

# **ST. STEPHEN'S COLLEGE**

**(Established: 1881, Affiliated to the University of Delhi)**



## **NAAC SELF-STUDY REPORT**

**2014-15**

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# I. Campus Map



- |                         |                       |                    |
|-------------------------|-----------------------|--------------------|
| 1. Science Faculty Room | 9. Bank               | 17. Rohtas Dhaba   |
| 2. Computer Lab         | 10. Seminar Room      | 18. Dark Room      |
| 3. Girls Washroom       | 11. XA & XB           | 19. Estate Office  |
| 4. Tutorial Room        | 12. Faculty Residence | 20. Science Dhaba  |
| 5. Boys Washroom        | 13. Principal Office  | 21. Boys Washroom  |
| 6. Biology Lab          | 14. Staff Room        | 22. Girls Washroom |
| 7. Language School      | 15. Main Portico      | 23. Sports Office  |
| 8. Xerox Shop           | 16. Faculty Washroom  |                    |

## II. A Brief Historical Account

St. Stephen's College was founded on 1 February 1881 by the Cambridge Mission to Delhi in conjunction with the Society for the Propagation of the Gospel. The Cambridge Mission comprised a number of Dons from various colleges at Cambridge University, and one of them, the (later Canon) Samuel Scott Allnutt was the founder and the first Principal of the College. There was a St. Stephen's School in Delhi, run by the S.P.G Mission since about 1854. The Cambridge Brotherhood arrived in Delhi in 1877 to reinforce the teaching strength of this school. The Government had meanwhile, in 1879 closed down its Delhi College here, thus depriving the city and the neighboring districts of the benefits of higher education. St Stephen's College stepped into the breach in 1881. The College was in fact an extension of the school and for some time, Allnutt was the Principal of both the School and the College.

In the early years both the School and the College occupied rented premises in two mansions built in the old Mughal style in the bye lanes off Chandni Chowk, opposite the present Central Bank Building. The College was housed in Shish Mahal in Katra Khushhal Rai in Kinnari Bazar from 1881 to 1890. On 8 December, 1891 it moved into its own beautiful buildings designed by Col (later Sir) Swinton Jacob, the Chief Engineer of Jaipur State. These buildings stand on both sides of the road in Kashmere Gate, close to the historic St. James' Church. On 1 October 1941, the college occupied its present home in the Delhi University Enclave. Designed by Walter George, it is an elegant two story red brick building around four spacious courts. Built on ground levels, it has beautiful lines all along and in other respects too, particularly in the subtle Mughal motifs, it is a fine piece of architecture. Many more buildings have been added since 1941, the most remarkable of them being the Chapel, again designed by Walter George and added in 1952.

The University of the Punjab (at Lahore) received its charter more than one year after the founding of St. Stephen's College which became one of the two institutions first affiliated to it. Six students of the College sat for the Intermediate Arts exam of the Calcutta University in 1882, and two students passed the Punjab and two the Calcutta F.A. examination in 1883. St. Stephen's College became one of the three original constituent colleges of the University of Delhi when the latter was established in 1922.

The following figures indicate how the number of students in the College fluctuated over the years, and escalated later :1881(5), 1882(10), 1883(31),

1884(42), 1885(62), 1888(40), 1892(69), 1893(80), 1897(585), 1902(47), 1904(85), 1906(107), 1909(164), 1915(256), 1918(226), 1924(284), 1928(328), and 1929(355). The number at present is around 1100.

In the first ten years the strength of the teaching staff varied between 8 and 12 teachers which gradually rose to between 20 and 25 by 1920 and hardly ever went up beyond 30 until 1960. Since then, the number of teachers has tended to increase rapidly and is now around seventy.

Since 1941, the College has been slowly and gradually increasing in numbers and infrastructure. The layout of its present buildings in a 25 acre site was planned for a College of 450 junior members and 35 senior members, with at least half of them in residence. With increasing number of students teachers, administrative staff and the Karamcharis, the college has had to augment space in the library, the cafe, add two blocks of residence and new class-rooms.

Between the end of the second decade of this century and the end of 1940's, the College had a number of women students varying between one and twenty. This at a time when there were either no facilities or inadequate facilities for higher education for women in Delhi. The College ceased to be co-educational in 1950; but it became co-educational once again in 1975.

St. Stephen's College has many 'firsts' to its credit. It was the first College in India with a large proportion of Englishmen on its teaching staff to appoint an Indian, Sushil Kumar Rudra, as Principal, as far back as 1906. C. F. Andrews, then a teacher in the College, was responsible for this revolutionary step. While its missionary members from England received only a pittance, St. Stephen's was the first among private colleges to have a decent grade for the Indian members of the teaching staff and even more importantly, to treat teachers of Oriental Languages at par with others. It was almost certainly the first by a long chalk to institute the system of study leave for two years on full pay for its Indian teachers, and then send them to Oxford, Cambridge or Dublin. First also, to gradually replace sectarian messes by inter-dining messes, until it had a dining hall large enough to accommodate all its resident students and some teachers at each meal.

Both teachers and students going out of St. Stephen's into the larger world outside have made significant contributions to various walks of our national life: education, art, science, law, commerce, administration, sports, journalism and politics.

C.F. Andrews, who taught English in the College from 1904 to 1914, was increasingly in demand for his great work as conciliator and fighter against social injustice and political exploitation, all over India and abroad. He left the College in 1914 for Rabindranath Tagore's Shantiniketan, and was instrumental in bringing together the Poet, Mahatma Gandhi, Sarojini Naidu and the Principal S.K. Rudra in memorable friendships. Mahatma Gandhi and Kasturba Gandhi visited the College on 13 April 1915 and thereafter, he often stayed with the Principal on his visits to Delhi, and C.F. Andrews, too in the course of his peregrinations was frequently in the College.

Also worth mentioning here is what C.B. Young who taught English and was editor of the St. Stephen's Magazine (later The Stephanian) at the time, wrote about Jallianwala Bagh in the editorial of the July 1920 issue of the Magazine : "These columns as a rule do not engage in current political controversy. As a public institution it is our duty to avoid taking sides on strictly political issues, and where we touch politics at all we endeavor to deal with them in the spirit of impartial students rather than in that of partisans. It only because they matter to our mind concerns, concerns ultimate principle rather than mere party politics and raises profound moral issues that we find it our duty in this number to express our opinion in the subject which more than any other is engaging public attention at the moment. We are in empathic agreement with the condemnation bestowed on the action of General Dyer by all the authorities who have pronounced judgment in connection with the Hunter Committee of Enquiry. We rejoice especially at the strong and unequivocal repudiation by the Imperial Government through the mouth of the Secretary of State of the Principles enunciated and followed by General Dyer. With the purely political issues dealt with in the Report - the necessity of martial law and the existence or non - existence of open rebellion - we have less concern. They are questions of interpretation of fact on which opinions may differ without reproach. But as Christian Missionaries we cannot avoid the duty of forming and expressing a judgment on such a deed of horror as the slaughter in Jallianwala Bagh. The former plea has a sinister history. It was Satan, according to Milton, "With necessity, The tyrant 's plea, excused his devilish deeds"; and after him was the German Chancellor, Bethmann Hollweg, who defended the invasion of Belgium on the ground that "necessity knows no law". The second line of defense equally ignores the moral issue. If it could be proved that General Dyer by his action "saved the Punjab", as has been claimed, we would still not withdraw a word that we have written. Better, a thousand times better, in our view, if India were lost to the British Empire, than preserved only by such methods. The idea of an India held for England only by naked and ruthless force is one that no follower of Jesus Christ can consistently tolerate for an instant. We believe it to be also

entirely out of the relation of the facts; the links which bind India and England together are of more nobler and durable material than brutal might. But it is with principles rather than facts that we are here concerned; and with principle we repudiate with detestation a policy based on a belief in the continuing efficacy of "blood and iron". The College motto is "Ad Dei Gloriam" the Latin for "To the Glory of God". The College colors are martyrs' red and Cambridge blue.

The badge is a martyrs' crown on a field of martyrs' red , within a five pointed star, edged with Cambridge blue. Round the five pointed star which stands for India , is the Cambridge blue border, representing the impact of Christian Cambridge upon our Country, for the College was founded by the members of the Cambridge Mission to Delhi. On the ground, which is colored red to represent St. Stephens, the first Christian martyr, in whose memory the College is built, stands the martyrs' crown in gold, which awaits the person who will give his life for Truth.



### III. A Timeline

1854	St. Stephen's High School founded by Rev. M.J.Jennings, Chaplain of Delhi.
1877	Foundation of the Cambridge University Mission under the inspiration of Dr. Westcott. Delhi chosen as the center of work
1878	Rev. S.S.Allnutt arrives in Delhi.
1879	Rev. R.R.Winter (a missionary of the Society for the propagation of the Gospel) hands over the charge of the St.Stephen's High School to Rev. E.Bickersteth of the Cambridge Mission. This becomes the first distinctively educational undertaking of the Cambridge Mission.
1881	St. Stephen's High School opens an FA (First Examination in Arts or XI and XII) Class for four students at the invitation of the Government, local effort having failed to replace the Old Delhi College, closed in 1876.
1882	The College established as one of the original Colleges of the Punjab University which received its charter in 1882.
1890	Foundation stone of the Kashmere Gate buildings laid by Sir Charles Elliot.
1891	Kashmere Gate buildings designed by Sir Swinton Jacob (chief engineer of the Jaipur State) completed.
1899	Rev. S.S.Allnutt retires as Principal. Under him the number of students had grown from five to ninety-nine. The study of Sanskrit revived and M.A.classes in English and Sanskrit opened.
1899-1902	Rev J.W.T.Wright appointed Principal. He developed the social side of College activity, especially games, and acquired the playing fields for the College, laid the foundation of the close fellowship of Indian and English members of the Staff and appointed S.K.Rudra as Vice-Principal.
1902	Wright Memorial Block added to the Main Hostel.
1902-1906	The Rev G.Hibbert-Ware assumes charge as Principal. A period of quiet growth. Number of students in 1906 goes up to 120.
1904	Rev C.F.Andrews joins the staff.
1905	Purchase of Maitland House as a Residence for members of the staff.
1906-1923	S.K.Rudra becomes Principal. Marked by a great expansion of the College and its growth in reputation, by a large increase in the number of staff, the origin and development of the tutorial system, and close association of the staff with the students, and by the transformation of St. Stephen's into a largely residential College.

<b>1907</b>	Foundation stone of Science building laid
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<b>1908</b>	Westcott Memorial Block added to the Main Hostel
<b>1909</b>	First Branch Hostel opened near Kashmere Gate under the superintendence of Mr.Sharp
<b>1910</b>	Management of the Branch Hostel taken over by the Baptist Mission under the superintendence of Mr.Young.
<b>1912</b>	Games organized under a constitution, placing the management mainly in the hands of the students themselves. F.F.Monk becomes the first President of Games. Baptist Mission Hostel transferred to Civil Lines. Second Branch Hostel opened in Civil Lines (Commissioner's lane) under the Superintendence of Mr.Monk.
<b>1913</b>	Third Branch Hostel opened near Kashmere Gate under the superintendence of Mr.Khub Ram. New Constitution granted to College by the Cambridge and S.P.G. Committees, conferring on it a large degree of local autonomy. Simultaneous agreement with Government to limit numbers and develop intensive education.
<b>1914</b>	Rev C.F.Andrews leaves the college for Shantiniketan
<b>1917</b>	(7th Dec.) Death of Canon Allnutt, the founder Principal
<b>1917-22</b>	Social Service grows; night schools and hospital visits undertaken
<b>1920</b>	Commissioner's Lane Hostel closed
<b>1921</b>	Reading Room Committee formed - mainly students
<b>1902-22</b>	M.A. classes added in Philosophy, History, Arabic, Economics and Persian - also M.O.L.(Master of Languages) in Arabic since 1913.
<b>1922</b>	Allnutt Hostel opened
<b>1922</b>	Formation of Delhi University with St. Stephen's as one of its original constituent Colleges (other two being Hindu and Ramjas).
<b>1923</b>	Retirement of Principal Rudra after 36 years of service. Appointment of Mr. Francis Fitz-Hugh Monk as Principal
<b>1925</b>	Death of Principal Rudra.
<b>1926</b>	Resignation from Principalship by Mr.Monk and appointment of Mr.S.N. Mukarji as the sixth Principal. Rudra Dinner instituted; to be held each year on Feb. 12 <sup>th</sup>
<b>1926-45</b>	Principalship of S.N.Mukarji ; great expansion of College and its growth in reputation. Greater interaction between staff and students
<b>1928-29</b>	Women admitted to College for the first time to post graduate courses

<b>1929</b>	Lord Irwin becomes the first and only Viceroy to preside over the Dismissal Service
<b>1930</b>	Mr.S.N.Mukarji appointed as one of the two Indian members on the Lindsay Commission to look into higher education in Christian Educational Institutions in India
<b>1931</b>	College celebrates Golden Jubilee
<b>1936</b>	Title of Rai Bahadur conferred by the Government on Principal S.N.Mukarji
<b>1939</b>	Monday 27th, March the foundation stone of our present buildings (University Campus) laid by Rev C.F.Andrews. Sir Walter George is appointed as the architect, assisted by R.N Mathur.
<b>1940</b>	(5th April) Rev C.F.Andrews dies in Calcutta and is buried in the Lower Circular Road Cemetery.
<b>1941</b>	College shifts to the University Campus.
<b>1943</b>	Women admitted to the undergraduate courses for the first time
<b>1945</b>	(3rd April) Principal S.N.Mukarji dies and Mr.David Raja Ram becomes the first alumnus to become the (7th) Principal of College (1945-60).
<b>1948</b>	Mukarji Memorial Debate begins
<b>1949</b>	Sports Dinner started by Mr.S.K.Bose. College becomes an all-male institution again.
<b>1952</b>	Chapel is constructed and Bishop Wilkinson of Lahore is the Chief Guest at the opening ceremony
<b>1955</b>	Westcott Lectures begin
<b>1956</b>	Diamond Jubilee of the College.
<b>1958</b>	The present Junior Combination Room, Mukarji East Block and the first Library Extension are constructed.
<b>1960</b>	Principal David Raja Ram retires and Satish Chandra Sircar becomes the second alumnus to become the Principal (the 8th) of the College (1960-72).
<b>1960-61</b>	(Old) Science Block is commissioned.
<b>1962</b>	The College rag magazines Onset and Kooler Talk are published for the first time
<b>1968</b>	Mukarji West Block is constructed.
<b>1971</b>	Gym handed over to College by the Alumni. The Gymnasium was named after F.F.Monk, 5th Principal (1923-26) and the first President of Games.
<b>1971-72</b>	Mori Gate ground becomes functional, as the Kashmiri Gate is required

	for new developments.
<b>1972</b>	Principal S.C.Sircar retires and Mr. William Shaw Rajpal becomes the 9th Principal of College (1972-84). New Science Block is commissioned.
<b>1974</b>	President Fakhruddin Ali Ahmad (an Old Stephanian) and his wife becomes the first Head of State and First Lady to visit College
<b>1975</b>	College becomes coeducational once again.
<b>1979</b>	(1st May) The remains of Rev S.S.Allnutt is reinterred in the College Chapel
<b>1981</b>	College celebrates its centenary. Mrs. Indira Gandhi, the chief guest at the celebrations, releases a 35p commemorative stamp of the College. Dr.T.G.Percival Spear (lecturer in History 1924-40) was the representative of the Cambridge Committee at the celebrations.
<b>1982</b>	Dr. I.H.Qureshi Memorial Lecturers begin.
<b>1984</b>	Principal Rajpal dies in harness and Dr.John H.Hala becomes the 10th Principal of College (1984-91).Rev Maqbul Caleb, former Bishop of Delhi and an Old Stephanian, lays the foundation stone for the second Library extension (7th Dec.).
<b>1985</b>	S.K.Bose Memorial Lectures begin
<b>1986</b>	Imperial Avenue renamed Sudhir Bose Marg to honour Sudhir K. Bose (1902-1988), Professor Emeritus of College, Lecturer in Philosophy 1937-67.
<b>1987</b>	The Cafe Extension and the Ladies Common Room are built. The second library extension is inaugurated (1988).
<b>1991</b>	Dr. John H.Hala retires and Dr. Anil Wilson (Dept. of English of the Himachal University) is appointed the eleventh Principal of College.
<b>1992</b>	Construction of the new Karamchari quarters by the side of the Dhobi Ghat. The Dhobhi Ghat cleared in preparation for making a playing field.
<b>1993</b>	Admission opened to women in Pass and General Courses from the academic year 1993-94. On 21 October work begins on the construction of the new class rooms.
<b>1994</b>	The new class rooms are inaugurated on 15th July by Bishop Santram, Chairman of the College Supreme Council. The new playing field is inaugurated by Principal Anil Wilson on 7th Nov.
<b>1995</b>	Archbishop of Canterbury, Dr. William Carey visits College on 11 February, and His Holiness the Dalai Lama visits College on 22 November, for the first time.
<b>1997</b>	Allnutt South becomes Ladies' Block

<b>2001</b>	The College Website <a href="http://www.ststephens.edu">www.ststephens.edu</a> and Email Service @ststephens.edu was formally launched on 1st Feb (College Foundation Day). For the first time admissions become web-enabled.
<b>2002</b>	The College Website starts accepting the Admission forms On-Line with Credit Card facility. St. Stephen's becomes the first College in the University to do so.
<b>2004</b>	Rudra South becomes the second Ladies' Block.
<b>2006</b>	College celebrates the 125th anniversary of its foundation
<b>2007</b>	College Website undergoes major renovation and sports a new look with streamlined content delivery.
<b>2008</b>	The Rev. Dr. Valson Thampu appointed the 12th Principal of the College.
<b>2008</b>	Visit of the Hon'ble Vice President of India to College to address the Dismissal Service.
<b>2008</b>	Rudra North, till then Residence for men, becomes the third ladies' block in college.
<b>2009</b>	Visit of Shri. Gopalkrishna Gandhi, alumnus and the Hon'ble Governor of West Bengal as Chief Guest of the dismissal service.

## IV. FACULTY AND STAFF

### **Principal**

The Revd. Dr. Valson Thampu, M.A. (Delhi), Ph.D. (AAI-DU, Allahabad)

### **Bursar**

Dr. Satish Kumar, M.Sc. (Delhi), Ph.D. (IIT Delhi)

### **Dean Academics**

Dr. Sanjay Kumar, M.Sc. (Delhi), Ph.D. (Purdue)

### **Senior Tutor**

Mr. Sanjay Rao Ayde, M.A., M.Phil. (Delhi)

### **Public Information Officer**

Dr. A. D Mathur, M.A., L.L.B., M.Phil., Ph.D. (Delhi)

### **Department of Economics**

Mr. Sanjeev K Grewal, M.A. (Delhi), M.A. (Princeton) - **Head**

Ms. Poonam Kalra, M.A. (Delhi)

Ms. Leema Mohan Paliwal, M.A. (Delhi), M.Phil (Delhi)

Mr. Anurag Malhotra M.A. (Houston), M.Phil (Delhi)

Mr. Anamitra Roy Chowhury, M.A. (JNU), M.Phil (JNU)

Dr. Manjula Singh, M.A. (Delhi), Ph.D. (Boston)

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Mr. Benston John, M.A. (Delhi)

### **Department of English**

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Dr. (Ms.) Karen Gabriel, M.A. (Hyderabad), M.Phil. (JNU), Ph.D. (ISS)-**Head**

Dr. Soofia Siddique, M.A., M.Phil, Ph.D (SOAS)

Dr. Smita Gandotra, M.A., M.Phil (Chicago) Ph.D.

Dr. Natasha W Vashisht, M.A. (Punjab), M.Phil (Punjab), Ph.D (Punjab)

Mr. N.P. Ashley, M.A, M.Phil (Hyderabad), Ph.D (Hyderabad, Awaiting award)

Mr. Renish Geevarghese Abraham, MA (Delhi), Ph.D (Delhi, Awaiting award)

Ms. Hannah Varkey, M.A. (Delhi), M.Phil (Delhi)

Mr. Sandeep R Singh, M.A. (JNU)

### **Department of Mathematics**

Ms. NanditaNarain, M.A. (Delhi)  
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Mr. Prashanto Chatterjee, M.A. (Delhi), M.Phil. (Delhi)  
Ms. Jaspreet Kaur, M.A. (Delhi), M. Phil (Delhi)  
Mr. Kashif Ahmed, M.A. (Delhi), M.Phil (Delhi)

### **Department of Computer Science**

Ms. SunitaPrasher, M.Sc. (Delhi), M.Phil (JNU) - **Head**  
Ms. SangeetaSethi, M.Sc. (IARI, Delhi)

### **Department of Physics**

Dr. P. Jacob Cherian, M.Sc., Ph.D. (Jadavpur) - **Head**  
Dr. Bikram Phookun, M.Sc.(Delhi), Ph.D. (Maryland)  
Dr. Sanjay Kumar, M.Sc. (Delhi), Ph.D. (Purdue)  
Dr. (Ms.) SangeetaSachdeva, M.Sc.(Delhi), Ph.D. (IIT,Delhi)  
Dr. Abhinav Gupta, M.Sc.(Delhi), Ph.D. (Delhi)  
Dr. Vikram Vyas, M.Sc.(IIT,Bombay), Ph.D.(Boston)  
Dr. GeetanjaliSethi, M.Sc. (Delhi), Ph.D. (Delhi)  
Dr. Harish Kumar Yadav, M.Sc. (Delhi), Ph.D. (Delhi)  
Dr. (Ms) Anu Malhotra, M.Sc. (Delhi), Ph.D.(Delhi)  
Dr. (Ms) KamnaPande, M.Sc.(Lucknow), Ph.D. (IIT Delhi)

### **Department of Chemistry**

Dr. (Ms.) RashmiSachdeva, M.Sc., Ph.D. (Delhi) -**Head**  
Dr. M. S. Frank, M.Sc., Ph.D. (A.P.)  
Dr. (Ms.) ShabnamJohry, M.Sc., Ph.D. (Delhi)  
Dr. (Ms.) Rene Saksena, M.Sc., M.Phil, Ph. D. (Delhi)  
Mr. K. M. Mathew, M.Sc (Agra), M. Phil (Delhi)  
Dr. (Ms.) Vibha Sharma, M.Sc, Ph.D. (Delhi)  
Dr. (Ms.) Ekta Arora, M.Sc., Ph.D. (Delhi)  
Dr. Satish Kumar, M.Sc. (Delhi), Ph.D. (IIT Delhi)  
Dr. RakhiThareja, M.Sc. (Delhi), Ph.D. (Delhi)  
Ms. Violet RajeshwariMacwan, M.Sc., M.Phil. (Delhi)

### **Department of History**

Dr. RohitWanchoo, M.A. (Delhi), M.Phil (Delhi)-**Head**  
Mr. Malay Neerav, M.A. (Delhi)

Dr. (Ms.) TasneemSuhrawardy, M.A. (JNU), M.Phil. (Delhi), Ph.D. (JNU)  
Ms. SangeetaLuthra-Sharma, M.A, M.Phil (Delhi)  
Dr. Aditya PratapDeo, M.A. (Delhi), M.Phil. (Delhi) Ph.D  
Dr. (Ms.) Amrita Tulika, M.A., M.Phil. (JNU), Ph.D.(Delhi)  
Dr. (Ms.) NainaDayal, M.A., M.Phil (JNU), Ph.D.(JNU)  
Dr. Mahesh Gopalan, M.A., M.Phil. (JNU), Ph.D. (JNU)

### **Department of Political Science**

Mr. Sanjay Rao Ayde, M.A., M.Phil. (Delhi) - **Head**

### **Department of Philosophy**

Dr. Vijay Tankha, M.A. (Delhi), Ph.D. (McGill) - **Head**  
Mr. R. S. Nanda, M.A. (Delhi)

### **Department of Sanskrit**

Dr. A. D Mathur, M.A., L.L.B., M.Phil., Ph.D. (Delhi) - **Head**  
Dr. Chandra BhushanJha, M.A., M.Phil., Ph.D. (Delhi)  
Dr. Pankaj Kumar Mishra, M.A., Ph.D. (Delhi)

### **Department of Hindi**

Dr. (Ms.) NeelamSaxena, M.A, Ph.D. (Delhi) - **Head**  
Dr. Ajay RanjanTripathi, M.A., M.Phil., Ph.D. (Delhi)

### **Department of Urdu & Persian**

Dr. Shamin Ahmed, M.A., M.Phil., Ph.D. (Delhi)

### **Department of Physical Education**

Mr. S. K. Chakravorty, M.P.E. (Gwalior), TTCY –**Head**  
Mr. Sujay K John M.P.E (

### **Other Staff**

#### **Dean (Residence)**

Rev. Dr. Monodeep Daniel

#### **Librarian**

Mr. Raj Kumar Bhardwaj, MCA (Rohtak), M.L.I.Sc (Kurukshetra), M.Phil. (Delhi)



**Scientific Assistants**

Mr. Arun Kumar (Computer Science)

Mr. Sojkumar Dominic (Computer Science)

**Estate Officer**

Mr. George Thomas

**Mess Steward**

Rev. Samuel Shekar

**Mess Supervisor**

Mr. K.K.V. Nair

**Cafe In-charge**

Mr. Rajesh Verma

**Laboratory Assistants**

Chemistry: Mr. Desh Raj, Mr. Cecil R. James, Mr. Ajay Lazar, Mr. Rajbir Singh, Mr. Sanjeev Kumar, Mr. RadheyShyam Yadav, Mr. Jiwan Singh Negi, Ms. SwaranManjusha

**Physics:** Mr. KundanLal, Mr. Rajan, Mr. Sunil Kumar

## **V. SWOC ANALYSIS**

### **(STRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES)**

This will be treated in two sections as the four areas indicated comprise two binary sets. Strengths, for instance, cannot be separated, or considered in isolation from, weaknesses and vice versa. Opportunities and Challenges are, likewise, two sides of the same coin. Challenges are opportunities in disguise.

#### **I. STRENGTHS AND WEAKNESSES**

##### **I.I Strengths of the College**

Traditionally we think of them in terms of the Four Pillars of the College.

- (a) Pursuit of Excellence
- (b) Commitment to Social Justice, with a preferential option for the poor
- (c) Character formation
- (d) A spiritual vision of life, with emphasis on promoting a spirit of self-less service.

PURSUIT OF EXCELLENCE implies-

- (a) A robust work culture. All lectures/tutorials/labs are held. Work begins and ends on time. Students are accorded personal attention, based on need and willingness to be helped.
- (b) Commitment to total transparency in admissions and appointments.
- (c) An inspired sense of discipline
- (d) A holistic idea of education that emphasizes the development of the total person in respect of every student. This addressed through a large number of Societies, Clubs and Cells (40 in all) that organize high-quality co-curricular programmes all through the year which complements class-room transactions.

- (e) Educational Infrastructure. The College is architecturally majestic, though simple. Its façade is recognized globally. All classrooms and the library are air-conditioned to facilitate maximum efficiency. The infrastructure facilities have been renovated recently.
- (f) A beautiful and clean campus. Basic to the educational philosophy of St. Stephen's is the insight that the learning environment needs to be both beautiful and clean. The College campus ambience is, hence, in perfect sync with the Prime Minister's Swachh Bharat Abhiyan.
- (g) Excellent library and lab facilities. The facilities the College offers are among the best that any college offers in its category.

## COMMITMENT TO SOCIAL JUSTICE

The dogma entertained in the sphere of higher education is that Social Justice and Pursuit of Excellence are incompatibles. St. Stephen's believes otherwise. Social justice, as envisioned in the College, has two main components. First, is a 'preferential option for the poor and the backward'. The freedom to give effect to this has been severely curtailed over the years by the compulsion to adhere mechanically to merit as indicated by Class 12 marks. This has serious problems. St. Stephen's, thanks to its minority character, enjoys a small window to practise social justice in the selection process. The second aspect of social justice is the justice that reflecting social realities does to the idea of education entertained by the College. The socio-economic realities of the nation being represented in the learning milieu has immense educational value. An institution that allows itself to be a bastion only of social and economic privilege and elitism becomes an anaemic learning environment. Our experience is that the integration of social justice into the pursuit of excellence accounts for a great deal of our institutional dynamism. St. Stephen's has been at the forefront of this national discourse in the recent years.

## CHARACTER FORMATION

Character is understood in St. Stephen's as the discipline of organizing oneself according to certain objective values, norms and principles. Students are encouraged to-

- Be responsible, regular and punctual at work
- Develop the capacity to think objectively and discuss freely
- Courteous conduct, especially to karmacharis and non-teaching staff in general.
- Inculcation of the spirit of service.
- An attitude of respect towards the environment. We keep our environment litter free and clean. Students respect the inviolability of the campus.
- An outlook on life based on equality and free from discrimination of any kind.
- Excellent student-teacher relationship. The availability of teachers outside classroom and working hours to guide and to counsel.

## THE SPIRITUAL VISION OF LIFE

We believe that education, though secular in content, is a spiritual in character. Pursuit of excellence stands on the foundation of spirituality. It is this sustains the robust work-culture in the College.

Spirituality ensures that we do not remain stuck with a superficial and shallow outlook on life.

Students are encouraged and enabled to think of life from an enlarged perspective as well as remain linked to the social realities of the country. The first year students do, for example, a course titled "Engaging with Unequal India". Spirituality, unlike religion, involves a universal outlook and celebrates a wider sense of responsibility. Even the sense of responsibility we celebrate towards the environment is an aspect of spirituality. There is, besides, a synergy between spirituality and character-formation.

The promotion of a deep sense of bonding among students, despite the diverse backgrounds and social strata they come from, is yet another aspect. St. Stephen's College is truly a microcosm of India: in its unity-in-diversity.

The Motto of the College is "Ad Dei Gloriam" or To The Glory of God. This implies the discipline of putting service before self, which is the motto of our Social Service League, which is one of the 3 mandatory Societies in the College.

## **I.II WEAKNESSES**

We are acutely aware of our weaknesses, which are many. Any institution that is truly geared to the pursuit of excellence cannot be otherwise. As the American poet Robert Frost says, "And miles to go before we sleep...."

- We have, thanks to our emphasis on strong student-teacher relationships and our eagerness to ensure optimum quality in education, chosen to be a small institution. This means that the repertoire of our academic offering is limited. At a time when inter-disciplinarity is the norm, we cannot afford to say anchored in our old vision, which has had its relevance.
- We are, financially, a poor institution. Any institution that opts to move along the straight and narrow path, has to be. The management of the institution is in no position to invest any further into the continued growth and development of the College. At the same time, we are also proud of our austere and Spartan existence.
- While the facilities we have are excellent, we need additional facilities like conference centres, seminar rooms, a large enough auditorium, a well-equipped, automated office, and so on.
- With the outsourcing of non-teaching services, the old sense of loyalty to the institution and a sense of belonging together as an academic family has been diluted.

- Thanks to the onset of the modern culture, the sense of tradition that sustained the College is getting diluted. This can have serious consequences in the near future. We do not want to console ourselves by saying that St. Stephen's cannot remain isolated from general trends and tendencies.

## **II. OPPORTUNITIES AND CHALLENGES**

### **II. I. OPPORTUNITIES**

- The College has one of the largest campuses (29.4 acres on the main campus and 8 acres in Mori Gate, being used as the cricket field). We have used up only 27% of the FAR. This means that we have land/space enough to add another 1.3 million sq. ft of educational infrastructure. This is a huge asset. The scope for growth the College has is considerable.
- The College is well poised to take advantage of the various scheme on offer from the UGC for development and upgradation of facilities. It is at the present time doing all it can to emphasize a research culture at the undergraduate level.
- There is immense scope for starting new courses.
- The core strengths of the College –as a liberal arts and sciences college- can only become more and more relevant as years go by. It is for this reason that the most talented young men and women from all over the country prefer St. Stephen's over other institutions.

### **II. II. CHALLENGES**

- The challenge of multi-disciplinarity.
- The challenge to add significantly to our infrastructure and to add to the basket of courses we offer.
- To maintain the balance between educational technology and human stature. [The Guru-Gadget Balance in life and in education]

- To remain rooted in the proven, core traditions of the College, especially its spiritual foundation, in a secularizing and modern world.
- To foster a deep sense of commitment in the fresh faculty appointees who hail from different traditions.
- To grow without outgrowing oneself; that is, to grow without compromising the character and culture of the College.

## **VI SELF STUDY REPORT**



## 1. PROFILE OF THE COLLEGE

### 1. Name and Address of the College

<b>Name</b>	<b>St. Stephen's College</b>
<b>Address</b>	<b>University of Delhi, North Campus</b>
<b>City</b>	<b>Delhi</b>
<b>State</b>	<b>Delhi</b>
<b>Pin</b>	<b>110007</b>
<b>Website</b>	<a href="http://www.ststephens.edu">www.ststephens.edu</a>

### 2. For Communication

<b>Designation</b>	<b>Name</b>	<b>Telephone</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
<b>Principal</b>	<b>The Rev. Dr. Valson Thampu</b>	<b>011-27667200</b>	<b>9958867720</b>	<b>27662344</b>	<b>vthampu@gmail.com</b>
<b>Vice Principal</b>	<b>Vacant</b>	<b>-----</b>	<b>-----</b>	<b>-----</b>	<b>-----</b>
<b>Steering Committee Coordinator</b>	<b>Sanjay Rao Ayde</b>	<b>011-27667200</b>	<b>9899768883</b>	<b>-----</b>	<b>aydesanjayrao@gmail.com</b>

### 3. Status of the Institution

**Constituent College of the University of Delhi**

### 4. Type of the Institution

#### a. By Gender

**Co-education**

#### b. By shift

**Regular**

**5. If a recognized minority institution:**

**Yes**

**If yes, specify the minority status**

**Religious minority (Christian)**

**6. Sources of funding**

**UGC Grant-in –aid: 95%**

**Management: 5%**

**7.**

**a. Date of Establishment: 01/02/1881**

**b. University to which the college is affiliated**

**University of Delhi**

**c. Details of UGC recognition**

<b>Under Section</b>	<b>Date</b>	<b>Remarks, if any</b>
<b>i. 2 (f)</b>	<b>20.05.2014</b>	<b>Date of communication. Original document not available.</b>
<b>ii. 12 (B)</b>	<b>20.05.2014</b>	<b>-do-</b>

**d. Details of Recognition/approval by statutory/regulatory bodies other than UGC: Not Applicable**

**8. Does the affiliating university Act provide for conferment of autonomy**

**No**

**9. Is the college recognized**

**a. by UGC as a College with Potential for Excellence**

**No**

**b. for its performance by any other governmental agency**

**No**

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

<b>Location</b>	<b>URBAN</b>
<b>Campus area</b>	<b>28.42 acres</b>
<b>Built up area in sq.mts</b>	<b>18460 (ground level)</b>

**11. Facilities available on the campus**

- **Auditorium and seminar hall**
- **Sports facilities: Football ground, tennis court, basket ball court, volley ball court, indoor games and gymnasium**
- **Hostel**  
**Boys' hostel:**
  - i. **Number of hostels: Three**
  - ii. **Number of inmates: 190**
  - iii. **Facilities; In house laundry service, tailoring service, wifi connection, hot water facilities and water purifiers.**

**Girls' hostel**

- i. **Number of hostels: Three**
- ii. **Number of inmates: 160**
- iii. **Facilities: Same as the boys' blocks. Sanitary staff and security guards are additional**

**Working women's hostel: Not Available**

- **Residential facilities for teaching and non-teaching staff:**  
**Principal: 1**  
**Staff Quarters: Teaching (independent: 12, semi-independent: 1, Flat type: 8**  
**Non teaching: semi-independent: 7 and Type D: 42**
- **Cafeteria: Yes. Extended facility beyond working hours**
- **Health centre: Consultation/Emergency Room**
- **Health centre staff:**  
**Qualified doctor: Part-time**

**Qualified nurse: Full time**

- **Facilities like banking, post office, book shops: Banking is available**
- **Transport: No**
- **Animal House: No**
- **Biological waste disposal; No**
- **Generator: 125 KV generator**
- **Solid waste Management facility: dumping and removal on contract basis**
- **Waste water management: Through municipal drainage system**
- **Water harvesting: Two are existing. One more is under construction**

## **12.Details of Programmes offered by the college**

<b>S. No</b>	<b>Prog level</b>	<b>Name</b>	<b>Duration</b>	<b>Entry qualification</b>	<b>Medium</b>	<b>Sanctioned strength</b>	<b>No. of students admitted</b>
<b>1</b>	<b>UG</b>	<b>BA/BSc</b>	<b>3 years</b>	<b>10+2</b>	<b>English except languages</b>	<b>1320</b>	<b>1242</b>
<b>2</b>	<b>PG</b>	<b>MA/MSc</b>	<b>2 years</b>	<b>UG</b>	<b>English except languages</b>	<b>150</b>	<b>142</b>

## **13. Does the college offer self-financed programmes?**

**Yes**

**If yes, how many: 4**

## **14. New programmes introduced in the last five years: No**

## **15. List of Departments:**

<b>Faculty</b>	<b>Departments</b>	<b>UG</b>	<b>PG</b>
<b>Science</b>	<b>Physics, Chemistry and Mathematics</b>	<b>3</b>	<b>4</b>
<b>Arts</b>	<b>Economics, English, History, Sanskrit and Philosophy</b>	<b>5</b>	<b>5</b>

Other	BA and BSc Programme	2	-
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**16. Number of programmed offered under: Semester system**

**17. Number of Programmes with:**

**a. CBCS: NA**

**b. Inter/multidisciplinary approach: NA**

**c. Any other: NA**

**18. Does the college offer UG and/or PG in Teacher education : No**

**19. Does the college offer UG or Pg in Physical Education: No**

**20. Number of teaching and non-teaching positions**

Positions	Teaching Faculty						Non-teaching staff		Technical Staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC/ University/ State Government <i>Recruited</i>	NA	NA	17	17	24	26	64	6	32	6
<i>Yet to recruit</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Sanctioned by the Management / Society or other authorized bodies <i>Recruited</i>	NA	NA	NA	NA	NA	NA	57	4	NA	NA
<i>Yet to recruit</i>										

\*M-Male \*F-Female

The total number of sanctioned posts excludes the Principal. The figures given above are as the same as the IEQA filed on 18 May 2014. However, the college did permanent appointments for vacant positions through duly constituted committees during March and April 2015. The number of permanent appointments made does not exceed the number of sanctioned posts.

### 21. Qualifications of the teaching staff

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
<b>Permanent teachers</b>							
D.Sc. /D.Litt.	-	-	-	-	-	-	-
Ph.D.	-	-	11	12	6	10	39
M. Phil.	-	-	2	2	4	1	9
PG	-	-	4	3	1	1	9
<b>Temporary teachers</b>							
Ph.D.	-	-	-	-	1	1	2
M. Phil.	-	-	-	-	1	2	3
PG	-	-	-	-	-	-	-
<b>Adhoc teachers</b>							
Ph.D	-	-	-	-	1	3	4
M. Phil.	-	-	-	-	4	6	10
PG	-	-	-	-	6	2	8

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

2

23. Furnish the number of the students admitted to the college during the last four academic years. Not Applicable

24. Details on student enrollment in the college during the current academic year.

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located					206

<b>Students from other states of India</b>					<b>252</b>
<b>NRI Students</b>					<b>NA</b>
<b>Foreign students</b>					<b>1</b>
<b>Total</b>					<b>459</b>

**25. Dropout rate in UG and PG (average of the last two batches) Not Available**

**26. Unit Cost of Education**

(a) including the salary component

(b) excluding the salary component

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

No

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

- B.A. Programme 1:20
- B.Sc. Programme 1:15
- B.A. (H) 1:12
- B.Sc. (H) 1:12

**29. Is the college applying for**

Accreditation: Cycle 1

**30. Date of accreditation. Not Applicable**

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

**32. Number of teaching days during the last academic year**

170 (approx)

**33. Date of establishment of Internal Quality Assurance  
IQAC – 15/11/2014**

**34. Details of establishment of Internal Quality Assurance Reports  
(AQAR) to NAAC. Not applicable as the college is doing NAAC for the  
first time**

**35. Any other relevant data (not covered above) the college would like to  
include. (Do not include explanatory/descriptive information): NO**



## **2. CRITERIA-WISE INPUTS**

## CRITERION I: CURRICULAR ASPECTS

### 1.1 Curriculum Planning and Implementation

#### 1.1.1 Vision, Mission, and Objectives of the Institution

St. Stephen's College is committed to the pursuit of excellence in higher education, character building, total development of personality and responsible citizenship.

Strategies to achieve these goals:

**Pursuit of Excellence:** (a) Optimum transparency in admission of students and faculty appointments, upholding merit as the foremost criterion. (b) maintenance of a robust work culture (c) discipline combined with freedom of thought and expression (d) a sense of national consciousness.

**Character building:** Is woven into the total learning environment. Students are encouraged to be honest and hardworking, courteous in behaviour towards all, faculty members to be caring and responsive, and emphasis is laid on personal dignity as well as simplicity and austerity in the total life of the college.

**Total Development of Personality:** Class-room teaching is complemented with a wide range of co-curricular activities, through nearly 40 very active clubs and societies where students work under the supervision of teachers, however with considerable freedom and initiative. The balance between freedom and responsibility is maintained.

**Discipline:** St. Stephen's College understands 'discipline' as the ability to uphold universal values in day-to-day work and conduct. Attitudes to life based on expediency or self-aggrandizement are discouraged. Discipline is balanced with freedom, lest it gets equated with mere conformity, which undermines personality development.

**The mission of St. Stephen's College:** Is to educate young men and women within a framework of liberal and republican values, to equip them to excel in the service of the nation and to attain optimum personal fulfilment by leading a values-based life. This is phrased in the college prayer as enabling students to be "good citizens alike of heaven and earth".

**Communication:** The vision and goals stated above are communicated to the

entire student body in two broad ways. (a) by transferring the vision to the teaching fraternity through frequent interactions that are informal in nature (b) A more formal strategy is used in respect of the students. Through morning assemblies, attended by all first year students, the Principal addresses the students and educates them in these respects. The college has a large number of scholarships to promote the pursuit of excellence. Innumerable scholarly activities –including seminars, conferences and workshops-are organized to reinforce this. In all of these, students and teachers work closely together. Tutorials and lectures are conducted with utmost regularity. Teacher truancy is virtually absent in St. Stephen's. This total ambience distinguished by an earnest and dedicated attitude to work as well as to the welfare of students is the most powerful communication there can be.

### **1.1.2 Action Plans for Effective Implementation of the Curriculum**

St. Stephen's, being an affiliated college, does not have the freedom to develop its own curriculum. Even so, efforts are made, within the limitations of the prescribed framework, to complement the curriculum wherever felt to be necessary. This task is left to the initiative of departments.

### **1.1.3 Support from the University/Institution**

The most important support that a teacher may aspire to is an over-all institutional culture and commitment to the pursuit of excellence, combined with discipline. This is further fortified with a tradition of excellent teacher-student relationship which is the secret of the wholeness of St. Stephen's. Yet another huge advantage the teachers enjoy is the availability of excellent library and laboratory facilities. Teachers are also given sufficient freedom to use their capacity for initiative and innovation in the way they teach. The institution endeavours to the utmost to ensure that no impediments remain in the way of efficient teaching. The massive renovation of the college infrastructure as well as the up-gradation of lab facilities in the recent years is a case in point. The research interests of teachers are encouraged and their achievements specially applauded. The initiatives of teachers are encouraged.

The establishment of the St. Stephen's Centre for Theoretical Physics as well as the Centre for Economic Studies is a case in point.

#### **1.1.4 The Contribution of the College for Curriculum Delivery**

Efforts are made to ensure that the curriculum is implemented efficiently and innovatively. This includes a wide variety of things from the recruitment of faculty, work culture, institutional vision, supervision and review through departmental meetings –Student-Faculty-Committee meetings as well as the Principal's meeting with departments- the efficient functioning of the tutorial system as well as through offices like Dean, Academics, Dean Residence and Senior Tutor, besides Heads of Departments who interact with the Principal routinely. Through a series of research projects, the students are encouraged to develop a research interest at the undergraduate level.

#### **1.1.5 Institution Networks**

Such interfaces have been, in the past, on a low key. A beginning has been made in the recent years to enable student to intern with industrial bodies and research institutions as well as University departments. This is an area the colleges to enhance a great deal more in the days ahead.

#### **1.1.6 Contributions of the Institution and Staff Members**

Several faculty members have made significant contributions in the past. For instance:

- **Mr. Sanjeev Grewal, Head, Department of Economics and Mr. N. Raghunathan (retd.)**

Mr.N. Raghunathan (our previous Head, who retired recently) and I have been closely associated with all the three syllabus revisions of the Economics Hons.course that have taken place in the last two decades (2004, 2011 and 2013 respectively). Both the structure of the program and the content of papers were radically revised and Mr. Raghunathan and I were very closely associated with the entire process as key members of small committees comprising Delhi

School faculty and a few college teachers that prepared the draft for the new structure and the new course content. As a matter of fact the structure that emerged was the one suggested by us and the course contents and readings for many papers were the ones prepared by us in St. Stephen's College. These were simply adopted without major changes by the University.

Economics honours course of the University of Delhi became comparable to that of the best universities in the world after these course revisions. For the first time papers on Econometrics, Game Theory, Advanced Macroeconomics, International Economics, Public Economics were introduced in 2004 as optional papers at the undergraduate level. In 2011 additional optional papers on Environmental Economics, Economics of Health and Education, Financial Economics and Applied Econometrics were introduced.

After the course revision our students have got admission to Masters Program at LSE, Oxford, Cambridge, Singapore, Paris School of Economics etc and even to M. Phil Program at Oxford and Ph.D. Program at Brown immediately after finishing their BA (Honns.) degree. This never happened earlier, and I believe still does not happen to students of most colleges in India. Our students used to go abroad for a second undergraduate degree at Cambridge or Oxford or did M.A. in India before going on for graduate studies at the best Universities abroad. Now they can go directly for graduate studies and do well. Many of our students have said after studying abroad that they were actually better prepared than most of their classmates due to the rigorous undergraduate training they received at St. Stephen's College.

- **Rev. Dr Valson Thampu, the Principal** was:

- (a) Member, UGC Committee for screening applicants for being recognized as “Colleges with Potential for Excellence”

- (b) Member of the Scholarship Committee (UGC) for the Maulana Azad Scholarship for minority communities.

### **1.1.7 Add-on Courses by the College**

The following add-on courses have been developed and implemented successfully in the recent years.

- (a) Engaging with Unequal India

- (b) An Introduction to the Arts and Cultures of India
- (c) Concepts and Social Processes and
- (d) Citizenship and Cultural Richness.

### **1.1.8 Measures Taken by the College to Achieve the Objectives**

- By monitoring regularity in attendance
- Ensuring quality of performance at tutorials
- Discussions in classrooms
- Sensitive observation by teachers
- Encouraging students to research and write
- Internal Assessment tests and continuous evaluation
- Review of examination results

## **1.2 Academic Flexibility**

### **1.2.1 Specifying Goals and Objectives**

Replied already under 1.1.7. More specifically,

- (a) “Engaging with Unequal India” –is meant to raise awareness among students about the socio-economic problems that the country is still beset with so as to promote in them a spirit of public service as well as commitment to social justice.
- (b) “An Introduction to the Arts and Cultures of India” is aimed at grounding the students in our rich cultural traditions about which, otherwise, they could remain ignorant or indifferent.
- (c) The Course on Concepts is meant to promote clarity and deeper understanding of concepts which is necessary to enable students to think clearly. This is a weak area in school education and needs, hence, special attention.
- (d) “Citizenship and Cultural Richness” –Is a course open to the citizens of all age groups, including the students of the college. This is aimed at highlighting the social responsibility that every educational institution – and all beneficiaries of education- should have.

### **1.2.2 Programmes that Facilitate Dual Degree**

The college does not offer any such programme as it is an affiliated institution and the University of Delhi has no provision for winning/dual degree.

### **1.2.3 Institutional Provisions to Ensure Academic Flexibility**

This is done in a variety of ways:

- Through a robust tutorial system, which is deemed the backbone of the educational enterprise in the college, the needs of extraordinarily endowed students are taken care of. Paying personal and personalized attention is the hallmark of the tutorial system, especially as it is practiced in the college. Horizons that are not ordinarily addressed through classroom lectures are engaged with through tutorials.
- Through a variety of subject-societies, provisions are made to cater to the advanced needs of such students. The societies in the college function well all through the year. The special talks and seminars thus organized are of a very high order of merit and intellectual sophistication.
- A determined attempt is being made to integrate a culture of research into the academic life of the college. A large number of students work alongside their teachers in research projects which generates a great deal of enthusiasm and keenness. Two dedicated Centers to promote research in Physics and Economics respectively have been set up in the recent past. Altogether the academic life on the campus is rich and vibrant.

### **1.2.4 Self-Financed Programmes**

- Programmes that are wholly free: They are made free, as we deem them to be basic to the very idea of education we pursue. A case in point is the course titled “Engaging with Unequal India” taught by Mr. Harsh Mander. Yet another, which is purely optional, is the opportunity to participate in translation work, under the St. Stephen’s Translation Centre, meant to enable undergraduate students experience the joy of

creativity and develop linguistic-literary sensibility. A third case in point is the course titled, the Life and Teachings of Jesus Christ, to be attended only by Christian Students.

- Self-financing courses, which are optional. They are (a) An Introduction to the Arts and Cultures of India, optional in nature. (b) Language courses (German, French, Spanish, Japanese, Chinese, Sanskrit), optional in nature (c) Citizenship and Cultural Richness, optional and open also to the citizens of Delhi.

These programmes are different from the rest of the courses developed and prescribed by the University in various respects, such as: they are taught by a different faculty, the curriculum is not prescribed by the University, except in the cases of some of the Language courses accredited by it, the emphasis is not entirely on passing an examination or earning a degree, and, in the case of one, it is open to citizens, irrespective of their age.

### **1.2.5 Additional Skill-Oriented Programmes**

The college is not offering any additional skill-oriented programme in the strict sense of the terms “market” and “employability”. The college is rooted in the liberal arts tradition which is not driven by market pressures. But our students are much sought after by the market –and they have, in effect, great market value- because of the sound all-round training they receive. Their core strength is the commitment to the pursuit of excellence the college instills in them. While, we do not itemize “skills” we do impart a host of skills comprehended under the generic vision of “total education”. They include soft skills as wells as the capacity to think rationally, behave responsibly and provide benign leadership, coupled with a spirit of public service. Over the decades this approach has paid rich dividends. It is like training a budding musician to sing classical music in the tradition possible, rather than train him for singing in London, New York, Vienna, and Berlin.

### **1.2.6 Combining Conventional and Distance Modes of Education**

While there are signs that the University is moving in this direction, it is not yet a reality on the ground. The college believes that it is a good thing to happen



and will be happy to adopt it eagerly and efficiently.

### **1.3 Curriculum Enrichment**

#### **1.3.1 Supplementing the University Curriculum**

This happens only to a limited extent. And much of it happens in an informal way. The semester system, for all its other advantages, has had the effect of cramming the life of students with course work and related requirements.

Even so, St. Stephen's college makes the following efforts:

- Departments are encouraged to integrate complementary material in the courses prescribed, wherever they find it necessary.
- Students are encouraged to participate in Innovation Projects, under the guidance of faculty members, to have hands-on experiences of reaching the frontiers of knowledge.
- Seminars, conferences and workshops are conducted by a host of subject-societies and general ones to enhance classroom learning and to enlarge the range of their awareness, concerns and expertise.

#### **1.3.2 Enriching Employment Market**

This question has already been dealt with under **1.2.5**

#### **1.3.3 Cross-cutting Issues**

A wide range of topics are covered expertly through high powered programmes organized under the auspices of various societies and clubs. St. Stephen's has a Centre for Gender Culture and Social Processes which organizes special programmes and courses from time to time. Environmental issues are covered especially by the Environment Society.

#### **1.3.4 Value Added Courses**

The college attaches special significance to this aspect of the educational formation of students. Through the morning assemblies, mandatory for all first year students, held four times a week (Mondays to Thursdays) the students are

enabled to develop a vision for life based on values and ideals. This is, then, further consolidated through courses like “Engaging with Unequal India” and societies like the Social Service League (SSL) and the Gandhi Study Circle. Over-arching all these is the learning environment of the college which is robust because of the commitment to values and ideals. We live these values and students are enabled to ‘catch’ them through participation. We do not teach or talk about morality, we live a morally sound way of life as a learning community.

Community orientation: The total life of the college, in which all students are enabled to participate, is envisioned on the community model. The college is a family. Teachers are called “Senior Members” and students, “Junior Members”. Utmost courtesy is practiced in all contexts and enterprises. A spirit of service, besides, is fostered in students. A sense of bonding and belonging together, and respect for the values and traditions of the college are promoted. These are the ingredients of the art of living together which fosters a wholesome community orientation.

### **1.3.5 Use of feedback System**

The college has an active and continual feedback system through the Student-Faculty-Committees. They meet regularly and detailed minutes are prepared and shared with the Principal. The action points identified are acted upon promptly. Feedback from teachers is elicited largely at Staff Council meetings which, in St. Stephen’s College, are a great deal more than routine exercises. The faculty members take this very seriously and participate with responsibility and discipline.

### **1.3.6 Monitoring Enrichment Programmes**

- Through the Principal obtaining in person the feedback from various departments by meeting and interacting with them on a departmental basis.
- The IQAC ensures that the students participate in these enrichment programmes and derive maximum benefit from them.

## **1.4 Feedback System**

### **1.4.1 Contributions of the Institution in the Design of the University Curriculum**

Various faculty members have been involved in evolving curricula for various courses; especially under the now rolled back FYUP. Additionally, where the contents of the courses prescribed by the University are found to be inadequate to match the merit and intellectual demands of the students, departments are encouraged to supplement the courses to the desired extent. This happened, to a fair degree, in respect of the Foundation courses under the FYUP of Delhi University. For more details see **1.1.6**

### **1.4.2 Formal mechanism to Obtain Feedback**

The college follows the University-mandated system in collecting feedback from the students. All departments have **Student-Faculty Academic Committees** constituted by HOD, the senior and junior most teachers and the class representatives. They meet occasionally and discuss matters pertaining to curriculum, teaching and other related practices. The minutes of these committees are sent to the Principal and thereafter to the University on a regular basis.

The college has no formal mechanism to obtain feedback from parents and alumni.

### **1.4.3 New Programmes by the Institution**

- No new degree programme has been introduced in the last 4 years. The college is desirous of enlarging its basket of courses. Application for permission to start (B.A Hons) in Political Science is pending with the University.
- Applications for increasing the intake in Economics and English, two of the most sought-after course in the college, have been pending for 3 years with the University.

- Three add-on courses have been introduced in the last 4 years.
- Additionally, a popular course in Citizenship Education has been introduced recently. Over 260 citizens of various age groups are currently benefitting from this course taught by a galaxy of distinguished teachers drawn from various fields of experience and expertise.

## **CRITERION II: TEACHING, LEARNING AND EVALUATION**

### **2.1 Student Enrollment and Profile**

#### **2.1.1 Publicity and Transparency in Admission Process**

St. Stephen's College ensures hundred percent transparency in admissions and appointments, upholding its commitment to the pursuit of excellence in higher education. Transparency is the *sine qua non* for pursuing excellence. Every aspect of the admission procedure is open to scrutiny. All aspects and stages of the admission procedure are duly notified through the media, ensuring that applicants from around the country are facilitated. To ensure optimum access and ease, application form has been made wholly on-line. St. Stephen's was the very first institution in Delhi University to initiate this. Special desks to facilitate applicants with disability operate throughout the phase of application. Helpline and email access are also provided. Interviews are conducted in a meaningful and transparent fashion by a Board comprising 4 senior faculty members, with the Principal chairing a majority of them. The extent of transparency which the college maintains in this regard may be inferred from the fact that there has been no complaint about any aspect of the admission procedures in the last several years. The responsibility for organizing admissions is entrusted to an Admissions Committee headed by the Tutor for Admissions. The members of the Committee are drawn from various departments.

#### **2.1.2 Admission Process**

##### **Postgraduate Courses**

Admission to an MA/MSc course is subject to the applicant's securing admission in the University Faculty/Department concerned, and an interview conducted by St. Stephen's College.

## **Undergraduate Courses**

Even though the college is keen to have entrance tests, especially in view of the unreliability of class 12 board results, the formidable logistic difficulties have held us back from this. Admission is based on two components with the following weights:

- (i) Class XII marks: 85% of effective BFS percentage
- (ii) Interview: 15%

The College interviews approximately:

- four applicants per seat for Economics, History and English
- five per seat for Mathematics
- six per seat for Sanskrit, Philosophy, Chemistry and Physics

In each subject, the marks of the last candidate in this list become the 'eligibility marks' (referred to as the 'cut-off marks') for being called for the interview.

For details of the subjects to be taken into account and additional eligibility requirements, if any, in determining the 'cut-off' marks for various Discipline I Courses refer to the Requirements for Admissions section.

Broadly speaking, an interview has the following components:

- (a) Academic: The candidate's academic potential and suitability for the subject chosen, beyond what is indicated by marks alone.
- (b) Co-Curricular: The potential to participate in the co-curricular activities of the College and to contribute to its total life. The College does not have a separate "ECA" (extra-curricular activities) quota, but proficiency in ECA is taken into account during the interview.
- (c) General Awareness and Sense of Values: A candidate's personal outlook, sense of values, level of awareness and motivation.

The candidate's statements on the admission form about himself or herself, his or her interests, goals etc. form vital interview material.

The list of short-listed applicants along with their interview schedules will be put up on the College notice board on June 18, 2014. Applicants called for the interview will get an interview call letter at their registered email address. They can also generate the interview call letter from the College website.

Applicants called for interview are required to bring a printout of the call letter at the time of appearing for the interview.

### **Admissions under Sports Category**

Sports admissions are done based on the composite merit of the applicants assessed on the scheme of weightage given below:

Sports merit (certificates and field trials) : 60%

BFS/PCM at Class XII: 25%

Interview: 15%

Admissions in this category are carried out by a Sports Selection Committee comprising the Principal, the members of the Department of Physical Education, and two teachers of the College selected on a departmental basis.

### **2.1.3 Admission Cut-offs**

#### **CATEGORY WISE CUTOFF PERCENTAGES – 2014-15**

The following were the minimum eligibility requirements for being called for interview for admission to various courses, subject to meeting other applicable eligibility requirements.

<b>Course</b>	<b>Category</b>	<b>Science (BFS)</b>	<b>Commerce (BFS)</b>	<b>Humanities (BFS)</b>
<b>BA Programme</b>	GEN	92.50	96.00	88.00
	SC	87.50	91.00	83.00
	ST	87.50	91.0	83.00
	COTH	81.50	85.00	77.00
	CNI	77.50	81.00	73.00

	CNID	77.50	81.00	73.00
	CST	77.50	81.00	73.00
	CPH	62.50	66.00	58.00
	PH	62.50	66.00	58.00
	URDU	79.00	81.00	73.00

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<b>Course</b>	<b>Category</b>	<b>PCM (Physics, Chemistry, Mathematics)</b>		
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<b>B.Sc. Programme (Phy, Chem, Maths )</b>	GEN	92.00		
	SC	82.00		
	ST	82.00		
	COTH	77.00		
	CNI	77.00		
	CNID	77.00		
	CST	77.00		
	CPH	67.00		
	PH	67.00		

<b>Course</b>	<b>Category</b>	<b>PCM (Physics, Chem/Comp.Sc./Info.Prac., Mathematics)</b>		
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<b>B.Sc. Programme (Phy, Comp. Sc., Maths)</b>	GEN	92.00		
	SC	82.00		
	ST	82.00		
	COTH	77.00		
	CNI	77.00		



	CNID	77.00
	CST	77.00
	CPH	67.00
	PH	67.00
<b>ABBREVIATIONS USED</b>		
<b>Gen</b>	General (Non Christian)	
<b>SC/ST</b>	Scheduled Caste / Scheduled Tribe (Non Christians)	
<b>CST</b>	Christian Scheduled Tribe	
<b>CNI</b>	Church of north india	
<b>CNID</b>	CNI Delhi Diocese	
<b>COth</b>	Christian Others (Other than CNI)	
<b>PH</b>	Person With Disability	
<b>CPH</b>	Christian Person With Disability	

#### 2.1.4 Admission Process Review

St. Stephen's College reviews admission process soon after admissions are concluded mainly with a view to making the admission process

- (a) More and more user-friendly
- (b) Economically efficient
- (c) environment-friendly (we have nearly eliminated the use of paper in admissions). From being a wholly manual operation in 2009 the admission process, involving usually more than 25000 applications for 400 seats, has become a wholly paper-free and error-free operation with zero margin for complaint from the applicants.

### 2.1.5 Reservation Categories

St. Stephen's College, being a Minority Educational Institution, within the meaning of Article 30(1) of the Constitution, is exempted from State policies on reservation. However, on account of its commitment to social justice, the college earmarks a limited number of seats to accommodate SC/ST candidates, besides the 3% mandatory reservation for PWD.

There is no need to reserve seats for women, as they outnumber men students, on merit, in several of the courses. The male-female ratio of enrolment is now 60-40 in favour of women. This is remarkable, given the fact that St. Stephen's has been, for decades an all-male college, having gone co-educational only in 1975.

As permitted by the law of the land, up to 50% of the seats are earmarked for applicants from the minority community (Christians) with the proviso that the merit differential between candidates thus admitted and general merit students shall not exceed 15%. In majority of courses, however, the merit differential is less than 5%.

While the college does not have special reservation for candidates from the socially and economically weaker sections, we ensure that such candidates are preferred, provided they make it to the interviews. Children from truly deprived backgrounds are not only admitted but also facilitated through very generous scholarships instituted with the help of the alumni. The college offers financial aid to a large number of students.

### 2.1.6 Programmes Offered and Trends

<b>Course Year 2012</b>	<b>Applied</b>	<b>Admitted</b>
B.A. Hons. Economics	5096	50
B.A. Hons. English	3698	30
B.A. Hons. History	1686	60
B.A. Hons. Philosophy	861	10
B.A. Hons. Sanskrit	69	10
B.A. Programme	2345	50
B.Sc. Hons Mathematics	3082	50
B.Sc. Hons. Physics	2144	50

B.Sc. Hons. Chemistry	1906	50
B.Sc. Programme (Mathematics, Physics, Chemistry)	1019	25
B.Sc. Programme (Mathematics, Physics, Computer Science)	1110	25
<b>Total Result</b>	<b>23016</b>	
<b>Course Year 2013</b>	<b>Applied</b>	<b>Admitted</b>
Chemistry	2968	50
Economics	6817	100
English	6306	60
History	2280	60
Mathematics	4240	50
Philosophy	1431	10
Physics	2989	50
Sanskrit	86	10
<b>Total Result</b>	<b>27117</b>	
<b>Course</b>	<b>2014</b>	
B.Sc. Programme (Mathematics, Physics, Chemistry)	172	25
B.Sc. Programme (Mathematics, Physics, Computer Science)	185	25
B.A. Programme	496	50
Chemistry	2511	50
Economics	6526	50
English	6240	30
History	2428	60
Mathematics	4099	50
Philosophy	1335	10
Physics	2469	50
Sanskrit	68	10
<b>Total Result</b>	<b>26529</b>	

## **2.2 Catering to Student Diversity**

### **2.2.1 Differently-Abled Students**

- Creation of Equal Opportunity Cell to look after their special needs. The cell is active throughout the year and organizes several activities.
- Special devices for the special academic needs of such students to facilitate independent learning, for example provision of laptop computers, portable hard drives and special scanners scan an ordinary book and convert it into a soft file that can be read out aloud by JAWS software and can also convert a scanned image of a page into an audio file, screen reading software like JAWS for visually challenged students.
- Making the campus accessible for students on wheel chairs by construction of ramps etc.
- The sensitivity shown by college in making the differently-abled students a part of the college mainstream and giving them a sense of independence and achievement.
- The generous financial help provided to such students in the form of fee-waivers and scholarships.

### **2.2.2 Knowledge and Skills**

All relevant data pertaining to the students, especially pertaining to their economic status) are elicited through the application form itself. The applicants also provide a personal statement in the process of applying. This has been found to be adequate for all purpose. No exercise, other than what is stated above, is undertaken as it has not been found of felt to be necessary.

### **2.2.3 Strategies to Bridge Knowledge Gap and Programmes**

1. St. Stephen's College assembly address is a source of counseling to first year students and meant to mentally strengthen the student to face the challenges of new course work.
2. St. Stephen's college as a policy assigns a group of around 10 students to each teacher to provide course counseling and the guide the students to information regarding opportunities that exists in their discipline. This counseling also addresses their routine problems.

3. The departmental student teacher committee provides another mechanism to the students to sort problem faced by them in their course of study.
4. Students also interact regularly with teachers outside the classroom either individually or in groups to address their course related or other general problems.
5. The college also provides the research opportunities to undergraduate students which strengthen the basic knowledge of the student and prepare them not only to face the present course work but also guide them to choose future career options.
6. Remedial classes are also organized as per the UGC regulations.

#### **2.2.4 Sensitization on Gender, Inclusion and Environment**

- The College has constituted the Internal Complaints Committee (ICC) in compliance with the Prevention of Sexual Harassment Act of 2013. The task of raising awareness in this regard is cast upon this very competent committee.
- Besides this, the Principal in his assembly addresses, four times a week, deals with issues that pertain to the discipline of maintaining wholesome relationships, the need to respect women, the duty to treat others as we want to be treated, the abhorrence of every form of violence.
- In addition to all these, the college has established a Centre for the study of Gender and Social Processes, under the auspices of which various programmes are organized. The college takes pride in the fact that its culture of respecting the dignity and integrity of every human being, including the karmacharis, is holding well and, as a result, the harassment of women or gender-based discrimination happens.

#### **2.2.5 Addressing Special Learning Needs**

**Please refer to 2.2.1**

#### **2.2.6 Collection and Use of Data on Academic Performance**

Drop-out of students is not a worrisome issue in St. Stephen's College.

- Departments monitor the performance of students in Semester Examinations.
- Cases of laxity –rare as they are- are referred to the Principal for his remedial intervention.
- Students with disability do exceptionally well in the college, both in academically and otherwise.
- The cultural enrichment that students with disability add to the total life of the college is truly remarkable. Their being in the college is of very special academic and cultural enrichment to the college as a whole. We do have a few students who are dyslexic. But, given the enabling ambience of the college, they too catch up quite well. It is a fact that students with disabilities do not feel disabled or excluded in any way in the college. If anything, they feel valued and appreciated all the more.

## **2.3 Teaching-Learning Process**

### **2.3.1 Planning and Execution**

In these respects, the college follows the academic schedule of Delhi University, which we are required to. As regards teaching plan, it is left to individual departments. Certain broad principles are shared by all teachers, though. They pertain to the pursuit of excellence as the quintessential culture of the college, the need to be organized, systematic and proactive in teaching, the duty to maintain a caring culture, the importance of values-formation as integrated into the learning process. Evaluation plans too follow the prescriptions provided by the University.

The following is an annual in-house calendar which the college follows in structuring its activities in accordance with the University Calender:

#### **College Calender**

1. Admission (June - July)
2. Fresher's Welcome (20 July)

3. Start of the Academic Session (21 July)
4. Semester Break (I Semester – October, II Semester – March)
5. Rudra Dinner (Employee Get-Together) (February 12)
6. Founder’s Day ( 7 December)
7. Alumni Re-union (Sunday following 7 December)
8. Employee Children’s Day (Second week of January)
9. Foundation Day (1 February)
10. Dismissal Service & Distribution of Annual Awards (April)
11. Diwali Celebration for Employees (Oct / Nov)
12. Sporting Events
  - a. Inter College Basketball Tournament
  - b. Colour Award Ceremony & Sports Dinner
13. Extracurricular activities conducted through various societies. (throughout both the semesters till 31 March)
14. Semester Exam (Nov - Dec)
15. Semester Exam (April – May)
16. Summer Break (23 May – 20 July)

### **2.3.2 IQAC (Internal Quality Assurance Cell)**

The college recently set up an IQAC with the following functions in accordance with the guidelines of NAAC:

- Development and application of quality benchmarks/parameters for various academic and administrative activities
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation
- Arrangement for feedback response from students, parents and alumni on the institution and curriculum
- Organization of inter and intra institutional workshops, seminars and conferences on quality-related themes
- Documentation of the various programmes and activities leading to quality improvement
- Development of quality culture in the institution

- Preparation of Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC

### **2.3.3 Student-Centric Learning**

- Traditionally, St. Stephen's has eschewed 'spoon-feeding'! One of the clear emphases in the academic vision of the college is the need to respect the talent and independence of the student. We believe in the enormous potential of the students, insofar as the best students from all over the country seek admission to the college. The foremost factor in ensuring academic performance of the highest order is a robust 'environment'. We believe that without this the optimum effect of all else will not be reached.
- A major support system is the excellent library we maintain. Without a doubt, St. Stephen's College has the best library among all colleges affiliated to Delhi University and we encourage our students to make optimum use of this facility.
- A special audio section has been added to the library a few years back in order to cater to the needs of the visually challenged students.
- The campus is fully Wi-Fi enabled so that students have access, via the University portal, to a universe of learning resources from all over the world. In addition to this: (a) the college library has its own dedicated portal through which also students and faculty members can access a lot of material. (b) the college has a well-designed and generously furnished Internet Resource Centre (IRC) which is made good use of by students. Faculty members too have access to this. In their case, they have a dedicated room with computers in the library itself where they can work undisturbed for as long as they wish to.

### **2.3.4 Nurturing Critical Thinking, Creativity and Scientific Temper**

- Emphasis on promoting original and critical thinking is innate in the tradition and culture of St. Stephen's. Students are listened to with respect and appreciation. Their views are valued. Faculty members serve as catalysts in the process of enabling them to grow in this important respect. Most importantly, students are protected against excessive obsession with



examinations and results. They are encouraged, instead, to stay focused on growing through learning. St. Stephen's has a well-defined understanding of the kind of holistic growth that needs to be fostered. It is our conviction that, once a taste for ideas is inculcated in students, they will remain lifelong learners.

- St. Stephen's enables students to develop clarity on concepts like critical and free thinking, creativity and scientific temper. If this is not done, these will remain mere words and no attempts will be made towards cultivating them. Critical thinking, for example, stands at risk of being misunderstood as verbose negativity or exhibitionistic interrogation which is hardly helpful. The fact the alumni of the college have excelled themselves in diverse fields of service and responsibility is proof enough that our approach is valid and wholesome.

### **2.3.5 Technology and Facilities Available**

- One of the best libraries in any college in the University of Delhi
- Projector-enabled classrooms
- Satisfactory Computer students ratio
- Jaws and other technological facilities for the VH students

### **2.3.6 Advanced Learning**

- Various departments organize conferences every year
- Literary Societies conduct workshops and organize extension lectures by distinguished scholars
- Student-teacher interactions outside the classrooms mainly focus on topics and themes beyond the syllabi.

### **2.3.7 Students Benefitted from Psycho-social Support and Guidance**

- Statistical information not available. However, the college has a full-time counselor available on all weekdays. The resident students are benefitted by

the presence of the Dean and Associate Dean of Residence who reside on campus and make themselves available at any time of the day.

### **2.3.8 Innovative Teaching Methods and Approaches**

St. Stephen's College as an institution committed to the pursuit of excellence stills continues to follow the conventional teaching methodology and lecture mode. However, the efficient tutorial system in college facilitate the individual teachers to adopt and adapt new modes and methods which they implement without affecting the curricular structure designed by the university.

### **2.3.9 Library Resources**

**Please refer to 4.2 for details**

### **2.3.10 Challenges Regarding the Academic Calendar**

The college has an exemplary work culture and therefore it seldom faces any challenge in completing the curriculum within the planned timeframe and calendar

### **2.3.11 Monitoring the Quality of Teaching Learning**

- Through the feedback system (All teachers have their own ways of obtaining feedback from students)
- Regular Departmental Student Faculty Academic Committee Meetings (Minutes submitted to the Principal on a regular basis)
- Through Staff Council meetings which will discuss, debate and decide on changes in curricular and teaching learning practices.

## **2.4 Teacher Quality**

### **2.4.1 Strategies in Recruitment of Teachers**

- As an affiliated institution, the college conducts the recruitment process through a transparent process in accordance with the regulations laid down by the UGC and the University of Delhi from time to time.
- The Governing Body does the appointments through duly constituted panels consisting of 9 to 10 members including the Principal, representatives of the GB, distinguished academics, intellectuals and alumni approved by the University of Delhi.

### **2.4.2 New Programmes and Challenges**

The college has not introduced any new course like Biotechnology, IT, Bioinformatics etc. in the recent past.

### **2.4.3 Details of Staff Development Programmes**

#### **a) Faculty Nominated**

More than 50% of the faculty undergoes refresher and orientation courses during their service period on a regular basis

#### **b) Faculty Training Programmes:**

The college organized a training programme for teachers of the University in 2013-14 on a Course titled Integrating Mind Body Heart. The following is a note on the course:

#### **The IMBH Course**

*MAN is neither mere intellect, nor the gross animal body, nor the heart or soul alone. A proper and harmonious combination of all the three is*

*required for the making of the whole man and constitutes the true economics of education. Harijan: Dec. 19, 1938.*

The course outline of the Integrating Mind Body Heart course comprises a few episodes from the life of Gandhi, selected for their appropriateness in illustrating the beauty and power of an integrated life. It is obvious from Gandhiji's statement quoted above that living an integrated life was the core of Gandhiji's spiritual discipline. Gandhi realized that 'godliness' involves integration of all aspects of a person's being, as opposed to a compartmentalized or un-integrated life in which we are at war with ourselves.

The all-important issue here is the purpose of education. [We shall have, in a short while, a panel discussion on Gandhi's views on education.] To Gandhiji the core purpose of education is "the making of the whole man". [Swami Vivekananda]. Integrating Body, Mind and Heart becomes an imperative only from this perspective. If our educational goal is to only to enhance employability and material success in life, then the same course could seem a superfluous encumbrance.

In an article published in the *Harijan on April 17, 1937, Gandhi wrote-*

I hold that true education of the intellect can only come through a proper exercise and training of the bodily organs, e.g., hands, feet, eyes, ears, nose etc. In other words an intelligent use of the bodily organs in a child provides the best and quickest way of developing his intellect. But unless the development of the mind and body goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lopsided affair. By spiritual training I mean education of the heart. A proper and all-round development of the mind, therefore, can take place only when it proceeds paripassu with the education of the physical and spiritual faculties of the child. They

constitute an indivisible whole. According to this theory, therefore it would be a gross fallacy to suppose that they can be developed piecemeal or independently of one another.

Given Gandhi's unwavering pursuit of Truth and his exaltation of Truth to the status of the divine, it is inevitable that the integration of the Body, Mind and Soul was the hallmark of his life. "Integration" is the path to wholeness or completeness. Truth is a function of the whole. What is partial falls short of the scope and stature of Truth. Those who lack integration can neither seek nor adhere to Truth, despite their intentions. Conversely, the quest for Truth, if Gandhiji's life is any indication, brings about the integration of Body, Mind and Soul.

Body is the medium through which Mind and Soul express themselves. You may have the most sublime ideas. But unless you express or share those ideas with others through the spoken or written word, they remain unborn. Speaking and writing involve integration of Body and Mind. The Soul too is, likewise, involved because we cannot lead a compartmentalized life. Compartmentalization is an anti-life process. You may have the noblest of sentiments. But the light of the Soul needs to be expressed through the Body, say, as actions of compassion or principled responses to the world around. Ideals are nothing if they are not expressed through action, which involves integration of all dimensions of one's being. We express ourselves through integration. The goodness and greatness of our expressions depend on the extent of our integration as human beings. As a rule, whatever is dynamic is necessarily integrated. Integration remains either latent or potential in what is static or inert.

Integration is the secret of human growth and development. In an under-developed state, we lack harmony and integration among the three dimensions of our being. The failures in the early years of his life that Gandhiji confesses to, attest this. Failures result from inadequate integration. When the Mind and Body are not tempered by the power of the Soul, instincts and impulses get the better of us. In such a state we do what we should not be doing (Gandhiji smoking and pilfering, being examples) and fail to do what we should be doing. Lack of integration makes us vulnerable and we succumb to the feeblest of pressures. Peer-pressure is a case in point. Often not much 'pressure' has to be applied to make a person succumb. Those who are on the way to being integrated are, in comparison, less vulnerable and more steadfast.

Another mark of an integrated person, according to Gandhi, is *the spirit of service*. Surely, this insight is of utmost significance for all times; especially for our times. In stark contrast to Gandhi, the educated individuals today disdain to serve! Such people are not grown up enough to know that this allergy to, and awkwardness about, service stems from a poor integration of their being. Those who are integrated in their Body, Mind and Soul find joy and fulfillment in service. As Gandhi says in his Autobiography, few pleasures and possessions can compare with the joy afforded by service rendered voluntarily and joyfully.

Integration holds the key to fulfillment in life. Nothing worthwhile can be achieved by a person who lacks integration and, therefore, lacks integrity too. If the Body, Mind and Soul pull in different directions, the result can only be paralysis! Arguably, far too many of the beneficiaries of education today are in this state of response-paralysis. This is the reason why life at the

present time is riddled with boredom, depression and unfulfilment. The problem is not that people do not achieve or acquire much. The real problem is that they are not integrated human beings. According to Gandhiji, those who lack integration are incapable of 'contentment'. Life is unbearable without contentment. Contentment has little to do with the quantity of one's possessions. It is a matter of the quality of one's being, resulting from the integration of its various aspects.

Integration is also the secret of endurance. No one acquainted with the outlines of Gandhi's life has to be persuaded that he endured and overcame the most difficult ordeals because of his 'character and soul force'. This force stems from the logic and dynamic of integration. Integration activates latent energies and qualities. It is like two atoms of Hydrogen and one atom of Oxygen combining (we can say, 'integrating') to form a molecule of water. Integration activates 'emergent properties'; that is, properties and potencies that were not available or evident till then. The concept of "charisma" is akin to this. There are two types of 'charisma' –personal and institutional. We are living at a time when personal charisma is at its lowest and institutional charisma is all that we are left with. People derive their power and personal worth from institutions or structures. The more they lack integration as persons the more they have to depend on institutions. Here again, there are two possibilities. The person concerned may relate to institutions and structures within the model of integration. (That is, he/she may get identified with the institution.) But that option is open only to those who are oriented to integration. Lacking this, they will become mere parasites. What they will have, then, is not 'institutional charisma' but institutional power and perks. (The latter includes, among other things, the

opportunity and right to indulge in corruption; corruption being a sign of un-integration.)

The hallmark of an educated and wholesomely developed human being is the integration of his/her Body, Mind and Soul. But thereby hangs a tail!

It is not fashionable to talk of Soul in this age of strident secularism. The last thing we are free to have, it seems, is Soul. So we are a Body-Mind combine. But even in this truncated model there is still a problem. To be a Body-Mind “combine” you have to live the paradigm of integration! If you don’t, you can only be a Body-Mind Mixture! There will be, in that event, no point of coherence in you. So, we become Jekyll (Body) and Hyde (Mind). We are a Body in some contexts and a Mind in others. That is why education, if you like, has come to be what it is. No place for the Body (leave alone the Soul!) in the learning process. Only the disembodied Mind is involved. Is it any wonder that the spirit of service evaporates under the heat of such an enterprise? From here we proceed to the next cardinal mistake. We think we can redeem education by increasing the course contents! No we can’t. What is needed is a reorientation of education. Nothing less will do. Gandhi lays supreme emphasis on promoting the spirit of service through education. If the spirit of service, fortified by the spirit of caring, is not developed in a human being, he/she will become a parasite or a thief.

I would refer those who are embarrassed about the spiritual core of education to poet Kabir. “Before me stand,” says Kabir, “Guru and God/ Who shall I first pay obeisance to? I will fall, first, at the feet of my Guru/ For it is he who has turned me to God.” Herein lies the secret of the respect



that a teacher does or does not command. This is not a matter of religiosity. It is a matter of the Spirit that transcends all religious agendas and establishments.

Finally, it will be a great pity if the IMBH course is taught by those who do not have a passionate conviction about its relevance or are not excited about its scope, which, I understand, is the case in some colleges. This is regrettable. Instead, the best of teachers should handle this course! Institutions that take the meaning and purpose of education seriously will do nothing less!

**c) Percentage of faculty invited for various conferences seminars:**

Seventy five percentage of the faculty are involved in regular academic and research activities. Precise information of this is available in the personal files of the faculty members. Some of these details have been furnished in the departmental reports.

## **CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

### **3.1 Promotion of Research**

St. Stephen's College is primarily an undergraduate institution affiliated to the University of Delhi. Although the college has facilities like a rich archive and library to promote research, the university has not yet given its assent to open affiliated research centres in college. However, the college has always promoted research among undergraduate students. We have five centres which offer various specialized courses and enable students to pursue research at the undergraduate level onwards.

- **Centre for Gender, Culture and Social Processes**

The Centre is administratively maintained by St Stephen's College, Delhi University, but strives to be a nonprofit, financially self-sufficient entity. It was instituted in 2012 as an interdisciplinary research and teaching Centre for faculty and students. It is dedicated to fostering advanced and interdisciplinary research in various fields of the Humanities and Social Sciences. It engages intensively and extensively with the key terms emerging out of higher education in these fields, both independently and in their intersections with each other. It attends to the pedagogical agenda that arises from this, aims to offer students a strong theoretical, methodological and praxiological foundation in dealing with these key terms and their everyday and academic contexts of their applicability. In the related but distinct research agenda, the Centre aims to encourage the formulation of holistic academic and pedagogical perspectives on these fields of study, and to draw these perspectives into theoretical and analytical relations with the fields of development, policy making, politics, and the economy. The larger aim and orientation of the Centre is to engage with, contribute to and shape the

discourse and debate around gender, culture, development and society – its politics, its economics and its policies – while maintaining a significant emphasis on the role and play of gender in these.

The Centre has collaborated with SANGAT, KARTINI, OXFAM, ANHAD and CREA among others. As part of its commitment to knowledge production and dissemination, the Centre will

- (a) Offer training modules that will facilitate the understanding of these concepts as everyday phenomena in the present globalized conjuncture.
- (b) The Centre will conduct shorter and long term certificate courses in Gender, Culture and Social Processes.
- (c) It will also foster cutting edge research (in the form of working papers, seminars, workshops, monographs) of the highest standards in gender, culture and social processes that can be then used in academic and activist contexts.
- (d) Encourage interdisciplinary work among interested faculty and students.
- (e) Hold refresher course-type modules for faculty to mainstream the pedagogies of gender and culture studies in their own disciplines and in their perspectives in general.
- (f) Invite and work collaboratively on these issues with policymaking bodies and agencies, both governmental and nongovernmental.

The College awards certificates and degrees for the courses run by the Centre.

Significant Activities of the Centre since its formation in 2012:

**Projects:**

**1. Terrorism and Fundamentalism** (ongoing Research Project since 2012).

The project was initiated with an International Conference (*Brave New*

*World: The Gendered Political Economy of Terrorism and Fundamentalism*) in collaboration with SANGAT and KARTINI Asia.

**2. Conversations on Cinema, Performance and Media:** This is a series geared towards understanding performance studies, cinema, theatre and media and their interface with gender and sexuality. *Celluloid in Transit: Film Travel. Memories of Action, and Film Society Cinephilia in India* by Abhija Ghosh was the first in this series which has many more talks lined up for the session.

**3. Conversations about Caste (2015)**

**4. Certificate Courses:**

(a) 'Understanding Society' (2012)

(b) **Key Concepts and Critical Thought Certificate Course (2014):** A two month course was run by the Centre for Gender, Culture and Social Processes, St. Stephen's College with the following objectives:

- Familiarise participants with a set of key concepts within the humanities and social sciences.

-Facilitate critical thinking and awareness about issues germane to social formation and epistemology.

-Equip the participant with cutting-edge theoretical and methodological debates and provide training on how to write about these.

A panel of expert speakers-Professor Udaya Kumar, Dr Shubhangi Vaidya, Dr Smita Patil, Dr Saroj Giri et al- was a part of the course. The course instructors anchored these lectures with suggested readings and intensive interactive pedagogy. The emphasis was to critically engage with both canonical and alternative approaches and epistemologies.

(c) **Research Methodology and Academic Writing Certificate Course** was a four-week Research Methodology and Academic Writing Certificate

Course aimed to introduce young scholars to key aspects of conducting research in the humanities and social sciences and the rigours of academic writing, useful at all stages of their academic life. The course took participants through both the technical and the substantive aspects of this enriching and fulfilling endeavor over the period of four weeks. The course ran between 16 August- 9 September 2014.

#### **4. Conferences:**

- (a) Brave New World: The Gendered Political Economy of Terrorism and Fundamentalism (2012)
- (b) Texts and Technology: The Interface between Texts and Technologies. (2014)
- (c) Interrogating Masculinities (April 2015)
- (d) Special Lecture Series, Gender sensitization workshops.

- **Centre for Theoretical Physics**

One of the most significant developments during the year under review is the establishment of the St. Stephen's Centre for Theoretical Physics by two outstanding members of the Physics Department: Dr. Vikram Vyas and Dr. Abhinav Gupta in January 2014.

#### **The Objective**

One of the serious lacunae of the undergraduate science education in India is the artificial divide between teaching and research. This accounts for the paucity of the original ideas in the sciences emerging from India and in the increasing reluctance on the part of young Indian scientist to take undergraduate teaching as a career. The objective behind starting the St. Stephen's Centre for Theoretical Physics (SSCTP) is to try and remedy this situation by creating a framework that facilitates collaborative research involving the students and the faculty members.

## **Monthly Research Seminars:**

- February 2014: A New Identity for the Dynamics of Gravity by Madhavan Varadarajan, Raman Research Institute, Bangalore.

The Centre inaugurated its monthly research seminar with two talks by Madhavan Varadarajan. His talks were focused on one of the central problems in theoretical physics: how to reconcile Einstein's theory of gravity, which is a theory of space and time, with the rules of quantum mechanics. Madhavan described his ongoing research on reformulating Einstein's theory of gravity in a manner which is more amenable to the usual rules of quantum mechanics.

- March 2014: Black Holes, Thermodynamics, and the Information Paradox in the AdS/CFT Correspondence by Suvrat Raju, International Centre for Theoretical Sciences, Tata Institute of Fundamental Research, Bangalore.

Continuing with the theme of quantum mechanics and gravity, Suvrat Raju, a former student of the college, gave a talk which brought out the great tension that exists between the Einstein's description of the gravity as a theory of space-time and quantum mechanics. He described how the study of black holes is revealing that the union between quantum mechanics and gravity would require a fundamental reformulation of our ideas of space, time and locality.

- **Centre for Excellence in Translation**

Translation as a cultural activity is gaining in academic respect, literary credibility and cultural significance. This is only natural, given the globalizing world in which we live. Translation provides cultural bridges as very little else can.

Even today, however, the domain of translation is marked by an asymmetry, thanks to the global dominance of the English language. Translations from English to other languages, especially Afro-Asian languages, far outnumber translation from these languages to English. There is a need to remedy this imbalance.

It is being recognized increasingly that translation is a creative literary genre. This notwithstanding, the economics of translation makes it unviable for translators to embrace it as a full-time vocation. This regrettable situation calls for, for as long as it prevails, the creation of catalytic instruments for promoting this culturally liberating and integrating genre.

To attain true globality the movement of cultural goods needs to match the movement of commercial goods. This is not yet the case. English is the foremost, often the only, medium for global recognition. It is also the principal transit route to other languages. Far too many authors of immense merit languish for long in vernacular languages for want of exposure to audiences beyond their linguistic and territorial boundaries. This is also a loss for the global community that fails to be enriched by the cultural goods produced in the diverse literary and linguistic traditions of the world.

India is ideally suited to play a pivotal role in promoting excellence in translation both as a literary activity and as an academic enterprise. Linguistic and cultural diversity has been endemic to this country for centuries. Even though not enough has been done in a formal way to facilitate their interaction and cross-pollination, translation of key texts from various Indian languages has happened for a very long time both into English and into these consanguine languages. There is now, besides, a growing political and governmental keenness to promote the art of translation in the Indian context. All leading publishers in India now attach unprecedented importance to translations. The media too provide greater visibility to translated works than has been the case hitherto. Much more, however, remains to be done in this regard.

Given this context, it is highly opportune to set up a Centre for Excellence in Translation.

Most translators work in isolation. They could benefit much from opportunities to come together and to encourage as well as to learn from each other. While there are literary festivals, translation as a literary art fares as footnote to these exercises of prestige.

The Centre undertakes:

1. To serve as a point of creative convergence for translators nationally and globally and thereby to promote excellence and cross-cultural interface in translation.
2. To play a catalytic role in securing for translation and the practitioners of this creative art the literary recognition and material reward they deserve.
3. To promote targeted research in the theory and practice of translation as well as to train future translators.
4. To identify appropriate texts for translation from various regional and global languages and to facilitate their translation into each other at a high level of literary, linguistic, historical and cultural accuracy and finesse.
5. To organize symposia and festivals centering on the art of translation as well as trends in the theory and practice of translation.
6. Advocacy roles in respect of translation with the government and the media by way of publishing or causing to be published reviews of translated works, liaising with publishing firms, cultural organizations and government departments.

The centre has been holding skill building sessions and has been credited with a book, the English translation of Sarah Joseph's Malayalam novel, *Aathi*, by Rev. Dr. Valson Thampu (*Gift in Green* published by Harper Collins) in the first three years.

In the academic year 2014-2015, the Centre launched ALPHABET, series of interaction with global writers with the English advisory board of the Sahitya Akademi. Russian-born-American poet and the editor of the poetry journal, Fulcrum, Philip Nikolayev was the inaugural event on 12 January 2015. Poet, translator and the convener of the English advisory board, Prof. K. Satchidanandan introduced the series, as an outreach programme of the Academy. The second event in the series had Ari Sitas, the South African poet who authored many important poetry collections, including *Slave Trades*. The event was held on February 16, 2015

The Centre of Translation Studies started a project in collaboration with the Department of English of Queen's University, Belfast. Floated under the supervision of Prof. Mark Burnett Thornton from Renaissance Studies of Queen's University, noted Shakespeare scholar who have authored books



including *Shakespeare and World Cinema* and *Masters and Servants in Early Modern England* and N.P. Ashley, Assistant Professor of English at St. Stephen's College, the project, "Shakespeare as an Indian Site" attempts to archive the Indian cinematic, theatrical adaptations, translations in Indian languages, regional cultural practices and social events in various Indian languages across for more than 150 years and create a web archive. Applications were invited from the current students in St. Stephen's College for academic internship in the project. In the first phase, the task was to collect material such as photos, videos, films, reports, articles, personal narratives, translations and literary/graphic adaptations for different age groups in different languages from various parts of India. 11 students have been collecting materials in Bengali, Malayalam, Hindi, Urdu, and Kashmiri for three months now as academic interns in the project.

The centre collaborated with the National Book Trust of India on a national seminar on "Translation and the Idea of India" at the World Book Fair-2015, Pragati Maidan, New Delhi on 17 February 2015. Inaugurated by the then Chairman of the NBT, P. Sethumadhavan, the seminar had papers by noted writers, editors and publishers such as K. Satchidanandan, Mitra Phookan, Mini Krishnan, Nirmalkanti Bhattacharjee, Mamta Sagar, Prema Jayakumar, Kannan Sundaram and Sridhar Gowda. Along with 59 registered students from St. Stephen's College, 39 students from other Delhi University colleges such as Lady Sriram College, Maitrayi College, Deen Dayal Upadhyaya College, Ramanujan College and Hansraj College participated in the seminar.

The centre has held a linguistic survey of the entire college in an attempt to understand the linguistic survey of the college, a report on which will be published soon. A Malayalam play by Samkutty Pattomkary, "Bheemaparvam", is in the last stage of getting translated into English by a team of six in the centre- the play is planned to be translated into Sanskrit as well.

- **Centre for Economics Studies**

The Department of Economics in St. Stephen's College attracts very talented and highly motivated students. Consistently over the years, many of them have shown both the capabilities and the willingness to range well beyond the confines of the University of Delhi BA Honours in Economics course work. There is, of course, mutual interplay between what the BA Honours course

equips them with and the kind of problems beyond the course that they are willing and able to tackle. The Honours course itself has developed over time, and modules such as Econometrics or Game Theory or Economics of Health and Education or Environmental Economics have now been introduced. This has given our students some up-to-date basic training, and consequently a greater confidence in formulating and tackling new problems and issues, the first steps in undertaking real research.

The primary aim of the proposed Centre for Economics Studies is to tap this great potential and to encourage a very bright group of students to be more “research-oriented”, more daring and independent in formulating problems and research questions well outside the formal curricular structure, and more rigorous and careful in formulating hypothesis and testing them.

The full range of activities the Centre might engage in will undoubtedly develop over time and with greater experience. A few immediate focal points are listed here:

- The institution of the Goutham Krishna Research Fellowships in 2014-15 has already resulted this year in three innovative research projects undertaken by different groups of students working as teams (faculty members in the Dept of Economics acted as mentors and guides to the groups). These Fellowships have been made possible by a generous endowment from the family of Goutham Krishna, a former student of the College who died tragically young while working for a higher degree at the University of Bristol. The Fellowship amounts can be supplemented, which will make possible more ambitious research efforts, the empirical side of which is often constrained by shortage of funds; and the number of Fellowships could also be increased so as to involve larger numbers of students in similar projects.
- With funding available, we will be able to invite visiting faculty. A model for this has already been established. Prof Pankaj Tandon of Boston University (an alumnus of the College) was a visitor to the Department of Economics for the full academic year 2011-12 and taught a full course on

Microeconomics. Students benefited enormously from this exposure. In his case, the College provided accommodation and board, but the visit was made possible only because he received funding from the Fulbright US Scholar Programme: the College certainly did not have the resources itself. If the proposed Centre can stand on its feet financially, such visits can be facilitated enormously. What we visualise is inviting visitors – and the College has in particular many distinguished alumni to call upon – for varying durations, depending on their commitments and willingness. These could range from short duration visits of a week or fortnight, with intensive interaction with faculty and students, to semester long residencies. For programmes like this to be possible it is imperative that adequate funding be available.

- Regular talks, seminars, short duration workshops for students (which could be of longer duration if over the vacation periods) and possibly an annual conference. Again, the most pressing restriction hampering a more active programme is funding.
- In the current semester a non-curricular, add-on course of lectures on Game Theory has been arranged, open also to students from other Departments. The initiative came from our students themselves, who asked for such a course to be organised. This suggests that similar courses on Behavioural Economics, or research methodology (e.g. on survey questionnaire design or how to design and conduct randomised controlled trials), or Industrial Organisation – areas that do not currently figure in the University syllabus – could be run successfully in subsequent years under the aegis of the Centre. In many cases we would have to invite outside faculty actively engaged in research in such areas to conduct the courses.
- Facilitating research activities by both faculty and students. The limitations on such activities can at present sometimes be absurdly basic: we do not have the funds to purchase statistical software packages! Other initiatives – all of which require substantial funds – include travel grants for consultation of research material in other locations, the conduct of primary surveys of any substantial scope, purchasing data sets (e.g. the CMIE or Prowess databases).

- Students can be encouraged to enlarge the scope of the Economics journal they currently bring out, and there could be a nice synergy between encouraging research activity on their part and publication efforts of this kind.

The Centre has been created by the dynamism and vision of the Principal. If this initiative can be taken forward in serious ways, it will hugely enrich the academic life of St. Stephen's College.

- **Monthly Faculty Research Seminars**

The faculty of St Stephen's college is actively involved in research besides their regular teaching responsibilities. Many of them regularly publish research papers and academic books and are well known in their chosen fields of specialization. However, given the emphasis of college teaching on undergraduate curricula, most of this research gets little communicated to college community. Faculty Seminar at St Stephen's College was started in 2013 to specially address this lacuna within the academic environment of the college. On average of four presentations have been held every semester since then, during which college faculty has shared their research with colleagues and students. The level of presentation is consciously kept at a level which faculty from other subjects and undergraduate students can comprehend and appreciate. Some of the presentations in the recent past have been:

1. Will the Recent Changes in Labour Laws Usher in “*Achhe Din*” for the Working Class?

by Dr Anamitra Roychowdhury of Dept of Economics

2. THE WAYS TO BEING “LOST”: READING THE PRESENT KERALA THROUGH SUBRAMANYA DAS by N P Ashley, of Dept. of English

3. Towards a History of St Stephen's College, Delhi, by Dr David Baker

4. **Dr Ambedkar's Response to Religions in India**, Dr Monodeep Daniel, Dean of Residence.

### **3.2 Resource Mobilization for Research**

As there are no University affiliated research centres in St. Stephen's College, we do not have provisions to allot money in the annual budget for research activities. All the centres mentioned above are self-financed.

### **3.3 Research Facilities**

The college has the best library and archives in the University of Delhi for promoting research among the undergraduate students. For research in sciences, St. Stephen's has the best Physics and Chemistry labs. The following is a short report on the Chemistry lab:

A General Research Lab has been set up in the Chemistry Department, Science Campus, where the entire faculty is given full freedom to carry on any research work on any topic. Encouragement is given to work that involves research work oriented at the development of academic work. For example recently the lab was used by students of B.Sc (Hons.) Chemistry (Semester-VI), to carry out their project work on Computational Chemistry under the supervision of their respective subject mentor. The various projects were aimed at improving their skills for doing a literature survey and to learn how to use the molecular modeling tools for simulations of various molecules which are of use in medicinal and biological chemistry works. All students submitted projects based on some theoretical computational chemistry software (TURBOMOLE, GAUSSIAN, ETC.). Some of the projects which prove the purpose and efficiency of establishment of the lab are listed below:

- 1) Theoretical studies of 4-arylidene-5(4H)-oxazolone azo dyes- the potential Organic Therapeutic Agents.

- 2) Physical and chemical properties of Shikimic acid.
- 3) Collaboration of Quantum Mechanical concepts with QBASIC and MS Excel.

### **3.6 Institutional Social Responsibility (ISR)**

- **Social Service League**

The SSL is the largest and the most active society of St. Stephen's College. Founded in 1912 by W.F Ireland and C.H.C Sharp and following the motto "Service above self", it works for the betterment of the underprivileged sections of the society. The SSL organizes several events and is actively involved in various projects and activities. Regular talks and seminars are conducted throughout the year, inviting people in the field of social service from Governmental and non-Governmental organizations. The following are our major events and projects:

#### **Annual Events**

**Evening Classes:** The volunteers guide the wards of the non-teaching staff throughout the year. This is an initiative to impart education to the underprivileged children around the campus

**Blood Donation Camp:** It is held twice a year, once every semester, with a record of around 250 students from the University, donating blood with a view to saving lives.

**New Year's Party:** It is a felicitation ceremony of the non-teaching staff at the Principal's residence in the first week of every year which has become a part of the tradition of the college.

**Drishtikon:** A two-day Inter-collegiate fest organized for the visually challenged students.

**Rudra Dinner:** Organized for the non-teaching staff in the fond memory of S. K. Rudra, the fourth Principal of the College, in which the Karamcharis are given a day of rest, with junior members replacing them in their endeavours.

**Orphanage and Old Age Home visits:** Regular visits in which volunteers interact with the inhabitants and help fulfilling their needs.

**Book and Cloth Donation Camps:** Held regularly every semester along with their distribution for the benefit of the underprivileged.

**Helping Visually Challenged Students** throughout the year with their curriculum, by successfully providing with readers and writers.

**Rural Development Programme:** SSL in association with Anant Vikas undertook developments process in the village of Gomla (Haryana) in 2012-2013 with the aim of making it a model village.

A team of Volunteers were sent to Sikkim as a Relief Operation for the earthquake victims on 2011.

**Primary Education Programme:** SSL in association with NGO-PENCIL carried out a 45-day teaching programme from January- March 2014 to impact co-curricular education to children of nearby MCD schools supplementing their academic needs.

### **New Projects Undertaken in this Academic Year**

**Skip-A-Meal:** An initiative undertaken by the SSL, in which students of the College skip a meal, so that the mess food allocated to each of them could be distributed at a homeless shelter near Kashmere Gate. This involves resident students skipping a glass of milk and lunch on a Sunday per month.

**We Plant Program:** In association with the NGO We Plant, SSL visited Hatim village in Haryana in March 2014 and planted more than 100 fruit trees. In August 2014, the same project was undertaken in our campus and around 25 trees were planted.

**Fundraiser for Kashmir Floods:** In September 2014, with the onslaught of the Kashmir floods, SSL in collaboration with other colleges of Delhi University, in order to express its solidarity with its victims conducted a fundraiser program outside college, and collected Rs. 1, 40,371. A fundraiser was also held in St. Stephen's College which culminated in the collection of Rs. 3, 08,478.

- **Citizenship and Cultural Richness Course**

Citizen is the building block of a society and democratic polity. The best investment we can make into creating a healthy and wholesome society is enriching citizens and refining public taste. Social decay happens by default. The antidote to this widely lamented state of affairs is the cultivation or propagation of higher interests and tastes. Education can be a remedial intervention is wholesome social engineering.

The journalistic fraternity holds exciting educational resources. Media is a sentinel of the health of our culture and society. The partnership between educational institutions and media fraternity is an exciting prospect that holds out immense benefit for the country.

For long we have talked about lifelong learning. The time has come to make a lived reality. Learning is not only for a livelihood. It is also for life. Such learning cannot end before life does. This initiative seeks to popularize lifelong learning.

We often think of money or budget when it comes to launching an initiative. A great deal can be done with existing resources. All educational institutions hold considerable intellectual assets, which are currently under-utilized. It is possible to link available resources to neglected needs, without money.

Educational institutions and media establishments share a sense of social responsibility. Neither can live as ends-in-themselves. The more an institution opens itself to its life-world and shares its resources with those who wish to benefit therefrom, the more dynamic it becomes. Let us call this outreach Institutional Social Responsibility or ISR (on the analogy of CSR). In CSR the focus is only on money. In ISR the focus is on human and intellectual resources, the scope of which is much greater than that of CSR.



Finally, every institution has a rich network of alumni who will be happy to share their resources with citizens under the umbrella of their alma mater. This is a win-win situation for the alumni and the institution.

The goals

- (a) To promote the discipline of lifelong learning
- (b) To enrich the cultural and intellectual life of the city
- (c) To promote a sense of belonging together as learners and seekers towards becoming responsible citizens

The distinguished faculty teaching this course include-

Justice Madan Lokur

Justice Manmohan Sarin

Mani Shankar Aiyer

Dr. S. Y. Quraishi

Mr. Probir Sen

Mr. Sanjay Ahluwalia

Mr. Deepak Mukarji

Mr. Rohit Bansal

Mr. Umesh Upadhyay

Mr. Sanjeev Bikhchandani

Ms. Seema Chisti

Prof. Aditya Bhattacharjea

Rev. Valson Thampu –Principal

Dr. Karen Gabriel

Mr. Sanjay Rao Ayde

Dr. Vikram Vyas

Arguably, it is impossible to put together a richer and more distinguished faculty than this!

## **COURSE OUTLINES**

The course will comprise weekly lectures from 4 -6 pm on all Saturdays in the Hall of St. Stephen's College. Network 18 will have exclusive electronic rights on the contents generated and the same will be given wide dissemination.

- |   |   |
|---|---|
| 1. Individual, Family, Society                              | - Valson Thampu 14. 3. 2015 & 21. 3. 2015 |
| 2. Juvenile crime   | - Justice Manmohan Sarin                  |
| 3. Human Rights   | - Justice Madan Lokur                     |
| 4. The Art of Making Choices                                | - Saneev Ahluwalia                        |
| 5. Gandhi-Character and souls strength                      | - Valson Thampu                           |
| 6. Delhi and You  | - Dr. S. Y. Quraishi 25 July              |
| 7. Corruption: Causes and Cure                              | - Justice Manmohan Sarin                  |
| 8. Politics and Ideals                                      | - Valson Thampu                           |
| 9. Good Governance  | - S. R. Ayde                              |
| 10. Identity and Violence.                                  | - Valson Thampu                           |
| 11. Media, Democracy and You.                               | - Seema Chisti.                           |
| 12. The Dynamics of National Elections                      | - Dr. S. Y. Quraishi                      |
| 13. Law and the common man                                  | - Justice Lokur                           |
| 14. Basic Principles of Economics                           | - Aditya Bhattacharjea                    |
| 15. The Spirit of Entrepreneurship                          | - Sanjeev Bikhchandani                    |
| 16. Science for Life  | - Vikram Vyas                             |
| 17. God is a Mathematician                                  | - Dinesh Singh                            |
| 18. Lifelong Learning                                       | - Valson Thampu                           |
| 19. Personality Development                                 | - Valson Thampu                           |
| 20. Religion- From Walls to Bridges                         | - Dr. A. D. Mathur                        |
| 21. The Art of Creative Thinking                            | - Valson Thampu                           |
| 22. Politics and Freedom –                                  | - Sitaram Yechury                         |
| 23. Responsible Citizenship                                 | - Valson Thampu                           |
| 24. Gandhi: the meeting point of politics and spirituality- | Valson Thampu                             |

25. Development and Justice	- Justice Lokur
26. Towards a Culture of Peace	- Deepak Mukarji
27. The Joys of Creativity	
28.A Case for Diversity and Pluralism	- Karen Gabriel
29. Understanding the Corporate World	- Rohit Bansal
30.Values-based Education	- Probir Sen
31.Engaging with Unequal India	- Harsh Mandar
32. Panchayati Raj	- Mani Shankar Aiyer
33.Indo-Pak Relations	-do-
34.A brief history of the universe:	- Vikram Vyas
35.To see the world in grain of sand:	- Vikram Vyas.

The Course is envisaged not only intellectually stimulating but also socially enriching. There will be occasional opportunities, therefore, to interact informally and share views and concerns as well. There will also opportunities for the candidates to participate in teaching and mentoring.

It is also envisaged to accredit the candidates who show keen motivation, leadership skills and commitment to the basic vision of the programme as “Extension Faculty”. Those thus accredited will be allowed to form, under the authority of this programme, to enroll up to 20 learners under them and to transmit to them whatever is learned through the course. This will be done within 3 months of the commencement of the course. It is emphasized that not everyone who enrolls will be thus accredited. There will be a screening and selection process, overseen by a small team of the faculty of which the Principal will be convener.

Classes will be suspended for a month and a half (1 June to 15 July).

There will be a simple assessment process, the exact nature of which will be announced later, in early February and the results of the assessment will be reflected in the Course Certificate issued, which will be done at a convocation in the last week of February 2016.

- **Engaging with Unequal India**

**Course Objectives:** The course aims to educate under-graduate students to the lived realities of the ‘other’ India: including poverty, hunger, homelessness, untouchability, patriarchy and communalism. It will talk about privilege and the denial of opportunities. It will reflect on the humanist and socialist ideals of the Constitution, and finally responsible democratic citizenship.

**Methodologies:** The course will deploy a range of diverse methodologies, including lectures, classroom discussions, panels, case studies, films and discussions, theatre, field visits and community service tasks.

### **Module 1: Understanding Poverty**

This module begins with a reflection on ‘Growing Up in Unequal India’. It covers the themes of hunger, homelessness, rural and urban poverty. It includes several case studies, Satyajit Ray’s Pather Panchali; documentary films Patri Par Bachpan (a film on street children prepared by street children); and Rupashri Nanda’s Harvest of Hunger on hunger and distress migration in Orissa, and a play Mallika Sarabhai’s Unsuni. In this section of the course the students would also be part of a night walk to meet Delhi’s homeless.

### **Module 2: Social Discrimination**

This module focuses on major aspects of social discrimination in India, especially untouchability and caste discrimination; patriarchy and gender discrimination; and communalism and discrimination against minorities. This will again rely on case studies, a module on stereotypes against minorities by Ram Punyani, film clips, the documentary film K. Stalin’s India Untouched, and the play Habib Tanvir’s Jis Lahore Nahin Dekhiya, Woh Jamia Nahin. The students will be given the exercise to each research and write a case study of an impoverished and socially excluded woman, man or child.

### **Module 3: Democracy and Responsible Citizenship**

In this final module, the focus will shift to what the students can do themselves as they engage with unequal India. It includes a panel discussion on democracy and the Indian Constitution. The students are also encouraged to watch film’s like: Richard Attenborough’s Gandhi. Walter Salles’s Motorcycle Diaries, and

Akira Kurosawa's Red Beard. At the end of this module the students will listen to presentations of their fellow classmates.

In the last few years many guest speakers like, Mr. Gautam Bhan, Mr. Dr. Dipa Sinha, Mr. Sajjad Hassan, Mr. Ram Punyani, Ms. Kamla Bhasin, Ms. Sejal Dand, Dr. Anita Ghai, Dr. Biraj Patnaik, Ms. Farha Naqvi, Ms. Rohini Nilkani, Dr. Santa Sinha have addressed the students and reflected on various themes.

## **CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 Physical facilities**

- Auditorium and seminar hall
- Sports facilities: Football ground, tennis court, basket ball court, volley ball court, indoor games and gymnasium
- Hostel

Boys' hostel:

- i. Number of hostels: Three
- ii. Number of inmates: 190
- iii. Facilities; In house laundry service, tailoring service, wifi connection, hot water facilities and water purifiers.

Girls' hostel

- i. Number of hostels: Three
- ii. Number of inmates: 160
- iii. Facilities: Same as the boys' blocks. Sanitary staff and security guards are additional

- Residential facilities for teaching and non-teaching staff:

Principal: 1

Staff Quarters: Teaching (independent: 12, semi-independent: 1, Flat type: 8

Non teaching: semi-independent: 7 and Type D: 42

- Cafeteria: Yes. Extended facility beyond working hours
- Health centre: Consultation/Emergency Room

- Health centre staff:  
Qualified doctor: Part-time  
  
Qualified nurse: Full time
- Facilities like banking, post office, book shops: Banking is available
- Transport: No
- Animal House: No
- Biological waste disposal; No
- Generator: 125 KV generator
- Solid waste Management facility: dumping and removal on contract basis
- Waste water management: Through municipal drainage system
- Water harvesting: Two are existing. One more is under construction.

## **4.2 Library as a Learning Resource**

### **4.2.1 Advisory Committee**

College library has library advisory committee. Its composition is: (a) The Principal (b) All Heads of the Departments and the Librarian. Advisory committee also has chairperson. The functions of the committee are the following:

1. To approve of the annual budget for the library.
2. To address issues and grievances pertaining to library matters
3. To make the library student-friendly

#### 4.2.2 Details

- **Total Area:**  
993. 10 Sq. Mts
- **Total Seating Capacity:**  
222
- **Working Hours**

The library remains open on Monday to Saturday. The timings are 8.30 a. m to 5 p. m. During the university examinations, the timings are extended upto 7p.m.

- **Layout of the Library**

The library has separate reading area for the faculty and students. It has a separate digital section, video library, periodical and magazine section. It also has the archives to document and maintain the history of the institution.

#### 6.2.3 Purchase and Use of Books

The library procures books, journals etc. on the recommendations of the faculty members. These recommendations are to be approved by the concerned HODs and thereafter by the Chairperson.

Library holdings	Year-1 2013-14		Year-2 2012-13		Year-3 2011-12		Year-4 2010-11	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost



Text Book ReferenceBoo	1823	14353 16	1419	105033 8	1383	990127	142 8	11071 53
Journals	Nil	Nil	13	115177	13	132446	13	84942
Magazin es	35	58955	35	59360	35	55535	35	48945
CDs/ DVDs	Nil	Nil	6	1999	105	23121	51	20192
e-resources	NLIST Membership	5000	NLIST Member ship	5000 Membe rship	NLIS T Mem bershi	5000	NLI ST	5000
Anyother (specify)	College library has access to 103 e-databases through Delhi University Computer Centre (DUCC) (List enclosed). These resources can be accessed on authenticated IP address. In addition, Scopus and Web of Science the citations analysis sources, eight resources of financial and statistical information,6 bibliographic sources and 11 reference and citations sources are also provided by DUCC. College library has collection of CDS/DVDs.							

#### 4.2.4 ICT and other Tools Deployed

- OPAC: The library has OPAC facility to search the collection. In the library, four OPAC machines are installed to help the users. OPAC has basic and advance search facility. Users can also identify the latest books through the OPAC. Library also has WEBOPAC facility.
- Electronic Resource Management package for e-journals: Nil, However, library is managing the resources through the library website available at: <http://www.library.ststephens.edu>
- Federated searching tools to search articles in multiple databases: College library has access to federated search engine such as, JCCC (<http://jgateplus.com>), and Knimbus (<http://knimbus.com/web/home.jsp>)

accessible through Delhi University Computer Centre (DUCC). These resources help the users to search the multiple databases.

- Library Website: Library has its own website accessible at: <<http://www.library.ststephens.edu>>. The electronic resources are listed in alphabetical order by subject, e-resources wise.
- In-house/remote access to e-publications: Library is providing access to UGC-INFONET resources through Delhi University Computer centre (DUCC). These resources can be accessed on authenticated IP address.
- Library automation: Library is automated using Troodon 3.0 Integrated Library Management System (ILMS)
- Total number of computers for public access: 9 + 4 OPAC+ 4 for VI students. Total= 17
- Total numbers of printers for public access. Nil
- Internet bandwidth/speed: 2mbps
- Institutional Repository: The library has developed the institutional repository (IR). The IR is accessible on Local Area Network.
- Content management system for e-learning. The library has access to resources developed by ILLD, University of Delhi. These resources are developed using MOODLE.
- Participation in Resource sharing networks/consortia (like Inflibnet): The library is a member of N-LIST

#### **4.2.5 Other Details**

- Average number of walk-ins: 260

- Average number of books issued/returned: 225 per day
- Ratio of library books to students enrolled: 67 per student
- Average number of books added during last three years: Average = 1541 per year
- Average number of login to OPAC: 200 per day
- Average number of login to e-resources: N.A
- Average number of e-resources downloaded/printed: N.A.
- Number of information literacy trainings organized: On Demand and during orientation students are informed about e-resources available in the library.
- Details of “weeding out”of books and other materials: On the recommendations of HOD’s on periodic basis.

#### **4.2.6 Specialized Services**

- Manuscripts: Library has some archival material related to the college, including rare photographs.
- Reference: Library provides reference service to users. Help 1 and Help 2 staff help the users to provide this service.
- Reprography: NA
- ILL (Inter Library Loan Service): Yes
- Information deployment and notification (Information Deployment and Notification): NA
- Download: Users can download the articles and other documents through the library website.

- Printing: Through the Internet Resource Centre
- Reading list/ Bibliography compilation: On demand and compile the list of new books on monthly basis.
- In-house/ remote access to e-resources: Users of the library has facility to access the N-LIST resources remotely.
- User Orientation and awareness: In the beginning of session each and every class of students visit the library.
- Assistance in searching Databases: Every time the staff in the periodical and magazine section help the users to search the databases.
- INFLIBNET/IUC facilities: UGC-Infonet Resources through DUCC (Delhi University Computer Centre) and N-LIST.

#### **4.2.7 Support Provided by the Staff**

The Library staff helps the students and teachers to search the OPAC (Online Public Access Catalogue), reservation of books, locating the relevant books on the stacks. The Staff at help desk 1 and 2 are deputed for this purpose.

#### **4.2.8 Special Facilities for VH/PH Students**

The library has following equipments to assist the VI students in their routine academic work:

<u>Sr. No</u>	<u>Equipment</u>	<u>Nos</u>
1	Desktop with Multimedia Speaker	2
2	Desktop with head-phone	2
3	Laptop	2

4	MP3 Recorder	5
5	Angel	5
6	HP Scanner	1
7	Vision Aid International	1
8	Zoom Ex Scanner	1
9	Sara CE Scanner	1
10	E7 Recorder	1

In addition to these, the Visually Impaired section in the library is equipped with JAWS screen reading software for terminals so that students with disability can hear the text displayed on the screen. Library has some brail books as well.

#### **4.2.9 Feedback Mechanism**

In the library, suggestion box is available to get the users feedback to improve the services. The feedback provided by users is implemented with the approval of the Principal.

#### **4.3 IT Infrastructure**

- The campus is fully wifi enabled
- All faculty members and students are issued a wifi id and password which are renewed on an annual basis.
- More than 400 laptops and desktops are available for use by faculty and students.

**(Please see 4.4.1 for budgetary details)**

#### **4.4 Maintenance of Campus Facilities**

##### **4.4.1 Budget Allocations**

**2011-12**

<b>Building</b>	<b>9,01,000</b>
-----------------	-----------------

<b>Furniture</b>	<b>11,000</b>
<b>Equipment/Computers</b>	<b>80,000</b>

**2012-13**

<b>Building</b>	<b>12,00,000</b>
<b>Furniture</b>	<b>11,000</b>
<b>Equipment/Computers</b>	<b>70,000</b>

**2013-14**

<b>Building</b>	<b>5, 50, 000</b>
<b>Furniture</b>	<b>11,000</b>
<b>Equipment/Computers</b>	<b>75,000</b>

**2014-15**

<b>Building</b>	<b>5,50,000</b>
<b>Furniture</b>	<b>11,000</b>
<b>Equipment/Computers</b>	<b>80,000</b>

The estate office of the college is responsible for the maintenance and upkeep of the infrastructure, facilities and equipments of the college. The Estate offices reports on matters pertaining to college and residence to the Dean of residence and the Principal on a regular basis.

## **CRITERION V: STUDENT SUPPORT AND PROGRESSION**

### **5.1 Student Mentoring and Support**

#### **5.1.1 Prospectus/ Handbook**

The updated handbook/prospectus is published every year online along with the notification for admissions. It is available for reference on the college website throughout the year. Kindly see the link: <http://ststephens.edu/admissions.htm>

#### **5.1.2 Student Scholarships, Financial Aids and Awards**

##### **PRIZES AND AWARDS**

The College offers a wide array of prizes and scholarships, endowed over a period of time. Their worth, needless to say, is far in excess of their material value. There are about 77 Academic Prizes, 11 Essay Prizes comprising of Essay Prize for an essay in Bengali, Hindi or Urdu on a cultural subject, Commonwealth Essay Prize, History Prize, Poetry Prize, The Stephanian Prize, Religious Studies Prize, Sanskrit Essay Prize and Essay Prize for an essay on a philosophical subject etc. In addition there are about 25 Miscellaneous Prizes.

A few of those awards have been mentioned below:

##### **Academic Prizes**

1. Mukarji-Ram Behari Mathematics Prize
2. The Late Shri ManmohanLalShrimali History Prize
3. Maharaja Lakshman Sen Memorial Mathematics Prize
4. Kumari Rajeshwari Razdan Memorial Sanskrit Prize
5. Ram Kishore Prize
6. Sudarshan Kumar Memorial Prize
7. Baboo Mal Mathur Physics Prize
8. Day-Ram Kishore General Proficiency Prize
9. Westcott Memorial History Prize
10. I.H. Qureshi Memorial History Prize
11. Rudra Economics Prize

12. K.C. Nag Economics Prize
13. Raja Sir Maharaja Singh Philosophy Prize
14. K.S. Manvendrasinhji of Gondal Philosophy Prize
15. MukandLal Sanskrit Prize
16. Ram Baksh Sanskrit Prize
17. Prof. P.L. Bhatnagar Memorial Mathematics Prize
18. A.C. Bose Urdu Prize
19. Savitri Prasada Memorial History Prize
20. Allnutt-Joyti Prashed Memorial Essay Prize
21. Cambridge Essay Prize
22. Sri Ram Poplai Essay Prize
23. Sharp-Jai Behari History Essay Prize
24. Ladli Das Sanskrit Prize
25. Maulvi Shah Jehan-Kishen Chand Memorial Prize
26. SunitiBala Nag Memorial Essay Prize
27. Commonwealth Essay Prize
28. Nishi Kanta Sen Essay Prize
29. M.M. Bhalla Poetry Prize
30. Stephanian Prize
31. Mukarji Memorial Prizes
32. Kishen Pershad Memorial Prize
33. Suresh Lal Bhandari Memorial Prize
34. David Raja Ram Physics Prize
35. Shrimati Shib Devi Bhagat Singh Prize
36. Shri Manohar Singh Prize
37. L. Baktawar Lal Jain Prize
38. Andrews Memorial Prize
39. Wright Memorial Elocution Prize
40. Bipin Behari Lal Centenary Medal
41. Arvind Gandotra Memorial Prize
42. Shrimati Kamala Bajaj Memorial Prize
43. Shri Kulwant Roy Memorial Photography Prize
44. Sardar Sahib Singh Memorial Prize
45. Ananta Goel Memorial Economics Prize
46. W.S. Rajpal Memorial Prize
47. Raja Ram Memorial Prize
48. George K. George Kollamkulam Memorial Prize
49. Ranjit Singh Goel Memorial Prizes
50. Ramesh Goel Memorial Prizes



## **Essay Prizes**

1. Suniti Bala Nag Memorial Essay Prize for an essay in Bengali, Hindi or Urdu on a cultural subject
2. Commonwealth Essay Prize
3. Sharp Jai Behari History Prize
4. M.M. Bhalla Poetry Prize
5. The Stephanian Prize
6. Religious Studies Prize
7. AllnutJyoti Prasad Memorial Prize
8. LadliDass Sanskrit Essay Prize

## **Miscellaneous Prizes**

1. Mukarji Memorial Prize (3) for regular work and qualities of perseverance, industry and plain living (a) for M.A./M.Sc. (b) B.A./B.Sc. Hons (c) for B.A. Programme/B.Sc. Programme
2. Rajpal Memorial Prize (3)(a) for the woman student in IIIrd year B.A./B.Sc. Hons who has contributed most to the total life of the College.(b) for maximum contribution to the activities of the Shakespeare Society during the year.(c) for devoting time and effort to the College Chapel and active participation in social work during the year.
3. Kishan Pershad Memorial Prize for a IIIrd year student for steady interest in extracurricular activities, particularly sports, with a reasonable standard in studies.
4. Suresh Lal Bhandari Memorial Prize for a IIIrd year student for good record in studies and sports.
5. David Raja Ram Prize for regular work, interest and some participation in outdoor games, devotion to duty and selfless services.
6. Shrimati Shib Devi Bhagat Singh Prize for loyalty to college, courteous and respectful behavior and regular work.

7. Shri Manohar Singh Prize for exemplary behaviour.
8. L. Bakhtawar Lal Jain Prize for all round year student for interest and performance in Cricket with a reasonable standard in studies.
9. Andrews Memorial Prize for selfless service and notable contribution to the total life of the College.
10. Wright Memorial Elocution Prize (2)

### **Scholarships**

Apart from the freeships and scholarships based on financial need, there are several scholarships awarded to meritorious students, such as The Sumitomo Scholarships, The Sanwa Bank Scholarships, Vikas Dhaka Scholarship and KPMG Scholarships.

Every Junior Member has a duty to cherish and respect the distinguished academic heritage that St. Stephen's College is. Generations before us have done their best in enriching the College. We have inherited the fruits of their disciplined labour. We, in our times, must enliven the College to the best of our gifts and talents. The hallmark of a Stephanian is the instinctive love and respect she/he has for the College. Love expresses itself through a spirit of service. We are here to serve the College even as we study under her auspices.

### **Total amount provided as Scholarships and Freeships**

**2010-11: INR 4, 56, 000/-**

**2011-12: INR 7, 08, 000/-**

**2012-13: INR 10, 26, 000/-**

**2013-14: INR 10, 35, 000/-**

### **5.1.3 Financial Assistance from Government**

Less than 5% of the students receive financial assistance from the government.

### **5.1.4 Specific Support Services**

- About 25 rooms including Laboratories are equipped with LCD projector. Many relevant movies and Documentaries are shown to students time to time. Laptop / Note books have been issued to 15 physically challenged students for their use. About 200 computers in all are functional and being used in college by faculty and students. The one-to-one interaction amongst the teachers and students through presentations, demonstrations and discussions is very enriching as it helps to satisfy the curiosity of students along with opening up varied interests and avenues for their future.
- All the students are encouraged to make use of power point presentations and videos while making presentations in foundation courses. They made interesting presentations in the last semester. The different perspectives and line of creativity displayed by students in certain topics, viz., global warming, bio-fuels, packaged foods and recent trends, electronic waste disposal, drug addiction, space exploration, etc. (samples attached) were very innovative and thought provoking. It definitely helps to bring out hidden talent in each one of us and urges students to think in creative and positive ways to become better citizens and make world a better place at large.

- **Equal Opportunity Cell**

St. Stephen's College is committed to provide a suitable enabling environment to all students with special needs and those from deprived backgrounds. Equal Opportunity Cell of the college is mandated to take necessary steps in this direction. More than half of college students are from minority status, SC/ST background, and are physically challenged. All these students are entitled to services offered by the Equal Opportunity Cell. The ground floor of college main building and its rest rooms are wheel chair accessible, and every

care is taken that all classes of orthopedically challenged students are held in accessible areas. The student volunteers of college Social Service League provide regular reading and examination writer services to visually challenged students. The EOC also organizes Academic Help Center for students who need extra help with their course work. The Center is run by a dedicated group of senior student volunteers who have excelled in their studies and are committed to help others. A novel endeavour of the EOC this year was an exposure trip to NIVH, Dehra Doon, for visually challenged students and a hike from Rajpur to Mussoorie to help them experience outdoor adventure. College has an enabling unit for student with disabilities. College has also submitted a proposal to Ministry of Social Justice and Empowerment, Dept. of Disabilities for building infrastructure facilities for students with disabilities under SIPDA.

- The College library is equipped with the following equipment's for the Visually Challenged Students; in addition to braille books.
  - (a) Desktop with multimedia speakers 4
  - (b) Laptop 2
  - (c) MP3 Recorder 5
  - (d) Angel 5
  - (e) HP Scanner 1
  - (f) Vision Aid International 1
  - (g) Zoom Ex Scanner 1
  - (h) Sara CE Scanner 1
  - (i) E7 Recorder 1
  - (j) JAWS License for 5 Terminal

### **6.1.5 Facilitating Entrepreneurial Skills**

**No formal mechanism for this**

### **6.1.6 Policies and Strategies of the Institution to promote Sports and ECA**

The college provides ECA and sports exemption for attendance for students who participate in extracurricular, co-curricular activities and sports. **For a detailed report on the activities, please refer to 5.3.**

### **6.1.7 Support and Guidance for UGC-NET GRE etc.**

No formal mechanism available

### **6.1.8 Counselling Services**

- The college has a trained counselor who is available during the working hours.
- The resident students have their respective block tutors who are always available on campus.

### **6.1.9 Campus Placement Cell**

The Campus Placement Cell or the CPC of St. Stephen's College is the sole body that handles recruitments from College for our students. From inviting companies to recruit from our campus, the CPC handles all the logistics involved in the placement procedure: The Pre-Placement Talks, CVCollection/Submission and Management of Tests, Group Discussions, and Interviews associated with the job recruitment.

The Society could arguably claim to contribute to, among so many other factors, making St. Stephen's College rank among the best in the country; by ensuring that only top-notch companies come to recruit our students and by making sure that our students are adequately equipped to get placed with these companies. In the CPC's history, spectacular placements with firms which are the best in their fields have been witnessed. Every year, the CPC strives to increase the list of recruiting companies so as to provide more opportunities for the students of this College. The Society is always aiming to push the envelope and go beyond our past performances: this means more and better companies, better and more-valued placements.

The placement season is all-year round, except November, December, May, and June when the university examinations are being conducted. Like our students, the Placement Cell too saw exceptional success in the academic year 2014-15, with around 30 companies associating themselves with the Placement Cell, and

the average pay package lying in the range of 6 – 8 lakhs. The highest pay was a stellar figure - Rs. 16.4 Lakhs for the profile of a Business Analyst. Additionally, there was a marked rise in the percentage of students accepting jobs offers via the CPC over the past three years.

The CPC banks on diversity. That is why it does not restrict itself to only consultancy firms and the banking sector, that prefer Mathematics and Economics students; it caters to all sorts of companies of different backgrounds—media, publishing, hospitality, education, sales and marketing, human resources- to name a few, and a slew of various NGOs and companies from the social sector. And to make sure that students can get to be an inclusive part of this society, the CPC organises an Internship Fair, for companies to be able to recruit summer, winter and part-time interns, for all the students who have registered with it.

The Internship Fair that takes place in the last week of February, is aimed at enabling companies to tap into the vast talent pool of St. Stephen's College and to give them an opportunity to identify and track suitable candidates for future placements, while at the same time, offering an opportunity for students to receive formal work-experience in the company/sector of their choice. Not just that, the fair creates an environment for a select section of aspiring entrepreneurs of our College to gain hands-on experience in the field of their preference.

#### **6.1.10 Greivance Redressal Cell**

The college has a Discipline committee which addresses grievances.

#### **6.1.11 Committee against Sexual Harassmen**

The college has an Internal Complaints Committee (ICC) which is constituted by the following members:

1. Dr Karen Gabriel, Department of English (Chairperson)
2. Mr. Sanjeev Grewal, Department of Economics
3. Dr Neelam Saxena, Department of Hindi

4. Ms Anuvinda Varkey (lawyer, external member)

### **6.1.12 Anti-Ragging Committee**

The college has an anti-ragging committee. There was no ragging reported in the last four years. One of the greatest strengths of the college is its disciplined students.

### **6.1.13 Welfare Schemes**

The college has no formal welfare schemes other than freeships, scholarships and financial aids. **(Please refer to 5.1.2)**

### **6.1.14 Alumni Association**

**The college has a registered alumni association.** An alumnus of St. Stephen's College, Delhi is also called a Stephanian. Alumni of the college include distinguished people from various fields like politics and government, including several Members of Parliament (MP) in India, Education, theatre, media, literature and sports. Some of the prominent alumni members are: Fakhruddin Ali Ahmed, former President of India; Muhammad Zia-ul-Haq, former President of Pakistan; Gopal Krishna Gandhi, former Governor of West Bengal; Sir Chhotu Ram, pre-partition politician, knighted in 1937; Dr.Najeeb Jung (Lieutenant Governor); Dr.Ranjit Bhatia, Olympian etc.

## **5.2 Student Progression**

### **5.2.1 Analysis of Student Progression**

The college does not have a formal mechanism to track the progress of its students once they pass out. This has been one of the major concerns of the IQAC. However, some departments have mechanisms to find the details of its alumni. **Please refer to the Departmental Reports appended.**

## 5.2.2 Analysis of Results

The analyses of the results for the last two academic years are given below:

### Results 2012-13

In the 2013 university examinations the results in all the subjects were very satisfactory. I now present a brief over-view of the results.

### Undergraduate Results

	<b>COURSE</b>	<b>APPEARD</b>	<b>IST DIV.</b>	<b>IIND DIV</b>	<b>IIIRD DIV</b>	<b>ESS.RE/ FAILED</b>
	<b>B.A.PROGRAMME</b>					
	I YEAR	60	42	5	2	11
	II YEAR	49	29	3	0	17
	III YEAR	57	32	20	5	0
	<b>ENGLISH</b>					
	I YEAR	28	15	7	2	4
	II YEAR	31	21	5	0	5
	III YEAR	25	9	14	2	0
	<b>ECONOMICS</b>					
	I YEAR	55	40	8	0	7
	II YEAR	51	39	2	0	10
	III YEAR	49	36	11	2	0



	<b>PHILOSOPHY</b>					
	I YEAR	12	5	0	0	7
	II YEAR	15	13	0	0	2
	III YEAR	18	11	3	3	1
	<b>HISTORY</b>					
	I YEAR	64	49	11	0	4
	II YEAR	59	34	9	0	16
	III YEAR	65	29	23	12	1
	<b>SANSKRIT</b>					
	I YEAR	7	7	0	0	0
	II YEAR	8	5	0	0	3
	III YEAR	10	9	1	0	0
	<b>MATHEMATICS</b>					
	I YEAR	46	37	0	0	9
	II YEAR	47	26	0	0	21
	III YEAR	53	34	0	0	19
	<b>PHYSICS</b>					
	I YEAR	42	37	0	0	5
	II YEAR	46	36	1	0	9
	III YEAR	53	34	0	0	19
	<b>CHEMISTRY</b>					
	I YEAR	53	46	0	0	7

	II YEAR	45	37	0	0	8
	III YEAR	36	35	0	0	1
	<b>B.SC.PROGRAMME</b>					
	I YEAR	54	44	0	0	10
	II YEAR	34	23	0	0	11
	III YEAR	37	28	1	0	8

### Postgraduate Results

M.A.ENGLISH	14	3	8	3	0
M.A.SANSKRIT	8	6	2	0	0
M.A.PHILOSOPHY	4	1	0	0	3
M.A.HISTORY	15	6	9	0	0
M.SC. PHYSICS	16	4	8	4	0
M.SC.CHEMISTRY	11	9	2	0	0
OPERATIONAL RES.	8	8	0	0	0
M.A.MATHS/M.SC.MATHS	10	4	5	1	0
	<b>86</b>	<b>41</b>	<b>34</b>	<b>8</b>	<b>3</b>

## Results 2013-14

<b>RESULT 2013-2014</b>						
<b>COURSE</b>	<b>TOTAL APPEARED</b>	<b>I ST DIV.</b>	<b>II DIV.</b>	<b>III DIV.</b>	<b>ER</b>	<b>FAILED</b>
<b>B.A.PROGRAMME</b>						
I YEAR	N/A	N/A	N/A	N/A	N/A	N/A
II YEAR	59	41	5	0	13	0
III YEAR	47	34	6	0	7	0
<b>ECONOMICS</b>						
I YEAR	102	100	1	1	0	0
II YEAR	56	46	7	1	0	2
III YEAR	52	41	4	0	7	0
<b>ENGLISH</b>						
I YEAR	60	57	1	1	0	1
II YEAR	28	21	3	0	3	0
III YEAR	31	23	6	0	2	0
<b>HISTORY</b>						
I YEAR	69	60	3	3	3	0

II YEAR	64	51	6	2	5	0
III YEAR	59	44	11	0	4	0
<b>PHILOSOPHY</b>						
I YEAR	10	9	1	0	0	0
II YEAR	12	7	3	0	2	0
III YEAR	15	13	0	0	2	0
<b>MATHEMATICS</b>						
I YEAR	45	40	2	1	0	2
II YEAR	45	38	1	0	6	0
III YEAR	47	33	0	0	14	0
<b>SANSKRIT</b>						
I YEAR	9	8	0	0	0	1
II YEAR	7	7	0	0	0	0
III YEAR	8	7	0	0	1	0
<b>PHYSICS</b>						
I YEAR	46	46	0	0	0	0
II YEAR	53	37	0	0	16	0

III YEAR	43	37	0	0	6	0
<b>CHEMISTRY</b>						
I YEAR	52	52	0	0	0	0
II YEAR	52	49	0	0	3	0
III YEAR	45	43	0	0	2	0
<b>B.SC. PHYSICAL SC.</b>						
I YEAR						
II YEAR	53	47	1	0	4	2
III YEAR	39	32	0	0	5	2

<b>RESULT 2013-2014</b>						
	<b>TOTAL APPEARED</b>	<b>I ST DIV.</b>	<b>II DIV.</b>	<b>III DIV.</b>	<b>ER</b>	<b>FAILED</b>
<b>M.A. English</b>						
M.A. (Prev) English	9	9	Nil	Nil	Nil	Nil
M.A. (Final) English	12	10	2	Nil	Nil	Nil
<b>M.A. History</b>						

M.A. (Prev) History	6	6	Nil	Nil	Nil	Nil
M.A. (Final) History	15	10	4	Nil	1	nil
<b>M.A. Philosophy</b>						
M.A. (Prev) Philosophy	7	3	2	1	1	Nil
M.A. (Final) Philosophy	8	3	1	Nil	4	Nil
<b>M.A. Sanskrit</b>						
M.A. (Prev) Sanskrit	3	3	Nil	Nil	Nil	Nil
M.A. (Final) Sanskrit	5	3	Nil	Nil	2	Nil
<b>M.Sc. Mathematics</b>						
M.Sc. (Prev) Maths	9	8	Nil	Nil	Nil	1
M.Sc. (Final) Maths	9	4	1	Nil	4	Nil
<b>M.Sc. Op. Research</b>						
M.Sc. (Prev) Op. Research	7	6	1	Nil	Nil	Nil
M.Sc. (Final) Op. Research	7	6	Nil	Nil	1	Nil

<b>M.Sc.PHYSICS</b>						
M.Sc. (Prev) Physics	8	6	1	Nil	Nil	1
M.Sc. (Final) Physics	8	7	Nil	Nil	1	Nil
<b>CHEMISTRY</b>						
M.Sc. (Prev) Chemistry	11	11	Nil	Nil	Nil	Nil
M.Sc. (Final) Chemistry	7	7	Nil	Nil	Nil	Nil

### 5.2.3 Facilitating Student Progression

The College has no formal mechanism to facilitate student progression to higher levels of education. However, it has a Campus Placement Cell to facilitate employment opportunities.

### 5.3 Sports and Extra-curricular Activities

- The college has a very vibrant sports culture. The following is a detailed report of the sports achievements of the students in 2014-15:
- **Para Sport**

**Ankur Dhama    II Year History (Honours) CAPTAIN**  
**Surya Prakash    I Year    Sanskrit (Honours)**  
**Vickey Kumar    I Year    Sanskrit (Honours)**

#### **Delhi University, Para Inter College Competition**

In the Sixth Delhi University Para Athletic Meet organized by the University of Delhi, at the Polo Grounds, from 25th – 27th March 2015, Ankur Dhama of Second Year History and Surya Prakash of First Year Sanskrit represented the college.

Ankur Dhama won the Gold in the 100m dash and bagged the Silver Medal in the 200m race. Ankur blazed to another Gold medal winning performance in the 400m.

On the other hand Surya Prakash took part in the Throwing events like Shot Put, Discus Throw and Javelin Throw but was unable to finish among the medal winners.

### **State Level Competitions**

The **Delhi State Para Athletic Meet** organized the by the Para Olympic Committee of Delhi at the Jawaharlal Nehru Stadium from 13-14 Feb 2015, Ankur Dhama won the Gold in the 800m and the 1,500m race

### **National Level Participation**

The **17th IBSA National Athletic Meet** was organized by the Indian Blind Sports Association, (affiliate of the IOA) at the Jawaharlal Nehru Stadium from 13-16th December, 2014. Ankur Dhama of Second Year History, won a treble by winning the Golds in the 400m, 800m and 1,500m respectively.

### **International Selection**

This sterling performance earned Ankur a selection to represent India in the 5th IBSA World Games to be held in Seoul, Korea in May 2015.

At the **9th IBSA Football Nationals** held at Talkatora Indoor Stadium, from the 4th -10th January, 2015, Ankur Dhama represented Delhi State. His sterling ball skills and goal scoring ability earned him the All India Top Scorer Award. He had a total of 11 goals in 6 matches. He anchored the Delhi State team to the Champions position in the All India IBSA National Football Championships 2014-15.

At the **15th Para National Athletic Meet** organized by the Para Olympic Committee of India, at the Janhit Para Academy in Ghaziabad from 19-22 March 2015, Ankur Dhama continued to beat all opposition to win three gold medals in the 800m, 1500m and 500m races respectively.



### **International Level Participation:**

The Asian Games held Incheon, Korea witnessed the 2nd Edition of the Para Events being staged from 18th – 24th October, 2014.

Ankur Dhama made every Stephanian proud as he represented India in the Track events of the mega event.

Ankur bagged the Silver Medal in the 800m and a Bronze in the 1,500m events respectively. His Silver medal winning performance clocked 02:09:11 minutes while his bronze medal clocked 4:23:12 minutes.

### **IBSA National Powerlifting Competition**

Surya Prakash of First Year Sanskrit Honours represented St. Stephen's College at the IBSA National Powerlifting Competition held at Blind Relief Association Organization, Delhi from 7-8th Jan 2015. Surya Prakash won the Silver Medal in his weight category.

### **IBSA National Kabaddi Competition**

Vickey Kumar of First Year History Honours represented St. Stephen's College at the IBSA National Kabaddi Competition held at Blind Relief Association Organization, Delhi from 7-8th Jan 2015.

- **Badminton Girls Team:**

**Deepisha Solanki III Year Mathematics (Honours) CAPTAIN**

**Aakriti Batra II Year Economics (Honours)**

**Sukriti Bhardwaj II Year English (Honours)**

**Saloni Gupta I Year Economics (Honours)**

### **Inter College Badminton:**

Deepisha Solanki of third year Mathematics honours, Captained the college Badminton Girls team in the Inter College Badminton Championship, which were held in October 2014, at the University Stadium, Delhi University. Deepisha and Saloni Gupta played the singles and combined for the doubles events in the tournament. They were joined by Aakriti Batra and Sukriti Bhardwaj in the college team. The St. Stephen's College Team were eliminated in the quarterfinal stage.

### **State Level Participations in Badminton:**

Saloni Gupta, a student of First year, Economics honours, was the pick of the women shuttlers in the college, as she won Two Championship Titles in both the, U-19 Doubles and Women's Doubles at the Rajasthan Junior and Senior Ranking Badminton Championship, 2014.

Sukriti Bhardwaj, of second year English honours participated in the Rajasthan Junior Ranking Badminton Championship, 2014, held at Kota, and claimed the Runner Up spot in the Women's Doubles. Sukriti also took part in the Rajasthan Senior Ranking Badminton Championship, 2014, held at Jaipur.

Aakriti Batra, of second year Economics honours participated in the North Zone Inter State National Badminton Championship, June 2014, held at Jaipur and reached the semifinal stage of the tournament.

### **National Level Participation in Badminton:**

Saloni Gupta I year, Economics, did the college proud when she won the Second position in the North Zone Inter State National Badminton Championship, U-19 Doubles event. The tournament was held at Jalandhar, Punjab, in September 2014.

### **Special Awards in Badminton:**

Saloni Gupta I year, Economics, was awarded a cash prize of Rs. 6.5 Lakhs awarded by the Chief Minister of Rajasthan for her excellent performance in the sport of Badminton.

- **Badminton Men's Team:**

<b>Tushar Aggarwal</b>	<b>III Year</b>	<b>B.A Programme</b>	<b>CAPTAIN</b>
<b>Shivam Saini</b>	<b>I Year</b>	<b>Economics (Honours)</b>	
<b>Kshitiz Anant</b>	<b>III Year</b>	<b>B.Sc Physics (Honours)</b>	
<b>Aditendra Singh</b>	<b>III Year</b>	<b>B.Sc Programme</b>	
<b>Parth Gairola</b>	<b>I Year</b>	<b>B.Sc Physics (Honours)</b>	

### **Delhi University, Inter College Badminton:**

Tushar Aggarwal, Third Year B.A Programme along with Shivam Saini, Kshitiz Anant Aditendra Singh Third Year B.Sc Programme took part in the Inter College Badminton Tournament, October 2014, held at the University Stadium, Delhi University.

### **State Level Participations in Badminton:**

Tushar Aggarwal was a Semi-finalist in Delhi State Badminton Championship held in Delhi

Shivam Saini of first year Economics Honours participated in the Haryana State Senior Ranking Badminton Championship, July 2014, held at Yamunanagar.

Kshitiz Anant of first year Physics honours participated in the Jharkhand State Badminton Championship, November 2014, held at Ranchi.

### **National Level Participation:**

Tushar Aggarwal, Third Year B.A Programme participated in All India Senior Major Ranking tournament held in Bhilwara, Rajasthan.

Tushar took part in the Senior National badminton championship held in Vijaywada, Andhra Pradesh.

Tushar Aggarwal also took part in the All India Senior Major Ranking Tournament held in Bareilly, Uttar Pradesh.

### **• SHOOTING TEAM (WOMEN)**

<b>Shriyanka Sadangi</b>	<b>III Year</b>	<b>B.A Programme CAPTAIN</b>
<b>Ruchi Singh</b>	<b>III Year</b>	<b>B.A Programme</b>
<b>Manika Tomar</b>	<b>III Year</b>	<b>Economics (Honours)</b>
<b>Aditi Singh</b>	<b>I Year</b>	<b>English (Honours)</b>
<b>Anushtha</b>	<b>I Year</b>	<b>Physics (Honours)</b>

### **Delhi University Inter College Shooting Competition**

Shreyanka Sadangi of Third year B.A Program, Captained the College's Women's Shooting team in the Inter College Championship, which were held from 2nd to 4th March, 2015, at the at Hansraj College, Delhi University.

Shriyanka was joined by Aditi Singh, student of 1st year History (H) and Anushtha, a student of 1st year Physics Honours. The trio left the fancied opposition far behind in the Competition and claimed the first position in the 10m Air Rifle category.

Manika Tomar student of III year Economics (H) and Ruchi Singh of III year B.A. Program participated in the competition in the 10m Air Pistol event.

### **All India Inter University**

At the All India Inter Varsity Women's Shooting Championship, held at the Punjabi University, Patiala from 2nd to 8th January, 2015 three Women were selected to represent the University of Delhi Team. They were:

Anushtha 3<sup>rd</sup> Position Team Event (Air Rifle 10M) All India Inter Varsity.

### **State Shooting Competitions:**

At the **30th Delhi State Shooting Competition**, 2014, Aditi won the Silver medal in Junior women air rifle and Bronze in Senior Women air rifle.

In **36th UP State Championship** 2014, Ruchi won 3 gold medals (10m Air pistol) and 1 silver individual and 2 team bronze medals (25 M Pistol) event

### **National Level Shooting Competitions:**

At the **58th National Shooting Championship** held at Pune from 14th to 28th December, 2015, Ruchi representing Uttar Pradesh State, participated in 25 M Pistol won the Silver in the Team Event.

Anushtha represented Haryana State in the National Event and anchored her team to the Silver Medal in the 10 M Air Rifle competition.

Shriyanka Sadangi represented Odisha, Aditi Singh represented Delhi State Team in the 10 M Air Rifle as did Manika Tomar, but were unable to finish among the Medal winners.

At the **1st Sportzcraft National Shooting Competition**, organized by the National Rifle Association of India (NRAI) in September, 2014, Anushtha won two silver medals in the competitions.

The prestigious **All India Kumar Surendra Shooting Championships** the shooters from the college were in top form. Shriyanka Sadangi, Manika Tomar, Ruchi Singh, Anushtha and Aditi Singh participated in the 14th edition of the event

In 15th **All India Kumar Surendra Shooting Championships** held in Kerala in February 2015, Ruchi Singh's consistent performance in the 10 M Air Pistol helped the Uttar Pradesh team win a bronze medal. Shriyanka Sadangi, Manika Tomar and Anushtha participated in the same at Kerala.

- **National Games**

The much awaited 35<sup>th</sup> edition of the National Games, was hosted by Kerala, across seven districts from 31 January 2015 to 14 February 2015. The Shooting Events were in Trivandrum and staged at the Shooting Range and the Kerala Police Academy.

Stephanian Shooters had qualified for this mega event from their respective host states.

Aditi represented Delhi in 50 M Rifle event and stood 5th.

Ruchi competed in 25 M Pistol event.

- **International Shooting Selection Trials**

Manika Tomar participated in **Trials for World Cup** 3rd and 4th.

Anushtha participated in **Trials for the National Squad** in February, 2015.

During July-August 2014, Aditi attended the **National Team's Coaching Camp for Junior Rifle/Pistol Squad Shooters**

Aditi Singh continued to impress as she also participated in **International Shooting Competition at Hannover, Germany**- ranked 9th in Junior Women Air Rifle and also the **45th Grand Prix, Plzen, Czech Republic** and ranked 7th in Junior women air rifle.

In September 2014, Aditi was selected for the **Abhinav Bindra's Shooting Development Program** and granted the GoSports Foundation scholarship.

In October 2014, Aditi Singh was placed 4th in the **1st Col. Jaswant Singh Memorial Shooting Competition in Senior Air Rifle Women** and Stood 4th in the North Zone Shooting Championship.

According to the Revised National Squad, she was shortlisted in both the 10mtr and 50mtr rifle as part of the **Junior Indian Shooting Team** and has been ranked 4th in the final list for selection for **ISSF in the Junior World Cup,Suhl-** in 50 mtr prone event.

In **Sardar Sajjan Singh Sethi Memorial Shooting Championship 2014**, Ruchi Singh stood 4th in the Individual Standings.

#### **Shriyanka Sadangi Achievements:**

Shriyanka Sadangi of III Year B.A Programe, has participated in **19 International Shooting Championships** in the 10 m Air rifle women event including the prestigious World Shooting Championships. She has done the college proud by **winning 14 International Medals** for the country.

Shriyanka was awarded the most prestigious sports award in Odisha: The **EKALAVYA AWARD**

This year, Shriyanka took part in the **51st WORLD SHOOTING CHAMPIONSHIP 2014** held at Granada, Spain in September 2014 in the 10 m air rifle event in the Junior category. She was ranked 12th amongst 82 shooters from different countries of the world.

At the **1st Junior World Cup at Suhl, Germany** in June 2014 where she won the Third position in the Super Cup Shooting event.

**24th Meeting of Shooting Hopes held in Czech Republic** in June 2014 and won a Bronze medal in the team event.

Shriyanka has been selected as part of the **Indian National Shooting team & the National Squad for 2014-15 & 2015-16** in the 10 m air rifle event in the junior category.

Shriyanka won a silver medal at the national level at the **Gun For Glory Shooting Championship** in Pune in January 2015.

#### **Awards Received**

Shriyanka is the recipient of cash incentive of 4.5 lakhs from the Chief Minister of Odisha state for her excellent performance in Shooting.

- **LAWN BALLS**

Teesha Chugh of B.A. Hons.(English) third year participated in 35th National Games held in Kerala from 31 January to 14 February has secured third position and won scholarship from Delhi government .

- **SHOOTING TEAM (MEN)**

<b>Vishal Singh</b>	<b>II Year</b>	<b>History (Honours)</b>
<b>Saurabh</b>	<b>II Year</b>	<b>History (Honours)</b>
<b>Jascharan S. Narula</b>	<b>I Year</b>	<b>Economics (Honours)</b>

#### **Delhi University Inter College Competition:**

Vishal Singh of Second year History honours, Captained the College's Men's Shooting team in the Inter College Championship, which were held from 2nd to 4th March, 2015, at the at Hansraj College, Delhi University.

Vishal Singh bagged the 3rd position Air Rifle 10 M in the inter college shooting competition while Saurabh II Year History participated Air Rifle 10 M in the inter college shooting competition.

### **Inter Varsity Trials:**

As the Inter University Trials held at Hansraj College from 9th to 11th December, 2014, Jascharan S. Narula I Year Economics Honours was the pick of the competition as he shot himself into 1st position in 10 M Air pistol event.

Saurabh (Air Rifle 10 M) stood 4th in the trials and was selected for the Inter University Shooting Competition. Vishal (Air Rifle 10 M) also participated in the trials for the inter

### **All India Inter University Shooting Competition:**

At the **All India Inter Varsity Shooting Championships** held at Punjabi University, Patiala, Punjab, from 2nd to 8th January, 2015, Saurabh (Air Rifle 10 M). The Delhi University team narrowly missed 3rd position and the team's performance is considered to be creditable.

### **State Shooting Championships**

Vishal took part in the **Uttar Pradesh State Championships**, where bagged a Gold Medal in the Air Rifle 10 M event in Junior category and Silver in Senior category.

### **National Level Competitions:**

At the **58th National Shooting Championship** held at Pune, Maharashtra, from 14th to 28th December, 2015, the Stephanian Shooters were in top form.

Jascharan Narula representing the Uttarakhand Team in 50 M Free Pistol, won an **Individual silver** and the team got a bronze medal. This performance earned him a place in the National Games held in Kerala and in the Senior Selection trials.

Vishal (Air Rifle 10 M) represented U.P. and their team won silver Saurabh's who took part in the Air Rifle 10 M came in 4th in the Team competition.



At the **1st Sportzcraft National Shooting Competition** organized by the NRAI in September, 2014, Vishal (10M Air Rifle) won silver and bronze medals in Junior category

The **14<sup>th</sup>All India Kumar Surendra Shooting Championship**, held in July 2014, both Vishal in the 10 M Air Rifle, and Jascharan in the 50 M Free Pistol won the 4th position in the Junior category.

At the 15th **All India Kumar Surendra Shooting Championship**, Vishal got selected for senior selection trails held at Kerala while Saurabh narrowly missed the selection for the Senior category.

In Jan 2014, both Vishal and Jascharan participated in 1st leg and the 2nd leg of the trails for **Junior World Cup in CHEH, SHUL**. Jascharan secured the 8th position in 50m free pistol event in the selection trials for the Junior World Cup.

### **Cricket Team (Men's):**

The college team took part in the 1st Delhi Daredevils Intercollege T20 Cricket Tournament which was organized by the IPL Franchise of Delhi GMR Group in January - February 2015. All the colleges of Delhi and NCR took part in this cricket tourney.

The college Team played its first game against Zakir Hussain College at the PGDAV College Grounds, and registered a 30 run win.

In the Second tie the team faced arch rivals Hindu College. The high voltage tie was played at the Khalsa College Grounds. The College elected to bat first and put up 99 runs on the board. Hindu College managed to reach the target in 19.3 overs and beat the college team by 1 wicket. With this loss the College team were shown the exit doors from the tournament. Vibhor Aggarwal, Second Year Economics Honours claimed three wickets while Aditendra Singh from Third B.Sc Program Chemistry top scored with 40 runs for the college.

In the Inter College Tournament St Stephen's College lost in the Third Knock Out match.

In the first tie they faced Acharya Narendra Dev College on the Rajdhani College grounds where the team cruised to a comfortable victory. Batting second they chased down the target of 82 runs in 16 overs. With skipper Rahul Chowdhary top scoring with 35 runs. Pratyush Singh's mercurial spell with the ball set the tone as he picked up Six wickets.

In the Second game, the college team beat Maharaja Agrasen College by 10 wickets. Winning the toss and electing to bowl first, MAC managed to put up 105 runs before being all out. The match was wrapped up in the Twelfth Over with Pratyush Singh top scoring a brilliant unbeaten eighty runs. The match was played at the Khalsa College Grounds.

In their Third encounter, played at the PGDAV College grounds, the college faced B R Ambedkar College. After losing the toss, the college was invited to field first. Ambedkar College made the most of numerous dropped catches, as they coasted to a formidable 225 runs, in their allotted 40 overs. In reply, the college was bundled out 120 runs. This loss ended the college's good run in the season as they were One game away from Qualifying for the Quarter Final League.

- **INDIVIDUAL ACHIEVEMENTS**

**Pratyush Singh**, II Year History (Honours), represented **Delhi Ranji trophy T-20** (24-28th March 2015, Venue: Delhi) did not qualify for the knockout matches.

Pratyush Singh, was selected to play for the **Delhi U-23** competing in the **C.K. Nayudu Trophy** which was played from 1st December - 2nd January 2015. The tournament was played in Karnataka and Delhi. The Delhi State Team did not qualify for the knockout matches.

Pratyush Singh, was selected to play for the **Delhi University Cricket team** in the Inter University. All matches were played in Delhi as Delhi University was the host of the Tournament. Delhi University emerged Champions of inter university, unbeaten throughout the tournament and venue was Delhi only

Pratyush Singh, was selected to play the **All India knockout** we were runners up (3-12 March 2015) Contributed with crucial 30 not out and 84 runs in quarter finals and finals respectively in Jaunpur (UP)

Pratyush Singh was declared as **Vice Captain of the North zone universities**. The tournament was played from 14-16 March 2015. Lost the semi -finals played at Mumbai wankhade stadium

Pratyush Singh, has been given the opportunity to be a part of the Chennai Super Kings, Indian premier league 4th April 2015- 26th may 2015. The college hopes that he can gain his space and place within the team.

- **TENNIS TEAM (WOMEN)**

<b>Sanya Madan</b>	<b>II Year Philosophy</b>	<b>Captain</b>
<b>Rhea David</b>	<b>I Year History</b>	

### **Delhi University Inter College Tournament:**

The Inter College Women's Tennis Tournament was held at the Lady Sri Ram College Tennis Complex in September 2014.

The duo of Sanya Madan and Rhea David had a good performance as they narrowly missed the opportunity to secure the Third place in the Inter College Competition.

Sania's serve and volley game was a treat to watch as the opponents were made to sweat against her thundering service. Rhea on the other hand played a very calm and slow game and stretched her opponents before the two combined in the Doubles to pocket the game and move to the next round.

The Third place match was against the hosts LSR which went down to the Last Rubber. After Sanya won her singles Rhea struggled with her first serve to go down to her opponent. The match was decided in the Doubles where every point was fought tooth and nail before LSR used their home advantage to their maximum advantage and claim the tie in a match that lasted a little more than the hours mark. Sania and Rhea's effort helped the college to a Fourth place finish.

### **Individual Achievements:**

Sanya Madan of IInd Year Philosophy took part in the **AITA Ranking Tournament in Jassowal** on 22nd September 2014. Sania's hard work was rewarded as she won the Doubles title.

Sanya took part in the **AITA Fenesta National Tournament** which was held in the DLTA Complex in Delhi in October 2014. Sanya reached the quarter finals in the singles event

Sanya took part in the **AITA Ranking Tournament in Chandigarh** on 13th October 2014. Sanya did the college proud as she claimed the Title in the Doubles Event and reached the Semi finals of the singles competition.

Sanya went on to take part in the **AITA Ranking Tournament in Karnal, Haryana** in November, 2015 and reached the Semi Finals of the singles event.

Sanya next travelled to the **AITA tournament in Secundrabad, Hyderabad** in January 2015. She reached the quarterfinals of the singles event

Sanya scored a double win at the **Karnal AITA tournament** in February 2015. Her hard work and dedication helped her annex the Championship Title in the Doubles and the Singles title.

- **TENNIS TEAM (MEN)**

**Rajat Maheshwari**

**Captain**

**Snehanshu Sadangi**

**Secretary**

**Ankit Parasrampuria**

### **Delhi University Inter College Tournament:**

The Inter College Tournament was held at the SBTB Khalsa College Tennis Complex.

The college team reached the Quarterfinals in the Delhi University inter college tennis tournament.

### **Individual Achievements:**

**Rajat Maheshwari** took part in the **ATP Chennai Open**, in January 2015, with a Wildcard and managed to reach the playoffs as a semi finalist in the Qualifying draw.

Rajat Maheshwari, continued to do the college proud as he took part in the **Men's Open Tennis Tournament**, Organized by the Cricket Club of India. Rajat emerged as the Winner in the both the Singles and Doubles Competition.

Rajat took part in the **All India Tennis Association (AITA), Nagpur 50k Tournament**, where he played in the Doubles competition. Rajat and his partner were Crowned Champions in the doubles.

Snehanshu Sadangi of II Year Economics took part in the **Delhi Area Tennis Championship** and won the title in the Singles competition.

### • **FOOTBALL TEAM (MEN)**

Nishant Sharma	III Year	B.Sc (H)Physics	CAPTAIN
Jonathan Stephens	III Year	B.A. (H) History	VICE-CAPTAIN
Akash Nain	III Year	B.A. (H) Eco	VICE-CAPTAIN
Lawrence Simte	III Year	B.A. (H) Economics	
Abhimanyu Dhanda	III Year	B.Sc (H) Physics	
Roy Joseph	III Year	B.A. (H) Economics	
Kumzuk Lanu	II Year	B.A. (H) Economics	
Theimin Thui	II Year	B.A. (H) Economics	
Joseph Jacob	II Year	B.A. (H) Philosophy	
Dilsher Singh Sandhu	I Year	B.A. Programme	
Rohan Perreira	I Year	B.A. (H) History	
Chakrapani S Rathore	I Year	B.A. (H) History	
Sam Simte	I Year	B.A. (H) Economics	
Suryansh Upmanyu	I Year	B.A. (H) Economics	
Ude Pratap Singh	I Year	B.A. (H) Philosophy	
Anmol Bhasin	I Year	B. Sc Prog (Computer Science)	
Nirbhay Nanda	I Year	B.A. Programme	
Ansh Agarwal	I Year	B.Sc (H) Mathematics	

The College Football Team of St. Stephens College had been coached and managed by the College's Department of Physical Education. While the team has played in different tournaments, there have been worthy accomplishments of both the team and individual players.

### **NSUI FOOTBALL TOURNAMENT 2015**

The National Students Union of India (NSUI) organized its annual inter college football competition at the Thgaraja Stadium in Lodhi Area, in New Delhi. A total of 32 college teams from the NCR took part in this tournament from 27th August to 28th August, 2015.

#### **Tie and Results:**

Match 1: St. Stephen's College 2-0 Motilal Nehru College

Match 2: St. Stephen's College 5-4 Dayal Singh College

Match 3: St. Stephen's College 1-0 Kirori Mal College (Semi Final)

Match 4: St. Stephen's College 0-0 Zakir Hussain College (Final)

Penalty Shoot Outs:

St. Stephen's College 4-5 Zakir Hussain College

#### **Final Result:**

**St. Stephen's College Football Team secured Runner Up position**

### **KICK OFF SOLUTIONS INTER COLLEGE UTH LEAGUE 2015**

The Delhi Dynamos organized an Inter College Football Tournament in different venues across the colleges of Delhi University from 14<sup>th</sup> to 30<sup>th</sup> October. While the college hosted one leg of the Tournament, the other colleges that hosted matches were Shivaji College, P.G.D.A.V College, Akshardham CWG Complex and the Finals were played at the B.R Ambedkar Stadium in Delhi.

Tie and Results:

- Match 1: St. Stephen's College 1-3 Jamia Millia Islamia University
- Match 2: St. Stephen's College 0-0 Maharaja Agrasen College
- Match 3: St. Stephen's College 1-0 Kirori Mal College
- Match 4: St. Stephen's College 2-0 Delhi College of Arts and Commerce

**Final Result:**

**St. Stephen's College Football Team could not progress to the Semi Final as it was eliminated on Goal Difference. Jamia Millia Islamia and Maharaja Agrasen College progressed from the Pool**

**S.R.C.C INVITATIONAL FOOTBALL TOURNAMENT 2015**

The Sri Ram College of Commerce organized their Invitational Football Tourney from 4th February to 7th February in their football field. The tournament marked the return of Nishant Sharma after his gruesome ankle injury and Rohan Pereira who had taken a serious knock to his right knee.

Tie and Results:

- Match 1: St. Stephen's College 1-0 Ram Lal Anand College
- Match 2: St. Stephen's College 2-0 Dayal Singh College
- Match 3: St. Stephen's College 1-0 Kirori Mal College
- Match 4: St. Stephen's College (0-0) 3-5(Pen) SRCC

**Final Result:**

**St. Stephen's College Football Team secured Runner Up position**

## **JAMIA MILLIA INVITATIONAL 2015**

The College Football Team took part in the Jamia Millia Islamia Football Tournament held from 9th February to 12th February at the Jamia Millia University Sports Complex.

### **Tie and Results:**

Match 1: St. Stephen's College 3-0 Bhaskaracharya College of Applied Sciences

Match 2: St. Stephen's College (2-2) JAYPEE Institute of Technology 4-2 (Pen)

Match 3: St. Stephen's College V/s College of Vocational Studies (SEMI FINAL) (Semi Final Match Not Played)

Match 4: Shivaji College 4-0 College of Vocational Studies (FINAL)

## **DELHI UNIVERSITY INTER-COLLEGE FOOTBALL TOURNAMENT**

The St. Stephen's College Football Team entered the Inter College Competition as one of the most fancied teams. The tournament kicked off at the Polo Grounds from 26th February 2015.

### **Tie and Results:**

Match 1: St. Stephen's College 1-0 Shivaji College

Match 2: St. Stephen's College (0-0) JAYPEE Institute of Technology 3-4 (Pen)



## **ST.STEPHENS INVITATIONAL FOOTBALL TOURNAMENT 2015**

The College hosted it's Annual Football Event from 27th March to 1st April 2015. All matches were played in the New Playfield Grounds in the College.

### **Tie and Results:**

Match 1: St. Stephen's College 4-0 Hindu College

Match 2: St. Stephen's College 0-2 Ramjas College

Match 3: St. Stephen's College 3-0 Delhi College of Arts and Commerce

Match 4: St. Stephen's College 1-3 SRCC

### **Final Result:**

**St. Stephen's College Football Team secured Runner Up position**

### **Best Player Awards:**

Best Goal keeper Award           Suryansh Upamnyu  
The Best Midfielder Award       Nishant Sharma

## **INDIVIDUAL ACCOMPLISHMENTS:**

### **North Zone Inter Varsity Football Tournament 2015:**

The hardworking mid-field player, Nishant Sharma, III Year Physics and Jonathan Stephen III Year, History were selected be a part of the Delhi University Football team that took part in the North Zone Inter Varsity Football Tournament. While Nishant donned the University Colours for the first time, Jonathan Stephen had a personal accomplishment as this was the Third time that he had been a part of the Delhi University Football Team. The forward created a record as he played for the University Team in the Ist, IInd and IIIrd year of graduation.

### **All India Inter Varsity Football Championship**

The Delhi University Football team topped their pool and Qualified for the All India Inter Varsity Football Championships organized by the Association of Indian Universities (AIU). Nishant Sharma and Jonathan Stephen's hard working attitude gave them the opportunity to continue to play at the All India Level too.

LNUPE Gwalior, Hosted the Tournament 27<sup>th</sup> December 2014 to 3<sup>rd</sup> January 2015 and Delhi University finished IV<sup>th</sup> in the North Zone

Match 1: University of Delhi 1-1 Annamalai University Tamil Nadu

Match 2: University of Delhi 0-1 Shivaji University

Match 3: University of Delhi 2-1 Calcutta University

### **Senior National Football Championship for Santosh Trophy (North Zone Championship)**

Dilsher Singh Sandhu, Ist year B.A Programme, ended a long drought for the college as he was selected to represent Delhi in the Santosh Trophy Championships. The young Ist Year hard working midfielder was a member of the Delhi State team that took part in the most prestigious inter-state football tournament of the country. His hardworking and sincerity made him the youngest player on the Delhi Team for this edition of the Santosh Trophy. He soon made it to the starting eleven of the Delhi side that tore apart most of the competition. Playing under the Coach and Indian legend Ranjit Thapa was a welcome learning experience for the young 18 year old Dilsher, who played and trained in England during his school days.

### **Senior National Football Championship for Santosh Trophy (All India National Championship)**

Dilsher Singh Sandhu played a central role as the Delhiteam scripted a winning story at the Zonal Level with a hundred percent winning streak and qualified for the All India National Championship.

Being clubbed with Defending Champions, Mizoram and giants of Indian Football Goa, Kerala and the Railways, Delhi carved out a reputation of a fighting side before being eliminated in the Quarter final stage.

- **TABLE TENNIS (MEN)**

<b>Mochak Soni</b>	<b>II Year</b>	<b>Economics (Honours)</b>
<b>Mayank</b>	<b>I Year</b>	<b>Mathematics (Honours)</b>
<b>Raghav Pangasa</b>	<b>I Year</b>	<b>Chemistry (Honours)</b>
<b>Neerav</b>	<b>II Year</b>	<b>Economics (Honours)</b>

### **Delhi University Inter College Tournament:**

The Inter College Tournament was held at the Delhi University Sports Complex.

The college team ended a long drought of medals by winning the Bronze by finishing Third in the Delhi University inter college Table Tennis tournament.

Mochak Soni of B.A Economic Hons. 2nd year has been the captain of the team since last two years.

### **Individual Achievements:**

Mochak Soni participated in Delhi state Table Tennis Championship held from 26th to 29th Sept, 2014 and Secured 3rd Position.

Mayank Ahuja, I Year student and studies mathematics in college, secured the Third position in Delhi state Table Tennis Championship held from 26th to 29th Sept,2014.

Raghav Pangasa is a first year chemistry hons student

### **National Level Competitions**

Mochak Soni, Mayank Ahuja and Raghav Pangasa participated in 76th Senior Nationals and Inter State Table Tennis Championship held at Pondicherry.

- **TABLE TENNIS (WOMEN)**

Aashita Jain of B.A Hons English III year participated in All India Inter University Table Tennis Tournament held at SRM university of Chennai from 4th October to 8th October 2014 and reached semi finals.

Also participated in Women's table tennis national held at Udupi from 18th December to 22nd December 2014 and secured 2nd position in women team event and 3rd position in women doubles.

Represented University of Delhi in all India inter university for three consecutive years.

Monika Pareek is a second year student and reads Literature in college.

She won the Rajasthan State Senior Table Tennis Championship held from 13th November to 17 November 2014.

She has also been a part of the college team from the past two years. She was a part of the team when it secured the 2nd position in the SRCC Sports Fest and 4th in the Inter College Tournament.

Akshita Sahni is a first year student and studies mathematics in college.

She participated in the Delhi state Table Tennis Championship held from 26th to 29th sept 2014

She has also secured second position in SRCC sports fest.

Ruchika soin is a first year student and reads Liberal arts in college.

She participated in the Delhi state Table Tennis Championship.

She has also secured second position in SRCC sports fest.

- **SQUASH (MEN)**

<b>Anshul Jain</b>	<b>III Year</b>	<b>B.A Economics (Honours)</b>
<b>Utkarsh Kumar</b>	<b>I Year</b>	<b>M.A Economics (Honours)</b>
<b>Raghav Dahuja</b>	<b>III Year</b>	<b>B.Sc. (Programme)</b>
<b>Rajat Sharma</b>	<b>II Year</b>	<b>B.A English (Honours)</b>
<b>Kunj Bansal</b>	<b>I Year</b>	<b>B.A Economics (Honours)</b>

### **Delhi University Inter College:**

Anshul Jain of 3rd Year B.A Economics (Honours) Captained the St Stephen's College Squash Team to a Gold medal winning performance at the Delhi University Inter-College Squash Tournament in January, 2015 held at St. Stephen's College, Delhi. The college team comprises of Utkarsh Kumar of 1st Year M.A Economics (Honours), Raghav Dahuja of 3rd Year B.Sc. (Programme), Rajat Sharma of 2nd Year B.A English (Honours) and Kunj Bansal of 1st Year B.A Economics (Honours)

### **All India Inter Varsity Competition:**

Anshul Jain of 3rd Year B.A Economics (Honours) and Rajat Sharma of 2nd Year B.A English (Honours) won the silver medal at the All-India Inter-University Squash Tournament, Thanjavur, Tamil Nadu in February, 2015.

### **International Competitions:**

Rajat Sharma of 2nd Year B.A English (Honours) Section-B represented India at the Malaysian Junior Open, Penang, Malaysia in May, 2014 and finished 7th in Boys U-19 category.

He went on to represent India at the Pioneer Junior Open, Köln, Germany in July, 2014 and finished 12th in Boys U-19 category.

He represented India at the Dutch Junior Open, Amsterdam, Netherlands in July, 2015 and managed to finish 37th in Boys U-19 category. He also participated in the Senior Nationals 2014, Mumbai, in October, 2014 where he lost in the finals of qualifying round. He won the gold medal at the Delhi University Inter-College Squash Tournament in January, 2015 held at St. Stephen's College, Delhi. He won the silver medal at the All-India Inter-University Squash Tournament, Thanjavur, Tamil Nadu in February, 2015.

1. Sarvanta Yadav (3rd Year)
2. Sunaina Das (3rd Year)
3. Manya Mishra (3rd Year)
4. Shweta Sogani (2nd Year)
5. Diya Deviah (2nd Year)
6. Kiran Hooda (2nd Year)
7. Dipika Titus (1st Year)

List of tournaments played:

1. Inter college: 4th Position
2. YMCA Tournament: 2nd Position
3. SRCC Invitational: 2nd Position

Individual Participations:

Sarvanta Yadav:

1. North Zone Inter-University: 2nd Place
2. All-India Interuniversity: Participation

- **EVENTS ORGANIZED BY THE DEPARTMENT OF PHYSICAL EDUCATION**

### **Delhi University Inter College Squash (Men's) Tournament**

The College organized the Delhi University Inter College Squash Tournament for Men in the college's Squash Arena.

The Tournament witnessed Eight of the Top Squash Teams from Delhi University vying for the top honours.

The Men's Competition was won by St. Stephen's College while the Runner Up was Hansraj College.

The Trials for Selecting the Delhi University Squad was also held in the College courts.

### **Delhi University Inter College Basketball (Women's) Tournament**

The College organized the Delhi University Inter College Basketball Tournament for Women in the college's Squash Arena.

The Tournament witnessed all the Top Basketball Teams from Delhi University vying for the top honours.

The Men's Competition was won by Kirori Mal College while the Runner Up was Hansraj College.

### **XL St. Stephen's Invitational Basketball Tournament**

The College organized the St. Stephen's College Invitational Basketball Tournament for Men and Women in the college's Basketball Arena.

The Tournament witnessed eight of the Top Basketball Teams from Delhi University vying for the top honours.

Officials from the Delhi Basketball Federation were called to officiate the tournament.

This year marked the 40<sup>th</sup> Edition of the tourney and started from 26<sup>th</sup> March 2015 to 31<sup>st</sup> March 2015.

The Men's Competition was won by Kirori Mal College while the Runner Up was Hansraj College.

In the Women's Section, the St. Stephen's Alumnus Team get the better of the host team St. Stephen's College to win the title.

### **St. Stephen's Invitational Football Tournament**

The College organized the St. Stephen's College Invitational Football Tournament for Men in the college's New Playfield / Football Grounds from 27<sup>th</sup> March 2015 to 1<sup>st</sup> April 2015. Technical Officials, like Referees, Asst. Referees, from the Delhi Football Federation were called to officiate the tournament.

The Tournament witnessed Eight of the Top Football Teams from Delhi University vying for the top honours.

The Semi Finals were played between:

St. Stephen's College	3-0	St. Stephen's Alumnus Team
Sri Ram College of Commerce	2-1	Delhi College of Arts and Commerce

The final was played on 1<sup>st</sup> April 2015

Sri Ram College of Commerce 3-1

St. Stephen's College

**The college has always promoted the talents of the junior members through its various societies and clubs. The following are brief reports of the major societies of the college:**

- **BA PROGRAMME SOCIETY**

The BA Programme Society of St. Stephen's College comprises junior members across the three years of undergraduate study of BA Programme. By virtue of its size, the society is a diverse and all-encompassing microcosm of most disciplines in College. The Society usually begins its activities with the departmental trip, which is not only educational and recreational but also provides a great opportunity for interaction with the new batch of freshers.

Being an interdisciplinary society, all events are associated with topics spanning across various aspects of academia. Eminent alumni of BA Programme such as Mr. Shriman Narayan were invited to deliver talks and guide junior members through career counseling sessions. The debate on the topic of the introduction of FYUP saw effective participation and was successfully conducted. The society also collaborated with The Students' Union Society during the annual college festival Harmony 2013 in conducting games such as Scavenger Hunt, etc.

The most important annual activity of The BA Programme Society is the BA Fest 'Confluence' held at the end of February every year. This academic fest comprises of several talks, games, competitions along with the release of the BA Journal named 'ECLAT' and 'Kaleidoscope' in the subsequent years. In totality, The BA Programme Society has been eventful and we hope in the years to come the output of the society continues to match the enthusiasm and expectations of its members.

- **BAZM-E-ADAB**

Bazm-e-Adab is one of the oldest societies of the St. Stephen's College which works for the promotion of the Urdu language at different forums in various



manifestations. Every year this society organizes a Grand EID MILAN LUNCH and the Inter College Annual Ghazal Recitation & Bait Bazi Competition for the MIRZA GHALIB RUNNING TROPHY. Besides these two events at regular intervals, we also strive to explore different genres of Urdu literature which are varied and different from one another.

The following is the brief summary of the events they conducted across the year 2012-2015.

2012-13

- A two day Symposium on Manto's Centenary Celebration, followed by an interactive session with eminent scholars.
- An interactive session with Prof. Zakir Hussain, Dr. Abdul Haq & Prof. Sadique on "Relevance of Iqbal's Poetry In Contemporary World."

2013-14

- A 2-day National Seminar on "The Philosophical and Cultural Scenario of Iqbal's Poetry", which was attended by profound scholars all across the country.

2014-15

- An excursion into the world of Mirza Ghalib: Ghalib Mausoleum, Ghalib Academy, Ghalib Museum, Ghalib Ki Haveli & Ghalib Institute, New Delhi.
- An adaptation of Md. Hussain play "Tamasha Ya Tamashayee" based on the lives and works of legendary poet Mirza Ghalib, in collaboration with Sabha, St. Stephen's College.
- **THE CHOREOGRAPHY SOCIETY**

The St. Stephen's College Choreography Society is an integral part of the college's great extra-curricular tradition. This society has two wings: the Indian Choreography Society and the Western Choreography Society "STE:REO", not only to promote the Indian classical or folk dance forms but also to explore different dance forms of the world. Despite being a young society with only

five years of its existence, the society has grown immensely and created a niche for itself in the college and outside.

Dance is an artistic and creative aspirations through which a performer can express any emotion and communicate with the audience. The society organises a number of events within the college like Fresher's Welcome, the Mid-Term Production, the Annual Production, Inter-College Festivals and participates/performs for events in college and outside college at various festivals. Dancers from the society have also been invited to perform at other creative enterprises outside college. Apart from these, the society also conducts workshops to experience different forms of dance, physical fitness and self defense such as chhau, kick boxing, yoga, karate and Pilates, muay thay etc. It organizes flash mobs for different societies publicizing their events e.g. blood donation camp.

The Society is widely acclaimed for the talent its members possess and the performances of the society are a visual treat and an inevitable source of entertainment. The society nurtures not only dancers but also artistes whose skill sets range from acting and drafting scripts to painting and developing music. The success of the society can be attributed to the love and passion of its members towards dance and work culture.

- **ENGLISH LITERARY SOCIETY**

In the past three years, the English Literary Society has organized a number of events in order to provide a space for the discussion of English literature. In the academic year 2011-2012, the society organized a talk titled “Shakespeare’s Uncanny Globe” by Prof. Jonathan Gil Harris from George Washington University, as well as two afternoon sessions of paper presentations. The year also saw the publication of the society’s annual journal *Postscript*. The annual festival, Logos, was structured around the theme of adaptations. It included paper presentations, panel discussions, and competitive events like quizzes and crosswords. The academic year 2012-2013 saw the celebration of Charles Dickens’ Bicentenary and 100 Years of Saadat Hasan Manto (both included panel discussions, student paper presentations, and performances). The society also organized an event marking Roald Dahl’s birthday (consisting of

competitive events like a themed quiz), and a publishing workshop conducted by Random House India. The theme for Logos was Literature and Geography, and it included a keynote address, a poetry reading, and interactive sessions in addition to student paper presentations and competitive events. The year also saw interactive sessions with authors like Aditi Rao, Shreya Jindal and Annie Zaidi. The academic year 2013-2014 witnessed the celebration of 25 years of *The Shadow Lines* (consisting of an interactive session with Amitav Ghosh and Mukul Kesavan), and the 200<sup>th</sup> anniversary of *Pride and Prejudice* (marked by a session with Keval Arora, and competitive events). The society organized a panel discussion on literature of North East India, as well as talks by Chandrahas Choudhury, Arunava Sinha, Manash Bhattacharjee, and Emma Dawson. The society also hosted a talk by Prof. Pádraic Whyte from Trinity College, Dublin. The year also saw a walk to the Nizamuddin Dargah (hosted by Dr. Aditya Pratap Deo), and quizzes on children's literature and popular fiction. The theme for Logos was Literature and Propaganda, and it included interactive sessions, paper presentations, performances, and competitions (online and otherwise). The society assisted the English Department in organizing conferences over the past two years. Regular movie screenings have been held in all three years. The society also organised freshers' welcomes, farewells for the graduating class, and department trips.

In the academic year 2014-2015, the society has so far organised interactive sessions with authors Satyarth Nayak and Salil Desai. The celebration of Roald Dahl's birthday was also organised. The society also held a two-day academic conference that saw participation from the students of Jadavpur University, Delhi University, Ashoka University, and Jamia Millia Islamia. Several other events are planned for the year, including Logos 2015, and the publication of *Postscript 2015*.

- **HINDI SAHITYA SABHA**

Hindi Sahitya Sabha of St. Stephen's College provides a platform for innovation for emerging writers, playwrights, journalists, critics and anyone who is interested in Hindi. Through Sahityic Goshtis or the literary meetings and all the rich events all along the year, it focuses on various literary styles and facilitates to improve the literary skills of the junior members in Hindi. The

Orientation in August 2014 introduced many excited new students to the society. It was soon followed by an enthusiastically celebrated Hindi Maah (Hindi Month) that hosted many competitions throughout September to celebrate Hindi Diwas that falls on September 14th. Passion reverberated in the Poetry Recitations of self composed as well as adapted Hindi poems. The electrifying (first of its kind) performance of Premchand's "Moteram Ka Satyagrah" by the famous Asmita Theatre Group, Delhi managed to spellbind the audience with its unparalleled ebullience on the stage. In October, the Sabha attempted to organize a discussion on the impressive stories and novels of Premchand from as diverse vantage points as possible. Through a series of interactions with influential writers and poets in Hindi from around the world, the Hindi Sahitya Sabha inspired many students all along the year to think, discuss and understand the dynamics and technicalities of literature and publishing. For instance, Madhu Bhaduri, a former diplomat and an internationally acclaimed writer in Hindi participated in discussions about the connections between language, diplomacy and popular culture- definitely a priceless experience.

- **HISTORY SOCIETY**

The History Society is one of the oldest Departmental Societies at St. Stephen's College. It organises talks, discussions, screens documentaries and films and in winters organises history walks in Delhi. In the last few years it has invited historians to address the students as part of the lecture series. Prominent among the invitees are Prof. Ranabir Chakravarti, Prof. Kumkum Roy, Prof. Farath Hassan, Prof. Madhavan Palat, Prof. Radhika Singha, Prof. Anthony Parel, Prof. Amiya Sen and Prof. Sunil Kumar. It has organised walks to places like, Chandini Chowk, Humayun's Tomb, Purana Quila, Tughlaquabad and Mehruli. In the recent past heritage experts like Ms. Swapna Liddle and Mr. Sohail Hashmi have also led some of the walks. The Societies annual tours are accompanied by senior members of the History faculty who introduce various aspects of Indian history, art and culture. In the past tours have been organised to Bhopal, Sanchi and Bhimbedka; Ajanta, Ellora and Auangabad; Udaipur and Mount Abu; Jaipur and Ajmer; and Agra. The History Societies annual student festival 'Kaalchakra' has focussed on themes like 'Boundaries and Identities in

History’, ‘Movements in History’, ‘Myth and History’, ‘History and the Margins’. The keynote addresses on these occasions have been delivered by Prof. Himanshu Prabha Ray, Prof. Prabhu Mahapatra, Prof. Tanika Sarkar, Prof. Vijaya Ramaswamy, and Prof Arup Banerjee. The History Society has played an important role in nurturing a space for a wider multifaceted rigours engagement with the discipline of history. Through its events the Society has encouraged both students and faculty to develop more nuanced forms of academic engagement.

- **INFORMAL DISCUSSION GROUP**

IDG is a student forum, which seeks meetings with several eminent personalities to gain an insight into the ideas, interests, and philosophies that contributed to their achievements. The IDG also strives to highlight pertinent issues in a contemporary context. Over the years the group has had the privilege of listening to some remarkable personalities including authors, journalists, sportspersons, politicians, activists, industrialists and academics, among others.

In the past four years IDG has hosted various eminent guests including Nivedita Menon, Dilip Simeon, Shashi Deshpande, Sarnath Banerji, Deepak Mehta, Vandana Shiva, and Mukul Kesavan. From time to time it invites faculty members to discuss their research interests as well in order to foster a closer sense of community among Stephanians. Last year IDG had a unique addition to its list of activities through the initiation of a Reading Group. The group has taken up various themes of contemporary relevance such as gender and sexuality, and religion and secularism, to read theoretical literature around. The Reading Group members have lively weekly meetings which are open to everyone.

The uniqueness of the IDG discussions lies in their relaxed and informal nature. The audience comprises of, mainly, Stephanians. Following opening remarks made by the guest, the house is thrown open to questions. Questions range from the brilliant to the worthless, from the profound to the mischievous. The spirit of the discussion is something that can only be experienced. Everything discussed is strictly ‘off-the-record’ and media representation is not permitted.

- **MALAYALAM LITERARY SOCIETY**

The Malayalam Literary Society is an inclusive literary society established in 2013 with a view to promoting Malayalam language, literature and the diverse art forms of Kerala. The society in its nature never undertakes any project that might lead to formation of an exclusive cult of propagandists of the region and culture nor be restricted to mere intellectual vandalism. It helps creating opportunities for the student body to know more about the Malayalam literature and art forms. The Society organizes talks and discussions by academicians, artists and renowned writers to learn the new trends in Malayalam literature and to examine this with other regional literatures in a comparative perspective. Our translation project familiarizes students with the theory and practice of translation. Its annual literary festival 'Kaliyattam' involves academic engagements, presentation of Kerala's art forms, crafts and food. We publish bilingual journals and screen movies having artistic value with subtitles.

Since its establishment in 2013, the Malayalam Literary Society has become an integral part of the College, educating individuals on the value of Malayalam by organizing cultural events like Onam, conducting interactive sessions with eminent personalities like Dr Alphons Kannanthanam, former Chairperson of the Delhi Development Authority and Rev. Prof. Pius Malekandathil, an eminent Historian at Jawaharlal Nehru University.

The Annual Journal of MLS '12625' is successfully completing its second edition this year, which reflects the urge and passion of the student community in promoting literature and language. Last year we also took initiative for the non-Keralite student community to relish the richness of 'God's own country', through a Kerala Trip, one of the largest projects which the Society undertook. The trip took 10 North Indian students on a ten day trip of Kerala under the leadership of the Staff Adviser, on a mission to introduce Kerala's culture and tradition. Its annual cultural fest 'Kaliyattam' received overwhelming response. The Society successfully conducted various events including Kaikkottikali, Margamkali, Mohiniyattam, Multi-Lingual literary events, talk by Prof. V Ramakrishnan (JNU), open air performances, plays and cooking.

The activities of this academic year began with a walk to the Brotherhood House, which is part of the history of St. Stephen's College. The College was established by the Cambridge Brotherhood in 1881 and the walk facilitated the students to have a sense of the past and legacy of the college. In August we organized a lecture-demonstration by Kalamandalam Ganeshan of 'Kathakali', the traditional artform of Kerala. The Onam Celebrations in the first week of

September included Thiruvathira, martial art forms like Kalaripayattu, and the ambrosial Onam Sadhya (lunch).

- **MUSIC SOCIETY**

The Music Society of St. Stephen's College is one of the oldest societies of the college. The society believes that music is a meaningful medium through which borders can be transcended and therefore has a broad view on the music that is performed and encouraged.

Ever since the Indian music team was placed first at IIT Delhi in 2012, the society has grown from strength to strength. It began by creating the *Sound Machine* in 2012. It is a team of vocalists which competes in various Western music group competitions. During the year, in-house events like the '*Fresher's Acoustica*' and the annual music society inter-college festival '*Crosswinds*' were organized.

In 2013, the *Sound Machine* placed second at Lady Shri Ram College. Both the Indian and Western music teams competed in several inter college events and the usual society events such as the *fresher's acoustica*, a *concert* and *crosswinds* were also organized. The society went a step further and introduced the 'Acoustica Originals' in which musicians from other colleges were invited to present their original compositions. This was met with an amazing response.

Finally, during the academic session 2014-15, the Western soloists won third place at IIT Kanpur and second place at Lady Shri Ram College and Miranda House. To top it all off, the year 2015 began with the western group, *Sound Machine* bagging the first prize at Lady Shri Ram College. In addition to the usual events, a new event called '*The Winter Jam*' was also added.

The music society of St. Stephen's College continues to endeavour to bring out and nurture the musical talent of the student community and provides a very enriching experience to the listeners and all those who participate and become a part of it.

- **THE QUIZ CLUB**

Founded in 1974 by Dr. Shashi Tharoor, the Quiz Club at St. Stephen's College, the first of its kind in the country, has brought together the most curious minds in college since its conception. One of the most successful quizzing bodies in the country, it has consistently made a clean sweep of major state and national level quizzes. Some competitive successes in the past three

years include-First place at the National IDFC Quiz(2012), Runners up at the National Quiz Italia(2013), National finalists at the Sweden-Nobel Memorial Quiz and the Croma Tech Grandmasters 3.0, aired on NDTV Good Times in 2013 and winning the Overall trophy at Shri Ram College of Commerce's National Quizzing Fest in 2014 and retaining it in 2015! Events organised by the Club over the years include- An Inter-College Fresher's Quiz, which saw a participation of more than 100 teams from Delhi-NCR this year, regular quiz sessions and workshops, an Inter-Departmental Quiz and an Annual Fest-Quizotic, which now is a 4 day National festival, featuring 10 quizzes- the most in North India.

This year, the QC introduced some new events to its calendar. The St. Stephen's Quizzing League, aptly called 'Sequel', is one which ranks and rewards all the quizzers based on their participation in regular quiz sessions. Another one, the St. Stephen's Annual Quizzing Championship or SAQC was Quiz Club's grandest event ever, the inaugural edition of which was a 2-day battle between school and college teams, with finals hosted by the Club's founder, Dr. Shashi Tharoor. The event also celebrated the 40th anniversary of the Quiz Club's foundation.

- **SANSKRIT SAHITYA SABHA**

The Sanskrit Sahitya Sabha seeks to develop and nurture students' interest in Sanskrit language and literature through a variety of activities and inter college events. Senior and junior members of the Department of Sanskrit contribute actively in all activities of the Sabha. Dr. A.D. Mathur conducted a workshop on Compounds in Sanskrit. Dr. Ramaswamy Chandrashekhara, who was here for Semester I/III//V, read parts of Bhaskaracharya's Lilavati with a group of students. This year in January, 12th to 16th the Sabha invited Dr. Divya Chetan Brahmachari, a renowned scholar from the Sampurnanad Central Sanskrit University, Varanasi, to deliver a series of lectures on Indian philosophy and to also conduct a workshop on Parishkara Darpana, a recent philosophical text. The Sabha's annual inter college event generally happens every year in the third week of February.



- **STUDENTS UNION SOCIETY**

The Students' Union Society of St. Stephen's is the single largest society of college. With the entire college, senior and junior members alike, in its ambit, the responsibility on its shoulders is indeed onerous. One of the major contributions of this Union towards the College fraternity is the tradition of Convocation. Started under the auspices of the Union 2012-13, this tradition has been successfully carried out till date. Apart from this, the SUS makes a significant contribution towards Student scholarships. A notable portion of the Union finance has been allocated as financial aids and bursaries for the needy in the College. The Union has also contributed money towards the infrastructural needs of the College. It was under the aegis of the Students' Union that the Civil Society Forum was instituted. This forum has proved very helpful for the Civil Services aspirants in the College. The Union has effectively put into action the General Body Meeting and People's tree, to bridge the communication gaps between the Student body and the College administration. The Union has also started a Career Counseling Cell in College, which has indeed proven a boon to many. After a long tedious exercise, the Union got a volleyball court constructed on campus (2013-14). One of the most indigenous contributions of the Union, perhaps, is the Sunrise Club. The Club is aimed towards inculcating a culture of physical and mental fitness amongst the members of the College. The Union has efficiently put together the college fests: Harmony & Capriccio, Rezmatezz, the Inter-block sports and Cultural fest, the National Science Fest, Diwali Celebrations and Pongal/ Lohri/Bihu celebrations, thus, celebrating the multiculturalism of the Stephanian family. The Union has been hosting regular seminars and talks with various dignitaries from India and abroad, to broaden the intellectual perspective of the Student body. A step at a time, small changes have been brought in the College to fit the interests of the majority- recharge coupons, badminton court, liquid soap dispensers, and even mess volunteering, all have been a part of these changes.

The Students' Union Society, thus, has been and still is the most active Society of the College and is focussed on serving the College to the best of its ability.

- **DEBATING SOCIETY**

### COMPETITIVE PERFORMANCE

Between the years 2010 and 2012, the society conducted auditions for selecting its members. This highly select group of students participated in numerous competitions and won prizes at almost all major Conventional debates, while also breaking at all Fresher tournaments

Starting in 2012, the society was made open to all interested students and it was ensured that every member gets an opportunity to compete. Regular workshops and practice sessions have been conducted to train members of each incoming batch. Our college is now represented by multiple teams in all national level debates.

St. Stephen's has bagged the winning trophies at the NLUD, SRCC, Gambit 2011, 2012, 2014, JMI Debate 2014, IILM debate 2013, 2014, and Shajiwana International Debate 2013, Lahore, besides frequently bagging prizes for the runners-up, semi and quarter-finalists.

### THE MUKARJI MEMORIAL DEBATE (MukMem):

Currently in its 68<sup>th</sup> year, the Mukarji Memorial Debate, India's oldest Parliamentary Debate, has grown larger and continues to attract the best talent from diverse and reputed institutions across the country, along with popular innovations in the debate format. The previous two editions (the 66<sup>th</sup> and 67<sup>th</sup> MukMem) attracted participants from Pakistan, Ireland and the US. In recent years, the Organising Committee of MukMem has also grown from a handful of students to a seventy-member strong workforce that efficiently conducts the annual, four-day long tournament with close to two hundred participants.

### THE MUKARJI MEMORIAL PRO-AM DEBATE:

Starting in 2013, the society launched a new, mini-tournament involving twenty teams from various colleges of Delhi in a unique format that is now being replicated by other institutions, where senior debaters team up with amateurs. After its 2<sup>nd</sup> edition in 2014, the Pro-Am debate is all set to become a regular feature on the society's calendar in the coming years.

- **ENVIRONMENTAL SOCIETY**

Formerly known as the Wildlife Society, the Environmental Society spreads awareness on various pressing environmental issues and provides students multifarious platforms to discuss, deliberate and provide appropriate solutions, wherever possible, towards combating these problems. Over the last 3 years, the society has organized a plethora of events to create awareness on campus, such as nature walks, plantation drives, debates, paper presentations, occasional journals, scavenger hunts, case study competitions, photography competitions, talks by noted speakers on Environmental concerns, quizzes, dog vaccinations, documentary screenings etc.

The paper recycling campaign and the e-waste collection drive are long-term projects with collaborations and tie-ups with various organizations. Over 2000 kgs of paper has been successfully recycled in the last couple of years in collaboration with NGO Jaagruti. Our annual festival "Prakriti" is the hallmark event of the society. Spread over two days, it is a huge attraction, showcases a variety of events and is also attended by various prominent NGO's like WWF and PETA. The society also organizes an annual trip to wildlife sanctuaries and national parks.

The Society has plans to strengthen our existing campaigns as well as map all the trees on campus. We also have ambitious objectives to re-activate composting on campus and to initiate rainwater harvesting, still in its nascent stage of development.

- **FINE ARTS SOCIETY**

The Fine Arts Society of St. Stephen's College offers space for innovation to emerging artists and gives a platform and direction to budding Picassos and Leonardos to create their own masterpieces. It helps not only painters, but also cartoonists and lovers of crafts like origami, thread art, etc. to showcase their talents. Interactive art and craft sessions, movie screenings, lectures on art, exhibitions and competitions are conducted on a regular basis by the Society. These help students imbibe ingenuity and creativity in their outlook and approach to art.

Some significant events over the past few years include;

- A ‘Talk’ event ‘Hobo’s Lullaby’ by the extremely talented Mr. Allen Shaw, a travelling artist based in Berlin and an alumnus of the college
- A ‘Cartoon Workshop’ by eminent cartoonist Mr. K.V. Gautam
- A ‘Walk’ to the National Gallery of Modern Art
- ‘Community Art’ where participants work in groups to colour separate pieces of a bigger artwork and then incorporate them like a jigsaw to give a rather muddled but profound appearance
- A Pottery Workshop
- Art & Sketching Classes.

The Annual Fine Arts Society Festival ‘ARTIPELAGO’ has hosted events like:

- Create It Quick (a blend of innovation and art), Texture Art (art without brushes), Face Painting, Bits and Pieces, Cartooning, Chalk it Out, Gaga with Trash, Exhibition of Student Artworks.

The Society realizes that not everyone is a born artist. Apart from providing a platform to the aesthetically-inclined among students, it aims to bring out the latent artist believed to be residing in each one of us. It recognizes the serenity that art instills in us - expressed so well in Stella Adler’s famous words, “Life beats down and crushes the soul, art reminds you that you still have one.”

#### • **PHOTOGRAPHIC SOCIETY**

The Photographic Society is one of the oldest societies of St. Stephen’s College formed in 1949. Through its activities, the society gives an opportunity for the interested students to learn about photography, to share their views and to display their skills. Other than the annual fest ‘Frames’, the society organizes many activities throughout the year to promote the art of photography. ‘PhotoWalk’, which has been a popular activity of the society, is organized for the students to explore various places in and around Delhi through the lens. Over the three years, these walks have been conducted in HauzKhas Village, Qutub Complex, Chandni Chowk and Purana Quila. In order to familiarize the students with photography as a profession and as an art, talks are organized regularly. Eminent photographers like Pablo Bartholomew, Dileep Prakash, Vicky Roy, AnshumenSen, Chandan Gomes have delivered lectures and shared

their experience. The society has organized workshops by companies like Canon, Future Forward. A workshop on dancephotography by an eminent British photographer, Roy Campbell-Moore, was conducted and it was an enriching experience for many budding photographers. The society, in collaboration with other societies like the Poetry Society and the Gender Studies cell of the college, has organized theme based online exhibitions. The annual college calendar brought out by the Photographic society every year is highly sought after not just by the students of the college, but also by the alumni. One of the ongoing efforts of the society is to digitalize the college archive photographs.

- **PLANNING FORUM**

Founded in 1960 by Pt. Jawaharlal Nehru, the Planning Forum was established as a forum for scholars at St. Stephen's to discuss, review and analyse policy decisions. The society has carved a niche for itself, promoting a culture for talks and discussions. In concordance with the same, we have had a battery of eminent people like H.E. Daniel Carmon (Israel's Ambassador to India), Timothy Roemer (former US Ambassador to India), H.E. Marek Belka (former PM of Poland), Arvind Kejriwal, Swapan Dasgupta, Natwar Singh, Barkha Dutt, Lalit Mansingh to name a few, addressing and interacting with the student body in college.

The Planning Forum's portfolio is as varied as it can get. Apart from hosting talks and discussions, the PF also organizes simulations, the most notable among them being the St. Stephen's Model United Nations. Special events like Error and Trial (a courtroom mock session) and Policy Review case study competitions also feature in our calendar. Moreover, its online journal, The Stephanian Forum, provides talented writers the space to share and discuss their opinions on a variety of current issues.

The events and activities of PF have always witnessed immense student enthusiasm, both from within and outside college. Participation by the alumni has also been heartwarming, with speakers like Barkha Dutt and Swapan Dasgupta, among others, always geared up to address the students at their alma mater. The PF has also been successful in attaining sponsorships from established corporate houses like Nestle and Pepsi for our various events.

The Planning Forum believes in doing its bit for society and this belief is underlined by the initiative to institute Enactus as an independent arm of the PF. Enactus, being a global social entrepreneurial venture, involves student effort and channelizes their activism into working towards the upliftment of the downtrodden and creating employment opportunities for the have-nots.

The key achievements of the Society include hosting a talk by Arvind Kejriwal, which drew students from across the Delhi circuit, making it one of its biggest events. The mention of this talk and that of its unconventional MUN, held last year, was made in the reputed Indian magazine, India Today. Moreover, Enactus, with its maiden endeavour, Project Kadam, an attempt to improve the livelihood of people with clubfoot, garnered appreciation.

The Planning Forum functions with the objective of giving its members the platform to observe attentively, discern creatively as well as plan and organise efficiently. All its activities are targeted towards enhancing the understanding of policy review and implementation of the student body at large. In hindsight, it seems like the PF has achieved its objectives to quite an extent and are now awaiting the achievement of greater milestones in the future.

- **SHAKESPEARE SOCIETY**

The Shakespeare Society of St. Stephen's College is one of the oldest theatre societies in India with its beginning as Falstaff Club in 1890s. Its currently name was attained in 1926 and the society has been noted for its annual productions in last 86 years. A summary of the activities of the last three years is given below:

### **2012-2013**

The Shakespeare Society kick started the year with an overwhelming response from the first years at the orientation workshop. The plan this year was to introduce a culture of event-based General Body Meetings as well as to institutionalise four major productions.

In August we staged our First Term Production: Tom Stoppard's The Real Inspector Hound first performed at the Crime Fiction Conference in February 2012, under the direction of Mr. Sunit Tandon.

This September, the society was invited to perform at The Delhi Ibsen Festival. In collaboration with The Shakespeare Sabha, The Shakespeare Society performed an adaptation of Ibsen's An Enemy of the People at the LTG auditorium. This play was later revamped and infused with an adaptation of Roman Polanski's film China Town for our Mid-Term Production: ChandniChowk that was staged in February this year.

In October the society hosted both the Intra and well as the Inter-College Rajpal Memorial One- Act Play Competitions. The event received over 24 entries and a record number of original scripts.

In January the society performed a scene from Julius Caesar at The Shakespeare Society of India competition held at the H.P. Jain Auditorium where we received a Special Mention for Best Over-all Execution as well as the Best Special Effects Award.

In February, the society performed its very first Musical - Cinderella, at 'Romantically Inclined' - the Second International ConFest organized by the English Department. The society produced an entirely original script and score that was widely appreciated.

The society performed its Annual Production in April. This year The Shakespeare Society moved out of the confines of the College Hall to explore Open Air theatre with a performance of an adaptation of William Shakespeare's The Tempest on the Mess Lawns.

Alongside their productions the society conducted actor-director workshops as well as hosted a discussion session on the conventions of Shakespearean theatre with Professor Mark Burnett Queen's University Belfast. This year, the society also hosted for the first time The Padley Memorial Discussion on Campus Theatre with Keval Arora, Neel Chaudhuri and Kritika Bhattacharjee as our guest speakers.

### **2013-14**

The academic year 2013-14 saw the consolidation of three events that were introduced and established over the last two years. The Society staged two First Term Productions: 'Pardonnez Moi', an original script, and an adaptation of

David Ives' comedy 'English Made Simple'. Both plays, comedies showcasing two different ways of dealing with onstage humor, were meant primarily to introduce and socialize first year students to the activities of the Society.

This was followed by our biggest ever Intra-College Rajpal Memorial One Act Play Competition spread over two days in October with around 24 entries. Students, both regular members of the society and others, took the opportunity to write, adapt, direct, act in and produce a wide range of plays. The winner of the Intra-College Rajpal, a production of Harold Pinter's 'The Dumb Waiter', went forward as the Society's entry for the Inter-College Rajpal Memorial One Act Play Competition. It also performed at the India Habitat Centre as a part of the Old World Collegiate Theatre Festival and at the Doon School, Dehradun. The first runner-up from the Intra-College Rajpal, a production of Eugene Ionesco's 'The Bald Soprano' also performed at the 7<sup>th</sup> Atelier College Theatre Festival at Akshara Theatre and was selected to perform at Tarang, the college festival for Lady Sri Ram College.

In February, the society staged its Mid-Term Production: 'The Bride Has Cold Feet', again an original script. As the session drew to a close, the society geared up to stage its 90th annual production: an adaptation of Shakespeare's early comedy, *A Midsummer Night's Dream*.

The time in between these productions was utilized in conducting several workshop on the craft of drama for members, including one on handling lights, and of course, rehearsals.

## **2014-2015**

The Shakespeare Society began the year with an adaptation of the dark and electrifying play 'The Pillowman' written by Martin Macdonough. Following this production, the Society organized the ever popular Intra Rajpal One Act Play Competition, which saw the participation of 22 different plays put up by several students in college. This year's edition saw the original script 'Parachutes' emerge victorious from this pool of plays and was subsequently thus made the Society's official competitive entry at the first ever National Inter College Rajpal edition which saw the participation of 12 colleges across the



Delhi University as well as teams from Bombay and Pilani. 'Parachutes' once again was adjudged the Best Play.

The Society also actively participated in several events outside the walls of the College. 'Zoo Story' was performed at the Indian Habitat Centre as part of the Old World Theatre Festival. 'Negative Space' and 'Parachutes' performed at the Ateliers Campus Theatre Festival. The Society also took part in the Shakespeare Society of India Competition with the 'Speeches of Tempest'.

For the first time since its inception, the Society created a production solely for external participation. This was an adaptation of Yazmin Rezda's "Carnage". The production represented the Society at KIRDAAR 2015- the annual Theatre Festival of Indraprastha College for Women.

Back home, the Society also produced one of its largest productions ever in its Mid Term Production, an adaptation of the musical 'High Fidelity'.

The annual production of the society this year was, *Coriolanus*, which was special as the play was performed for the first time in last 86 years of recorded history of the society.

## **CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 Institutional Vision and Leadership**

**(Already dealt with under 1.1)**

- The college has a constitution which sets out its mission, vision and policies. The Principal in consultation with the Governing Body and Supreme Council designs and implements the policy and plans of the college from time to time. The faculty also gets represented in this process as there are two faculty members who are elected to the governing body for a period of two years. The bursar who is also a faculty member is an ex-officio member of the GB.
- The day to day administration of the college is done by the Principal. Authority is delegated in a horizontal manner by the Principal to the HODs and other representatives. All departments have relative autonomy in administering their academic activities in accordance with the University norms. The HOD's report on the activities of their respective departments to the Principal on a regular basis. The principal convenes monthly meetings of the HODs to discuss quality-related matters. It is also a tradition in the college that the Principal meets the members of each Department together at least twice a year (in the beginning of each semester).

### **6.2 Strategy Development and Deployment**

The college does not have a formally stated policy. Policies are designed and implemented by the Governing Body from time to time. However, it has a prospective plan for development. Please refer to Post-accreditation Initiatives.

### **6.3 Faculty Empowerment Strategies**

**Already dealt with under Criteria II. Please refer to 2.4**

## **6.4 Financial Management and Resource Mobilization**

The institution has an annual budget prepared by the Bursar, approved by the governing body. The budget allocates funds for various departments and activities of the college. There are also internal and external audits (documents are available with the Bursar's office for perusal and verification). The last audit by AGCR was conducted during May-June 2012 covering the period 2009 to 2012 and internal audit during September 2014 for the year 2013-14.

## **6.5 IQAC**

The IQAC of the college was established in accordance with the guidelines of NAAC on 15 November 2015. Before that, there was an Internal Management Committee (IMC) which used to address the quality-related matters of the college. The IQAC met a few times after November and worked towards the compilation of the SSR (Self-Study Report) in collaboration with the HODs and the NAAC Steering Committee. Now the focus is on taking forward the master plan of the college (appended at the end). The following members constitute the IQAC:

1. Rev. Dr. Valson Thampu, Principal (Chairperson)
2. Dr. Sanjay Kumar, Dean Academics (Convenor)
3. Mr. Sanjeev Grewal
4. Dr Rashmi Sachdeva
5. Dr A D mathur
6. Dr Karen Gabriel
7. Mr. Sanjay Rao Ayde
8. Mr. Diljeet Titus, Management Representative
9. Rev. Dr. Monodeep Daniel, Alumni Representative
10. Rohit Kumar Yadav, Student Representative

For the scope and functions of the Committee, see **2.3.2**

## **CRITERION VII: INNOVATIONS AND BEST PRACTICES**

### **7.1 Environmental Consciousness**

- **Efforts made by the Chemistry Department**

The environmental consciousness has emerged as an important determinant of the performance of the Department. Various methodologies and approaches have been adopted for incorporating environmental issues into the designing of a new process. The organizational framework has been set from the designing itself. Students are made aware of the important environmental issues by the respective EVS subject mentors. Use of multimedia, projectors, etc. is made to demonstrate various case studies. The main frame involves problem analysis and looking for alternatives. In Chemistry Labs, greener methods are being adopted for various experiments. Theoretical research is being encouraged for the same so that cost in terms of time and money for the various experimental works and chemicals respectively may be reduced.

More and more innovations, projects and communications are encouraged for the healthy maintenance of the atmosphere in the city, to begin with. Fume cupboards and modular labs have been formed for the efficiency of the experimental work. Instrumentation Labs are set up separately. Better methods are being devised for the waste disposal of the chemicals. We are looking for grants and funds for the same.

#### **Environmental Society**

We believe in promoting a society which cares: cares to protect, preserve and conserve. Realizing the importance of sustainable development many activities are undertaken to make the campus environmentally friendly and students sensitive to the ecological issues. Some activities include the introduction of eco-friendly paper cups in the cafeteria. The groundwater is recharged using a water recharge well. Solar panels on the mess roof are used as an alternative to conventional energy sources. College has a compost pit in which organic matter is converted to manure. Constant effort to minimize wastegenerated in the labs is made. We have gone paper free by introducing an online application process for student admissions.

The College has 'the Environmental Society' which has taken up the onus to spread awareness and provide students multifarious platforms to discuss the various pressing environmental issues and deliberate appropriate solutions towards the same. A plethora of events are organized each year to create awareness on campus, such as scavenger hunts, case study competitions, photography competitions, talks by noted speakers, quizzes, dog vaccination programme, waste sculpture competitions, documentary screenings and nature walks. We also have organized a number of tree plantation drives to keep our campus green. This year started with the first event, scavenger hunt, followed by several talks on the Climate March Movement and a campus clean-up drive in collaboration with the SSL. Our latest event on photography was a novel initiative to draw attention to the baneful impact of crackers during Diwali, received with resounding success and universally appreciated for using photography as a medium to spread awareness.

Collaborations with various organizations have given birth to two long-term projects of the society - the paper recycling campaign and the e-waste collection drives. We took the initiative to recycle every sheet of used paper that we could find. It amounted to more than 1100 kg of paper that we successfully recycled last year in collaboration with the NGO Jaagruti.

Just like paper, we also collected e-waste from students in the college, which we got recycled with the help of the NGO, Attero. On-going initiatives include mapping all the trees on the campus, activation of the composting programme in the College, a comprehensive Carbon audit drive to generate our Carbon footprint, and an ambitious project of rainwater harvesting. Moreover, we have a number of informal interactions with society members on the latest environmental issues.

The annual festival "Prakriti" is attended by various prominent NGO's like WWF and PETA, besides prominent schools and colleges in the capital. The society also organises an annual trip. The latest one was to The Corbett National Park in Uttarakhand.

## **1.2 Innovations**

1. Centre for Gender Culture and Social Processes (For details, please see pg. 66)
2. Centre for Theoretical Physics (please see pg. 69)

### **1.3 Best Practices**

- 1. Engaging with Unequal India (For a detailed report, please see pg. 84)**
- 2. Citizenship Course (Please see pg. 80)**

### **3. EVALUATIVE DEPORTS OF THE DEPARTMENTS**

## PHYSICS

1. Name of the Department: **Physics**
2. Year of establishment: **1970**
3. Is the Department part of a School/Faculty of the university? **No**
4. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG only**
5. Interdisciplinary courses and departments involved: **BSc (Prog) with Chemistry and BSc (Prog) with Computer Science; with the Chemistry and Computer Science departments**
6. Courses in collaboration with other universities, industries, foreign institutions, etc.  
**None**
7. Details of programmes / courses discontinued, if any, with reasons **None**
8. Annual/ Semester/Choice Based Credit System **Semester system**
9. Participation of the department in the courses offered by other departments  
**Physics courses to students of BSc (Hons) Chemistry and BSc (Hons) Mathematics**
10. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors)

	Sanctioned	Filled
Professor		
Associate Professors	<b>5</b>	<b>5</b>
Assistant Professors	<b>5</b>	<b>6</b>

11. Faculty profile with name, qualification, designation and specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.)



NAME	QUALIFICATION	DESIGNATION	SPECIALISATION	NO. OF YEARS OF EXPERIENCE	NO. OF Ph.D. STUDENTS IN THE LAST 4 YEARS
Jacob Cherian	PhD	Associate Professor	Expt High Energy	22	
Bikram Phookun	PhD	Associate Professor	Astronomy	18	
Sanjay Kumar	PhD	Associate Professor	Cosmology	17	
Sangeeta Sachdeva	PhD	Associate Professor	Electronics	17	
Abhinav Gupta	PhD	Associate Professor	High Energy	14	
Vikram Vyas	PhD	Assistant Professor	Theoretical Particle	12	
Geetanjali Sethi	PhD	Assistant Professor	Cosmology	11	
Harish Kumar Yadav	PhD	Assistant Professor	Electronics	6	
Annu Malhotra	PhD	Assistant Professor	Cosmology	15	
Kamna Pande (temp)	PhD	Assistant Professor	Fibre & Integrated Optics	4	

12. List of senior Visiting Fellows, faculty, adjunct faculty, emeritus professors: **NO**

13. Percentage of classes taken by temporary (including ad-hoc) faculty – programme-wise information

**BSc (Hons) Physics: 15%; B.Sc Programme: 30%; BSc (Hons) Maths: 30%; BSc (Hons) Chemistry: 50%**

14. Programme-wise Student Teacher Ratio

**BSc (Hons) Physics Lab: 15:1; B.Sc (Prog) Lab: 15-20:1; All theory classes: 40-45:1;**

15. Number of academic support staff (technical) and administrative staff: sanctioned and filled *To be filled by Jacob*

16. Research thrust areas recognized by funding agencies **Material Science**

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies and grants received project-wise.

a) Projects with national funding:

**Dr Harish Kumar Yadav: Project Title: To develop tunable short wavelength ZnO thin film based photon-detector operating under harsh conditions for space applications. Funding Agency: Department of Science and Technology (Scheme: Young Scientist). Project Cost: Rs 20.40 lakhs (2013-16).**

**Innovations Projects, funded by Delhi University:**

**SSC-201 (2013 – 2015) – Computational Methods for Statistical Analysis in Astrophysics; Dr Geetanjali Sethi (Physics), Dr Annu Malhotra (Physics) and Ms Sangeeta Sethi(Computer Science); Grant Rs 5 lakhs.**

**SSC-101 (2012-2013): Molecular Design, Synthesis, Characterization and Applications of Macrocyclic Compounds; Dr Vibha Sharma (Chemistry), Dr Ekta Kundra (Chemistry), Dr Geetanjali Sethi (Physics); Grant Rs 10 lakhs.**

**SSC–103 (2012-2013): Suggested Areas for the Improvement of the Shelters for the Homeless in Delhi;** Dr Jacob Cherian (Physics), Mr Malay Neerav (History), Dr Kamna Pande (Physics); Grant Rs 10 lakhs.

**SSC–104 (2012-2013): On the Energy, Light Characteristics and Economic Feasibility of LED Luminaries;** Dr Sangeeta Sachdeva (Physics), Dr Harish Yadav (Physics), Mr Anamitra Roy Choudhary (Economics); Grant Rs 10 lakhs.

**SSC–105 (2012-2013): Artifacts in MRI: Cause and Control;** Dr Jacob Cherian (Physics), Dr G V B S Laxmi (Physics), Ms Sangeeta Sethi (Computer Science); Grant Rs 10 lakhs.

**SSC–106(2012-2013): Devices Based on Photo-Microlithography and Soluble Nano-Carbon Materials;** Dr S V Eswaran (Chemistry), Dr Shabnam Johry (Chemistry), Dr Harish Yadav (Physics); Grant Rs 10 lakhs.

18. Inter-institutional collaborative projects and grants received
  - a) All India collaboration b) International
  - b) **A gamma-gamma coincidence measurement set-up was presented to St. Stephens College, Delhi by GSI Helmholtzzentrum for Schwerionenforschung, Darmstadt, Germany.**
19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, etc.; total grants received: **NA**
20. Research facility / centre with
  - state recognition
  - national recognition
  - international recognition : **NA**
21. Special research laboratories sponsored by / created by industry or corporate

bodies: NA

22. Publications:

- \* Number of papers published in peer reviewed journals (national / international) **11 (Harish) + 1 (Vikram)**
- \* Monographs
- \* Chapters in Books **1**
- \* Edited Books
- \* Books with ISBN with details of publishers
- \* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) **All**
- \* Citation Index - range / average
- \* SNIP
- \* SJR
- \* Impact Factor - range / average **Range 0.865 to 7.943**
- \* h-index **8**

23. Details of patents and income generated:

**Indian Patent Application No. 593/DEL/2003 filed on 9-4-2003 titled "A dispersion compensated broadband optical communication link," authored by Bishnu P Pal, K Thyagarajan and Kamna Pande.**

24. Areas of consultancy and income generated: NA

25. Faculty selected nationally/ internationally to visit other laboratories in India and abroad

**Dr Vikram Vyas: DAAD Visiting Faculty, University of Regensburg, Germany.**

26. Faculty serving in

- a) National committees b) International committees c) Editorial Boards d) any other (please specify): **NO**

27. Faculty recharging strategies

**Orientation and refresher courses, and seminars.**

28. Student projects

- percentage of students who have done in-house projects including inter-

departmental projects

**Almost 100%**

- percentage of students doing projects in collaboration with other universities / industry / institute

**About 20% (summer projects)**

29. Awards / recognitions received at the national and international level by
- Faculty
  - Doctoral / post doctoral fellows
  - Students : **NA**
30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any: **NO**
31. Code of ethics for research followed by the departments
32. Student profile course-wise: **Information provided in Report**
33. Diversity of students : **Not Available**
34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise: **Information not available**
35. Student progression: **Information not available**
36. Diversity of staff

<b>Percentage of faculty who are graduates</b>	
of the same university	<b>90%</b>
from other universities within the State	
from universities from other States	<b>10%</b>
from universities outside the country	

37. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period
- None**
38. Present details of infrastructural facilities with regard to
- a) Library
  - b) Internet facilities for staff and students **College-wide wi-fi**

- c) Total number of class rooms      **Two**
- d) Class rooms with ICT facility      **Two**
- e) Students' laboratories      **Two**
- f) Research laboratories      **One**
39. List of doctoral, post-doctoral students and Research Associates **NA**
- a) from the host university
- b) from other universities
40. Number of post graduate students getting financial assistance from the university  
**NA**
41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology: **NA**
42. Does the department obtain feedback from
- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?  
**Yes; feedback used by Delhi University curriculum committee.**
- b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?  
**Feedback taken informally from students by teachers**
- c. Alumni and employers on the programmes offered and how does the department utilize the feedback? **No**
43. List the distinguished alumni of the department (maximum 10)  
**Abhjit Saha (NOAO, USA), Diptiman Sen (IISc Bangalore), Sanjay Jain (Delhi University), Varun Sahni (IUCAA Pune), Prasenjit Saha (University of Zurich, Switzerland), Alamgir Karim (University of Akron, USA), Vikram Tripathi (TIFR Mumbai), Subroto Mukerhjee (IISc Bangalore), Sandeep Krishna (NCBS Bangalore), Suvrat Raju (ICTS Bangalore).**
44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.  
**Annual Popli Memorial Lectures, Ranjan Roy Memorial Lectures every two years, occasional lectures by visitors at the weekly Feynman Club**

45. List the teaching methods adopted by the faculty for different programmes.

**Lectures, labs, tutorials, power-point presentations, homework assignments, some involving programming, projects.**

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

**Student-faculty meetings, written feedback from students at the end of the semester in some courses, faculty meetings to discuss issues related to student performance**

47. Highlight the participation of students and faculty in extension activities.

**Physics Society related: Popli Memorial Lectures, Popli Memorial Aptitude Test, Meera Memorial Paper Reading, Feynman Club, Problem Solving Club, Astronomy Club. Other: Electronics Society, Science Library, Book Bank, National Science Festival, dozens of non-science societies, projects given by various faculty members, summer projects, in-house undergraduate research.**

48. Give details of “beyond syllabus scholarly activities” of the department.

**Same as above.**

49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

51. Future plans of the department.

**Future plans: Expansion of the infrastructure, full-fledged undergraduate research center with both theoretical and experimental wings, making lectures available online.**

52. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

**Strengths: (i) very good students; (ii) good work ethic and dedicated faculty; (iii) physical space conducive to work; (iv) culture of encouraging faculty to go beyond the syllabus, and students to work things out independently; (v) culture of encouraging our best students to stay within academics and research, especially in physics.**

***Weaknesses:*** (i) Labs not adequately equipped, and without adequate skilled support staff; (ii) not enough space; (iii) syllabus needs modernization; (iv) insufficient coverage of computational physics in syllabus; (v) not enough optional courses.

***Opportunities:*** (i) Changing syllabus to make it more flexible and modern; (ii) improving computational facilities; (iii) introducing undergraduate research; (iv) encouraging research by faculty members; (v) using online resources to supplement traditional teaching methods.

***Challenges:*** (i) Effectively teaching a heterogeneous group of students; (ii) keeping students focused in the face of increasing competition in every sphere; (iii) combating the menace of the utilitarianism; (iv) providing useful career advice to students; (v) ensuring that all students graduate with the competence and maturity expected of an educated person in society.



## CHEMISTRY

1. Name of the department **CHEMISTRY**
2. Year of Establishment : **1970**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) **UG**
4. Names of Interdisciplinary courses and the departments/units involved **B.Sc (Hons.) CHEMISTRY, B.Sc (PHYSICAL SCIENCES) WITH CHEMISTRY**
5. Annual/ semester/choice based credit system (programme wise) **Semester System**
6. Participation of the department in the courses offered by other departments **With the department of Physics, Mathematics, English, Biology and Computer Science.**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. No
8. Details of courses/programmes discontinued (if any) with reasons **NO**
9. Number of teaching posts

	Sanctioned	Filled
Professor		
Associate Professors	} <b><u>10</u></b>	<b><u>6 permanent</u></b>
Asst. Professors		<b><u>4 permanent</u></b>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation (P- PROFESSOR)  (T- TEMPORARY)  (A- ADHOC)	Specialization In Chemistry	No. of Years of Experience

Name	Qualification	Designation (P- PROFESSOR) (T- TEMPORARY) (A- ADHOC)	Specialization In Chemistry	No. of Years of Experience
DR. RASHMI SACHDEVA	Ph. D	ASSOCIATE P	PHYSICAL	41
DR. M. S. FRANK	Ph. D	ASSOCIATE P	PHYSICAL	34
DR. SHABNAM JOHRY	Ph. D	ASSOCIATE P	ORGANIC	31
DR. RENE SAKSENA	Ph. D	ASSOCIATE P	ORGANIC	29
MR. K. M. MATHEW	M. Phil	ASSOCIATE P	PHYSICAL	29
DR. VIBHA SHARMA	Ph. D	ASSOCIATE P	INORGANIC	19
DR. EKTA KUNDRA	Ph. D	ASSISTANT P	INORGANIC	13
DR. SATISH KUMAR	Ph. D	ASSISTANT P	ORGANIC	5
DR. RAKHI THAREJA	Ph. D	ASSISTANT P	PHYSICAL	7
MS. VIOLET MACWAN	M. Phil	ASSISTANT P T	INORGANIC	8
DR. UPASANA ISSAR	Ph. D	ASSISTANT P A	PHYSICAL	1
DR. ADITI GUPTA	Ph. D	ASSISTANT P A	ORGANIC	<1
DR. KANIKA MALIK	Ph. D	ASSISTANT P A	ORGANIC	<1
DR. DHRITI KHANDAL	Ph. D	ASSISTANT P A	ORGANIC	<1

11. List of senior visiting faculty **FACULTY VISITS FROM EMINENT INSTITUTIONS LIKE UNIVERSITY OF CAMBRIDGE, BROWN UNIVERSITY, MAX PLANCK LABORATORY AND OHIO UNIVERSITY, ETC.** (Read more at: <http://indiatoday.intoday.in/story/india-today-best-science-colleges-2012-st-stephen/1/199760.html>)

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty **Practicals + Theory (in number) : 18 (Temporary), 18 (by each adhoc) in the present semester. (in percentage: 90/208 X 100) : 43.3%**

13. Student -Teacher Ratio (programme wise) **Overall: 267/12= 22.25**

**B. Sc (Hons.) Chemistry: 150/12=12.5**

**B.Sc (Hons.) Physics: 52/8=7.4**

**B.Sc (Physical Sciences): 53/4=13.2**

**B.Sc (Prog.) Computer Sciences: 18/4=4.5**

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled **LAB STAFF: 8 (SANCTIONED) AND 8 (FILLED)**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG. **WITH Ph.D**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received **NO**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received **NO**
18. Research Centre /facility recognized by the University **N.A.**
19. Publications:
  - \* a) Publication per faculty **AVERAGE OF 4-5**
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students **AROUND 50-60**
    - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
    - \* Monographs **NONE**Chapters in Books

**DR. VIBHA SHARMA: # Created Lab Manual as e-content for Organic Chemistry Lab.**

- 1) **DR. EKTA KUNDRA : # Generated e-content for Institute of Life Long Learning, Delhi University in 2013. Author for two chapters: A) Periodic Table and Shielding Effect B) Periodicity; # Co-authored Lab manual of Chemistry (XI-XII), Rohit Publications edition 2013; # Co-authored: Excel with Systematic numerical Chemistry, 2008, Lakshmi Publications (P) Ltd.**

2) DR. RAKHI THAREJA: # Generated e-content for Institute of Life Long Learning, Delhi University in 2013. Author for chapter on Surface Tension and Viscosity

\* Edited Books DR RASHMI SACHDEVA: 1) EDITED A BOOK ON MOLECULAR SPECTROSCOPY BY P. S. SINDHU 2) EDITED COURSE MATERIAL ON SPECTROSCOPY (4 VOLUMES) FOR IGNOU

20. Areas of consultancy and income generated - N.A

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....  
- N.A

22. Student projects

- i. percentage of students who have done in-house projects including inter-departmental projects 1) 100% STUDENTS OF FINAL YEAR (COMPUTATIONAL CHEMISTRY PROJECTS)  
2) 25% OF B.Sc STUDENTS (INNOVATION PROJECTS)  
3) 80-90% OF B.Sc (Hons.) CHEMISTRY (SUMMER PROJECTS/INTERNSHIPS)
- ii. percentage of students doing projects in collaboration with other universities / industry / institute 80-90%

23. Awards / Recognitions received by faculty and students DR. VIBHA SHARMA ('TEACHER OF DISTINCTION' AWARD BY DU)

24. List of eminent academicians and scientists / visitors to the department REFER TO POINT NO.11

25. Seminars/ Conferences/Workshops organized & the source of funding a) National National Conference in Chemistry, in 2008 focussed on Structure, Reaction Dynamics and Spectroscopy

b) International

26. Student profile programme/course wise:

Name of the Course (refer to Point no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
<b>B.Sc (Hons.) CHEM</b>	~2400-2500	~50%	~50%	100%	100%
<b>B.Sc (PS) CHEM</b>	~2400-2500	~50%	~50%	>95-96%	

\*M = Male \*F = Female

27. Diversity of Students: **Information not available**

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? >85-90%

29. Student progression: **Information not available**

30. Details of Infrastructural facilities

a) Library: **Please see Library Report (4.2)**

b) Internet facilities for staff and students YES, INTERNET RESOURCE CENTRE, COMPUTERS IN LIBRARY AND ONE COMPUTER ROOM IN THE SCIENCE CAMPUS

c) Total number of class rooms 2 LECTURE THEATRES AND 1 TUTORIAL ROOM

d) Class rooms with ICT facility OVER-HEAD PROJECTORS IN ALL LECTURE THEATRES

e) Students' laboratories 2 LABORATORIES AND 1 INSTRUMENTATION ROOM

f) Research laboratories 2 FUNCTIONAL RESEARCH LABORATORIES

31. Number of students receiving financial assistance from college, university, government or other agencies: **No**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

The Chemistry Department, in the past, organized a National Conference in Chemistry, in 2008 focussed on Structure, Reaction Dynamics and Spectroscopy. The conference commenced on 21<sup>st</sup> of Aug and continued till 23<sup>rd</sup>. During this event, a number of eminent speakers marked their presence by delivering talks on various topics of chemistry and allied fields.

A significant number of talks and lectures by eminent scientists are organized under the auspices of the Chemistry society, to make the students aware in the latest trends in science in general and Chemistry, in particular. A list of the recent activities that took place are:

- a) Talk by Dr. Alok Bhattacharya from J.N.U on 5<sup>th</sup> September, 2013 on the occasion of teacher's Day
- b) Subeer Raha Memorial Lecture on 28<sup>th</sup> August, 2013 organised by ONGC.
- c) Intra college paper presentation on 18<sup>th</sup> October, 2013
- d) A counseling session by *Education Link* for studying abroad
- e) The movie "Evacuate Earth" was screened on 15<sup>th</sup> January, 2014
- f) 'Cheminnova' the Chemistry Society festival was organized which included the following events: Lecture by Dr. Pritam Mukhopadhyaya, School of Physical Sciences, J.N.U on innovations in Chemistry.
- g) Poster Making, Paper presentations, etc.
- h) A talk by Dr. Ramanujam Parthasarthy, on 27<sup>th</sup> August, 2014 to celebrate the year of Crystallography
- i) A visit to the Technology Based Incubator Centre on 24<sup>th</sup> September, 2014
- j) A counseling session to adopt greener methods in lab, organized by Green Chemistry Network Centre (GCNC), Delhi University
- k) Interactive Session with Charu Seth, student and researcher at TIFR, Mumbai (stephanian, batch of 2012)
- l) Invitation to students to participate in Quest, University of Delhi
- m) Invitation to students to participate in a paper presentation competition being organized by Petrotech Delhi-NCR Chapter, to be held in Coimbatore.

33. Teaching methods adopted to improve student learning
- a) Power-point Presentations
  - b) Demonstrations through models and experiments.
  - c) Black-board teaching
  - d) Hands-on experience with molecular-modeling and graphics.
  - e) Case-studies on related topics
34. Participation in Institutional Social Responsibility (ISR) and Extension activities
- a) Involvement of students in blood donation camps
  - b) Wildlife society activities
  - c) Active participation for various environmental issues
  - d) Study EVS as a part of their course curriculum and do case studies in detail
35. SWOC analysis of the department and Future plans

#### FIVE STRENGTHS

- 1) INNOVATIONS: The Department works continuously to keep innovating on all fronts. The biggest example in this regard is the development of the modular labs and Air-conditioned lecture theatres. The teaching methodologies have also improved with the introduction of Over Head Projectors in the Lecture theatres. Newer and greener methods are being adopted to carry out experimental work.
- 2) REGULARITY, PUNCTUALITY AND DEVOTION TO WORK: This is the biggest strength of the department which makes it NO. 1. The entire working staff remains under a pressure created by themselves. Regularity ensures the smooth functioning and devotion is proved by the brilliant results displayed by students in the University examinations. Their performances even after leaving College marks the impact that College has created on their overall personality development.
- 3) CONDUCTIVE WORK ENVIRONMENTS: A healthy, social and happy work environment helps the department to energetically focus on the academic and

research developments.

- 4) STUDENT-TEACHER INTERACTIONS OUTSIDE CLASSROOMS: This enables us to focus on important issues related to students and gives the faculty enough scope to improve on specific areas for the overall development of the students.
- 5) TENACIOUS, HARD WORKING STAFF AND HENCE, HIGH LEVEL ACADEMICS: This strength helps the department to achieve targets well within the time-limits. The work gets accomplished successfully owing to the hardworking staff.

#### FIVE WEAKNESSES

- 1) DELAY IN APPOINTMENTS: Delay in permanent appointment and Frequent changes in faculty destabilize the students learning process.
- 2) PAUCITY OF TIME: Paucity of time in the semester system to complete the syllabus. There is hardly any time for the students to go through extra material on their own in the library or elsewhere. There extra curricular activities have also suffered a lot on this account. One suffers at the cost of the other.
- 3) PAUCITY OF FUNDS AND HOSTEL SPACE: There are many students who live in PG accommodation and face a number of problems related to the same. Many more infrastructural developments suffer due to lack of funds.
- 4) SUPERFICIALITY OF THE SYLLABUS: Some topics have been mentioned superficially in the course, which needs to be reviewed and modified. In-depth analysis of many topics (which are crucial from learning point of view) is missing.
- 5) INADEQUATE HELP FOR THE PHYSICALLY AND VISUALLY CHALLENGED STUDENTS

#### FIVE OPPORTUNITIES

- 1) TECHNOLOGICAL APPLICATIONS: In the face of limited resources, every effort should be made to leverage low cost/no cost. Opportunities for staff



functions, connecting with alumni and donors, etc.

- 2) EXCURSION TRIPS AND EDUCATION TOUR MANAGEMENT: Travel is reportedly not so efficient in terms of organization and the ability to manage costs. Significant savings in cost and time management can be realized by either using a central travel agency or by training those who travel frequently, so that the students and faculty get benefitted to the maximum
- 3) CULTURE: There is an opportunity for the new heads to dramatically improve department morale through the development of unifying departmental themes and approaches to training competition and team building. Some staff members have little or no contact with their colleagues and do not feel as if they have a clearly defined role in a larger enterprise. Considerations should be given to developing a best practice, database for recruiting and development work in order to enable sharing and collaboration across the department.
- 4) STUDENT PRIDE: A relatively simple opportunity for cultural change would be to enhance and develop a culture of pride among students. There should be more provision for recognising even the academically mediocre ranged students by encouraging them through some way. More recognition programs celebrate the achievements of students and can help capture a sense of loyalty and institutional pride.
- 5) OUTSOURCING: The higher authorities should evaluate the possibility of an outsourcing or collaborating contract with other universities to automate some requirements and manage administrative and oversight costs. It is possible to bridge the gap between the current levels and the need at the next levels of research through the webbased data management tools to facilitate frequent interactions and tracking of recruiting activities.

#### FIVE CHALLENGES

- 1) MANAGEMENT OF TIME: It is the biggest challenge to manage time for academics and research simultaneously. Despite progressing in the field of research, the number of communications need to be increased and more

number of conferences so that the department gets to learn from other universities and agencies the technique of facing the challenges that come before the scientific communities.

- 2) STAGNATION: It is more like a threat because if the course remains the same without inclusion of the latest developments in various areas, then the growth or the progress rate may stagnate. We may have to develop on newer methods to somehow make the students aware about the same.
- 3) LEADERSHIP: Representatives and monitors need to be appointed in each field by appropriate selection to look after each section of the department. With the increased administrative workload on the teaching faculty, the heads may have to clearly delineate an elevated level of expectations in terms of performance and efficiency.
- 4) RESEARCH LABS: It is a challenge to make the researchers work in the limited space available and to simultaneously ensure the involvement of students for the same in the limited time available to do anything apart from their basic academic curriculum
- 5) TEACHING VISUALLY AND PHYSICALLY CHALLENGED STUDENTS: it sometimes becomes very difficult to arrange an extra attendant for such students to work regularly in the lab. In the absence of suitable devices and techniques for such students, teachers and other classmates manage to help them by taking out time from their busy schedule.

#### Post-Accreditation Initiatives

- A) Extension of Research
- B) Developing innovative methodologies for greener and efficient experimental techniques.
- C) Infrastructural developments

## **MATHEMATICS**

1. Name of the Department - **Mathematics Department**
2. Year of establishment - **1881**
3. Is the Department part of a School/Faculty of the university? - **No**
4. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) - **UG and PG (Enrolments and Tutorials)**
5. Interdisciplinary courses and departments involved- **B.Sc.(Programme), Chemistry, Economics, Physics.**
6. Courses in collaboration with other universities, industries, foreign institutions, etc. - **Brown University**
7. Details of programmes / courses discontinued, if any, with reasons. **Nil**
8. Annual/ Semester/Choice Based Credit System - **Semester**
9. Participation of the department in the courses offered by other departments - **Chemistry, Computer Science, Economics, English, Hindi, History, Philosophy and Physics.**
10. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors)

	Sanctioned	Filled
Professor		-
Associate Professors	4	4
Asst. Professors	4	5

11. Faculty profile with name, qualification, designation and specialisation  
(D.Sc./D.Litt./ Ph.D./M.Phil., etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. students guided for the last 4 years
Ms. Nandita Narain	MA	Associate Professor	-	33	-
Ms Archana Chopra	MPhil.	Associate Professor	Functional Analysis	27	-
Dr Sonia Davar	PhD	Associate Professor	Optimization	26	-
Dr Radha Mohan	PhD	Associate Professor	Commutative Algebra	17	-
Mr Prashanto Chatterjee	MPhil	Assistant Professor	Optimization	12	-
Ms Maria Thomas	MPhil	Assistant Professor	Optimization	7	-
Ms Sonali Batra	MPhil	Assistant Professor	Coding Theory	4	-
Mr Kashif Ahmed	MPhil	Assistant Professor	Integer Programming	4	-
Ms Divya Bhambri	MPhil	Assistant Professor	Operator Theory	2	-

12. List of senior Visiting Fellows, faculty, adjunct faculty, emeritus professors: **No**
13. Percentage of classes taken by temporary faculty – programme-wise information  
– **40%**
14. Programme-wise Student Teacher Ratio - **15:1**
15. Number of academic support staff (technical) and administrative staff: sanctioned and filled- Academic 8 and filled 5. Administrative staff – **Nil**.
16. Research thrust areas recognized by funding agencies: **NO**
17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies and grants received project-wise. – **Nil**
18. Inter-institutional collaborative projects and grants received  
c) All India collaboration b) International - **Nil**
19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, etc.; total grants received. – Two Projects (i) Mathematics in the modern world (ii) Group enumeration.
20. Research facility / centre with
- state recognition
  - national recognition
  - international recognition : **Nil**
21. Special research laboratories sponsored by / created by industry or corporate bodies : **No**
22. Publications:
- \* Number of papers published in peer reviewed journals (national / international) - **18**
  - \* Monographs
  - \* Chapters in Books
  - \* Edited Books
  - \* Books with ISBN with details of publishers
  - \* Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social

Sciences Directory, EBSCO host, etc.)

- \* Citation Index – range / average - **5**
- \* SNIP
- \* SJR
- \* Impact Factor – range / average
- \* h-index

23. Details of patents and income generated - **Nil**

24. Areas of consultancy and income generated - **Nil**

25. Faculty selected nationally/ internationally to visit other laboratories in India and abroad - **1(Dr Radha Mohan, IMSc Chennai)**

26. Faculty serving in

- a) National committees b) International committees c) Editorial Boards d) any other (please specify) - **Nil**

27. Faculty recharging strategies – Refresher courses, visits and interactions with other institutes.

28. Student projects

- percentage of students who have done in-house projects including inter-departmental projects. 5%
- percentage of students doing projects in collaboration with other universities / industry / institute. 6%

29. Awards / recognitions received at the national and international level by

- Faculty
- Doctoral / post doctoral fellows
- Students

30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any – Refresher course in Mathematics.

31. Code of ethics for research followed by the department - To cite when using another's work and not to plagiarize.

32. Student profile course-wise:

Name of the Course (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
B.Sc. (H)	300	50		More than 90%	
M.Sc	30	10		More than 90%	

33. Diversity of students

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations: **Information not available**

35. Student progression

Student progression	Percentage against enrolled
UG to PG	20%
PG to M.Phil.	10%
PG to Ph.D.	5%
Ph.D. to Post-Doctoral	-
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	10% (both included)
Entrepreneurs	5%

36. Diversity of staff

Percentage of faculty who are graduates	
of the same university	100%
from other universities within the State	-
from universities from other States	-
from universities outside the country	-

37. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period -**Nil**

38. Present details of infrastructural facilities with regard to

a) Library

b) Internet facilities for staff and students

c) Total number of class rooms

d) Class rooms with ICT facility

- e) Students' laboratories
  - f) Research laboratories
39. List of doctoral, post-doctoral students and Research Associates
- a) from the host university
  - b) from other universities: **Nil**
40. Number of post graduate students getting financial assistance from the university.
41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology - **No**
42. Does the department obtain feedback from
- d. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? **Yes, We use it to learn and constructively modify our teaching strategies for the future.**
  - e. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback? **Yes, We use it to learn and constructively modify our teaching strategies for the future**
  - f. alumni and employers on the programmes offered and how does the department utilize the feedback? : **No**
43. List the distinguished alumni of the department (maximum 10). **Prof. Dinesh Singh( Current VC of University of Delhi).**
44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts- **We have a series of lectures each semester.**
45. List the teaching methods adopted by the faculty for different programmes.
46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored? - We have Student Teacher meeting at the end of every month.
47. Highlight the participation of students and faculty in extension activities.
48. Give details of "beyond syllabus scholarly activities" of the department- Projects offered by the department to the students interested in reading outside the curriculum, offering reading courses to Master's students.
- State whether the programme/ department is accredited/ graded by other agencies? If



yes, give details - No

53. Briefly highlight the contributions of the department in generating new knowledge, basic or applied – The members of the department create new knowledge via research.
54. Future plans of the department.
55. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

**Strengths: Excellence in teaching, Personal mentoring of our students, One on one interaction during tutorials, Exposing the students to mathematics outside the curriculum through seminars and the bright students are challenged and the foundations of the weaker students are built up.**

**Weaknesses: Do not have opportunities to invite visiting faculties for a semester, do not have the funds to invite visiting faculties for seminars, we don't interact with the emeritus faculty.**

**Opportunities: Advice more research students, create a new academic post, hire permanent faculty, teach B.A.(Program) students and reduce teaching load so that faculty gets time to do research.**

**Challenges : To continue to maintain teaching excellence, to do research given the heavy teaching load, to retain the faculty who are temporary, to continue to expose to the wide frontiers of mathematics outside the curriculum.**

## ECONOMICS

1. Name of the department: **Economics**
2. Year of Establishment: **Before independence.**
3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG (BA (Hons.), BA (Prog.)). Students are admitted for MA also, though the classes are centralized for the entire University and are held in the Delhi School of Economics. College teachers have taken some tutorials for the MA classes in the past. Now even the tutorials are centralized.**
4. Names of Interdisciplinary courses and the departments/units involved: **Concurrent course "Principles of Economics" is offered to 4<sup>th</sup> and 6<sup>th</sup> semester students of Mathematics, History, Philosophy, English and Sanskrit Honours. Only in 2014-15 two allied courses 1) Introductory Economics and 2) Development Economics offered to students of other departments in the 3<sup>rd</sup> and 4<sup>th</sup> semester.**
5. Annual/semester/choice based credit system (programme wise): **Semester**
6. Participation of the department in the courses offered by other departments: **Concurrent Course is offered to the students of other departments.**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any)with reasons
9. Number of Teaching posts

	Sanctioned	Filled
Professors	None	None
Associate Professors	<b>No direct recruitment. Only promotion according to UGC/University of Delhi Rules.</b>	One

Asst. Professors	<b>Eight</b>	<b>Eight</b>
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10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D./M.Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Sanjeev Kumar Grewal	M.A. (Economics), LL.B.	Associate Professor	Microeconomics, Industrial Organization, Game Theory	22.5
Poonam Kalra	M.A. (Economics)	Assistant Professor	Econometrics, Indian Economy, Statistics	19.5
Leema Mohan Paliwal		Assistant Professor		
Anurag malhotra	M.Phil Economics	Assistant Professor	Economics	15
Anamitra Roychowdhury	MA, PhD	Assistant Professor	Macroeconomics, Indian Economy, Public Economics	5.5
Manjula Singh	MA, PhD	Assistant Professor		
Abhishek Singh		Assistant Professor		
Benston John	M.A. (Economics)	Assistant Professor		1.5
Ananya Smriti	M.A. (Economics)	Assistant Professor		

**The blanks can be filled by the concerned members of the faculty as I have not been given the necessary information by them.**

11. List of senior visiting faculty **Prof. Pankaj Tandon, Boston University, Boston MA, USA (Academic Year 2011-12, Fulbright Fellow)**
12. Percentage of lectures delivered and practical classes handled (programme wise)  
By temporary faculty: **33%**
13. Student-Teacher Ratio (programme wise): **Approximately 20:1 for Economics Honours.**

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **No Staff sanctioned or filled**
15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.: **Mentioned in 10 above.**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **None**
17. Departmental projects funded by DST-FIST;UGC, DBT, ICSSR, etc. and total grants received: **None**
18. Research Centre/facility recognized by the University
19. Publications:
  - \* a) Publication per faculty
  - \* Number of papers published in peer reviewed journals(national/international) by faculty and students

1) **Manjula Singh:**

**i) Ph.D. Dissertation**

**ii) Book review on "Poor Economics" by Abhijit Banerjee and Esther Duflo, co-authored with NitiBhutani. Business Analyst, Volume 32, Issue 2, October 2011-March 2012.**

**iii) Article on RTE , with NitiBhutani- published on page 9 of Financial Express, April 23rd, 2012 . iv) The Relationship between Risk Factors and Health Care Claims Cost in Program Design and Evaluation, with Ian Duncan and Christian Birkmeyer. Chapter in**

**"Managing and Evaluating Healthcare Intervention Programs" by Ian Duncan, Actex Publications 2008**

**v) The Costs of Air Pollution Abatement, with Raymond S. Hartman and David Wheeler.**

**Applied Economics Vol 29, No. 6, June 1997, pg 759-774.**

vi) **Formal and Informal Regulation of Industrial Pollution: Comparative Evidence from**

**Indonesia and the U.S, with SheoliPargal, HemamalaHettige and David Wheeler.**

**The World Bank Economic Review, Vol 11, No. 3 (1997).**

vii) **IPPS: The Industrial Pollution Projection System, with HemamalaHettige, Paul Martin**

**& David Wheeler. Working Paper 1431. Policy Research Department, World Bank, Washington,**

**DC, Processed. (1994).**

2) **Anamitra Roychowdhury:**

1. **"The labour market flexibility debate in India: Re-examining the case for signing voluntary contracts", International Labour Review. Vol. 153, no. 3, 2014. Impact factor:0.643 Dare Database - International Social Science Directory.**

2. **"Recent changes in Labour laws: An Exploratory Note", Economic &Political Weekly, Vol - XLIX No. 41, October 11, 2014. International Database: JSTOR**

3. **"The 'Demographic Dividend' and Young India's Economic Future" Economic &Political Weekly, Vol - XLI No. 49, December 09, 2006 (with C. P. Chandrasekhar &Jayati Ghosh). International Database: JSTOR**

4. **"The Impact of Macroeconomic Change on Employment in Retail Sector in India", International Labour Organization-**

Employment Working Paper no. 16, June 2008. (with Jayati Ghosh & Amitay Sen Gupta).

5. "India's Post-Liberalisation Growth Experience: An Analysis by the Demand Components", eSocial Sciences Working Paper no. 454, March 2006 (with Shouvik Chakraborty). International Database: IDEAS RePEC

- No. of Publications listed in International database: **Nil**
- Chapter in books:

Anamitra Roychowdhury

"Reaping the Demographic Dividend", in Handbook of Population and Development 2010, ed. by A.K. Shiva Kumar, Pradeep Panda and Rajani R. Ved, Oxford University Press, New Delhi. (with C. P. Chandrasekhar & Jayati Ghosh). ISBN 13: 9780198069294

Books Edited

\* Books with ISBN/ISSN numbers with details of publishers

\* Citation Index

\* SNIP

\*SJR

\* Impact factor

\* h-index

20. Areas of consultancy and income generated: **None**

21. Faculty as members in

- a) National committees
- b) International Committees
- c) Editorial Boards.....: **None**

22. Student projects

- a) Percentage of students who have done in-house projects including interdepartmental/programme: **100 percent**
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies:

**A very large number. Precise percentage not known.**

23. Awards/Recognitions received by faculty and students:

**Not clear what is supposed to be mentioned. Many of the faculty members were University toppers and recipients of fellowships/scholarships when they were students, but none to my knowledge has been given an award after joining as faculty. Many of our students receive awards/ scholarships and/or are University toppers. But the database is not maintained by the department, but by the college office.**

24. List of eminent academicians and scientists/visitors to the department

**Prof. Pankaj Tandon, Boston University, Boston MA, USA (Academic Year 2011-12, Fulbright Fellow)**

25. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civilservices, Defense services, etc.?

**Many have. But unfortunately the data is not available with the department. I personally know of 4 students of Economics Honours who have been selected for the IAS in the last three years. This is probably the highest number from a single department of any other undergraduate college in the entire country. But I would not rate this as the only significant achievement by students of our department. Many students have gone abroad for higher studies, many more have gone for higher studies in India and quite a large number have taken up jobs through the placement cell or on their own. The achievements of all of them are creditable.**

30. Details of Infrastructural facilities

a) Library

b) Internet facilities for Staff & Students

c) Class rooms with ICT facility d) Laboratories:

**Facilities are for the college not for the department. All students and staff have access to library, internet facilities and all the class rooms have ICT facility. Laboratories are not required for the discipline and hence don't exist.**

## ENGLISH

1. Name of the department: **Department of English**
2. Year of Establishment: **1881**
3. Names of Programmes/Courses offered(UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **B. A. English Honours and M. A. English Honours Tutorials, Supplementary Courses for B.A. , B. Sc. Honours and for B.A. and B. Sc. Programmes.**
4. Names of Inter disciplinary courses and the departments/units involved: Not Applicable.
5. Annual/semester/choice based credit system(Programme wise): **Semester**
6. Participation of the department in the courses offered by other departments: **Not applicable.**
7. Courses in collaboration with other universities ,industries ,foreign institutions, etc. : **Not applicable.**
8. Details of courses/programmes discontinued (if any) with reasons: N.A.
9. Number of Teaching posts: **9**

	<b>Sanctioned</b>	<b>Filled</b>
Professors	Not Applicable	N.A.
Associate Professors	2	2
Asst. Professors	7	7



10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D./M.Phil. etc.,)

#### PERMANENT FACULTY

Dr. Giti Chandra (M.A., M. Phil, M.A. (Rutgers), Ph.D. (Rutgers), Designation: Associate Professor, Specialization: Trauma Studies and Novel Writing. Year of Joining College: 1991.

Dr. Karen Gabriel (M.A.. M. Phil, Ph.D.- Hague, Netherlands), Designation: Associate Professor, Specialization: Cinema Studies, Melodrama, Culture Studies and Post-Colonial Studies. Year of Joining College: 1993.

Dr. Soofia Siddique (M.A.. M. Phil, Ph.D.- SOAS, London), Designation: Assistant Professor, Specialization: Post Colonial Studies, 1857 Mutiny. Year of Joining College: 1998. Presently on leave for serving as Visiting Fellow at the Centre for the Study of Developing Societies, New Delhi.

Dr. Smita Gandotra (M.A.. M. Phil, Ph.D.- Chicago), Designation: Assistant Professor, Specialization: Modern Indian Literature, Post-colonial Literature, Late Colonial Hindi Print Culture, Intellectual Traditions of Modern South Asia. Year of Joining College: 2000. Presently on leave. Post Doctoral Fellow King's College, London.

Dr. Natasha Vasisht (M.A., M. Phil, Ph.D.- Punjab University), Designation: Assistant Professor, Specialization: Studies in European Comedy, Modern British and European Drama and Dario Fo and Italian Comic Traditions. Year of Joining College: 2006.

Mr. N. P. Ashley (M.A., M. Phil, Ph.D. (Hyderabad- submitted but yet to be awarded). Designation: Assistant Professor, Specialization: New Historicism, Critical Theory and Youth Culture. Year of Joining College: 2010.

Mr. Renish Geevarghese Abraham (M.A, Ph.D. (Delhi University- Submitted but yet to be awarded). Designation: Assistant Professor. Specialization: Colonial Discourse in 19<sup>th</sup> Century Kerala. Year of Joining College: 2015.

Hannah Varkey (M.A. M. Phil). Designation: Assistant Professor. Specialization: Year of Joining College: 2015

Sandeep Singh (M.A., M. Phil, Ph.D.- Registered with Jawaharlal Nehru University). Designation: Assistant Professor. Specialization: Disability Studies. Year of Joining College: 2015.

#### ADHOC FACULTY

Binoy Bhushan Aggarwal (M.A., M. Phil- Delhi). Designation: Assistant Professor (Ad hoc). Specialization: Post Colonial Studies and Popular Culture. Year of Joining College: 2013.

Yamini (M. A., Ph.D.- Delhi University- Submitted though not awarded). Designation: Assistant Professor (Ad hoc). Year of Joining: 2015. Specialization: Post Colonial Studies.

Radhika Prasad (M.A. M. Phil). Designation: Assistant Professor (Ad hoc). Year of joining: 2015. Specialization: Progressive Literature and Indian Writing.

11. List of senior visiting faculty: None
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty  
30%
13. Student-Teacher Ratio (programme wise): 1: 10 for B.A. Honours (English).

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled  
Not Applicable.
15. Qualifications of teaching faculty with DSc/D.Litt./Ph.D./MPhil/PG.  
Given above under Q. 10.
16. Number of faculty with ongoing projects from
- a) National
  - b) International funding agencies and grants received  
Dr. Karen Gabriel has two projects, one international and the other national:
    - **2011 - (continuing) *Images of Organized Sex: The Industrial Commercial Basis of Pornography***, undertaken as an International Incoming European Union Marie Curie Fellow, Linköping University (Sweden) and Erasmus University (The Netherlands)
    - **2012 (continuing) *The Political Economy of Terrorism***, housed at the Centre for the Study of Gender, Culture and Society, St. Stephen's College, Delhi University.
 Mr. N. P. Ashley has an international project
    - **2014- *Shakespeare as an Indian Site*** (Collecting various artistic and cultural manifestations of Shakespeare in various Indian languages across more than one and a half centuries). This project is done under the auspices of the Centre for Translation Studies, in association with the English Department of Queen's University, Belfast with Prof. Mark Burnett as the co-Supervisor.
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received  
None.
18. Research Centre/facility recognized by the University: There are two centers, Centre for Culture, Gender and Social Processes and the Centre for Translation Studies.
19. Publications:
- a) Publication per faculty
    1. Dr. Karen Gabriel: Books written- 4, Books Edited: 1, Articles in National Journals: 5, International Journals: 5, Chapters in Books: 19, Book Reviews: 4, Non-Academic Articles: 8.
    2. Dr. Giti Chandra: Books-3, Articles: 10.
    3. Dr. Smita Gandotra: Books and Articles: Nil.

4. Dr. Soofia Siddique: Books co-edited: 2, Articles in National Journals: 3, Chapters in Edited volumes: 2.
  5. Dr. Natasha Vasisht: Articles in International Journals: 2, Articles in National Journals: 5.
  6. Mr. N. P. Ashley: Edited Books: 1, National Journals: 3, Chapters in Edited Volumes: 4, Non Academic Articles: 14.
  7. Renish Geevarghese Abraham: National Journals: 4.
  8. Sandeep Singh: Articles or Books: Nil.
  9. Hannah Varkey: Books co-edited: 1.
  10. Binoy Bhushan Aggarwal: Articles: 0.
  11. Yamini Sishta: Edited Books: 2, National Journal Articles: 1, Chapters in Edited Books: 1.
  12. Radhika Prasad: National Journal Articles: 2.
20. Areas of consultancy and income generated: Not applicable.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Board

1. Dr. Karen Gabriel:
  - Life Member, Indian Association of Women's Studies
  - Honorary Member, *National Committee on Girls Education*, National Commission for Minority Educational Institutions (NCMEI), Government of India
  - Bal Adhikar Abhiyan (Forum for Child Rights), India
  - Member, Governing Body, St Joseph's High School, Secunderabad, Andhra Pradesh, India
  - International Advisory Board of the international peer-reviewed journal *Gender, Sexuality Feminism*.
2. Dr. Natasha Vasisht
  - **June 2014 Onwards– Assistant Editor** for a refereed Journal *Dialog*, a Department of English and cultural Studies (Punjab University) Journal of Research (English).
3. Mr. N. P. Ashley
  - Member, International Federation of Theatre Research, since 2006.
  - Member, Academic Advisory Council, Habitat School, UAE- since 2013.

22. Student projects

Percentage of students who have done in-house projects including inter departmental/programme: 100%

23. List of eminent academicians and scientists/visitors to the department

1. Prof. Mark Burnette,  
Professor of Renaissance Studies,  
Queen's University, Belfast, UK.

2. Michel McKeon,  
Professor of English,  
University of Rutgers,  
United States of America.

24. Seminars/Conferences/Workshops organized & the source of funding:

3 conferences in last  
three years-

1. Crime Fiction  
(2012)
2. Romance  
Writing  
(2013)
3. Text and  
Technology  
(2014)

All of them were  
funded through  
sponsorships.

## SANSKRIT

1. Name of the Department – Sanskrit
2. Year of establishment – 1883
3. Is the Department part of a School/Faculty of the university? – St. Stephen’s College
4. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) – UG and PG
5. Interdisciplinary courses and departments involved - NIL
6. Courses in collaboration with other universities, industries, foreign institutions, etc. – Special Sanskrit classes for MA, M.Phil. and Ph.D. students of the Department of History, University of Delhi
7. Details of programmes / courses discontinued, if any, with reasons – NIL
8. Annual/ Semester/Choice Based Credit System – Semester
9. Participation of the department in the courses offered by other departments- NIL
10. Number of teaching posts sanctioned and filled (Professors/ Associate Professors/ Asst. Professors)

	Sanctioned	Filled
Professor	0	0
Associate Professors	3	3
Asst. Professors	0	0

11. Faculty profile with name, qualification, designation and specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. students guided for the last 4 years
A.D.Mathur	Ph.D.	Associate Professor	Darshana and	34	6

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. students guided for the last 4 years
			Dharma shastra		
Dr. C.B. Jha	Ph.D.	Associate Professor	Vyakarana And Modern Sanskrit Literature	21	2
Dr. P.K. Mishra	Ph.D.	Associate Professor	Darshana and Sanskrit Literature	13	5

12. List of senior Visiting Fellows, faculty, adjunct faculty, emeritus professors
13. Percentage of classes taken by temporary faculty - programme-wise information - 33.33%
14. Programme-wise Student Teacher Ratio
15. Number of academic support staff (technical) and administrative staff: sanctioned and filled
16. Research thrust areas recognized by funding agencies
17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies and grants received project-wise.
18. Inter-institutional collaborative projects and grants received
  - d) All India collaboration b) International
19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR,

etc.; total grants received.

20. Research facility / centre with

- state recognition
- national recognition
- international recognition

21. Special research laboratories sponsored by / created by industry or corporate bodies

22. Publications:

- \* Number of papers published in peer reviewed journals (national / international)
- \* Monographs
- \* Chapters in Books
- \* Edited Books
- \* Books with ISBN with details of publishers

1. Dr. A.D. Mathur – Medieval Hindu Law, Oxford University Press, New Delhi

- \* Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- \* Citation Index – range / average
- \* SNIP
- \* SJR
- \* Impact Factor – range / average
- \* h-index

23. Details of patents and income generated

24. Areas of consultancy and income generated

25. Faculty selected nationally/ internationally to visit other laboratories in India and abroad

26. Faculty serving in



a) National committees b) International committees c) Editorial Boards d) any other (please specify)

27. Faculty recharging strategies

28. Student projects

- percentage of students who have done in-house projects including inter-departmental projects
- percentage of students doing projects in collaboration with other universities / industry / institute

29. Awards / recognitions received at the national and international level by

- Faculty
- Doctoral / post doctoral fellows
- Students

30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

31. Code of ethics for research followed by the departments

32. Student profile course-wise: Information not available

33. Diversity of students: Information not available

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.  
NET app 20 in last seven years

35. Student progression

<b>Student progression</b>	<b>Percentage against enrolled</b>
UG to PG	<b>80</b>
PG to M.Phil.	<b>80</b>
PG to Ph.D.	<b>70</b>
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurs	

36. Diversity of staff

Percentage of faculty who are graduates	
of the same university	100%
from other universities within the State	
from universities from other States	
from universities outside the country	

37. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period

38. Present details of infrastructural facilities with regard to

- a) Library
- b) Internet facilities for staff and students
- c) Total number of class rooms
- d) Class rooms with ICT facility
- e) Students' laboratories
- f) Research laboratories

39. List of doctoral, post-doctoral students and Research Associates

a) from the host university

Dr. A.D. Mathur – Ms. Jyoti ; Ms. Deepti Jha ; Mr. Ayush Gupta; Ms. Neha Srivastava; Mr. Rajinder Kumar ; Mr. Ashutosh Kumar

Dr. C.B. Jha – Mr. Ramanand, Ms. Ruchi Kumari

Dr. P.K. Mishra – Ms. Supriya sanju, Mr. Ankur Tyagi, Ms. Sushila Kumari, Ms. Sarita Dubey; Mr. Tripurari Kumar, Mr. Vedavardhana

b) from other universities

40. Number of post graduate students getting financial assistance from the university.

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

42. Does the department obtain feedback from

g. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? Not yet

h. students on staff, curriculum and teaching-learning-evaluation and how does

the department utilize the feedback?

- i. alumni and employers on the programmes offered and how does the department utilize the feedback?

43. List the distinguished alumni of the department (maximum 10)
  1. Prof. Satya Dev Kaushik, Aligarh Muslim University
  2. Dr. Santosh Shukla, Associate Professor , JNU
  3. Dr. Malati, Associate Professor, Satyawati College, Delhi University
  4. Dr. Satyamurti, Assistant Professor, University of Delhi
  5. Dr. Tanuja Rawal, Assistant Professor, Janaki Devi Mahavidyalaya, Delhi University
  6. Dr. Kuldeep Sehgal, Assistant Professor, Mata Sundari College, Delhi University
  7. Dr. Amit Sharma, Assistant Professor, Shyama Prasad College, Delhi University
  8. Dr. Santosh Kumar, Assistant Professor, Aditi Mahavidyalaya, Delhi University
  9. Mr. Saurabh Kumar, IRS
  10. Mr. Ashwini Shastri, Associate Editor, Nav Bharat Times, New Delhi
44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

Five day lecture series by Dr. Divya Chetan Brahmachari, BHU
45. List the teaching methods adopted by the faculty for different programmes.
46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?
47. Highlight the participation of students and faculty in extension activities.
48. Give details of “beyond syllabus scholarly activities” of the department.

Holding Sanskrit classes for the Department of History, Delhi University
49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.
50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.
51. Future plans of the department.

52. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths- Small numbers; close interaction with students; ; teachers trained at St. Stephen's College; faculty actively involved with various activities of the Sanskrit Department, DU ; syllabus making and book planning for state governments; IGNOU;

Weaknesses - working with a fixed syllabus ; no freedom to experiment ; not many students comfortable with English ; students' training at school not adequate ;

Opportunities - congenial atmosphere in College; inter-college competitions;

Challenges - to motivate students ; to prepare reading materials for students

**Any Other Information: Not Available**

## **HISTORY**

1. Name of the Department - History
2. Year of establishment - 1883
3. Is the Department part of a School/Faculty of the university? - St. Stephen's College
4. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) - UG and PG
5. Interdisciplinary courses and departments involved - NIL
6. Courses in collaboration with other universities, industries, foreign institutions, etc. - Special Sanskrit classes for MA, M.Phil. and Ph.D. students of the Department of History, University of Delhi
7. Details of programmes / courses discontinued, if any, with reasons - NIL
8. Annual/ Semester/Choice Based Credit System - Semester
9. Participation of the department in the courses offered by other departments- NIL
10. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors)

	<b>Sanctioned</b>	<b>Filled</b>
Professors		None
Associate Professors		Five
Asst. Professors		Three

11. Faculty profile with name, qualification, designation and specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.)

Name	Qualification	Designation	Specialization	No.ofYears of Experience
Rohit Wanchoo	MA PhD	Associate Professor	Modern Indian economic history; communalism& identity politics	29 years & 6 months
Malay Neerav	MA MPhil	Associate Professor	Ancient India& mass communications	29 years
TasneemSuhrawardy	MA, MPhil PhD	Associate Professor	History of Mughal India; migrations; culture	24 years
SangeetaLuthra Sharma	MA MPhil	Associate Professor	Ancient India& Modern China & Japan	23 years
AdityaPratapDeo	MA, MPhil PhD	Assistant Professor	Modern and Medieval South Asia, Tribal Peoples in India, Cultural Anthropology, Anthropological History and Philosophy of History.	20 years
Amrita Tulika	MA MPhil PhD	Associate Professor	Modern Indian History & the history of tribal, peasant and othersubaltern groups.	15 years
NainaDayal	MA MPhil PhD	Assistant Professor	Early Indian history, the Sanskrit epics, Puranic Hinduism, c. 320 BCE to 300 CE.	5 years
Mahesh Gopalan	MA MPhil PhD	Assistant Professor	Late medieval and early modern India; missionaries; trade & state formation.	10 years (5 years as permanent)

12. List of senior Visiting Fellows, faculty, adjunct faculty, emeritus professors

13. Percentage of classes taken by temporary faculty - programme-wise information - 33.33%

14. Programme-wise Student Teacher Ratio
15. Number of academic support staff (technical) and administrative staff: sanctioned and filled
16. Research thrust areas recognized by funding agencies
17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies and grants received project-wise.
18. Inter-institutional collaborative projects and grants received
  - e) All India collaboration b) International
19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, etc.; total grants received.
20. Research facility / centre with
  - state recognition
  - national recognition
  - international recognition
21. Special research laboratories sponsored by / created by industry or corporate bodies
22. Publications:
  - 1. Dr Rohit Wanchoo**
    - a. 'British Imperialism in India,' in J.B. Das Gupta, (ed), Science, Technology, Imperialism and War, Project on the History of Science, Philosophy and Culture, Longman 2007
    - b. 'Ideas of Self and Community: Dalits in North-West India before Partition,' Proceedings of the Indian History Congress, 70<sup>th</sup> Session, Delhi, 2009-2010, Kolkata, 2010.
    - c. 'Group Rights, Diversity and Social Justice,' in Gurpreet Mahajan (ed) Accommodating Diversity: Ideas and Institutional Practices, Oxford University Press, Delhi, 2011.
    - d. 'Imagining Hindi: The politics of language before and after partition,' NMML Occasional Paper: History and Society, New Series, 43, Nehru Memorial Museum & Library, Delhi 2014.
    - e. Co-Authored Book: Mukesh Williams and Rohit Wanchoo, Representing India: Literatures, Politics and Identities, Oxford University Press, Delhi 2000.

- f. Course writer for three units of the BA course of Indira Gandhi National Open University, New Delhi on European History. On Nationalism and National Movements in Europe and the American Revolution, 1998
- g. Course writer for two units of MA course of IGNOU on Indian Economic History. On Deindustrialization and Historiography, 2003
- h. Course writer for two units on Gandhian Studies introduced by Indira Gandhi National Open University. The Quit India Movement and The Partition of India, 2009.
- i. Course writer for one unit on Urbanization in Colonial India, IGNOU, 2014.
- j. Have reviewed four books for The Book Review, two for H-Asia, one for the India International Centre Book Club and two for Business Standard.

## 2. TasneemSuhrawardy

- a. Wrote the Book review of ShireenMoosvi's book, *Episodes in the Life of Akbar: Contemporary Records and Reminiscences*. It was published in IESHR, 1997.
- b. In 2012, I wrote a section on the history of Indian Business, entitled, *Silk, Spices and the Sea, 5000 years of Indian Business* for the book on *India the Spirit of Enterprise* published by Roli Books, Delhi published in 2012.

## 3. SangeetaLuthra Sharma

- a. Wrote a Book review published in the Indian Historical Review.

## 4. Dr Aditya Pratap Deo

- a. 'Of Kings and Gods: The Archive of Sovereignty in a Princely State' in Gyanendra Pandey (ed.) *Unarchived Histories*, New York: Routledge, 2013.
- b. Introduction, 'Reflections on the History of Chhattisgarh' in HiltrudRustau and KatjaEichner (eds.) *SchatzkammerIndiens Chhattisgarh*, Berlin: Trafo, 2009
- c. Written four articles titled 'Rajkumar College', 'Princely States of Chhattisgarh', 'Palaces of Chhattisgarh' and 'Cult of the AngaDev' in Eicher Guide Books *Chhattisgarh and Bastar*, Delhi: Eicher, 2007.
- d. Christianity and Environment', Delhi: Herei Ngam Huay, 2007
- e. The Youth at the Forefront of Progressive Change', Delhi: In Touch India, 2006
- f. The Usefulness of the Extra Curricular', Delhi: In Touch India, 2006.

## 5. Dr Naina Dayal

- Book

*Religious Traditions and the Ideology of Bhakti* (Vol. 3 of the Indira Gandhi National Open University's M.A. Course on *Religious Thought and Belief in India*), New Delhi: Indira Gandhi National Open University, 2003.

- Articles

Roy, Kumkum, RomilaThapar, and NainaDayal, 'Aśoka', in Richard Payne, ed., *Oxford Bibliographies in Buddhism*, New York: Oxford University Press, 2014.



'On the premier performances of the *Ramayana* of Valmiki', in Kumkum Roy, ed., *Insights and Interventions: Essays in Honour of Uma Chakravarti*, Delhi: Primus Books, 2011, pp. 117-142.

'Cities in early historic north India', in *Hindi: Language, Discourse, Writing*, Vol. 1, No. 2, 2000, pp. 266-276.

- Academic Book Reviews

Review of Simon Brodbeck and Brian Black, eds, *Gender and Narrative in the Mahābhārata*, in *Culture and Religion*, Vol. 11, No. 2, 2010, pp. 169-171.

Review of Alf Hiltebeitel, *Rethinking the Mahābhārata: A Reader's Guide to the Education of the Dharma King*, in *The Book Review*, Vol. 28, No. 1, 2004, pp. 8-9. Hiltebeitel has cited this review in one of his articles. I was thrilled!

Review of Shereen Ratnagar, *Understanding Harappa: Civilization in the Greater Indus Valley*, in *The Hindu*, 3 June 2001.

Review of Paula Richman, ed., *Questioning Rāmāyaṇas: A South Asian Tradition*, in *The Book Review*, Vol. 25, No. 3, 2001, pp. 35-36..

- E-lessons

Three e-lessons for the ancient India course developed at the Institute of Life Long Learning, University of Delhi, Delhi. (This was part of a Ministry of Human Resource Development, India project to develop e-content for teaching history to university students. The national coordinator of this project was Professor Upinder Singh of the Department of History, University of Delhi.)

Her three lessons are on

- 1) Early Indian notions of history
- 2) The making of Puranic Hinduism
- 3) Forms and features of Puranic Hinduism. Published in 2011

## 6. Dr Mahesh Gopalan

‘War, Movement and Resettlement: The Paravas and the Jesuits in the Seventeenth Century’, in *Edward Alpers and H. P. Ray (ed.) Cross Currents and Community Networks: The History of the Indian Ocean World*, Oxford University Press, Delhi, 2008, ISBN 019567705-6

‘The Jesuits in the southern Coromandel: In the late sixteenth century and early seventeenth century’ in *Yogesh Sharma and Jose Fereira (ed.) The Portuguese in Coastal India in the 16<sup>th</sup> and 17<sup>th</sup> centuries*, Viva Books, New Delhi, 2008. ISBN 10:81-309-1028-4

*The Changing Character of the Mission: Francis Xavier, Nobili and the Parava Fishing Community* Somayia Institute, Mumbai. 2008. ISBN 978-81-7039-265-1

Three Ways to be Alien: Travails and Encounters in the Early Modern World by Sanjay Subrahmanyam Review, in *Book Review*, Volume XXXVI No. 2 February, 2012, pp. 11-12

## 23. Awards/Honours received by faculty

### Dr. Wanchoo

- Awarded the Inlaks scholarship to do a PhD at Cambridge University, United Kingdom in 1979.
- Awarded a Teenmurti Fellowship by the Nehru Memorial Museum & Library in 2009. Between July 2009 and July 2011 worked on a research project entitled ‘Identity Formation in North-West India, 1940-1960.’ I have submitted four chapters or essays based on the research done as a fellow over two years to Teenmurti.
- Member of the Academic Committee of the Indian Institute of Advanced Study, Shimla, 2011-2012.

### Dr Suhrawardy

- From 2000, she has been often invited by the Lal Bahadur Sastri Academy, Mussorie to conduct the History Lectures for the Officer trainees in the Group A and Group B services.
- In April 2000, visited Brown University, Rhode Island, USA as a part of exchange programme between St. Stephen’s College and Brown University.
- In October 2000 played a key role in organizing a UGC sponsored two day seminar on Human Rights at St. Stephen’s College.

### Dr Deo

- History Department David McLean Prize for the most distinguished first year academic record, Emory University, 2009.
- 2008-2013: Arts and Sciences Fellowship, Emory University
- Editor, History Journal, Illinois, USA, 2013-14

- 2007: Appointed member of Conservation Society of Kanker, Government of Chhattisgarh, India
- Visiting Scholar, Brown University, Providence, RI, USA
- 2005: Member of the official Indian delegation to the 33rd Conference of UNESCO on 'Education for All', Paris, France.

**Dr Tulika**

- St. Stephen's College, "Key Concepts and Critical Thinking Series" organized by the Centre for Gender, Culture and Social Processes, St. Stephen's College, Delivered a lecture on 'Tribe', 7 November, 2014.
- St. Stephen's College, "Research Methodology and Academic Writing Certificate Course" offered by the Centre for Gender, Culture and Social Processes, St. Stephen's College, Conducted a workshop on 'Archival Methods', 29 August, 2014.

**Dr Dayal**

- 2014: Selected for a Fulbright-Nehru Postdoctoral Research Fellowship at the University of California, Berkeley (August 2014 - May 2015).
- 2000- 2004: Editorial Assistant, *Studies in History*. (*Studies in History* is an international journal published by Sage Publications, New Delhi/ Thousand Oaks/London.)

**Dr Gopalan**

- Awards: "Overseeing and Regulating Urban Growth in 18century Madras: The English East India Company and the Protestant Church in Madras" May 2014 July 2014 £ 1400/- (Rs.1, 40,000), awarded by the Charles Wallace India Trust

**Other Information: Not Available**

## **PHILOSOPHY**

Philosophy is one of the oldest departments in college. Currently there are two permanent faculty members:

1. Dr Vijay Tankha, MA (Delhi), PhD (Mcgill)
2. Mr. R.S Nanda, MA (Delhi)

There are two more sanctioned posts against which permanent appointments are yet to be done.

## **OTHER DEPARTMENTS**

The other Departments of St. Stephen's College include Political Science, Computer Science, Hindi, Urdu and Persian, and Physical Education. They do not offer Honours Programmes. They offer papers for BA Programme and BSc Programme. The following are the details of the faculty who belong to these departments:

### **1. Political Science**

**Mr. Sanjay Rao Ayde, MA, M.Phil (Delhi)**

Assistant Professor

Specialization: Indian Government

Years of Experience: 31 Years

### **2. Computer Science**

**Ms. Sunita Prashar, MSc (Delhi), M.Phil (JNU)**

Associate Professor

Years of Experience: 28

**Ms. Sangeeta Sethi, MSc (Delhi)**

Associate Professor

Years of Experience: 27

### **3. Hindi**

**Dr Neelam Saxena, MA, PhD (Delhi)**

Associate Professor

Years of Experience: 31

**Dr Ajay Ranjan Tripathi, MA, M. Phil, PhD (Delhi)**

Associate Professor

Years of Experience: 28

#### **4. Urdu and Persian**

Dr Shamim Ahmed, MA, M.Phil, PhD (Delhi)

Assistant Professor

Years of Experience: 7

Guided 2 PhDs

#### **5. Physical Education**

**Mr S K Chakravortty, M.P.Ed (Gwalior)**

Associate Professor

Years of Experience: 32

**Mr. Sujay John K M.P.Ed (Delhi)**

**Assistant Professor**

**Years of Experience: 1**

**Any other information:** There are adhoc teachers working in many of the departments against sanctioned posts. The total number of permanent and adhoc teachers does not exceed the sanctioned posts.

#### **4 BEST PRACTICE (See 7.2)**

#### **5 POST-ACCREDITATION INITIATIVES**

### **St. Stephen's College Vision 2050**

- **Option 1**

What should the College look like academically in 2050?

- **Option 2:**

By 2025 and certainly by 2050, St Stephen's should be an autonomous degree giving University with undergraduate, post-graduate, diploma and doctoral studies, starting maybe as a "deemed to be" University.

The College would need to have a strength of 3-4000 students and a faculty of around 200-300 teachers, including research assistants. While the sciences, mathematics and economics /management are important, the College should not lose its well-settled identity as a liberal arts college that offers a well-rounded education that does not divorce humanities or cultural pursuits from career-oriented degrees.

The foreign student component may be capped at 10 per cent and a large number of stipends, freeships and scholarships should be provided for.

- **Issues:**

One of the requirements to be a Deemed University is to demonstrate undeniable strength in one of the fields. Should we develop Economics as our core area of strength for this purpose? Given the huge demand we could easily double the students admitted without lowering the quality of in-take. The best and the brightest from all over India want to do Economics at the College. Is this a good idea?

Or, should we develop the following new areas:

- Geography/Environment Studies (not environment sciences) and Climate change.
- Psychology

- Sociology
- Biology/Biotechnology
- North Eastern Studies
- Tribal Studies/Anthropology
- Comparative Religion and Cultural Appreciation;
- Human Rights, HR Law and Conflict Management (separate discipline)
- International Relations/ South Asian Studies;
- Grassroots Governance/Rural Management;
- Urban Planning and Governance;
- South-east Asian studies
- Economics of Neighboring Countries
- Appreciation of other cultures.
- History (A deeper study of Indian culture and appreciation of our history)
- International trade/ International law
- Genomics and proteomics
- Ecological biochemistry.
- Horizons of life (open to parents and others?)
- Global poverty: Causes and Cures
- Political Science
- Bachelor of Elementary Education envisaged as a Centre for Elementary Education that undertakes also some advocacy work.

Currently, we have only two labs for physics and chemistry. They are in a pathetic condition and need urgent up-gradation to make them India-class, not to say anything about becoming world-class. Should we focus on pure science? Or should we move into applied sciences and technology? If so, which areas of science and technology should we focus on?

Can we really become world class without a solid research program in these areas of science and technology?

- Should the College consider areas such as microbiology, biomedical science,
- Biotechnology, which are already being taught in other colleges of Delhi University, and are already well established there. Therefore, would it not be better that college looks for A more futuristic direction?
- The current craze for science-technology-driven courses must be factored into our vision but we should not lose sight of the core vision of the



- College which is to cater to the all round development of every student and to bench-mark the socio-cultural wholeness of a nation through education. The founders of our College envisioned St. Stephen's as a corrective -may we even say, healing- intervention in India. That was why they wanted a largely residential college where people from the diverse and plural enclaves that comprise our country -caste, creed, cuisine . . . - and learn that we are one, by living and learning together. We are a rainbow and not a bow!
- If we claim to be a national institution, we must think clearly and seriously on how to make the best possible contribution to nation building on a continuing basis. This calls for:
    - (a) developing our academic matrix in a vigilant and proactive manner.
    - (b) promoting the foundational values (in particular a work-culture/ the spirit of public service, enlivened by respect for the Constitution of India, fortified by commitment to justice, truth and quality of life for every citizen). As of today our College -as indeed the entire educational approach nation-wide - is a long way from this.
  - As long as we remain within the University structure, are we pegged to under-development? We are not free to pursue a vision of education that we may wish to. For example, if we want to give some credit to community service, we cannot do it. [For example, in the '70 Principal, Dr. Valson Thampu, used to take his English Hons. Students to a village in Baghpath (UP) for a 10-day rural camp, in collaboration with (a) the AIIMS and (b) the Dept. of Social Work (DU). He could not give them any credit for participating in this programme. But they were happy. Attitudes have changed a great deal since then. Today students do anything at all only on the assurance that it matters on paper in some form or the other. He also used to serve as a volunteer, along with 8-10 of our students in Nirmal Hriday, the Home for the Destitute and the Dying established by Mother Teresa on all Mondays. He found it to be joyful experience, though extremely demanding work] Yet, without such inputs how do we promote the spirit of service or convince the youth of today that it matters? . . . . .

Additionally, we cannot design our own courses or be creative in our idea and practice of education. There is no doubt that Delhi University is one of the best in the country. It is excellent at the Post Graduate level; but it stifles UG education by straitjacketing it. Increasingly, centralized bureaucratic control is taking over every aspect of academia. This does

not augur well for the uniqueness of our College or of any institution, for that matter. In this light we need to ask:

- What characterizes our College as different from others?
- Which of our past faculty are remembered and most revered and why?
- What are the strengths of the college? Should we not be building on our strengths? While undoubtedly Economics, English literature and history, continue to be highly preferred, in the last four decades physics, chemistry and mathematics have carved out niches of excellence for themselves. Our Science Courses are today rated the best in the country.
  
- Should college create special chairs in the name of such eminent faculty, who are remembered and most revered?
- Should initially only a special centre for Economics started or would it lead to an imbalance in college? (Other similar centers could be ‘Centre for Mathematics’, ‘Centre for Material Science (Organic Electronics)’?)
- Should special chairs be set up, named after eminent faculty members, some of the possibilities being:
  - i) **N.C. Ray Chair for Economics**
  - ii) **Mohd. Amin Chair for History**
  - iii) **W.S. Rajpaul Chair for Languages and Literature**
  - iv) **Prof. Ram Bihari Mathur/ Dr. S.R. Nagpaul Chair for Mathematics**
  - v) **Rajendra Popli Chair for Physics**
  - vi) **C.J. Raphael Chair for Chemistry.**
  - vii) **Ranjeet Bhatia Chair for excellence in Sports and Games.**
  
- Should the corporate sector be invited to endow chairs with appropriate acknowledgements?
  
- **Can/should** college become autonomous, or seek ‘deemed university’ status without its minority status being compromised?
- Should we have a Cooperative (CO-OP) program?
- What should be the balance between structured versus non-structured programs? Should we allow students to cross register in other DU colleges for specific courses?

**5. SWOT Analysis: What are Strengths, Weaknesses, Opportunities and Threats facing the College in regard to achieving the proposed Vision?**

We are the possibly the best liberal arts and sciences college in the country. College continues to get much attention in the media, and undoubtedly attracts the best students from all over. We are appreciated for our wholesome work culture [‘classes happen’ in College!]. We have a dedicated faculty and the strength of college includes ‘beyond the classroom’ instruction as well. The activities of the Societies and Clubs complement classroom education very substantially. Despite the nationally respected tradition of excellence we have nurtured over 130 years, we still remain, for all practical purposes, an undergraduate institution, no doubt, doing what we do as best we can. The college has yet not broken fresh ground in post graduate studies to qualify for a full fledged University status, as was pointed out, with manifest disappointment, by Shri. Kapil Sibal in the dismissal service address (March, 2009).

Teachers of eminence have willingly served and sacrificed for college. It is, therefore, pertinent to ask whether college should engage in research, and if so, to what degree (and to what extent). Should not the college be engaged in studies on creating social awareness? As we are poised to consider bringing about major changes in college, it is to be emphasized that this exercise should be undertaken with great care and caution, ensuring that the College continues its journey uninterrupted along the proven (not beaten) path of pedagogic distinction.

**6. In view of the above what should be the key elements in our strategy to achieve our Vision?**

- How to encourage the faculty to generate new educational pedagogy and continually build on their academic capabilities and credentials? How do we attempt and sustain the exhilaration of “pursued excellence” and not merely bask in the “rear-view-mirror-vision” of “achieved excellence”?
- Functions like Christmas children’s party, and the Rudra dinner, sports meet enabled the College community to live together harmoniously and safeguard our institutional cohesion, even as we remained hospitable to the variety and plurality that constitute our national wealth. Is this model is worthy of preservation, as against a highly formalized corporate sector like set-up?
- Should college offer one year post-graduate courses PGMS/ PG diploma in subjects taught in college (and allied subjects)? (This would provide a much needed fourth year, which is a requirement for taking up higher studies

abroad, (like U.S.). Many of our students are obliged, at present, to take up two- year Masters programmes.

- Should college consider starting dual degree programs (with a certain degree of flexibility) and with foreign Universities, in a ‘sandwich’ manner? Carrying over credits over for one or two semester for studies undertaken in other institutions in India and abroad should not only be allowed but also encouraged. This is in conformity with the semester system which has already been introduced in science courses in Delhi University. It is expected that the semester scheme would apply to all courses w. e. f the next academic year.
- Should the College offer joint courses with other institutions?
- Should courses of an inter-disciplinary nature be taken up?

## **7. Some Concerns**

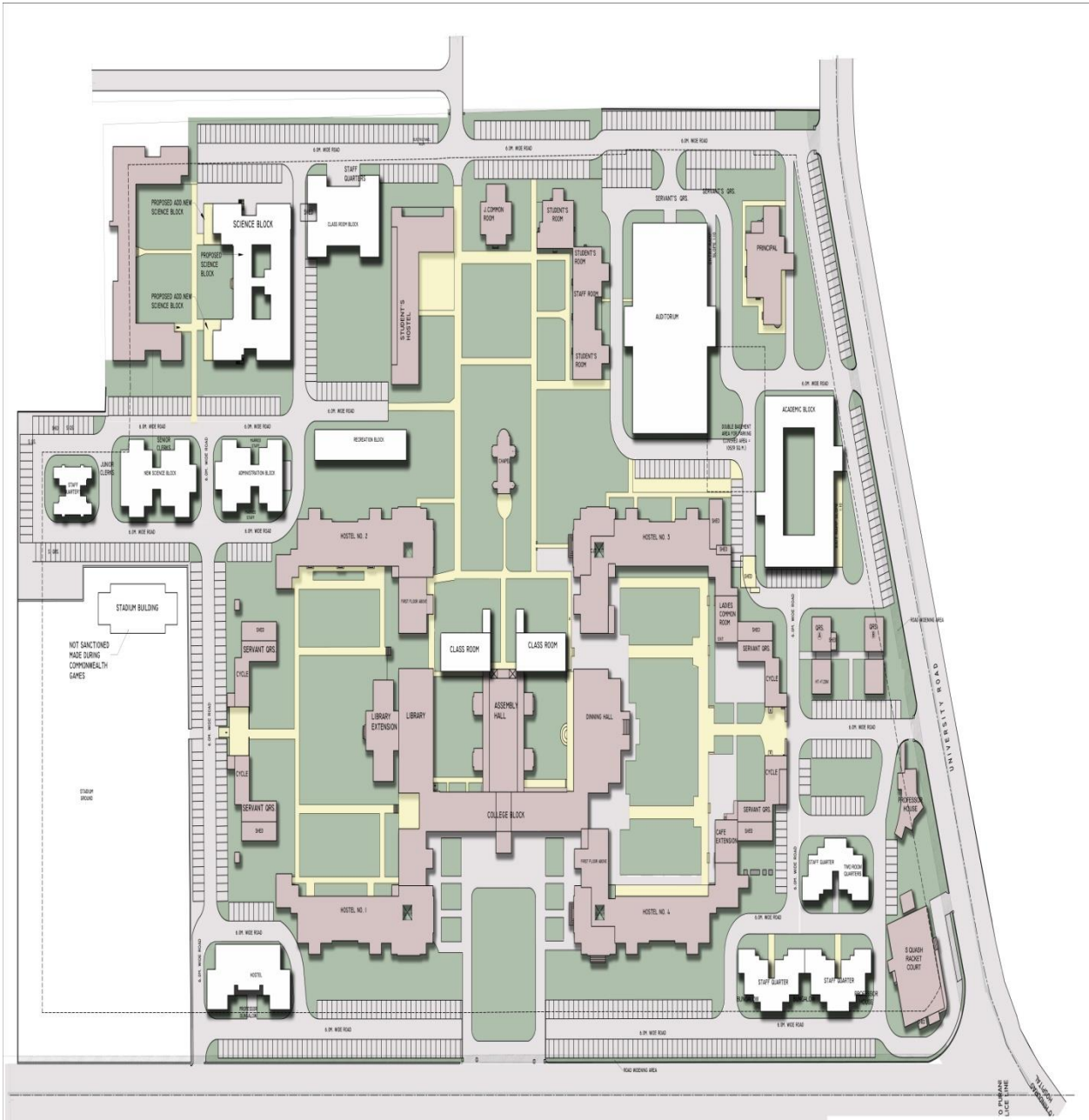
- We have to pay attention to, and provide for, Faculty Development Programmes. There is hardly any provision for this crucial area of College life. There are, as of now, no funds at the disposal of the Principal to enable him even to meet groups of teachers informally/socially (over tea/lunch/dinner) to keep them enthused and to transfer a vision to them.
- Recently, Principal has made a large number of fresh appointments (For 8 long years no appointments had been done and teaching was being done by a bevy of 31 ad hoc teachers! Nothing more would have been required to ensure the total demoralization and destruction of the College than the continuation of this system!). Many of the new recruits are from outside the system. They need to be nurtured. It is a tall order. We need to plan some programmes to cater to this need.
- How do we make our College a place of serious intellectual pursuits? How do we shift from warehousing information to producing knowledge? Without this shift, our College shall soon lose it sheen. Brand-value is not like diamonds (which, they say, are forever!). It can wax and wane by the moon!
- Common spaces, generalized v/s specialized spaces. Unlike spaces allotted to individuals in other institutions (which often lie unused), our college has had many common spaces accessible to one and all. It is however understood well that there always would be some specialized spaces (e. g. Library, Laboratories, Internet Resource Centre)
- Should college look for additional land (e. g. Mori Gate playing fields, land belonging to C. N. I.?)

- Should college build an academic guest house facility for visiting academicians, especially the alumni who have distinguished themselves in academics in the global arena and are willing to share their intellectual resources with the College for varying periods, provided we are in a position to offer suitable/acceptable local hospitality?
- Should we implement our academic plans in a phased manner? If so, what should be the sequencing?
- What should be the governance structure to implement the strategic plan?
- Should the college set up a trust to implement the master plan?

### **Options**

- We may **SET UP AN** Implementing Agency such as a "Trust", suitably structured and manned by persons well versed in academics, management / administration, accountancy, architecture, catering, etc, and drawn from the alumni and Friends of St Stephen's College at home and abroad. This will need a Charter, Chairperson, Secretary and a Treasurer, at the very least.

# The Master Plan for the College



St. Stephen's college master plan



## **6 Declaration by the Head of the Institution**

**I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.**

**The SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced**

**I am aware that the Peer team will validate the information provided in the SSR during the peerteam visit.**

**The Rev. Dr. Valson Thampu  
Principal**

**Place: Delhi**

**Date: 17 April 2015**