Speech and Occupational Therapy	4
5	Beyond Books – Real-World Skills for a Stronger You	5
6	Mask and Puppet Making: Learning by Doing	6
7	Digital Detox: Reclaiming your Time, Mind and Reality	7
8	Communication Workshop on Reproductive Justice	9
9	Talk on Relevance and Impact of POSH	10
10	Seen not Heard: Reproductive Rights for All	11
11	Her Safety, Her Right – Understanding Domestic Violence Act	12
12	Child Protection: Role of Stakeholders	14
13	“Her” Path to Wellness	15
14	Workshop on Child Rights	16
15	Workshop on Gender Sensitisation	17
16	Counselling Session on Achieving Goals and Staying Motivated	19
17	Breaking the Silence on World Suicide Prevention Day	20

	18	Self-awareness and Effective Communication	22	
	19	Is Your Monkey Brain Making You Unhappy?	24	
	20	How to be self aware and communicate effectively?	27	
	21	Mental health hygiene: developing understanding and building skills	28	
	22	Celebrating Emotions Through Art	29	
	23	Seminar on ‘21st Century Soft Skills & Personality Development’	30	
	24	Entente 5.0 Annual intra-college MUN conference	30	
	25	ACE-CAT an exclusive session for Women Colleges	33	
	26	Bharatnatyam and Chhau Workshop	34	
	27	Music Talent Hunt	35	
	28	Session on Research Methodology (Music Dept.)	37	
	29	Session of Baithak	39	
	30	Fiscal Frontier: Minister’s Desk – Simulation Competition	41	
	31	Exam Stress Management as per Indian Knowledge System	43	
	32	Untangle Art, Heart, & Mindfulness (Art Therapy Workshop)	45	
	33	Seminar on Mental Health Of Girls and Women	46	
	34	NESSDU Sports Meet	47	
	35	Dance Workshop – Jan Jatiya Gaurav Divas (Thougal Jagoi)	49	
	36	“Crisis Management” – Inter-college Competition (E-Summit '25)	50	
	37	Seminar on Financial Literacy	52	
	38	Startup Exposition – E-Summit '25	53	
	39	Workshop on Communication Skills and Job Readiness	55	
	40	A Talk on Financial Wellness	56	
	41	Workshop on Research Methodology (Mathematics Dept.)	57	
	42	One-week Workshop on Research Methodology, Research Ethics and IPR (Mathematics Dept.)	58	
	43	Turncoat Debate	60	
	44	Seminar on Research Methodology (Political Science Dept.)	62	

		45	Workshop on Research Methodology (Political Science Dept.)	63	
		46	Contribution of Archaeology in Reconstructing History and Career Prospects in Archaeology	66	
		47	Inter-College Shakespearean Slam Poetry	67	
		48	Theatre Workshop	69	
		49	Axiom 2025	70	
		50	Jabberwocky 2025	71	
		51	Intra-College Conventional Debate Competition on the occasion of Republic Day	72	
		52	Intra-College Conventional Debate Competition on the occasion of Republic Day	72	
		53	Pratispardha -Knowledge Quiz	73	
		54	Face Painting Competition	74	
		55	Green Date, a Quiz Competition	75	
		56	Charcoal Drawing Workshop	76	
		57	Comic Strip Designing Competition	78	
		58	Brand-O-Cariclash	79	
		59	Poster making Competition	79	
		60	Alumna Talk on How to Write an SOP	81	
		61	The Alumnae Association of JDMC, in collaboration with the Centre for International and National Programme and the Depar	82	
		62	The Power of Soft Skills: Why They Matter for Success	82	
		63	Inter College Competition (Solo and A-Capella)	83	
		64	TSC Workshop	84	
		65	Republic Day camp	85	
		66	Digital Workshop	85	
		67	Self-Defence workshop	86	
		68	76th Ncc Day	86	
		69	The All India Girls Trekking Expedition 2024	87	
		70	Bharat Shreshtha Bharat Camp	87	
		71	2nd Enrollment 2024	89	
		72	Army Attachment Camp	89	
		73	Team Building Activities	90	
		74	The Independence Day Camp (Idc)	91	
		75	International yoga day	91	
		76	10th Annual NCC Fest	92	
		77	Essay Writing Competition	93	
		78	Inter-College Debate Competition	93	
		79	Janki Cup 2025	94	
		80	Self Defence Camp	95	

**List and Supporting document merged:**

[https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5\\_1\\_3-Capacity-building-and-Skill-Enhancement-Initiatives.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_1_3-Capacity-building-and-Skill-Enhancement-Initiatives.pdf)

**5.1.4. Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the year**
**QnM**

5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

**Number of students:2812**

**Civil Services:273**

Name of the Activity	Number of students attended / participated
Path to IAS: Understanding the UPSC Exam Strategies	90
Seminar on Career in Civil Services	114
Career in Civil Services	69
<b>Total</b>	<b>273</b>
<b>Career Counselling: 2539</b>	
Details of career counselling	Number of students attended / participated
Webinar on MBA v/s MA economics	90
Alumna Talk on 'The Power of Soft Skills: Why they Matter for Success'	40
Career Counselling-Department of Music and Sarang	40
Communication Skills and Job Readiness Workshop	60

College to Corporate	84
Visit to Jindal Global University	11
Climate Change challenges and Solutions	35
Webinar on Studying Abroad Is Not Expensive: It is Rewarding	62
Pratispardha – Knowledge Quiz	119
Sanskrit on the path of Progress & Opportunities in the Sanskrit field	18
How to Ace the Verbal Reasoning Section in Entrance Exams	40
Career Fair	450
MBA Education Abroad	90
Overview and Introduction to FinTech	60
LinkedIn and Resume Mastery Webinar	35
Resume Building Session	60
Industrial Visit to Mother Dairy	47
MBA program	37
BYOB , Personality Development Workshop	170
Stakeholder Development Program	70
Seminar on Learn and Earn Program	65
Holistic Development Skills Program	160
Webinar: Power BI	90
Skill Series Workshop – Webinar	120
Innovating Pathways for a Sustainable Future: Bridging Environment, Entrepreneurship and Sustainability	50
Commodity Derivatives Market and Hedging Mechanism	35
Comtalk'25 : Seminar - To gain insightful knowledge about sustainability and innovation	35
Inclusive Development through Banking and Financial Sectors	183
Unlock Growth Potential through Industrial and Service Sectors	183
<b>Total</b>	<b>2539</b>
<b>Excel file and Proof merged:</b> <a href="https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_1_4-Number-of-students-benefitted-by-guidance.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_1_4-Number-of-students-benefitted-by-guidance.pdf</a>	



<p><b>5.1.5.</b></p> <p><b>QnM</b></p>	<p><b><i>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</i></b></p> <ol style="list-style-type: none"> <li>1. Implementation of guidelines of statutory/regulatory bodies</li> <li>2. Organization wide awareness and undertakings on policies with zero tolerance</li> <li>3. Mechanisms for submission of online/offline students' grievances</li> <li>4. Timely redressal of the grievances through appropriate committees</li> </ol> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>A. All of the above</li> <li>B. Any 3 of the above</li> <li>C. Any 2 of the above</li> <li>D. Any 1 of the above</li> <li>E. None of the above</li> </ol> <p><b>ANSWER: A</b></p> <p><b>Proof:</b></p> <p><a href="https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_1_5-The-Institution-has-a-transparent-mechanism.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_1_5-The-Institution-has-a-transparent-mechanism.pdf</a></p>
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### Key Indicator- 5.2 Student Progression

Metric No.					
5.2.1  Qn M	5.2.1 <i>Number of placement of outgoing students during the year</i>				
	5.2.1.1 : Number of outgoing students placed during the year				
	Number of students: 41				
		Name of student placed and contact details	Program graduated from	Name of the employer with contact details	Pay package at appointment (in INR per annum)
		Karishma Yadav 8920602630	B.Com (Hons.)	Airtel Business <a href="mailto:Pooja.Tyagi@airtel.com">a_Pooja.Tyagi@airtel.com</a>	500,000
		Shruti sharma 7903477114	B.Com (Hons.)	Innovist hr@onestolabs.com	4,50,000 + 30,000 (variable)
	Sakshi Choudhary 9817605468	B.Com	Corizo <a href="mailto:radhika@corizo.co.in">radhika@corizo.co.in</a>	4,00,000 + 2,50,000 (variable)	
	Harshita Verma 9311317550	B.Com (Hons.)	Corizo <a href="mailto:radhika@corizo.co.in">radhika@corizo.co.in</a>	4,00,000 + 2,50,000 (variable)	

		Bhawna Biju 7827916054	B.Com (Hons.)	Ernst & Young Global Delivery Services <a href="mailto:Sidharth.S1@gds.ey.com">Sidharth.S1@gds.ey.com</a>	380,000	
		Radhika 7011724150	B.Com	Ernst & Young Global Delivery Services <a href="mailto:Sidharth.S1@gds.ey.com">Sidharth.S1@gds.ey.com</a>	380,000	
		Ishika Kaushik 7834801410	B.Com (Hons.)	Accenture <a href="mailto:diksha.gogia@accenture.com">diksha.gogia@accenture.com</a>	340,000	
		Meerangi Bhandari 8920802507	B.Com	Accenture <a href="mailto:diksha.gogia@accenture.com">diksha.gogia@accenture.com</a>	340,000	
		Madhumitha Jaisankar 8383004023	B.Com	Accenture <a href="mailto:diksha.gogia@accenture.com">diksha.gogia@accenture.com</a>	340,000	
		Anshita Saxena 9219550658	B.Com	Accenture <a href="mailto:diksha.gogia@accenture.com">diksha.gogia@accenture.com</a>	340,000	
		Garima Ahuja 9646542500	B.Com	Accenture <a href="mailto:diksha.gogia@accenture.com">diksha.gogia@accenture.com</a>	340,000	
		Sashrikaa Loomba 9667460832	B.A. Prog.	Accenture <a href="mailto:diksha.gogia@accenture.com">diksha.gogia@accenture.com</a>	340,000	
		Shivi Rastogi 6307324180	B.Com (Hons.)	Teachnook <a href="mailto:sahil.hr@teachnook.com">sahil.hr@teachnook.com</a>	4,00,000 - 6,00,000	
		Smriti Chaturvedi 8076462997	B.A. Prog.	Teachnook <a href="mailto:sahil.hr@teachnook.com">sahil.hr@teachnook.com</a>	4,00,000 - 6,00,000	
		Kiran 8595802565	B.Com (Hons.)	Teachnook <a href="mailto:sahil.hr@teachnook.com">sahil.hr@teachnook.com</a>	4,00,000 - 6,00,000	
		Anshita Saxena 9219550658	B.Com	Teachnook <a href="mailto:sahil.hr@teachnook.com">sahil.hr@teachnook.com</a>	4,00,000 - 6,00,000	
		Ankita Kumari 8220953158	<a href="#">M.Com</a>	Ernst & Young Global Delivery Services <a href="mailto:Vasudha.Shrikhande@gds.ey.com">Vasudha.Shrikhande@gds.ey.com</a>	380,000	
		Shreya Adlakha 9311357852	B.Com (Hons.)	Ernst & Young Global Delivery Services <a href="mailto:Vasudha.Shrikhande@gds.ey.com">Vasudha.Shrikhande@gds.ey.com</a>	380,000	

		Kunjal Gupta 8130790482	B.Com (Hons.)	Ernst & Young Global Delivery Services <a href="mailto:Vasudha.Shrikhande@gds.ey.com">Vasudha.Shrikhande@gds.ey.com</a>	380,000	
		Sharanya Shanker 9818964656	B.Com (Hons.)	Ernst & Young Global Delivery Services <a href="mailto:Vasudha.Shrikhande@gds.ey.com">Vasudha.Shrikhande@gds.ey.com</a>	380,000	
		Shreeya Gupta 8283959680	B.Com (Hons.)	Ernst & Young Global Delivery Services <a href="mailto:Vasudha.Shrikhande@gds.ey.com">Vasudha.Shrikhande@gds.ey.com</a>	380,000	
		Asmita Chaturvedi 9560540377	Bcom Prog	Ernst & Young Global Delivery Services <a href="mailto:Vasudha.Shrikhande@gds.ey.com">Vasudha.Shrikhande@gds.ey.com</a>	380,000	
		Muskaan Sethi 8882945268	Bcom Prog	Ernst & Young Global Delivery Services <a href="mailto:Vasudha.Shrikhande@gds.ey.com">Vasudha.Shrikhande@gds.ey.com</a>	380,000	
		Payal Panwar 8527794552	<a href="#">M.Com</a>	Ernst & Young Global Delivery Services <a href="mailto:Vasudha.Shrikhande@gds.ey.com">Vasudha.Shrikhande@gds.ey.com</a>	380,000	
		Komal Bhatla 9873133486	B.Com (Hons.)	Optum <a href="mailto:nitish.nair@optum.com">nitish.nair@optum.com</a>	483,000	
		Shivi Jalan 8057201505	B.Com (Hons.)	Optum <a href="mailto:nitish.nair@optum.com">nitish.nair@optum.com</a>	483,000	
		Tanisha Sharma 7011759242	B.Com (Hons.)	Ditto Insurance <a href="mailto:srishti.garg@joinditto.in">srishti.garg@joinditto.in</a>	450,000	
		Ishita Seth 9711974999	B.Com (Hons.)	Ernst and Young <a href="mailto:Mohd.Kashif.Meraj1@gds.ey.com">Mohd.Kashif.Meraj1@gds.ey.com</a>	3,80,000 - 4,20,000	
		Taniya Yadav 9654000666	B.Com (Hons.)	International Shared Support Centre pvt. Ltd. <a href="mailto:ruchis@issc.co.in">ruchis@issc.co.in</a>	600,000	
		Manisha Joshi 9821884201	M.Com	Ernst and Young <a href="mailto:Vasudha.Shrikhande@gds.ey.com">Vasudha.Shrikhande@gds.ey.com</a>	420,000	

		Saloni Chaudhary 8814036135	B.Com (Hons.)	LaunchEd Global <a href="mailto:placements@launch.ed.org.in">placements@launch.ed.org.in</a>	570,000	
		Divya Yadav 8742933410	B.Com (Hons.)	LaunchEd Global <a href="mailto:placements@launch.ed.org.in">placements@launch.ed.org.in</a>	570,000	
		Harshita Papreja 7015930937	B.Com (Hons.)	NTT Data Services khushika11.khokhar@nttdata.com	270,000	
		Siddhi Tiwari 9455760406	B.Com (Hons.)	NTT Data Services khushika11.khokhar@nttdata.com	270,000	
		Yogita Bhatia 9910789451	B.Com	NTT Data Services khushika11.khokhar@nttdata.com	270,000	
		Shruti Sahu 7754060586	B.Com (Hons.)	TATA-Power DDL harshita.sharma@tatapower-ddl.com	370,000	
		Anjali 9821414621	B.Com	TATA-Power DDL harshita.sharma@tatapower-ddl.com	370,000	
		Dhanya 7037626203	B.A English Honors	TATA-Power DDL harshita.sharma@tatapower-ddl.com	370,000	
		Khushboo Mittal 8826583318	B.A English Honors	TATA-Power DDL harshita.sharma@tatapower-ddl.com	370,000	
		Kiran 8595802565	B.Com (Hons.)	Pregrad komal@pregradcampus.in	4,00,000 - 6,00,000	
<p><b>Excel and Proof file Merged:</b>  <a href="https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_2_1-Placement-of-Students-Merged.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_2_1-Placement-of-Students-Merged.pdf</a></p>						

<b>5.2.2.</b>	Number of students progressing to higher education during the year		
	Number of outgoing student progression to higher education		
<b>QnM</b>	<b>Year 2024-25</b> <b>Number 86</b>		
<b>S. No</b>	<b>Name of student enrolling into higher education</b>	<b>Name of institution joined</b>	<b>Name of programme admitted to</b>
1.	Anu kumari	Institute of cost accountant of India	CMA
2.	Khushboo	University of Delhi	<a href="#">M.Com</a>
3.	Pallavi Ray	University of Delhi	<a href="#">M.Com</a>
4.	Tanu Sachdeva	ICSI	Company secretary

5.	Nisha Yadav	ICSI	Company secretary
6.	Asha kumari	Institute of chartered accountants of India	Chartered accountant
7.	Deepanshi	University of Delhi	MBA
8.	Anshita bansal	SEBI	CFA AND SEBI CERTIFICATIONS
9.	Priya Yadav	University of Delhi	MBA
10.	Anusha Aggarwal	Institute of Chartered Accountants of India	CA
11.	Yogita Bhatia	ACCA	ACCA
12.	Sudipta das	ACCA	ACCA
13.	Jaismeet	Galgotias University	Online MBA
14.	Ayushi	University of Delhi	M.Com
15.	Tanishka Barua	MA Economics	Banaras Hindu University
16.	Aarshi	NSUT Delhi	M.Sc Mathematics
17.	Shivangi Tripathi	Iowa State University	PhD in Applied Mathematics
18.	Ishty Sethi	Panjab University, Chandigarh	M.Sc. Statistics
19.	Rishika Sharma	Department of Operational Research, DU	Masters in Operational Research
20.	Shraddha Yadav	Banaras Hindu University	Bachelor of Education
21.	Sejal Gandhi	Friedrich Alexander University Erlangen	Computational and Applied Mathematics
22.	Charu Sharma	Vellore institute of technology, vellore	M.Sc. Business Statistics
23.	Khushboo	MDU	M.Sc. Mathematics
24.	Sneha kumari	Miranda House, University of Delhi	M.Sc. Mathematics
25.	Artee Singh	National Institute of Technology, Paipur	M.Sc. Mathematics
26.	Sonal bansal	University of Delhi	M.Sc. Mathematics
27.	Shikha chaurasiya	Department of Philosophy, SDC	M.A. Philosophy
28.	Anjali	B.Ed.	GGSIU
29.	Shriya Rao	Jawaharlal Nehru University	Masters in Modern History
30.	Shanvi Thakre	Campus Law Centre, University of Delhi	Bachelor of Laws
31.	Kumari Aditi	Guru Ghasidas Vishwavidyalay	M.A. History
32.	Durga Acharya	Department of Music and Fine Arts, University of Delhi	Masters in Hindustani Music(Vocal)
33.	Ananya Verma	Indian Institute of Heritage ( formerly NMI)	Masters in History of Art
34.	Anusha Dangayach	Deccan College of postgraduate and research Institute	Masters in Archaeology
35.	Anindita Roy	Tata Institute of social sciences	Masters in Natural resources and governance
36.	Renu Rinki Hembrom	Janki Devi Memorial College	M.A. History
37.	Poonam Sahu	Banaras Hindu University	M.A. History
38.	Bhavana B	Indira Gandhi National Open University	M.A. History
39.	Priyanshi Rastogi	TERI School of Advanced Studies	MA in Sustainable Development Practice
40.	Shikha	Department of Philosophy, SDC	M.A. Philosophy
41.	Anushka Chauhan	South Asian University	M.A. Sociology
42.	Tanisha Ahmed	Delhi School of Economics, University of Delhi	M.A. Sociology
43.	Abhilasha Rajkhowa	South Asian University	M.A. Sociology
44.	Almie Armann Muzaddadi	Jamia Milia University	M.A. Sociology
45.	Diksha Kumari	South Asian University	M.A. Sociology
46.	Garima Kumari	Department of Sociology, University of Delhi	M.A. Sociology
47.	Tanusmita Das	University Lucknow	MA Criminology & Criminal Justice Administration
48.	Armish Alamgir	Jamia Milia University	MA Human Resource Management

	49.	Riya Basra	Ambedkar University	M.A. Sociology
	50.	Tanisha Ahmed	Department of Sociology, Delhi School of Economics	M.A. Sociology
	51.	Gaurangi Dang	South Asian University	M.A. Sociology
	52.	Surbhi Shukla	Amity University, Noida	MBA
	53.	Tejasvi	Ramjas College, DU	M.A. Sanskrit
	54.	Tanisha Sharma	IPCW Delhi University	M.A. Sanskrit
	55.	Anita	Chaudhary Charan Singh University, Meerut	M. A. Physical Education
	56.	Anita	All India Football Federation	D licence in Football coaching
	57.	Shivani	Lady Sri Ram College	M.A. Sanskrit
	58.	Mou Samanta	Shyama Prasad Mukharjee College, DU	M.A. Sanskrit
	59.	Siya Jana	Amity University, Noida	MBA
	60.	Arti Tomar	Laxmi Bai College	M.A. Sanskrit
	61.	Sakshi Sharma	SOL, DU	M.A. Sanskrit
	62.	Garima	Indira Gandhi national open University (IGNOU)	M.A. Political Science
	63.	Asmita Roy	NSUT	M.A. English
	64.	Rajni Gupta	BHU	M.A. Music
	65.	Iram	University of Delhi	M.A. English
	66.	Sanjana	MDU	M.A. Political Science
	67.	Srishti Saluja	Great Lakes Institute of Management, Chennai	PGDM
	68.	Tulsi Vishwakarma	IGNOU	MSO: Master of Arts (Sociology)
	69.	Ritika Mathur	Indian Institute of Governance and Leadership (IIGL)	Diploma in Government and Governance Studies
	70.	Prashanti Singh	Central University Of Punjab	M. A. Psychology
	71.	Janvi Rexwal	IGNOU	MBAMM : Masters of Business Administration (Marketing Management)
	72.	Gurneet Kaur	Central University Of Punjab	M. A. Psychology
	73.	Garima Sabharwal	Amity University, Noida	M.A (Counselling Psychology)
	74.	Divya	National Law University, Odisha	LL.B
	75.	Anshita Sharma	Amity University, Noida	M.A (International Relations)
	76.	Bhoomi	JDMC	Music
	77.	Chanchal	JDMC	Music
	78.	Pankhuri	Allahabad University	M.A.
	79.	Kiran	JDMC	Sanskrit
	80.	Pallavi	Faculty of Music & Fine Arts, D.U.	M.A. Music
	81.	Radhika Sharma	IGNOU	M.A.
	82.	Archita	JDMC	Pol. Science
	83.	Manomati	JDMC	Pol. Science
	84.	Kritika	JDMC	Hindi
	85.	Smriti	JDMC	Economics
	86.	Vaishnavi Pandey	Galgotias university	M.A. Psychology
<b>Excel and Proof Document Merged:</b> <a href="https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_2_2-Progression-to-Higher-Education=Merged.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_2_2-Progression-to-Higher-Education=Merged.pdf</a>				
5.2.3. QnM	Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)  <b>Year: 2024-25</b> <b>No of Students: 13</b>			

	<b>Excel and Proof File Merged:</b> <a href="https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_2_3-Number-of-students-qualifying-in-statenational-international.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_2_3-Number-of-students-qualifying-in-statenational-international.pdf</a>
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### Key Indicator- 5.3 Student Participation and Activities

Metric No.	
<b>5.3.1</b>  <b>QnM</b>	<p><b><i>Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year.</i></b></p> <p>5.3.1.1 : Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.</p> <p><b>Year: 2024-25</b> <b>Number: 143</b></p> <p><b>Excel and Proof File Merged:</b>  <a href="https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_3_1-Number-of-awards-medals-for-outstanding-performance.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_3_1-Number-of-awards-medals-for-outstanding-performance.pdf</a> </p>
<b>5.3.2</b>  <b>QIM</b>	<p><b><i>Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )</i></b></p> <p>Describe the students' representation and engagement in various administrative, co-curricular and extracurricular activities within a maximum of 200 words</p> <p><b>ANSWER</b></p> <p>The institution facilitates students' representation-and-engagement in various administrative/co-curricular/extracurricular activities.</p> <p>Objective: To nurture leadership-qualities, promote teamwork-spirit, instill a sense of responsibility and prepare them for multifarious-challenges.</p> <p><b>Students' Union at college level</b></p> <p>Office-bearers are elected through a democratic process of voting. At times, nominations are also done. Work is carried out throughout the session under the guidance of Staff-Advisors who help organise academic/cultural-activities/Inter-college-Annual-College-Festival.</p> <p><b>Students' representation in various committees</b></p>



Students are an integral part of various committees such as

- President and Vice-President, Students' Union are members of IQAC

President: Member Of ICC

President: Member Of SGRC

- Part of Canteen-Committee, Discipline-Committee etc.

- Part of Department-Level Student-Faculty-Committees

**Students' engagement in Department Associations/Societies/Cells/Centres**

- Most departments have their own Associations.

- The college has over 33 societies/cells/clubs and 9 Centres.

All have Student Office-bearers, selected through a proper process handled collectively by faculty members and students.

Students are members of the Student Faculty Meetings, (SFM) these are minuted meetings.

Students are members of Sponsorship-team/Marketing-Team/Content-Team etc

Students' Engagement in Research Centre - In 2020-21, the college initiated a Students' Wing—KHOJ which conducts research-based-workshops, engages in research-projects with mentoring by faculty.

Many departments/societies/associations publish their magazines/blogs/newsletters. Students under faculty-mentorship play a pivotal role.

Hence, students get ample opportunities to engage as office-bearers/members in various committees/teams.

**Proof:**

[https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5\\_3\\_2-Student-Involvement-in-Administrative-Activities-of-the-College.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_3_2-Student-Involvement-in-Administrative-Activities-of-the-College.pdf)

<p><b>5.3.3.</b></p> <p><b>QnM</b></p>	<p><i>Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)</i></p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated during the year</p> <p><b>Year: 2024-25</b></p> <p><b>Number: 210</b></p> <p><b>Excel and Supporting Document Merged:</b></p> <p><a href="https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_3_3-Number-of-sports-and-cultural-eventscompetitions.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_3_3-Number-of-sports-and-cultural-eventscompetitions.pdf</a></p>
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### Key Indicator- 5.4 Alumni Engagement

Metric No.				
5.4.1 QIM	<p><i>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.</i></p> <p><b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b></p> <p>The JDMC Alumnae Association is registered under the Societies Registration Act XXI of 1860, with Registration No. S/1881/2018 dated 27th March 2018. The Alumni Association has made a financial contribution of Rs. 150,000/- to the institution during the session 2024-25. In addition to the financial contribution, the association is actively involved in providing various support services:</p> <p>Alumnae Association organized the following events from 1st June 2024 to 31st May 2025.</p>			
	S.No	Department	Name of the event	Number of Participants
	1	Alumnae Association	ALUMNAE MEET	300
	2	Alumnae Association	An Alumna Talk on Impact of language proficiency on career opportunities in media and cinema	38
	3	Centre for International and National Programme and the Department of Mathematic in collaboration with Alumnae Association	An Alumna Talk on How to write an SOP	35
	4	Department of Sanskrit in collaboration with Alumnae Association	An alumna talk on Self Confidence is The First Step of Yoga Practice	40
	5	Career Opportunity Cell in collaboration with the JDMC Alumnae Association	Webinar on the Management Education Aboard	85
	6	Department of Economics in collaboration with the JDMC Alumnae Association	An alumna talk on The Power of Soft Skills: Why They Matter for Success	40
	<p><b>Excel and Supporting Document Merged:</b></p> <p><a href="https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_4_1-Alumna-Association-Events.pdf">https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_4_1-Alumna-Association-Events.pdf</a></p>			

5.4.2

QnM

*Alumni contribution during the year (INR in Lakhs)*

**Options:**

- A.  $\geq$  5Lakhs
- B. 4 Lakhs - 5Lakhs
- C. 3 Lakhs - 4Lakhs
- D. 1 Lakhs - 3Lakhs
- E.  $<$ 1Lakhs

**ANSWER: D**

**Supporting Document:**

[https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5\\_4\\_2-Alumni-Financial-Support.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-5-2024-25/5_4_2-Alumni-Financial-Support.pdf)

## Criterion 6

### GOVERNANCE, LEADERSHIP AND MANAGEMENT

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

Answer -

*Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the institution within a maximum of 200 words*

The governance of the Institution is based on the democratic, egalitarian and inclusive values of its Vision and Mission. The Strategic Plan is developed with the aim of realising these values. The rules and regulations of the University of Delhi, UGC and other statutory bodies are also duly followed.

The University, the Governing Body and the Principal are the chief decision-making authorities. Teachers are part of the decision-making process through their representation in various bodies. The Governing Body, IQAC, NEP Implementation Committee, Building-and-Maintenance-Committee are such examples. The Principal, through discussion with the teachers, takes decisions on academic-matters and institutional-functioning.

Decentralisation of authority and sharing-of-responsibility with teachers is ensured through their functioning as Teachers-in-Charge of departments-and-departmental-associations, Conveners/Members of various committees/societies/cells/clubs and Directors of Centres. The College believes and practises an inclusionary approach towards its stakeholders, and seeks their feedback-and-inputs for continuous institutional review and development. The Strategic Plan is a valuable mechanism that allows the Institution to evaluate its functioning, and provide directions in the formulation of the progressive plan. The college has also been following a rigorous audit of its various aspects for greater quality control. The IQAC is instrumental in developing plans-and-programmes for quality-enhancement in all college operations. (200 words)

Link for additional Information – <https://jdm.du.ac.in/vision-and-mission.php>

File to be attached - [https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-1-1\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-1-1_24-25.pdf)

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

Answer

*Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 200 words*

The annual feedback mechanism of the college is an example of decentralised and participatory method of quality-assurance-and-improvements. Feedback is collected from stakeholders— students, parents, alumni, employers, teachers, and non-teaching staff- about various aspects of college such as curriculum, academic environment, curricular/extra-curricular opportunities and infrastructure. For this, feedback-forms are revised every-year, aligned with NEP for better quality control. Responsibility of data collection is decentralized among departments, student-representatives and concerned committees. Data collected is carefully reviewed-and-analysed at college-level by the Feedback Committee under IQAC that oversees overall policy, analysis, and implementation of institution-wide changes. Additionally, data is categorized-and-shared with respective-departments/committees. To illustrate, student responses to academic ambience questions are shared with their respective departments that then review, analyse root-cause and plan corrective-actions/improvement-strategies; responses related to placement opportunities are shared with Placement Cell that help in evaluating and improving its functioning to meet students' expectations; those related to infrastructure are shared with administration that examine the root cause of students' dissatisfaction if any and work towards providing solution. The Action-Taken-Report (ATR) is prepared at college-level as well as decentralized levels-departments/committees. Hence feedback-exercise creates circular information flows and facilitates distribution of decision-making thereby allowing the governance-system to be dynamic and responsive to changing conditions.  
(200 words)

Link for additional information - <https://jdm.du.ac.in/feedback-mechanisms.php>

Link for upload -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-1-2\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-1-2_Proof-File_24-25.pdf)

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Answer

*Describe one activity successfully implemented based on the strategic plan within a maximum of 200 words*

The Institution is committed to provide holistic-education to young women that translates into economic-empowerment. Hence, the aim, “students enhance their skills, learn from outside the curriculum and become more employable” has been a core aspect of its Strategic Plan.

The Centre for Skill Enhancement (CSE) was initiated to streamline-and-focus the college’s initiatives towards the skill-development of its students. The centre aimed at offering add-on courses that imparted skill-sets that were valued by the industry, explore collaborations with external agencies that offered valuable skilling opportunities to students, and conduct talks, seminars, etc with industry experts.

One of the major achievements that the Centre accomplished was a successful-presentation in front of the Skill Enhancement Course Committee, University of Delhi, which resulted in the College being recognised as a Skill Development Centre (SDC) for two skill courses. The University allocated a fund of INR 25,00,000/- to the College, for augmenting resources related to running skill-enhancement-courses. The College will be offering 2 courses - CAD for Fashion, and Chocolate Crafts, to all students of the University. Another successful initiative of the Centre was the MoU signed with the Rekhi Foundation for a course on Science of Happiness, paving the way for more collaborative add-on courses and workshops for students. (200 words)

Strategic plan link on website -

<https://jdm.du.ac.in/pdf/strategic-plan/Strategic-Plan-2022-2027.pdf>

Link of information -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-2-1\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-2-1_Proof-File_24-25.pdf)

Link for additional information -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-2-1\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-2-1_Proof-File_24-25.pdf)

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

Answer -

*Describe the Organogram of the Institution within a maximum 200 words*

The University of Delhi, Governing Body and Principal are the primary governing entities of the Institution. The Principal is the Chief Executive and Academic Officer, who

advises-and-supports all constituencies in their functioning. The Staff Council, Staff Association, Departments, Departmental Associations and Student-Faculty Committees assist in the academic and curricular functioning of the College. The non-teaching staff, headed by the Administrative Officers and Section Officers, manage all administrative-matters. The Librarian and her assistant staff oversee all the activities-of-the-Library. Similarly, the Hostel-Committee, Provost and Warden supervise the functioning of the Hostel. The IQAC spearheads all activities conducted in the Institution, that are aimed at augmenting quality and competence. The NEP Implementation Committee (NIC) oversees a seamless shift to the NEP structure in all its aspects. The college is the hub-college for the Central-Cluster. The various-statutory committees assist-the-administration in various areas of institutional functioning. The Centres constantly work to incorporate excellence in their sphere of activity. The multiple Societies-and-Clubs facilitate opportunities for students to engage in co-curricular and extra-curricular pursuits. The Students' Union, guided by the Staff-Advisors, organises student-related activities throughout the year. The organogram illustrates the hierarchical framework-and-structure of the Institution. The clear demarcation-and-definition of roles-and-responsibilities of each designation ensures efficient and effective functioning within the College.

(199 words)

(Link from website - <https://jdm.du.ac.in/policy-documents.php>

Organogram Link - <https://jdm.du.ac.in/organisational-structure.php>

Upload for additional information-

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-2-2\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-2-2_24-25.pdf)

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

ERP Document -

<https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/ERP-Documents-24-25.pdf>

Screenshots -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6\\_2\\_3\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6_2_3_Proof-File_24-25.pdf)



Additional information -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6\\_2\\_3\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6_2_3_Proof-File_24-25.pdf)

Details of E Gov implementation -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-2-3\\_24-25.xlsx](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-2-3_24-25.xlsx)

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

Provide the list of existing welfare measures for teaching and non-teaching staff within a maximum of 200 words

The College encourages its staff to avail welfare schemes that are applicable to them as employees of the University of Delhi and GOI. 52 Assistant Professors from 6 departments received confirmation after completion of 1 year of service by 1 August 2024. 76 teachers and 1 non-teaching staff member were promoted.

Casual leave, earned leave and childcare leave is availed by the staff, as per the provisions of University. The faculty is granted study leave/ duty leave/ extraordinary leave/ sabbatical, as per University regulations. Staff members who were appointed before 1 January 2004 receive benefits under EPF, whereas those who were appointed after, are provided benefits under NPS. PF loan facility is also provided to employees. Other welfare schemes like LTC/ HTC/ Children Education Allowance/ Medical Reimbursement/ GIS/ WUHC are also promoted, as per regulations of University and GOI. A fully functional Medical Room, with a nurse and facilities like first aid kit and machines for health check-up are also available. Creche facilities are also provided. Ramps and an elevator have been installed for staff members with physical disability. Screen reading software, braille signage and tactile-paths have been provided for visually challenged teachers.

(192 words)

Link for additional Information -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-1\\_Proof\\_File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-1_Proof_File_24-25.pdf)

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

<b>Year</b>	<b>2024-2025</b>
	<b>5</b>
<b>Number</b>	<b>15</b>

Link with additional Info -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-2\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-2_Proof-File_24-25.pdf)

Data Template with Information as per teachers -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-2\\_24-25.xlsx](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-2_24-25.xlsx)

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

<b>Year</b>	<b>2024-2025</b>
	<b>5</b>

<b>Number</b>	<b>23</b>
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Link with additional information -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-3\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-3_Proof-File_24-25.pdf)

Data Template - [https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-3\\_24-25.xlsx](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-3_24-25.xlsx)

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

<b>Year</b>	<b>2024-2025</b>
<b>Number</b>	<b>46</b>

Additional data link -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-4\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-4_Proof-File_24-25.pdf)

Data Template -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-4\\_Data-Template\\_24-25.xlsx](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-4_Data-Template_24-25.xlsx)

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

Answer –

*Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words*

Appraisal for teaching staff, as per CAS-2018 guidelines, is classified into three categories (i) Teaching, Learning and Evaluation-related activities (ii) Co-Curricular, Extension and Professional-Development-related activities (iii) Research-Publications and Academic-Contributions. The faculty fills the Annual-Performance-Appraisal-Report (APAR). The Performance Based Appraisal System (PBAS) proforma is filled in by the faculty at the time of promotion. Confirmation and promotion of non-teaching staff is based on the submission of APAR. It is filled by all categories of Group A, B and C employees and contract officers. The main components of the APAR for non-teaching staff are - (i) Basic Information, (ii) Self-Appraisal, (iii) Appraisal by the Reporting Officer immediately superior to the employee concerned, and (iv) Review, by the Review Officer. 52 Assistant Professors from 6 departments received confirmation after completion of 1 year of service. 76 teachers and 1 non-teaching staff member were promoted.

The external academic audit and ISO audits also ensure a review of the academic quality and performance of teachers. The internal administrative and financial audit also appraises the functioning of the non-teaching staff.

In addition, feedback related to staff and college functioning is collected from students through monthly Student-Faculty Meetings and annual Student Feedback Forms and Student Satisfaction Survey. (199 words)

Link from the website - <https://jdm.du.ac.in/apar-forms-for-teachers.php>

PROOF FILE -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-5\\_Proof-file\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-3-5_Proof-file_24-25.pdf)

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Answer

*Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words*

The Institution practises a transparent policy of accounting and auditing in all monetary aspects of functioning. It also vigorously adheres to all the rules and regulations of the University of Delhi, UGC and Government of India. The College is also committed to digitising its financial activities to make processes more efficient, transparent and environment friendly.

The Section Officer (Accounts) and Administrative Officer (Accounts) check all vouchers, bills and registers on a daily/regular basis. The Bursar, Finance Committee and Purchase Committee also play a crucial role in the systems of checks and balances in financial matters. The annual financial auditing is done by the professional C.A. registered in I.C.A.I. who is appointed from the University panel. The Internal Audit Committee conducts an annual internal audit of the Accounts section and part of the Administrative office. The committee comprises faculty members from the Commerce Department of the college, one of whom is a C.A. The committee scrutinises all records and data, and makes suggestions based on their findings. (172 words)

File for upload -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-4-1\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-4-1_Proof-File_24-25.pdf)

Link from website - <https://jdm.du.ac.in/audit-report.php>

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

Answer

6.4.2.1: Total Grants received from non-government bodies, individuals, philanthropers during the year (INR in Lakhs)

<b>Year</b>	2024-2025
<b>INR in Lakhs</b>	87.37

Data template sheet - [https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-4-2\\_24-25.xlsx](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-4-2_24-25.xlsx)

Annual statement of accounts -

<https://jdm.du.ac.in/Audit-Reports/AA-Audit/Balance-Sheet-2024-25.pdf>

Additional information -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-4-2\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-4-2_Proof-File_24-25.pdf)

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Answer

*Describe the resource mobilization policy and procedures of the Institution within a maximum of 200 words*

The Governing Body and the Principal take the major financial decisions for the Institution. The Resource Mobilisation Policy lays out a clear framework for optimal planning, generation, utilisation and accounting of financial resources. Avenues of resource mobilisation are explored through various sources - UGC Grant, Fee Collection, Interest on Corpus, Funds from the University of Delhi, Grants from the Trust, Rent from the Mobile Tower, Sponsorships, Donations etc. The College also attempts to raise additional resources through conduct of self-financing Add-on/Certificate courses and revenue sharing under MoUs.

Planning of expenditures ensures a timely and efficient disbursement of funds for recurring expenses such as Salary, Maintenance, Purchase and procurement, Infrastructural Development, Academic activities - seminars/conferences/workshops, conducting professional development programmes for staff, organising student competitions, celebration of college events, renewing library subscriptions, organising CSR activities like Blood donation camps, providing welfare measures to staff and students. The College actively promotes research by funding faculty as well as student research projects.

The academic year begins with financial planning, when Centres/Societies/Clubs/Cells are asked to submit their budgetary requirements. The Principal reviews and decides on the allocation.

The Governing Body, its sub-committees and the Principal periodically review the financial functioning within the Institution. (200 words)

Link from website -

<https://jdm.du.ac.in/pdf/policy-documents/Policy-for-Resource-Mobilisation.pdf>

Additional information -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-4-3\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-4-3_Proof-File_24-25.pdf)

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

(Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 200

words)

IQAC has been successful in imbibing quality-consciousness among staff-and-administration. JDMC has renewed its ISO 21001:2018 and ISO 9001:2015 certifications and is back in the 150-200 category-for-NIRF-ranking, a testimonial of having institutionalized the quality-assurance-strategies-and-processes. IQAC has taken new-initiatives to further strengthen its quality-

Processes:

1. Faculty-Pedagogy-Series (FPS): In view of the NEP and implementation of new courses, IQAC initiated the FPS to equip faculty with the skills requisite to teach some of the new-courses. Experts in the field from academia-or-industry are invited as the case may be to allow faculty-members to upgrade their skills. These have been conducted in both semesters.
2. Setting up of the Skill-Development-Centre: In complying with the NEP policy and the strategic-plan, IQAC set up a new-centre, Centre-for-Skill-Enhancement. The efforts of IQAC and the Centre, JDMC was selected as a designated skill centre for two courses—CAD for Fashion and Chocolate Crafts, the Centre also signed an MoU with Rekhi Foundation to initiate a course on the Science of Happiness. IQAC encouraged the Centre-for-International-Programmes to collaborate with BITS Pilani, Pilani and subsequently the college signed an MoU with them. Centre-for-Indian-Knowledge systems conducted several activities related to the promotion of IKS. (195 words)

Link from website - <https://jdm.du.ac.in/iqac.php>

Link for additional information -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-5-1\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-5-1_Proof-File_24-25.pdf)

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

*(For first cycle - Incremental improvements made for the preceding year with regard to quality*

*For second and subsequent cycles - Incremental improvements made for the preceding year with regard to quality and post accreditation quality initiatives)*

*Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 200 words each*

1. Implementation of teaching-learning reforms as per NEP: IQAC collaborated with the NEP Implementation Committee (NIC) to spruce up the teaching-learning process under the NEP structure. They did the following:
  - IQAC and NIC ensured that the faculty is updated with the NEP regulations. The NEP structure was shared and the different options and credit structure under NEP was explained to the faculty.
  - Several workshops were conducted to apprise all stakeholders of the NEP structure and its implications for all three years.
  - Workshops on awareness of Cluster facility were conducted in the college. JDMC is a part of and hub college of the Central Cluster of Delhi University that includes nine colleges. Students were informed of the facility of mobility for certain courses like the AEC, SEC and VAC.
  - IQAC worked towards continuous improvement in the teaching-learning process by enhancing the faculty skill-set. Each department organised a one-day orientation in each semester on developing new pedagogies to teach under the NEP framework. This helped the faculty to improve their understanding of the subject and pedagogic skill-set. Experts from different colleges and universities were invited by the different departments to deliver lectures and conduct workshops for the faculty.
0. IQAC has continued and further strengthened its best practices to monitor the teaching learning processes in college. These include the following:



- Sessions on familiarisation with NEP for faculty, students and administration.
- Proper work-load division followed by course-allocation.
- Timely filling up of the options by students for various courses on the options-form-portal
- Template-based-approach helped establish uniformity and smoothened the process of data-collection.
- Development of an online-portal to collect departmental and society data.
- Conduct of Faculty Pedagogy series every semester to upgrade faculty knowledge and pedagogic method.
- Preparation of teaching plans as per the template to move ahead with the NEP courses in a planned manner.
- Identifying learner levels through a diagnostic test and mapping progress of slow and advanced learners.
- Robust feedback mechanism through continual changes in the forms with respect to NEP
- Course-Exit-Surveys and Programme-Exit-Surveys to achieve learning-outcomes.
- An annual external academic audit, financial audits, green audit, electrical audit and structural audit were conducted to introduce rigour, improve performance by strengthening the good practices and help overcome limitations.
- Conduct of ISO-audit and participation in NIRF-ranking to nurture quality-assurance.
- Organisation of seminars and conferences at both the national and international level.
- Identifying training-needs of the faculty and office-staff to conduct need-based and other training-programmes including those on use of ICT.
- Consistent focus on development-of-E-Resources to create a data repository and improve knowledge-dissemination and complement classroom-lectures.

Supporting File -

[https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-%205-2\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-%205-2_Proof-File_24-25.pdf)

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)  
Proof File - [https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-5-3\\_Proof-File\\_24-25.pdf](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-5-3_Proof-File_24-25.pdf)

Data Template - [https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-5-3\\_24-25.xlsx](https://jdm.du.ac.in/pdf/hidden/Criteria-C6-2024-25/6-5-3_24-25.xlsx)

<b>INSTITUTIONAL VALUES AND BEST PRACTICES</b>	
7.1 - Institutional Values and Social Responsibilities	
7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year	
<p>The college consistently works toward promoting gender equity and sensitizing both students and staff through a wide range of curricular, co-curricular, and extracurricular initiatives. The college has several Centres, Societies, and Clubs—such as the Centre for Gender Equity Studies, Girlup Nitara, Women’s Development Cell, NSS, NCC, and Khoj—that continue to play an active role in empowering girl students. Gender-related themes are integrated across various courses under the NEP framework (Core/DSE/GE/SEC/VAC). To support student well-being, the college has organized counseling sessions focusing on mental health awareness and challenges. Pratibha provides in-house mentoring for competitive exams so that girl students get better opportunities outside. Multiple on-campus facilities are available for women, including a Girls’ Common Room, a Day-Care Centre (crèche), a Medical Room, and a Sanitary Napkin Dispenser. Regular counseling services are also provided specifically for female students. The institution ensures the safety and security of women through comprehensive CCTV surveillance and the presence of female security personnel, as well as female staff designated to areas such as the ladies’ washrooms. Faculty-led-student-projects were encouraged; they resulted in a book-publication. The college offers fee assistance to encourage women to pursue higher education, and the allocated amount has been increased this year. A robust grievance-redressal system is in place, including an Internal Complaints Committee (ICC) to address issues raised by students and employees. Awareness sessions are also organized to educate staff about laws and procedures related to sexual harassment. A proactive placement cell provides internships and placements to the girl students to empower them. The college provides fee reimbursement for the economically-underprivileged-students to ensure no student is left out due to financial constraints. Departments and societies regularly conduct seminars, webinars, workshops, conferences, competitions, and campaigns aimed at promoting gender equity and creating legal awareness among women regarding their rights. The college also has a NCWEB cell to provide more opportunities for higher education to girl students.</p>	
<p>Annual gender sensitization action plan: <a href="#">View File</a></p> <p>Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information: <a href="#">View File</a></p>	
7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	<b>A. 4 or All of the above</b>
<p>Geo tagged Photographs: <a href="#">View File</a></p> <p>Any other relevant information: <a href="#">View File</a></p>	
7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management	

The college uses color-coded-bins for segregating biodegradable (green) and non-biodegradable (blue) waste. Approximately 32-kg/day of solid-waste is segregated into 10-kg of non-biodegradable-waste collected by municipality and 22-kg of wet-waste converted into compost using a compost-making-machine. In 2024-25, approximately 1500-kg of solid-waste was converted into 250-kg of compost, which was used in lawns, biodiversity trails, and kitchen gardens. The AVANI students also sell compost at Eco-marts. The college has a functional drainage-system connected to municipal-sewage treatment-plant. The college collects rainwater in three collection-pits with a capacity of 81,969-ltr/season. The runoff wastewater from pavements is collected in a well that recharges groundwater. JDMC recycles 4000-litres/day of RO reject water for cleaning-and-in-washrooms. Washrooms also have a double-faucet system to reduce water-usage while flushing. JDMC has MoUs with E-waste and paper-recycling organizations like RLG Systems and Scrap Uncle. The library sends old/weeded-out-books to the paper-recycling-unit under barter-agreement-system. In 2024-25, 515.2-kgs-of-paper, 22.5-kgs-of cardboard, and 2.5-kgs-of-plastic-waste were recycled. The college is dedicated to creating a plastic-free-environment and discourages sale of single-use- plastic in the canteen. The efforts of the college have been recognized and testimonials being received with District Green Champion Award 2024-25 by National EduTrust of India, and appreciation letters received by college-and-faculty for sustainability.

Relevant documents like agreements / MoUs with Government and other approved agencies: [View File](#)

Geo tagged photographs of the facilities: [View File](#)

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

**A. Any 4 or all of the above**

Geo tagged photographs / videos of the facilities: [View File](#)

Any other relevant information: [View File](#)

7.1.5 - Green campus initiatives include	
7.1.5.1- The institutional initiatives for greening the campus are as follows:  <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Use of bicycles/ Battery-powered vehicles</li> <li>3. Pedestrian-friendly pathways</li> <li>4. Ban on use of plastic</li> <li>5. Landscaping</li> </ol>	<b>A. Any 4 or all of the above</b>
<p>Geo tagged photos / videos of the facilities: <a href="#">View File</a></p> <p>Various policy documents / decisions circulated for implementation: <a href="#">View File</a></p> <p>Any other relevant documents: <a href="#">View File</a></p>	
7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	<b>A. Any 4 or all of the above</b>
<p>Reports on environment and energy audits submitted by the auditing agency: <a href="#">View File</a></p> <p>Certification by the auditing agency: <a href="#">View File</a></p> <p>Certificates of the awards received: <a href="#">View File</a></p> <p>Any other relevant information: <a href="#">View File</a></p>	
7.1.7 - The Institution has disabled- friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	<b>A. Any 4 or all of the above</b>

Geo tagged photographs / videos of the facilities: [View File](#)

Policy documents and information brochures on the support to be provided: [View File](#)

Details of the Software procured for providing the assistance: [View File](#)

Any other relevant information: [View File](#)

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The college strongly believes in the importance of an inclusive campus environment. To support this vision, it has implemented several accessibility features, such as ramps, tactile paving, braille signage, and elevators. The library also offers assistive technologies to ensure that students with disabilities have equitable access to resources.

A number of dedicated centers further promote inclusivity and student support. The Equal Opportunity Cell works to raise awareness about the abilities and challenges of differently-abled individuals, while *Samarth – The Enabling Unit* provides academic, financial, and social assistance. The Centre for Gender Equity Studies focuses on building a more just and equitable society. In addition, the Centre for the Study of Disability Inclusion aims to enhance sensitivity and awareness regarding disabilities.

The college actively encourages student participation in promoting inclusivity through its various clubs, societies, and academic departments. Webinars, competitions, and workshops are organized regularly to nurture understanding and tolerance. The institution also collaborates with external organizations to host events centered on inclusivity.

Student groups such as the North East Students' Group, NUPUR: The Indian Classical Dance Society, Girl Up Nitara, and the Women's Development Cell play a significant role in fostering harmony and mutual respect. These societies work to raise awareness about multiple forms of diversity and contribute to creating a more inclusive campus environment.

Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution): [View File](#)

Any other relevant information: [View File](#)

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The college is deeply committed to the principles enshrined in the Constitution of India and actively works to internalize these values within its academic environment and campus culture. Constitutional ideals are meaningfully integrated into the curriculum, while a diverse range of academic and extracurricular activities strengthens students' understanding of their rights, duties, and responsibilities as informed citizens. Throughout the year, the college organizes seminars, talks, debates, workshops, and awareness drives on constitutional values, social justice, gender equity, financial literacy, sustainability, and democratic participation.

Initiatives such as Constitution Day celebrations, Students' Union elections, oath-taking ceremonies, and electoral literacy campaigns instill democratic values and encourage active participation in civic processes. The college also conducts events focused on inclusivity, community welfare, and human rights, including donation drives, blood donation camps, visits to national institutions, and panel discussions on contemporary social issues. Further, Model United Nations conferences, policy debates,

environmental seminars, mental health workshops, and sessions on legal awareness foster critical thinking and responsible engagement.

Through these multidimensional initiatives, the college ensures that students not only learn constitutional principles in theory but also embody them in practice, emerging as socially conscious, empowered, and ethically grounded citizens.

Details of activities that inculcate values; necessary to render students in to responsible citizens: [View File](#)

Any other relevant information: [View File](#)

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

**A. All of the above**

Code of ethics policy document: [View File](#)

Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims: [View File](#)

Any other relevant information: [View File](#)

#### 7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The college actively celebrates a wide range of national and international days to promote awareness, cultural appreciation, and social responsibility among students. These celebrations are organised collaboratively by various departments, societies, clubs, and centres, ensuring broad participation and meaningful engagement across the campus. Through these observances, the college aims to create a vibrant academic environment where students learn to value democratic institutions, cultural diversity, and global citizenship.

During the academic year 2024–25, the college commemorated important national events such as Republic Day, Independence Day, Teachers' Day and Kargil Vijay Diwas, fostering patriotism and respect for the nation's heritage. Equally, days like Constitution Day, National Youth Day, Rashtriya Ekta Diwas, and National Cadet Corps Day offered opportunities to reflect on civic duties, unity, leadership, and constitutional values.

International days—including International Women's Day, World Environment Day, International Yoga Day, World Suicide Prevention Day, and International Day for the Elimination of Violence Against Women—encouraged discussions on sustainability, gender justice, wellbeing, and human rights. Activities like National Nutrition Week, Pi Day, Joy of Giving Week, World Art Day, and BR Ambedkar's Birth Anniversary added academic depth and cultural richness.

Collectively, these celebrations nurture informed, empathetic, and socially conscious individuals.

Annual report of the celebrations and commemorative events for the last (During the year): [View File](#)

Geo tagged photographs of some of the events: [View File](#)

Any other relevant information: NA

#### 7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

##### **Two best practices successfully implemented by the Institution**

##### **BEST PRACTICE 1**

1. Title of the Practice: Faculty Pedagogy Series (FPS)

2. Objectives of the Practice:

IQAC initiated the FPS each semester to equip faculty with the skills required to teach the courses under NEP.

3. The Context

IQAC has been successful in imbibing quality-consciousness among staff-and-administration. In collaboration with the NEP Implementation Committee, IQAC has taken new-initiatives to further strengthen its quality-processes. In view of the new courses under the NEP and the credit structure the FPS was initiated to provide faculty with new skill sets to deal with them.



#### 4. The Practice

Every semester, each department invites Resource Person/s to conduct a one-day workshop to help the faculty deal with the challenges posed by NEP. These range from teaching new courses under the UGCF credit structure to developing new pedagogies.

#### 5. Evidence of Success

Feedback received from teachers and students show the effectiveness of this initiative.

#### 6. Problems Encountered

The faculty would like more such workshops but the constraints of the semester make it difficult to organise them.

#### Resources Required:

Funding for the Resource Person is required.

### **BEST PRACTICE 2**

1. Title of the Practice: Implementation of NEP thrust areas: Skilling, Internationalisation and promotion of Indian Knowledge Systems

2. Objectives of the Practice: In keeping with the NEP policy, the practice aims to train students in skill development courses, international exposure, and an understanding of Indian Knowledge Systems.

#### 3. The Context

In complying with the NEP policy and the JDMC-IQAC strategic-plan, Centre-for-Skill-Enhancement (CSE), was set-up; Centre-for-International-and-National-Programmes (CINP) signed-an-MoU with Sherubtse-College, Royal-University-of-Bhutan, Bhutan; several events were conducted by the Centre-for-Indian-Knowledge-Systems (CIKS) to promote-awareness-of-Indian-Knowledge-Systems.

#### 4. The Practice

The IQAC ensures implementation-of-practices to bolster-these-key-areas. In this regard, IQAC set up a Centre-for-Skill-Enhancement (CSE) to give skill-based-opportunities-to-students. JDMC has been designated-by-the-University-of-Delhi as a skill-centre for two courses. CINP has signed more MoUs and organised-an-International-Conference inviting all its international-partners. Partial financial support was also provided for the same. CIKS has conducted-activities-to-provide-awareness-to-students about the Indian-Knowledge-Systems. The Bhartiya-Bhasha-Samiti (BBS) of the college has also focussed-on-the-diverse-linguistic-plurality in India.

#### 5. Evidence of Success

JDMC-was-designated by the University-of-Delhi as a skill-centre for two courses—CAD for Fashion and Chocolate Crafts, CSE-signed-an-MoU with Rekhi-Foundation for-a-course-on-the-Science-of-Happiness. CINP signed an MoU with Sherubtse-College, Royal-University-of-Bhutan, Bhutan and also BITS-Pilani-Pilani; CIKS conducted activities to-promote-IKS.

#### 6. Problems Encountered

There are challenges of time-management-and-geographical-constraints for students-outside-the-college, interested in these courses. Lack of a credit-transfer-system makes it difficult for students to be part of exchange-programmes. Financial-constraints prevent students from making best use of international-academic-opportunities.

#### Resources Required

Funding-for-Resource-Persons and infrastructure is required to run-these-courses. Funding is also required for student-exchange-programmes. Credit-transfer-system will make student-exchange easier.

Best practices in the Institutional website: [View File](#)

Any other relevant information: [View File](#)

### 7.3 - Institutional Distinctiveness

#### 7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The college follows a rigorous audit system. Apart from the annual ISO audit and NIRF and NAAC accreditation processes, which ensure quality control by examining all domains of the HEI, the college has undertaken several other audit initiatives. These include the financial audit, administrative audit, library finance audit done annually by an internal committee. The college ensures a departmental academic audit followed by an action taken report, done annually by an external expert in the domain. The college also conducts an annual environment audit including energy, greenery and environment. This year the college also undertook a structural audit of the college buildings, and an electrical audit to ensure that the campus buildings remain well maintained despite the passage of time.

Link on Website: [View File](#)

Audit Reports of College Website: [View File](#)

#### 7.3.2 - Plan of action for the next academic year

IQAC plans to initiate and strengthen robust mechanisms in all aspects of the functioning of the institution in the following ways:

##### **New Initiatives**

- To ensure smooth-implementation-of-NEP
- To strengthen the Strategic-Plan-of-the-college
- To implement the different-aspects-of-the-strategic-plan
- To offer more courses through the Skill-Development-Centre.
- To offer more courses and provide-global-exposure through the Centre-for-International-Programmes
- To promote inclusivity through courses offered by the Centre-for-Disability-Studies-Inclusion and the Centre-for-Gender-Equity.
- To promote awareness of Indian-Knowledge-systems under the aegis of the Centre-for-Indian-Knowledge-Systems.

##### **Accreditation**

- To work towards improving the NIRF-ranking
- To renew the ISO-accreditation of the college and train-more-teachers-as-auditors

##### **Infrastructure**

- To improve facilities for people-with-disability by conduct of a disability-audit
- Expansion in ICT-infrastructure
- Upgrading software keeping in mind the NEP-requirements

**Student-centric**

- To offer more skill-based courses
- To offer more student-centric lectures/ seminars/ conferences on the-promotion-of-IKS
- To provide more-ICT-facilities to the students to meet-the-challenges-of-the-NEP
- Increase-participative-governance
- Bridge the gap between the administration-and-students through direct-interaction
- Provide greater research exposure through Research-Centre-activities

**Faculty-centric**

- Strengthen-pedagogic-methods by continuous-Faculty-Pedagogy-Series
- Provide ICT-facilities-and-upgraded-software to meet NEP
- To provide plagiarism-software and organise-workshops to familiarise-faculty-with-them
- To create a more robust-research-environment to help the faculty deal with challenges of research related to the fourth-year-of-NEP
- Facilitate more research-opportunities and SI and WoS publications
- To offer an FDP based on the collaboration with Rekhi foundation to acquaint the faculty with the science of happiness
- Ensure department-specific-ICT upgradation for faculty faculty