



Action Taken Report 2024-2025

1. The AQAR 2024–25 was successfully submitted to NAAC within the prescribed timeline.
2. As the University ushered in the third year of NEP 2020 implementation, the IQAC conducted orientation and counselling sessions to familiarise students with the academic framework and support them in making informed programme and course choices.
3. The IQAC served as an effective coordinating interface among academic departments to ensure the seamless implementation of the UGCF choice-based curricular structure.
4. The IQAC introduced the College's first-ever Bridge Course Programme on 3–4 September 2024, designed to help incoming students transition smoothly from school curricula to collegiate academic expectations, while also introducing them to essential aspects of higher-education preparedness.
5. A landmark Induction Programme for newly recruited faculty members was organised by the IQAC on 3 August 2024. The day-long programme provided an overview of the institution's vision and mission, emerging priorities in higher education, student mentorship in the 21st century, workplace policies on sexual harassment, and work-life experience in JMC.
6. To strengthen international collaborations, a student exchange programme between Liverpool Hope University (UK) and Jesus and Mary College (University of Delhi) was facilitated. Nine students and three faculty members from Global Hope undertook a week-long academic visit to the College.



7. An academic delegation comprising 18 students and professors from the Blanquerna Foundation – Ramon Llull University, Barcelona, Spain visited Jesus and Mary College on 5 July 2024 as part of their institutional project. Led by Prof. Miquel Ángel Pulido, Prof. Maria del Pilar Muro Sans, and Fr. Joby Kappiparambil MST, the visit, initiated discussions for an MoU aimed at advancing mutual academic interests and fostering future collaborations.
8. During the 2024–25 academic year, the College Library was encouraged to expand its holdings with the acquisition of 214 new books, bringing the total collection to 57,475 volumes, and subscribed to 67 print journals, including 17 international titles.
9. Digital learning resources were further strengthened through the N-LIST (INFLIBNET) subscription, providing access to a wide range of e-journals and e-books. Wi-Fi bandwidth was enhanced and access to the Delhi University Library System (DULS) was improved.
10. A dedicated workspace only for faculty was established to support academic and scholarly activities.
11. An orientation programme was conducted using an interactive projector to acquaint students with library services and the OPAC facility.
12. The web-based ERP portal for capturing, analysing, and reporting data from students, faculty, departments, and societies was further streamlined to meet institutional reporting requirements for NAAC, NIRF, AISHE, and other frameworks. The portal was also upgraded to process students' course selections under the NEP structure.



13. The IQAC facilitated faculty promotion processes, resulting in the following advancements:

- Five Associate Professors promoted to Professor (Academic Level 14)
- Eleven Assistant Professors promoted to Associate Professor (Academic Level 13A)
- Two Assistant Professors promoted from Academic Level 11 to Academic Level 12

14. Infrastructure maintenance and periodic servicing of safety and security equipment were carried out systematically through qualified professionals.

15. Several talks, seminars, and special lectures were organised on themes related to quality enhancement in higher education, research and publication ethics, assessment processes, and community engagement.

16. In collaboration with the Delhi Police for Project Sugam, contributing to the construction of a public washroom near the Kamla Market Police Station.

17. Extensive community outreach initiatives from April 2024 to March 2025 were organised, focusing on social responsibility and student empowerment.

- a. The Community Engagement Centre (CEC) supported income-generation activities for women through fabric-flower making and phenyl production, and conducted children's summer camps.
- b. The National Cadet Corps (NCC) promoted discipline and civic responsibility through voter-awareness campaigns, plantation drives, national camps, and other activities, with cadets earning notable distinctions.

18. With the support of the Administration and IQAC, the following programmes were conducted:



- a. **JMCEP** provided academic support to underprivileged children and organised donation drives (diyas, books) and creative workshops.
- b. **NSS** undertook community-development activities, including cleanliness drives, donation campaigns, and awareness sessions on menstrual health and animal welfare.
- c. **AICUF** fostered social consciousness through retreats, debates, donation drives, and events celebrating women's leadership.
- d. **Enactus JMC** implemented sustainable social-entrepreneurship projects, including soap recycling, eco-brick construction, and paper recycling, in collaboration with organisations such as Andaz by Hyatt and the Delhi Police.
- e. The **Department of Vocational Studies** organised visits to special schools, gift-distribution drives, and menstrual-hygiene awareness sessions.
- f. The **Department of Sociology**, in collaboration with Ehsaas, conducted a clothing-donation drive for residents of Sanjay Camp, with a focus on distributing summer wear.

Collectively, these initiatives underscore the College's commitment to fostering an inclusive, equitable, and socially responsive academic environment.

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