



LADY SHRI RAM COLLEGE FOR WOMEN
University of Delhi

DEPARTMENT PROFILES 2015

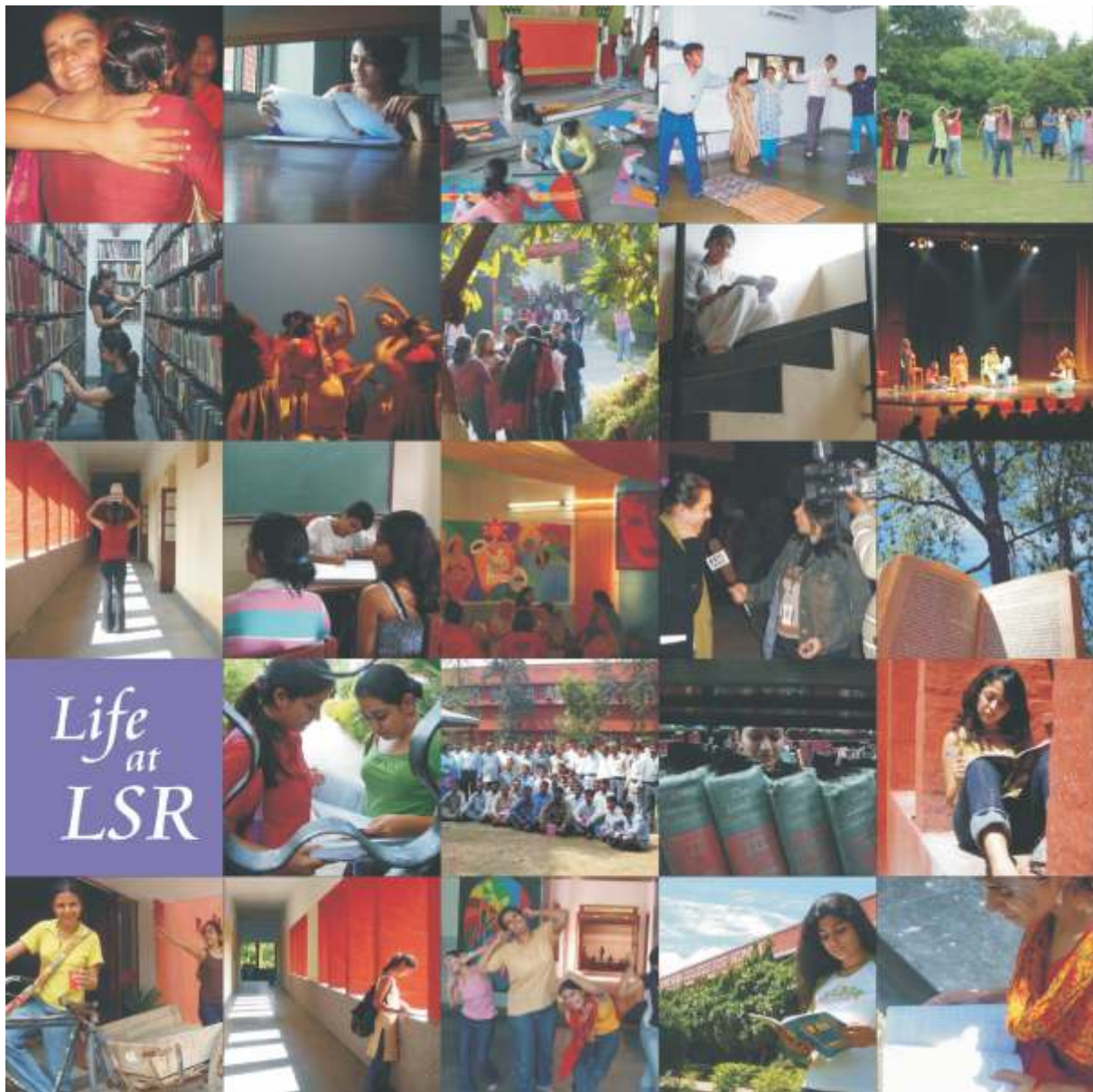
SUBMITTED TO
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE

May Brahman protect us both
The Preceptor and the Disciple
May it nourish us both
May this energy inspire us towards knowledge
May we become illumined by our learning
May love and harmony dwell amongst us
May peace abide.

– College Prayer

Sá vidyá yá vimuktaye
That alone is knowledge which leads to liberation

– College Motto



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Introduction

Lady Shri Ram College for Women (LSR) has long been recognised as a premier institution of higher learning for women in India. A centre of academic excellence and achievement, it is today one of the finest institutions for Social Sciences, Humanities and Commerce, while also offering a B.Sc. Programme in Mathematics and Statistics. Professional Courses like Elementary Education, Journalism and the flagship diploma course in Conflict Transformation and Peace Building are among its strengths. Located at the cutting edge of knowledge, LSR has not just kept pace with the changing world but has been the pioneering spirit behind many innovations in the field of education.

Established in 1956 in the capital city of India, by the late Sir Shri Ram in memory of his wife, the college had its modest beginnings in a school building in Daryaganj with 243 students, 9 faculty, 4 support staff and 3 distinct courses of study. Today, the college is located in a beautiful 15 acre campus in South Delhi, has about 2400 students, 120 faculty members, 80 administrative and support staff and 15 departments. In the early years, LSR provided a safe haven for young girls from conservative families who would otherwise be denied quality higher education. Today young women, flock to the college from not just every part of India but from several other neighbouring countries too. LSR has established its reputation as a training ground for women achievers who have broken the glass ceiling in different areas of endeavour.

One of the most important strengths of the college is the faculty which is known for its professionalism and commitment. The emphasis is on innovative pedagogic practices which encourage students to think critically. The college fosters a spirit of academic excellence, informed by humanism and a celebration of diversity and inclusivity. The vision is to empower young women to be leaders and change agents who are at the same time sensitive to social issues and problems. LSR perceives the real challenge to be that of infusing in students a sensibility that can differentiate between just making a career and having a vocation.

Preparing the Department Profiles has made it abundantly clear that it is the classroom and the time spent by the teachers with their students that is the heart and soul of undergraduate education. While LSR is divided into fifteen departments, it has become rather evident that these boundaries are of limited significance. Being primarily devoted to humanities and social sciences, the pursuit here is to gain an understanding of the multifaceted and deeply interconnected nature of the society that we live in. This necessitates that the departments in LSR be ever cognisant of these subtle and integral linkages. This volume of Department Profiles attempts to celebrate and record the calibre of the fifteen departments of LSR.

The distinguished faculty of LSR and its many achievements, the vast body of alumnae, the academic activities of the faculty that go much beyond academic publications, all have found their way into this volume. Nearly six decades of consistent hard work and imaginative engagements with higher education has been possible due to the sustained efforts of the departments of LSR. Their history, specific pedagogical practices and their vision for the future provide a thrilling insight into this great institution. It is here that the 'magic of LSR' is created every day – through every single lecture and tutorial, by every single teacher and student.





Acknowledgements

It has been a pleasure to put together this volume of Department Profiles, particularly as it reflects the collective work of the college community.

We have been encouraged and supported in this endeavour by Dr. Suman Sharma, Principal, LSR and would like to thank her for her help and guidance in this mammoth task. She responded with alacrity to our innumerable appeals and ensured that all the material we required was made available.

We are also grateful to Dr. Sanjoy Roy Chowdhury, Vice Principal, who has provided constant support and assistance particularly with requests for infrastructural help.

This report has been put together by a large and dedicated group of faculty members and students assisted by the non-teaching staff. It has been a collective endeavour and we would like to thank all our colleagues for answering our persistent queries, questionnaires and e-mails.

Each teacher-in-charge conducted several rounds of brainstorming sessions characterised by intense debate and discussion, before putting together a profile that truly reflects the uniqueness of each department.

The profiles were then collected and a consolidated document was put in place through the tireless efforts of the members of the steering committee assisted by a core group of faculty members who assisted the committee at every step. In addition, we would like to acknowledge the work put in by Dr. Parul Bansal, Ms. Deepika Papneja and Ms. Amrita Pain who came to our rescue at the last crucial stage in the preparation of this report.

Our students, as always, came forward to help. They worked with us through holidays and after college hours willingly and cheerfully. We would like to place on record a special appreciation for the following: Varuni Sethi, Swastika Jajoo, Yamini Bhagat, Muskan Sandhu, Tanya Nagar, Abhilasha Mansata, Thinley Chodon, Arnisha Dabley, Sneha Harsh, Ayushi Jain, Sana Jamal, Charul Katiyar, Tushali Paliwal, Shaina Ahluwalia, Sruthi Vanguri, Shriya Agarwal, Sijan Thapa, Ria Saraf, Pooja Parakh, Anjana Dahiya, Vaidehi Mishra, Krishna Priya Choragudi, Shagorika Das, Suruchi Tripathi and Rhea Khosla.

This volume has drawn a great deal from the monographs prepared by each department of the college to mark the Golden Jubilee celebrations of the college in 2006. These monographs as well as the various annual reports, compiled records and archival resources put together by our colleagues over the years, proved invaluable.

We would like to thank ELSA and eminent artist, Ms. Arpana Caur, whose beautiful creation 'Water Weaver' graces the cover of this volume that focuses on the departments of LSR. Tina Rajan, another alumna, has taken care of the layout and design of this volume as well as the Self-Study Report and we would like to thank her.

It gives us great pleasure to thank Shri Arun Bharat Ram, the Chairman of the Governing Body of LSR college who has taken a keen interest in every aspect of the functioning of the college and has been an inspiration with his dedication to the cause of higher education.

Words are inadequate to express our gratitude to Dr. Meenakshi Gopinath, under whose guidance we started on this journey of putting together the Department Profiles. Her visionary leadership and commitment have motivated both faculty and students to create an ethos of excellence, as is reflected in this volume that records the profiles of the fifteen departments of LSR.

Finally, we would like to acknowledge with gratitude all the faculty, students, administrative staff, karamcharis and members of the larger community who have been associated with the college in varied ways, and have contributed to the making of this institution.

NAAC Steering Committee

Abbreviations

| | |
|----------|---|
| AIR | All India Radio |
| ASSK | Aung San Suu Kyi Centre for Peace |
| B.El.Ed. | Bachelor of Elementary Education |
| CBCS | Choice-Based Credit System |
| CBSE | Central Board of Secondary Education |
| CDP | Child Development Programme |
| CEO | Chief Executive Officer |
| CIE | Central Institute of Education |
| CII | Confederation of Indian Industry |
| CSR | Corporate Social Responsibility |
| CTPB | Conflict Transformation and Peace Building |
| DU | University of Delhi |
| ECA | Extra-Curricular Activities |
| ELSA | Ex-LSR Students' Association |
| EVS | Environmental Studies |
| FAEA | Foundation for Academic Excellence and Access |
| FYUP | Four Year Undergraduate Programme |
| GBM | General Body Meeting |
| HR | Human Resources |
| ICHR | Indian Council of Historical Research |
| ICRIER | Indian Council for Research on International Economic Relations |
| ICSE | Indian Certificate of Secondary Education |
| ICSSR | Indian Council of Social Science Research |
| ICT | Information and Communications Technology |
| IGNCA | The Indira Gandhi National Centre for Arts |
| IGNOU | Indira Gandhi National Open University |
| IIM | Indian Institute of Management |
| IIT | Indian Institute of Technology |
| IMF | International Monetary Fund |
| ISI | Indian Statistical Institute |
| IT | Information Technology |
| JNU | Jawaharlal Nehru University |
| LSR | Lady Shri Ram College for Women |

| | |
|------------|---|
| NABARD | National Bank for Agriculture and Rural Development |
| NCC | National Cadet Corps |
| NCERT | National Council of Educational Research and Training |
| NCTE | National Council for Teacher Education |
| NCR | National Capital Region |
| NGO | Non-Governmental Organisation |
| NGMA | National Gallery of Modern Art |
| NSO | National Sports Organisation |
| NSS | National Service Scheme |
| NSSO | National Sample Survey Office |
| OIP | Office of International Programmes |
| PwD | Persons with Disability |
| RBI | Reserve Bank of India |
| REACH | Reaffirming Equity, Access, Capacity and Humanism |
| RSBY | Rashtriya Swasthya Bima Yojna |
| SC | Scheduled Caste |
| SEBI | Securities and Exchange Board of India |
| SCERT | State Council of Educational Research and Training |
| SPIC MACAY | Society for the Promotion of Indian Classical Music and Culture Amongst Youth |
| SRF | Senior Research Fellowship |
| SSR | Self-Study Report |
| ST | Scheduled Tribes |
| TIC | Teacher-in-Charge |
| TIFR | Tata Institute of Fundamental Research |
| TISS | Tata Institute of Social Sciences |
| UGC | University Grants Commission |
| UNICEF | United Nations Children's Fund |
| VAPP | Voluntary Agency Placement Programme |
| VIMHANS | Vidyasagar Institute of Mental Health, Neuro and Allied Sciences |
| WDC | Women's Development Cell |
| | |
| | |

PRINCIPAL'S PROFILE

Dr. Suman Sharma, Principal, Lady Shri Ram College for Women completed her Ph.D in South Asian Studies, from the Centre for South East Asian Studies, School of International Studies, Jawaharlal Nehru University, New Delhi, India (2001) after completing her M. Phil. in Political Science from the University of Delhi in 1983.



Dr. Suman Sharma
Principal

She has been closely associated with several social activities on women specific issues, particularly, activities pertaining to the widows of *Vrindavan* (Uttar Pradesh) and Women Self Help Groups in rural Delhi and *Sawai Madhopur* District in Rajasthan. Her deep commitment to the cause of the poor and vulnerable impelled her to teach in *Anubhav Shiksha Kendra* (a Centre for Children from a vulnerable section of society – slums) in Delhi Public School, R.K. Puram for several years in an honorary capacity. Her proactive scholarly pursuits have taken her to several international conferences on crucial and topical subjects. She was a member of the Indian contingent that participated in the launch of the Women's Forum of India-Brazil-South Africa in Johannesburg, South Africa in 2006 where she made a presentation on Women Self Help Groups in rural Delhi.

She was an elected member of the Academic Council of University of Delhi for 2012 – 2014. She has also been actively associated with a number of Committees of the University of Delhi and the University Grants Commission. She also served as OSD-Principal in Dyal Singh College (Evening) of Delhi University.

E-mail: sumandmg@hotmail.com; principal@lsrcollege.org

Honours and Awards

- Nominated as a Mentor of Research Fellow working on South Asia by the Indian Council of World Affairs (ICWA), New Delhi, 2012
- Received a Plaque of Honour instituted by the International Congress of Women for contribution to Gender Issues, 31st March, 2009
- Selected for the Indo-Sri Lankan Cultural Exchange Programme by Indian Council Social Science Research (ICSSR), Ministry of HRD, Govt. of India, 1998

Fellowships/Grants/Research Work

- University Grants Commission (UGC) Major Research Project on Climate Change (2012-2014)
- Module on SAARC for Mid-Career (on-line) training programme for IFS Officers of Director rank, for Ministry of External Affairs (MEA), Govt. of India, 2009
- Evaluation of Mission Convergence Scheme: GKC Project, Department of Administrative Reforms and Public Grievances, Government of India, 2008-2010
- Minor Research Project on Widows of Vrindavan – Guild of Service, 2002-2004

DEPARTMENT PROFILES 2015

- ICSSR Fellowship to visit Bangladesh and Nepal, 2000
- Nominated by the Indian Council for Social Science Research (ICSSR) for Indo-Sri Lankan Cultural Exchange Program to visit Sri Lanka, 1998
- University Grants Commission (U.G.C.) Minor Research Project – South-South Cooperation and the New World Order, 1983

Membership of Academic Bodies

- Elected Member of Academic Council, University of Delhi (Jan 2013- Jan 2015)
- Member, Standing Committee of Academic Council, University of Delhi (Jan 2013- Jan 2015)
- Member, Internal Complaints Committee, University of Delhi (was appointed as per the Sexual Harassment Act 2013)
- Member, Admission Grievance Committee, University of Delhi, 2013-2014
- Member, Admission Committee, Faculty Law, University of Delhi, 2013-2014
- UGC Nominee, ASD Government Degree College for Women, Kakinada, East Godavari District, Andhra Pradesh (India), 2016
- Member, International Collaboration Committee, University of Delhi, 2015
- Member, UGC Expert Committee on Construction of New Women Hostels, 2014
- Head, Cluster-Colleges collaboration with Disaster Research Programme, Trans-Disciplinary Research Programme, Jawaharlal Nehru University, 2015

Membership of Professional Bodies

- Life Member, Indian Political Science Association (IPSA)
- Member, International Studies Association (ISA).
- Associate Member, Institute of Defense Studies and Analysis (IDSA).
- Member, Network of Asia Pacific Schools and Institutes of Public Administration and Governance (NAPSIPAG)

Publications

Books

- Sharma, S. & Gupta, Rajneesh Kumar (2014). *Bharat aur Dakshin Asia mein Kshetravad*. Delhi: Book Age Publication. (ISBN: 978-93-83281-38-1).
- Sharma, S. (2014). *South Asian Regionalism: Past Trends and Present Predicament*. Delhi: Shree Kala Prakashan (ISBN 81-86038-78-7).
- Sharma, S. & Kumar, P. (2013). *Women and Work*. Delhi: Shree Kala Prakashan. (ISBN 81-860-38-30-2).
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Articles in Books/Journals

- Sharma, S. (2014). Ancient India and Regional Cooperation in Asia. *World Focus*, Vol. 417, Sept., 3-8. (ISSN No. 2330-8458).
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- Sharma, S. (2012). Environmental Issues and SAARC Initiatives. *World Focus*, Vol. 387, March, 13-18. (ISSN No. 2230-8458).
- Sharma, S. (2011). Higher Education: Recent Reform Initiatives in India. In Sharif As-Saber, Rumki Basu, Raza Ahmad, R.F.I. Smith, and Ahmand Martadha (Eds.). *Governance and Human Capital* (159-170). New Delhi: Sterling Publication. ISBN: 10: 8120757785 ISBN 13: 9788120757783
- Sharma, S. (2011). India and SAARC in the Post-Cold War Phase. *World Focus*, Vol.383-384, Nov-Dec, 880-886. (ISSN: 2330-8458)
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Paper Presentations in National/International Seminars:

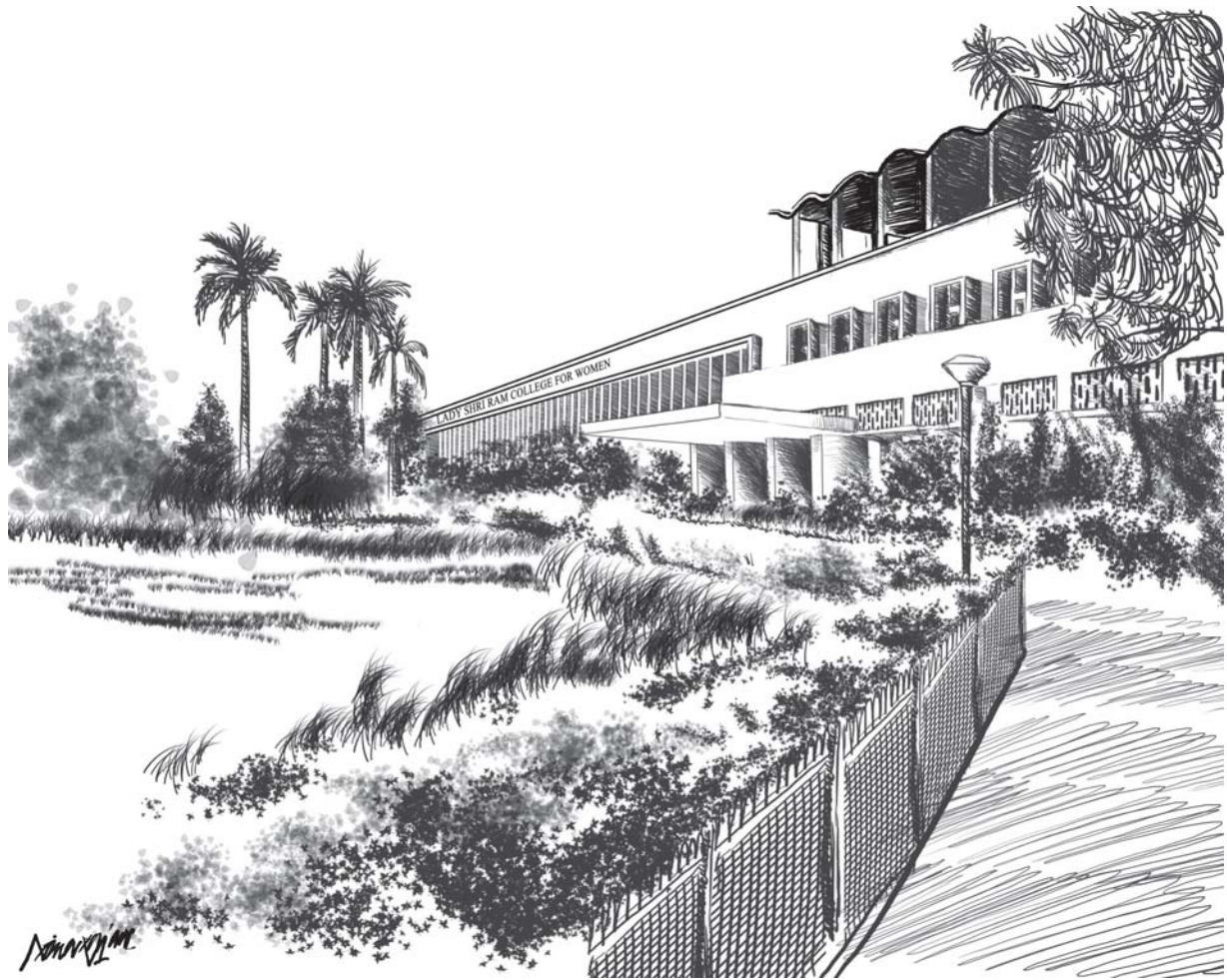
- Sharma, S. (2015). *Women, Justice and Human Rights: A Case Study of Widows in South Asia*. ISA Human Rights Joint Conference, The Hague, The Netherlands, June 8-10, 2015.
- Sharma, S. (2014). *Climate Change Mitigation through Renewable Energy*. Conference on Asian Governance Paradoxes of Development at NAPSIPAG and Policy Research Centre, Bangladesh, December, 2014.
- Sharma, S. (2014). *South-South Cooperation in Renewable Energy-A case study of South Asia*. Global International Studies Conference organized by World International Studies Committee and Goethe University, Frankfurt, Germany, August 6-9, 2014.

- Sharma, S. (2013). *Challenge of Climate Change: A South Asian Response*. British International Studies Association (BISA) Annual International Conference, International Studies Associations, Edinburgh, 2013.
- Sharma, S. (2013). *Public Service Delivery for Under Privileged: A case study of Widows in Vrindavan*. National Seminar on Making Democratic Governance Work: Reinventing Public Service Delivery System in India, Jamia Milia Islamia Central University New Delhi, November 5-6, 2013.
- Sharma, S. (2012). *Millennium Development Goals (MDGS) and South Asia*. 9th International Conference organized by Sri-Lanka Institute of Development Administration (SLIDA) and NAPSIPAG, Colombo, Sri Lanka, December 12-14, 2012.
- Sharma, S. (2011). *Issues and Challenges in International Environmental Politics*. Conference on Emerging Nature of Indian Politics at Fifty Fourth Annual Political Science Conference Associations (IPSA), Lucknow, UP, December 28-30, 2011.
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- Sharma, S. (2011). *Climate Change-An Existential Threat to Human Security in South Asia*. International conference organized by the World International Science Committee (WISC) and International Studies Association (ISA), University of Porto, Portugal, 20th August 2011.
- Sharma, S. (2011). *Climate Change in South Asia and Regional Initiatives: A case Study of South Asian Association for Regional Cooperation (SAARC) Initiatives*. Presented in the Panel 'Environmental Governance: Is Regional the New Global?' 53rd Annual Convention of International Studies Association, Montreal, Quebec, Canada, March 15-19, 2011.
- Sharma, S. (2011). *Non-traditional Threats to SAARC*. National Seminar Strengthening Cooperation in SAARC: In the Context of Non-traditional Security Threats, organized by South Asia Studies Centre, University of Rajasthan, Jaipur, 11-12 February, 2011.
- Sharma, S. (2010). *Empowerment of the Poor and Vulnerable-An Assessment of Mission Convergence*. International Conference on Reaching Out to People: Achieving Millennium Development Goals through Innovative Public Service Delivery, organized by Institute of Management in Government in Trivendrum, Kerala, 11-13 December, 2010.
- Sharma, S. (2009). *Recent Reform Initiatives in Higher Education in India*. International Conference on Human Capital and Good Governance: Transition towards Knowledge-based Development and Well-being organized jointly by Network of Asia-Pacific and Institutes of Public Administration and Governance (NAPSIPAG), Ministry of Higher Education, College of Law and Government and International Studies Conference, Malaysia, 11-13 December, 2009.
- Sharma, S. (2007). *Women Self Help Groups in Villages of Delhi*. IBSA Women's Forum, Johannesburg, South Africa, October 2007.
- Sharma, S. (2007). *Relevance of SAARC*. UGC sponsored National Seminar organized by Dyal Singh College (University of Delhi), New Delhi, India, March 2007.

- Sharma, S. (2006). *India and SAARC in post-cold war phase*. UGC sponsored National Seminar organized by the Social Science Forum, S.C. Jain College, Ambala, Haryana, India, October 2006.
- Sharma, S. (2005). *SAARC and Terrorism*. International Conference organized by Hindu College, Moradabad, U.P., India in December, 2005.
- Sharma, S. (2001). *Human Development in South Asia*. Conference organized by SAARC Federation of University Women, June 2001.

Others:

- Delivered a lecture 'Disaster Research Programme' at the National Seminar on Exploring Social Sciences Tools on the theme 'Role of Youth and Colleges in Disaster Preparedness', organized by Disaster Research Programme and NDMA, September 21, 2015.
- Chair of the panel 'Energy Politics' organized by the World International Studies Committee and Goethe University, WISC Fourth Global International Studies Conference, Frankfurt, Germany- August 6-9, 2014.
- Discussant on the panel 'New approaches to Ecology and Environment', organized by the World International Studies Committee and Goethe University, WISC Fourth Global International Studies Conference, Frankfurt, Germany- August 6-9, 2014.



Department Profile

COMMERCE

Lady Shri Ram College for Women



HISTORY

The department of Commerce was started in the year 1976 under the visionary leadership of Dr. S.M. Luthra, the then Principal. She began the course under the able guidance of the founder faculty member, Dr. Usha Vaish. The course was initiated with one faculty member at a juncture when Commerce as an educational choice was a distant one for women. However, today in a changed scenario where glass ceilings have been shattered and where women are making waves in the corporate and entrepreneurial arenas, Commerce has become one of the most sought after courses in LSR.

The department ensures the rigour of the academic programme and the faculty strive to coalesce imagination and learning with creativity and innovation. The thrust is towards challenging young people to explore alternative ways of being and seeing and to unite the language of critique with the language of possibility. The attempt is to imbue the teaching-learning process with the sensitivity that reconciles excellence with humanity, a pedagogy that can break free of rhetoric, shatter myths and rescue imagination and intuition, using them as resources to conceive and initiate change.

The department of Commerce creates a stimulating environment for the academic growth of its students. The faculty members are known for their expertise in finance and organisational behaviour and they impact their students not just by their practical knowledge on the subjects but also through regular talks, paper and computer presentations and field trips.

The department's objective in Commerce education is not only to promote Commerce but also to provide the right kind of work ethics, professional expertise and leadership in all spheres of life. The acronym of *Lakshya, Sadhana and Rachna* often associated with LSR is the essence of imbibing leadership through social responsibility.

By 1977-80, with Dr. Madhu Vij (who left later to join the Faculty of Management Studies), Dr. Savita Gopal, Dr. Poonam Mukim and Dr. Kusum Gupta, the strength of the department became four. With a student from the first batch, Dr. Maninder Duggal, coming back as faculty member and later joined by Dr. Sunaina Sardana and Ms. Jyotsna Arora, the department of Commerce became a small and cohesive group. In 2004, Dr. Poonam Mukim left the college to become a successful entrepreneur.

In July 2005, Dr. Arvind Kumar joined the department and the strength of the department was restored to six.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of Commerce is given below. The details of research publications, awards, scholarships, fellowships, and consultancies are provided in the college Self-Study Report 2015.



Dr. Savita Gopal - Associate Professor

Dr. Savita Gopal was awarded a Ph.D. for her research on 'Risk and Growth Relationship in Industry' in 1987. Her areas of specialisation are Finance and Accounting. Dr. Gopal has also been associated with post-graduate teaching at the University of Delhi. Dr. Gopal has been the Secretary, Staff Council and the Director of the Residence Hall.

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Dr. Kusum Gupta - Associate Professor

Following a post-graduate degree from the Delhi School of Economics, Dr. Kusum Gupta pursued her doctoral research on 'Critical Study of Performance and Progress of Syndicate Bank since 2000'. Her areas of specialisation are Accounting and Finance.

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Dr. Maninder Duggal - Associate Professor

Dr. Maninder Duggal obtained a post-graduate degree from the Delhi School of Economics, and later earned a doctoral degree for her research on 'Crisis in Middle Management'. Her area of specialisation is Management. She heads SIFE (Students for Free Enterprise), now called *Enactus*, LSR Chapter. She is the convenor of the Examination Committee.

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Dr. Sunaina Sardana - Associate Professor

Dr. Sunaina Sardana obtained her Ph.D. following her research on the topic 'Organizational Climate in the Public Enterprises in India'. She has also been involved with post-graduate teaching at North and South Campus of the University of Delhi. Dr. Sardana has been the Bursar of the college and is a Faculty Advisor to the Students' Union.

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Ms. Jyotsna Arora - Associate Professor

Ms. Jyotsna Arora joined LSR after obtaining her M.Com. degree. Her areas of specialisation are Microeconomics and Finance. Ms. Arora is also the general secretary of SAVERA, an NGO for differently abled children. She is the convenor of the Cafe Committee.

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Dr. Arvind Kumar - Assistant Professor

Dr. Arvind Kumar completed his Ph.D. from Dayalbagh Educational Institute, Agra following a Master of Business Management. He is a Certified Entrepreneur Educator from Stanford University, USA. His areas of research include Retention Management, CSR, Crisis Management, Recruitment, Careers & Academia Institute Interface. He has been an advisor to the College Placement Cell.

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CURRICULAR ASPECTS

The revised B.Com. (Hons.) course is intended to prepare the students to gain productive employment in business houses after graduation while also giving them an option for higher education. This course aims to provide knowledge and skills in almost all areas of business and to equip the students to take up entry-level jobs in different sectors of Commerce, Trade and Industry. B.Com. (Hons.) is a terminal degree for a large number of students who may join areas of business like Sales and Marketing, Accounts and Finance, Human Resource Development etc.

Unlike most developing nations, India is gifted with a large and functional higher education system and a talented pool of high quality academics. Initially, the focus of education was to shape youth for quasi-clerical jobs in government and public sector enterprises, but with the changing times, the need for holistic development of the student community has increasingly been realised.

The current generation is technology driven, needs latest information and prefers to keep itself abreast of the dynamic environment. The syllabus of the department of Commerce has been revised over time to suit the needs of the current generation. The subjects are more exhaustive, provide better comprehension and enhanced coverage of the topics covered. The course has become more professional. It also requires students to undergo training in companies so as to provide a taste of the corporate culture for which they are preparing themselves.

In practical life, areas like accounting are now managed with the help of various kinds of software. Technology has replaced manual accounting and considering this, in addition to teaching the traditional ways of preparing accounts, the students are now provided a hands-on experience on

the most commonly used accounting software, Tally. E-commerce is the buzzword today. The growing popularity of usage of various websites via internet for daily chores like shopping, building and maintaining contacts, has made it imperative to keep oneself abreast of the latest technological advancements.

Subjects like Statistics provide practical exposure to students and aid in qualifying them in the area of research. Marketing gives an insight into the various related concepts. It also helps in understanding the basic difference between the concepts of selling and marketing which are usually used interchangeably by a novice. Advertising and Personal Selling helps to comprehend the new tactics used by companies along with their effectiveness which is also evident from everyday life.

The increased importance of a grasp on language and the knack of interaction demand a knowledge and command of business communication. Various guest lectures and personality development workshops are organised to make the students more employable.

The success of any organisation is dependent on the talent pool it possesses, thus shifting the focus of companies to its human resources. Realising this, the subject Human Resource Management has been included in the syllabi to familiarise the students with the different activities involved with respect to the HR function of an enterprise along with its significance and process. This will enable the students to take care of the asset pool of the organisation, their acquisition, training, development and retention.

The course has been made more inter-disciplinary with the inclusion of subjects like Politics, Ethics, Corporate Governance, Hindi, Computer Language and the like, providing exposure in other fields to the students. Numerous options are now available to students so as to cater to their individual preferences and requirements like International Business, Tax Planning, Entrepreneurship and Small Business, Enterprise Business Solutions, Human Rights & Consumer Protection and Agricultural Marketing and Rural Credit.

TEACHING-LEARNING AND EVALUATION

The pedagogy adopted by the faculty makes them go beyond the curriculum. Guest speakers and experts on various subjects are invited to delve into their respective areas of expertise, broadening the horizon of the students and enlightening them on their areas of interest.

In the tutorials which are held regularly at LSR, the students are encouraged to discuss problems and raise practical questions not covered in the classroom. Peer group interaction and learning is also facilitated in the tutorials. The internal assessment system together with tutorials equip the students with subject knowledge reflected in the university performance at the external level.

The department of Commerce at LSR emphasises hands-on learning through projects, internships, seminars and workshops with experts drawn from both academia and industry. It actively organises talks, panel discussions, debates, paper presentations and industrial trips for its students. In the year 1996, it organised its first inter-college Meet. It was called 'Quest for Commerce' and soon *Comquest* became a permanent part of B.Com. (Hons.) students activities at LSR.

Even before the year 1996, inter-college activities and intra-departmental activities were a regular feature. Students attending *Comquest* have been fortunate enough each year, to hear talks by extremely renowned and distinguished speakers including senior members of management from the corporate sector.

The department has always emphasised on the overall growth and personality development of students. Besides inviting eminent academicians from various Universities and colleges, the department has also highlighted areas of communication, entertainment, sports and information technology.

Evaluation

Evaluation follows the University of Delhi criteria and has two primary purposes:

1. Internal evaluation: This is formative and meant to provide feedback to students to help them learn and perform consistently and
2. External Evaluation: This is summative and tries to measure student progress or achievement, in the context of the whole University.

The marking represents a combined assessment of each student's learning.

Internal Assessment System: Formative

In the initial years, internal assessment requirement was not there in the formal structure. The assessment at the college level was held for the practical papers on a topic wise basis and for theory papers on a regular basis. The University introduced the formal internal assessment system for inclusion of marks in the university mark sheet in the year 2002. Prior to this practice the college maintained internal assessment marks in a college register which was used as a basis for evaluating students as and when required.

The internal assessment system also included industrial tours and projects. Questionnaires were compiled covering various aspects of the business, e.g. the various batches across the years visited Cosco, Maruti Udyog, ONGC, Organic Farms, *Navdanya*, Liberty Shoes, Dairy Farms, Karnal, Kissan Squash, Suraj Kund Mela, Mechanised Farming Pant Nagar, and so on. Each batch visited at least two industries across the three year undergraduate programme and was assessed on their analysis of the business models.

External Assessment System: Summative

The DU evaluation system of the annual mode till the year 2011 and since then, the semester system have evaluated the students on the entire course. The overall evaluation of the students for the entire course with the annual/ semester examination for a subject paper provides a yard stick for the student's performance in the university. The paper setting and evaluation in this system moves outside of college giving a fairer review. Fortunately the students of LSR have performed well at the University level consistently.

Assessment Overview

How does one know if students are achieving the specific learning goals for a course? In recent years, instructors in a variety of fields have developed techniques of in-course assessment (also

called classroom internal assessment). These assignments typically can be completed quickly, and focus on three areas:

- Students' academic skills and intellectual development (e.g., do students have sufficient background knowledge or academic skills to move onto the next topic?)
- Students' assessments of their own learning skills (e.g., do students feel prepared to learn new material from the textbook, without classroom review?)
- Students' reactions to various teaching methods, materials, and assignments (e.g., do students believe the exams fairly cover the material stressed upon in class?)

Based on this feedback, faculty can adjust their teaching to help students learn. The following are some examples of assessment techniques:

- Rather than simply requiring students to do a number of problems for homework, the instructor asks students to solve a problem and also to write down step-by-step what they were thinking at each stage of the problem-solving process. Reading through these solutions gives an instructor a sense of how well the students are developing their problem-solving skills and can help the instructor determine how much class or section time should focus on improving this academic skill.
- This technique asks students to estimate, check, document, and reflect on how well they use study time. Using one assignment or activity, students estimate how much time it should take to finish the task and then monitor themselves as they complete the assignment. Afterwards they write a brief account of the process and the results. In reading these accounts, teachers can gain a sense of how well students use their time and whether students' learning skills are developed sufficiently to handle the course load. Students become much more aware of their habits regarding study time and this awareness usually encourages them to use their study time more effectively.
- The teacher ends class a few minutes early and asks one or two questions that students answer, on index cards or notebook paper, and hand in. The students are questioned on the main arguments made in a particular class, and are further asked whether they would want any points to be reviewed or clarified. Even in a large class, reading through student responses takes relatively little time. At the next class session, teachers can address questions or problems students have raised.

In short, good assessment techniques both assess and teach; the time spent doing such assignments helps students learn more effectively and efficiently.

RESEARCH

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Faculty Publications and Presentations

Dr. Arvind Kumar

Articles in Newspapers/ Magazines

- Kumar, A. (2012). Jobs No Bar. *The Times of India*, 2012.
- Kumar, A. (2011). Commercial Hits. *HT Horizons, Hindustan Times*. 23rd February, 2011.
- Kumar, A. (2010). It's Raining Jobs in DU this Time. *The Times of India*, 2010.
- Kumar, A. (2010). Left in the Lurch. *Metro*, 2010.
- Kumar, A. (2009). *Vikalpo ki Raah*. *India Today*. August, 2009.
- Kumar, A. (2009). More Firms Seek DU Interns. *Hindustan Times*. March, 2009.
- Kumar, A. (2008). *Safalta Ko Lakshya Jaroori*. *Amar Ujala*, November, 2008.
- Kumar, A. (2008). DU's Hot Recruit. *Hindustan Times*, 2008.

Papers Presented in National/ International Conferences

- Kumar, A. (2012). *Key Issues in Sports Marketing*, in 'Sports Economics and Vision of London Olympics', University of Delhi, 2012.
- Kumar, A. (2012). *Managing Resistance to Change*, in 'Change Management Conference' at DIT, Greater Noida, 2012.
- Kumar, A. (2012). *E-Commerce in India: Challenges and Opportunities*, National Birla College of Arts and Commerce, Kalyan, 28-29th February, 2012.
- Kumar, A. (2011). *A Study of Linkage Between Women Empowerment and Promotion of Women Entrepreneurship in India through Small Scale Industry*, in 'Entrepreneurship in Growing Economies', in MDS University Ajmer, January, 2011.
- Kumar, A. (2011). *Role of Micro Finance in Women Empowerment of Self-Employed Women in India*, Development Convention on MDGs, Hyderabad, January, 2011.
- Kumar, A. (2010). *Effective Retail Promotion through Point of Sale (POS) Information in India*, in 'Competitive Positioning in the Current Economic Perspective', CDAC Noida, on March, 2010.

Others

- Kumar, A. (2013). *FDI in India*, OWU, Delaware, OH, USA, 25th September, 2013.
- Kumar, A. (2013). *Partnering with Google*, Google India, Hyderabad, 24-26th June, 2013.
- Kumar, A. (2012). Panellist in Times Scholars. *The Times of India* Group, Noida, 3rd November, 2012.
- Kumar, A. (2012). *Self-Actualization and Women*, Indian Aviation Academy, Delhi, 31st May, 2012.
- Kumar, A. (2012). *Role of Women in the Corporate World*, Indian Aviation Academy, Delhi, 13th January, 2012.
- Kumar, A. (2012). *Motivation and Managing Stress*, NIAMAR, Delhi, 19th May, 2012.

DEPARTMENT PROFILES 2015

- Kumar, A. (2011). *Contemporary Issues in Commerce*, Amity International School, Delhi, 9th December, 2011.
- Kumar, A. (2011). *Contemporary Issues in Business*, Asia Pacific Institute of Management, New Delhi, 29th November, 2011.
- Kumar, A. (2011). *Industry Institute Dialogue*, Deloitte Faculty Meet, Hyderabad, 15th April, 2011.
- Kumar, A. (2010). *Interpersonal Relations and Conflict Management*, NIAMAR, Delhi, 10th March, 2010.
- Kumar, A. (2009). *Multiskilling and Productivity*, NIAMAR, Delhi, 30th October, 2009.
- Kumar, A. (2009). *Leadership, Attitude and Team Building*, NIAMAR, Delhi, 4th June, 2009.
- Kumar, A. (2009). *Motivation and Managing Stress*, NIAMAR, Delhi, 20th May, 2009.
- Kumar, A. (2009). *Careers Prospects in Commerce*, Uttam Girls School, Ghaziabad, 30th April, 2009.
- Kumar, A. (2009). *Interpersonal Relations and Conflict Management*, NIAMAR, Delhi, 18th March, 2009.
- Kumar, A. (2009). *Performance Appraisal and Counselling*, NIAMAR, Delhi 5-6th February, 2009.
- Kumar, A. (2008). *Multiskilling and Productivity*, NIAMAR, Delhi, 30-31st October, 2008.

STUDENT SUPPORT & PROGRESSION

The department of Commerce at LSR has recognised the importance of practical exposure for students since the very beginning and has been actively organising seminars, workshops, talks, panel discussions, debates, presentations and industrial trips for its students.

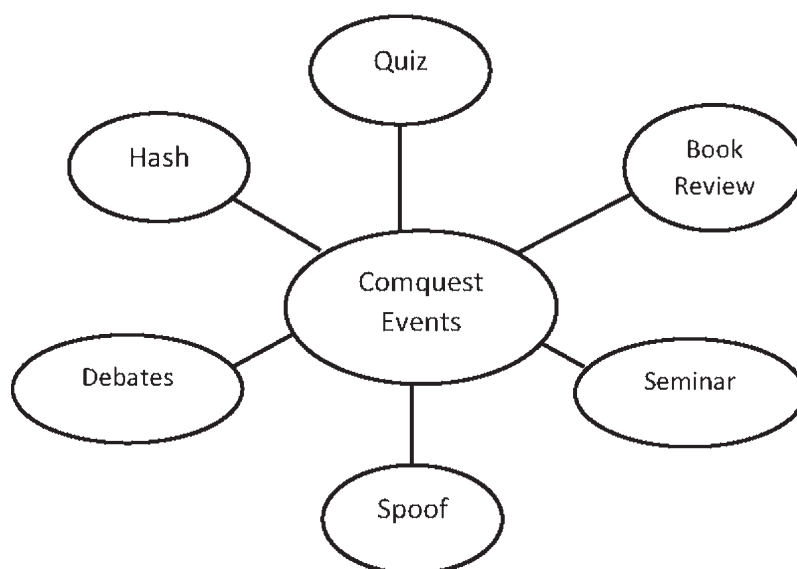
• **Comquest**

In the year 1996, the department organised its first inter-college Meet. It was initially called the *Quest for Commerce*, and soon *Comquest* became a permanent part of the Department Activities.

The main objective of *Comquest* is to spread practical knowledge with regard to the business world amongst the students of all fields. The guiding spirit of the event is the quest to learn. Students and faculty have been equally involved in inviting eminent speakers from various fields. Over the last eight years, *Comquest* has gone through a phenomenal change and growth. The number of students and faculty attending the event has increased manifold.

Panel discussions by 'Business Gurus', quizzing, debates, book-reviews, symposiums and informal events like *Hash*, which include Ad-making and Logo Guessing is what gives *Comquest* its distinctive character.

The department of Commerce has always emphasised on the overall growth and personality development of students and therefore has laid equal importance on academics and extra-curricular activities.



The events that constitute *Comquest* are a perfect balance of formal and informal events. Presentations, panel discussions and debates involve research work on the part of the students and speakers and test the power to communicate with an audience, whereas, rounds like Quizzing and *Hash* keep the fun element alive and require spontaneity and creativity from the participants.

During the year 2012-13, the theme of *Comquest* was 'Corporate Social Responsibility: A Gendered Perspective'. It was inaugurated by a pioneer in Social Responsibility, Padma Bhushan awardee Dr. Shyama Chona and Dr. Ritu Juneja, Director, *Tamanna*.

Comquest 2012-13 consisted of a National Seminar partly held at India International Centre and partly in LSR. Mr. Salman Khurshid, Prof. Dinesh Singh, Mr. Arun Bharat Ram, Dr. Vivek Suneja, Ms. Shweta Kohli, Mr. Sunil Munjal, Ms. Shivani Wazir Pasrich, Mr. Paresh Tiwari, Ms. Dilith Castleton and Mr. Anand Kurien were part of the Panel.

A book discussion on *The Art of Effective Giving* by R.M. Lala was followed by presentations by the students on the book, which led to a healthy discussion amongst students and the faculty.

Dr. Rekha Shetty who quit a career in the corporate world to ignite young minds and nurture thinking was invited to conduct a workshop titled 'Success through Innovation' as a part of *Comquest*.

Mr. Dalbir Singh, Chairman and Managing Director of Central Bank of India, emphasised that the biggest social responsibility of the banking sector is the nationalisation of banks, while Ms. Meena Chaturvedi, a civil servant and a member of the Indian Audit and Accounts Service discussed whether CSR should be mandated upon the companies or be left open as a voluntary option.

Comquest – 2014 was held on the 16th, 17th and 18th of October, on the theme of Foreign Direct Investment and saw a footfall of over 500 students from DU, as well as other renowned universities from other parts of the country. The inaugural talk was delivered by Dr. Amit Kumar, and was followed by a panel discussion on 'FDI: India and the In-Between' which involved a heated

debate between Mr. Dheeraj Mathur from PWC, Mr. Krishan Malhotra from Amarchand, Ms. Archana Nigam from the Ministry of Commerce, Mr. P.K. Purvar from MTNL and Ms. Kavita Krishnan from AIPWA. This was followed by an event called *The Evangelist*, which saw 26 teams using their PR and Marketing skills to market brands which were sliding. *Entrepedia*- the business plan event had participants defending their respective plans under different forms of governance. This was followed by *Quizinga*, LSR's first ever Business Quiz which was conducted by Quizmaster Kunal Savarkar and again saw an overwhelming response in spite of being a niche quiz. The event had over a 100 teams. *Buillon*, the *Mock-Stock*, was held with 100 participants trading in teams of two.

• Academic Congress 2014

As part of the Academic Congress of the college on Gender, the department organised an intra-department quiz on the theme of 'Understanding Gender' on the 6th of March 2014. This was an initiative to break age-old myths on the concept of gender.

In addition, the department hosted a Round Table on the theme of 'Redefining Responsibility-Beyond the Glass Ceiling'. The panelists threw light on the existence of the Corporate Glass Ceiling in the Indian Work Culture by sharing their own experience. The students prepared a small video-presentation discussing the theme and introducing the esteemed panelists: Ms. Mitu Samar, Mr. Pramod Bhasin, Mr. R.M. Sethi, Ms. Reema Nanavaty, Ms. Shahnaz Husain, Ms. Chhavi Rajawat, Mr. Rajnish Datta, Mr. Manav Subodh, Ms. Geetanjali Ghate and Ms. Jasmeet Srivastava. The speakers shared their thoughts on the theme and the floor was later left open to the audience to ask questions to the panellists.

A simulation of a business case study was a novel competition organised by the Department. Top 9 teams were selected on the basis of a preliminary round from a pool of entries from colleges across the country. The preliminary round was a business development project in Saudi Arabia with a prime focus on women. The event was one of the most anticipated business competitions. The three-four member teams were introduced to a woman entrepreneur and given a case study based on the woman's start-up. The teams brainstormed with the businesswoman to come up with creative solutions to the problems faced by the venture. This was followed by engaging presentations by the teams on the proposed solutions. The ventures by the women entrepreneurs included a cake-parlour, an organic-food store, a hair-clinic, online portals, a fashion label and an entrepreneurship incubation centre. The judges for the event included Dr. S. C. Panda, Associate Professor, Satyawati College, Dr. Abha Shukla, Associate Professor, Delhi School of Economics and Mr. Pranav Bhatia, Founder and Director ZIGEDU.

As part of the Academic Congress, the department of Commerce also organised an event called *Bol*, which was one of the highlights of the Congress. The event, which was centred on the burning LGBT community issue, saw wide participation from various colleges like Miranda House, GGS IP University, Ramjas College, Motilal Nehru College, NLU Ranchi, NLU Jodhpur, Symbiosis Noida and LSR. After a preliminary round to test their basic skills, 7 teams qualified for the final round. The final round was an audio-visual making competition with the movement for dignity and rights of the LGBT community as its theme. The teams had to come up with their interpretation of the issue and also provide the way ahead for the same. The esteemed judges for

the event were Ms. Pinky Anand (Senior Advocate), Ms. Rashmi Singh (Sociology teacher, Sardar Patel Vidyalaya) and Ms. Preeti Puri (Students' Counsellor at Bluebells International School).

• Workshops Conducted

Various workshops are organised regularly to make students aware of various relevant corporate scenarios. These included soft skills development by Ms. Amrita Monga, and a two day workshop on personality development and training in organisational behavior by KPMG. A workshop was conducted by Mr. Vikrant Kathuria on Group Discussions and Interview Basics. Eminent leaders from Deloitte addressed the students on inclusivity in diversity and Women Initiative Programmes. Deloitte also organised a case study competition in restructuring of a multinational company.

The department organised a three-day workshop in college on 'Understanding Financial Markets' in collaboration with the BSE Institute Ltd in October, 2013. The workshop saw participation from 84 students of different departments. Some of the major topics covered during the workshop included: Impacts of Macro Economic Factors, Investing and Wealth Creation, Industry Analysis, etc. The students were familiarised with real trading and investing activities with live-online trading. The students were provided with study-resource material for further detailed knowledge. All students were provided with certificates on completion of the workshop. A small quiz was organised in the end and the winners were awarded prizes from the BSE Institute Ltd.

• Others

In addition, in the year 2014, students from the department represented the college at the Christ University, Bangalore. The students also participated in *Esprit*, an International Level hosted by the Management Studies Department of the Christ University. The events included competitions on Marketing, Human Resources, *The Strategist* (The Entrepreneur and Best Manager), Business Quiz, Venn, Public Relations and Wealth Management. These events encouraged newer routes of learning and application of class-room studies to practical real-life business solutions.

The students were also introduced to an innovative method of 'fest'ing. The students performed very well in the various business competitions that were organised as a part of *Prayas*, the annual national level inter-collegiate fest, at the undergraduate level, in which more than 30 colleges across the country participate. At *Prayas*, a two-day extravaganza, a plethora of events like Marketing, Finance, HR, Best Manager, Entrepreneurial Development, Mock Stock and Business Quiz, aim at combining fun with team spirit, talent and creativity.

The department of Commerce sent its delegation to St. Xavier's College, Jaipur for their National Commerce Fest Synergy on September 6-7, 2014. A contingent of 20 members participated in various events like *La Bougette*, Mr. Penny Bags, State of the Nation, Inquizitive and Treasure Trove. Organised by Rhea Yadav and led by Pavani Chennamsetti and Shivangi Gera from second year, the contingent had an enriching and learning experience in Jaipur and came back with accolades and made us all proud. Shivangi Gera (2nd year) won the Best Speaker award in State of the Nation and Aditi Mishra and Sanyogita Kataria bagged the second prize as a team in the same event. Further, the team of Aditi Mishra, Priya Taneja and Rashika Sharma also bagged the second position in *Treasure Trove*.

The High Commission of Canada launched a Marketing Strategy Competition to promote Canada in India, targeting undergraduate students from all over India. This received a considerable response in terms of entries for the competition and one team even managed to make its way through the extremely competitive entries into the final round.

Enactus is a worldwide community of students and business leaders who share a common mission: to use entrepreneurship for creating opportunities for the lesser privileged and transforming their communities. It was earlier called SIFE (Students in Free Enterprise). It currently operates in 39 countries, 1600 global Universities, and has 62000 student participants. Team Enactus LSR represented College at the Enactus National Competition in Mumbai and has done the College proud by achieving the first prize in their League and overall the fourth prize for its Project *Maati*.

Alumnae

LSR's Commerce department alumnae include business leaders, academics, corporate heads, renowned chartered accountants, company secretaries, sports persons and artists among others. The department of Commerce is around four decades old and has produced, at an average, 60 Commerce graduates every year. There are more than 200 commerce alumni of LSR in India and overseas, so wherever anyone is placed, there is likely to be a local group to help her stay connected to the college and the department. There is a growing number of academic and internet-based groups for LSR commerce alumnae. In addition the department has students from the SAARC region and hence has alumnae from SAARC countries as well.

Some of the distinguished Alumnae include:

- Abha Shukla – Academician who teaches in the Department of Commerce, DU.
- Kamaljeet Kaur – Academician, Principal of Mata Sundari College, DU.
- Radhika Vasundaran – Associate Professor, Vivekanand College, DU.
- Sonali Dhawan – Country Head, Proctor & Gamble, India.
- Hosna Ara Loma – HR Business Partner, Unilever, Bangladesh.
- Karishma Banerjee – Consultant, FMS, DU.
- Charu Modi – CEO and Vice Chairperson, Modi Enterprises and Indofil Ltd.
- Natasha Nanda – Director, Escorts Ltd.
- Yamini Reddy – Kuchipudi dancer, Yuva Ratna, FICCI young achiever of Sangeet Natak Academy.
- Bhavana Reddy – Kuchipudi dancer.
- Anu Pushkarna – Company Secretary, Dawat Rice India.
- Meeta Pandit – Indian Classical Vocalist of Gwalior Gharana and India's cultural ambassador to SAARC.
- Jayati Puri – CEO, Lord Krishna Bank.

- Aditi Rao Hydari – Theatre and Film Actor.
- Anupama Verma – Model, Actor.
- Neha Phalpher – National Level Tennis Player
- Anuradha Shankar – National Level Tennis Player
- Rashmeet Chandhok – National Level Basketball Player, Director IMG
- Tarini Vaidya – Founder, Double Edge Executive Development. Head Trading, HDFC till 2002, now CEO India of KBC Bank.
- Kashica Bhagat – Senior Public Analyst, McKinsey & Company.
- Swati Munjal – Business Head, Samtel Engineering and Sourcing Solutions.
- Shruti Prakash – International Level Shooter.
- Lipika Bhatia – International Level Shooter.
- Srishti Ahuja – Director, Ernst & Young
- Lara Lobo – International Graduate at Standard Chartered Bank
- Naheed Shoogufan – Senior Consultant, Capgemini Consulting
- Vanshika Uppal – Senior Business Analyst and Consultant, WIPRO Technology
- Kirti Saboo – Managing Partner, Red Sear Consulting.

The above lists some of the outstanding alumnae, but does not include the larger number of well-placed students working in sectors of corporate banking, teaching and government. We would like to update this area as and when further information is made available.

GOVERNANCE AND LEADERSHIP

The Teacher-in-Charge of the department is by rotation. Every faculty member gets an opportunity to handle the affairs of the department for a period of two years. A consultative process and an all-inclusive approach is followed for the management of the department and meetings are held at least once in a month where all matters, big or small, pertaining to all aspects of college life are discussed. Other administrative responsibilities such as attendance, time table, internal assessment, admission, examination, and library are done on the basis of proficiency. Each member of the department is allocated some work accordingly.

The department has a strong Commerce association which has a faculty in-charge and a Students' Union. Every year, elections are held in February to select the office bearers to take over the activities in July of the year. Nominations are invited and there is secret ballot for democratic decision making. The President of the Commerce Student Union is a final year student with experience and the secretary and treasurer are second year students. We invite students to volunteer for the post of joint secretary and interviews are held by the faculty and Students' Union to decide on two joint secretaries. The department has been functioning smoothly at the faculty and the student level with the above pattern of governance and leadership.

INNOVATIVE PRACTICES

The department of Commerce has introduced several innovative practices in teaching- learning pedagogy and research methodology. These include creative pedagogy for conducting the FYUP syllabus and undertaking collaborative student-teacher projects.

Innovative Approach to FYUP Syllabus

- **Integrating Mind, Body, Heart (IMBH) Course Workshops (Creative approach to transacting the FYUP syllabus)**

The department of Commerce decided to spread the idea of the importance of an integrated approach to Mind, Body and Heart via the medium of dance. To this end, Ms. Aditi Jain and Ms. Srishti Jain organised a very creative Dance Workshop which began with a brief description on the Indian Classical dances and *Natyashastra* (Indian Classical Dance literature). The students were kept engaged with various general knowledge questions on Indian Classical Dances and were told how to differentiate between the seven dances namely Kathak, Bharatnatyam, Odissi, Manipuri, Mohiniattam, Kuchipudi and Kathakali through their costumes, makeup, jewelry and movements. Aditi and Srishti, who are Kathak and Bharatnatyam dancers respectively, then demonstrated the basic footwork and turns in both the dance forms. Srishti then explicated the theory and practice of the *Navarasa* i.e. the Nine Emotions. This was followed by Indian Folk dancing in which all the students arranged themselves in concentric circles and danced folk movements from *Garba*, *Bhangra* and *Ghoomer* to contemporary folk songs. To incorporate more fun the students were taught a few steps to a popular Bollywood number as well and the workshop drew to a close.

- **FYUP Projects**

With the FYUP, the first year students got the opportunity to undertake various projects in their curriculum. Ranging from Information Technology and Hindi to Science, they covered all varieties of projects. Apart from their knowledge of Discipline Courses it provided them an overview of different subjects. Projects on topics like Fermentation, Global Warming, Organic Farming etc. were undertaken in Science and Life. In English, interesting projects on Movies, Marriage, LGBT community, North East, etc. were presented. IT projects included e-commerce, e-governance, Cloud Computing etc.

- **Business Entrepreneurship Stalls**

Under their Business Entrepreneurship Foundation Course, the Commerce department set out on an ambitious project of setting up business ventures. The venture was very successful and not only did the students earn handsome profits but also learned the very basic entrepreneurial skills that will help them go a long way in the future.

GYANODAYA 2013

Project: Astitva - Life of a Worker

A team of 11 students and a mentor visited different cities namely – Varanasi, Surat, Kanpur, Bhopal and Ahmedabad where they collected and analysed the data on various parameters. The core areas were: credit availability, social security, education, health and maternity benefits and compensation and wages.

Collaborative Student-Teacher Projects

The University of Delhi recently came up with a new, innovative idea of granting collaborative research projects to DU colleges under which faculty along with students could participate. The department of Commerce at LSR availed of this opportunity to undertake two inter- departmental projects funded by DU. The first project titled ‘The Study of Corporate Social Responsibility Practices on MNCs in India’, in collaboration with the department of Statistics, aimed to study the linkages, relationship and interface between business and society. This was followed by a project titled ‘Reverse Logistics: Approach to Innovative and Sustainable Green Environment’ whereby the department of Commerce in collaboration with the department of Mathematics looked into the use of durable products in colleges to see how they could be reused or reworked or recycled by incorporating reverse logistics.

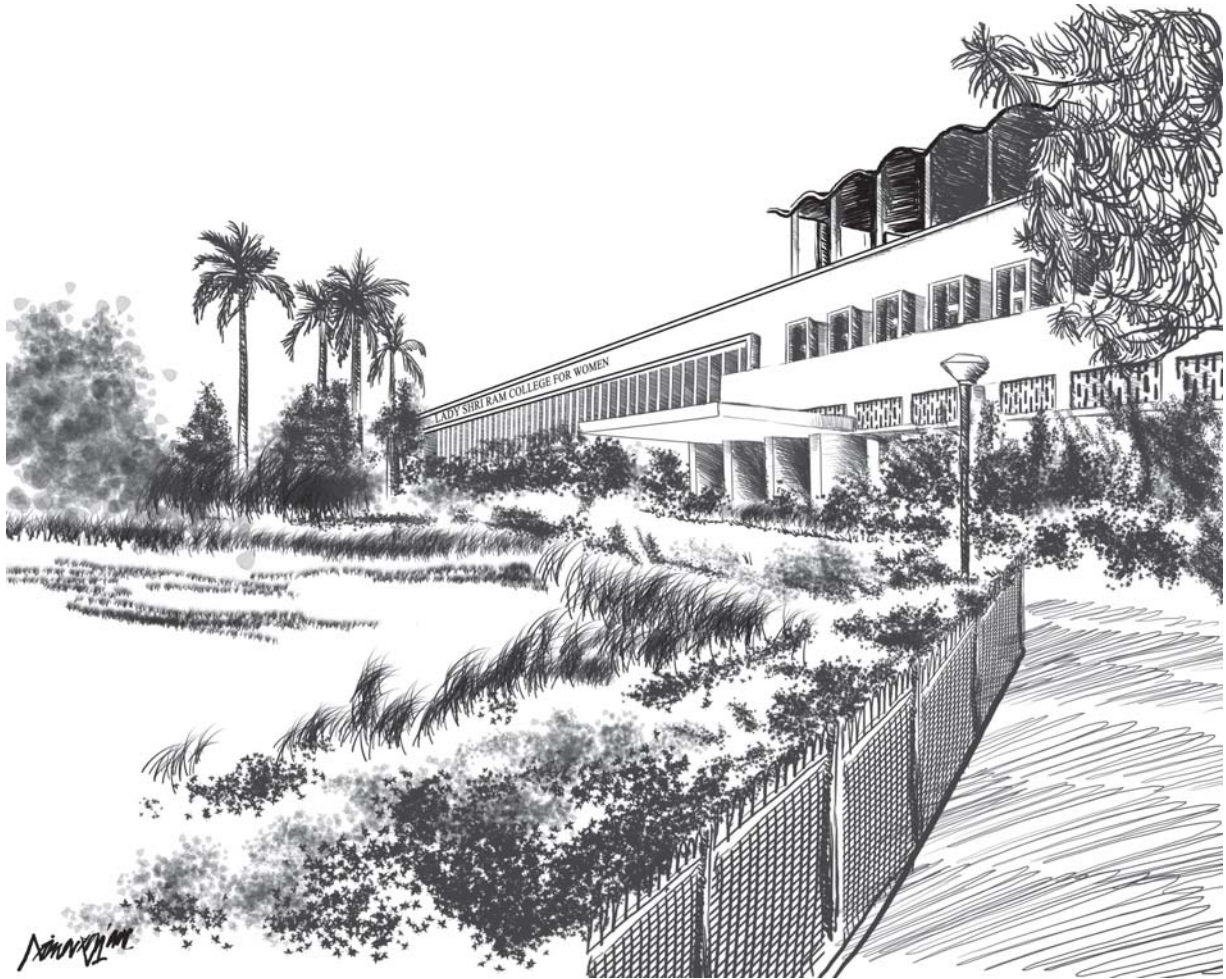
VISION

Education has always been celebrated for its inherent power to change the world. But, of course it needs to be the right type of education. Is it sufficient if one procures a degree - to be called an educated person? or is education, as Vivekananda put it, that by which character is formed, strength of mind is enhanced, the heart is expanded and by which one learns to stand on one’s own feet.

The vision for education in the field of Commerce and Business must recognise that the strength of an organisation depends on how much of selfless service it can offer to the society for its genuine need, as against the service by which the organisation makes easy money and satiates its greed. The Corporate Social Responsibility of the business sector will create industries with a humane exterior. The ‘product’ in addition to the profits of industry will include among others a cured patient, a child that learns, a young man or woman evolving into a self-respecting adult; a changed human life all together.

There is a need for constant research, upgradation and increasing excellence in terms of course curriculum, teaching methodology, and constant modernisation. Excellence is boundless and endless. Education has to change young people both internally in values, habit, and morals as well as externally in attitude, behaviour and understanding. The vision for the future would imply that the teacher and the student would be both teaching as they learn and learn as they teach.

The embedded vision of the department of Commerce is to nurture the students into perfectly skilled entrepreneurs through innovative, experiential pedagogy by the facilitators. The teaching learning process would thereby aim to be student-centric to ensure the inculcation in them of confidence and improvisation abilities. By building on this vision the department hopes to preserve the core of the college motto – *That alone is knowledge which leads to liberation.*



Department Profile

ECONOMICS

Lady Shri Ram College for Women



HISTORY

The department of Economics, LSR was set up at the time of the establishment of the college in 1956. Since its inception, the vision of the department has been to nurture an academic and intellectually stimulating space that continually responds to changing socio-economic realities through the development and application of knowledge. The Economics undergraduate programme provides a strong foundation in economic theory and quantitative tools of economic analysis. It also familiarises students with shifts in development paradigms with particular reference to India's experience.

The founding faculty members of the department, Ms. Shashi Gupta and Ms. Sarla Kataria, joined within a span of two years. The first batch of Economics (Hons.) in 1957 consisted only of seven students. The faculty members, appointed under the initiative of Sir Shri Ram, founder of the College, consisted of those recruited from among the brightest students who had completed their Masters from the premier institutions of postgraduate learning in the country. Some others who soon joined the department were Ms. Indira Trivedi, Dr. Kanta Randive, Dr. S.K. Verghese, Dr. T. Varki, Ms. Saroj Gupta, Dr. Minoti Chakravarty Kaul, Ms. Usha Pandit and Ms. Kanta Ahuja. Ms. Manjushree Mukherjee joined the department in the latter half of the sixties followed by Ms. Ranjana Ludra, Ms. Sarla Chahal, Dr. Dolly Menon, Ms. Ratna M. Sudershan and Dr. Geeta Gauri.

In the initial years, students of the department consisted of those who found it difficult to secure admission to prestigious colleges of the time in the University of Delhi and thus joined LSR as their second or third choice. Faculty members from this period recall that they worked extremely hard with this set of students to ensure that they perform well. Since Economics (Hons.) was perceived to be a challenging course, there was a tendency for students in those years to revert from the Honours Course to the Pass Course.

However, by 1966, the dedication of the faculty began to show results. Students felt more confident and involved in the subject. They could now see their efforts being translated into improved performance in the university examinations. Ms. Rajeshwari Sivaraman has been a trailblazer, having pioneered the trend of first divisions in the department. A major turnaround in the profile of students applying to and securing admission in the Economics Course thus took place in the first phase (1956-70) itself. In 1969, the department of Economics made history by obtaining seven positions out of the first ten in the university, with Ms. Usha Ramachandran (now Ms. Usha Thorat, former Deputy Governor of the Reserve Bank of India), being the University topper.

The discipline of Economics, with its long intellectual history, observed a paradigm shift in the mid-seventies, both in terms of the conceptual issues and the pedagogies adopted to address them. There was a growing emphasis on the development of quantitative methods to approach a variety of theoretical and practical problems. This was also reflected in changes in the curriculum of the undergraduate programme by the introduction of quantitative, analytical and applied courses. The appointment of Ms. Neelam J. Malhotra, Dr. Neelam Singh and Ms. Anjani K. Kochak to the department with their quantitative proficiency facilitated a smooth pedagogical transformation.

The faculty members who joined the department from the eighties onwards were Dr. Divya Misra, Ms. Shashi Bala Garg, Dr. Sumangala Damodaran, Dr. Sujata Mittal, Dr. Kakali Barua,

Ms. Jayashree Sahoo, Ms. Reshmi Ganguly, Ms. Priya Bhagowalia, Ms. Manini Ojha, Dr. Anjana Singh and Ms. Deepika Srivastava. With the discipline refocusing its energies on questions of growth and development, these faculty members assimilated into the system while retaining their unique approaches to the subject. Ms. Sanjana Kadyan and Mr. Udayan Rathore too have contributed to the diversity and vibrancy of the academic space. Over time some faculty members have left to join other organisations or to pursue their Ph.D. programme on a full time basis.

Since the early 1990s, Economics has evolved in the background of an increasing financialisation of the global economy. The implications of this growing ascendancy of finance capital could also be seen in the changing profile of students, reflecting to some extent the shifts in the dominant discourse of the discipline together with the changes in the ambitions and priorities of a new generation of young people studying it. A significant tendency which emerged was that a substantial number of students envisioned a career in corporate management, a trend that got enhanced over the decade when the process of liberalisation of the Indian economy gathered steam. Another important feature from the 90s onwards has been that an increasing number of students are now going to universities in the US and the UK for their postgraduate and management courses.

The department's continuous emphasis on the understanding of the principles of Economics within a multidisciplinary framework has been a great motivator to its students to pursue their dreams and aspirations infused with a people-centric approach. These could involve admissions in prestigious institutions and placements in blue-chip companies. Many of them have also been engaged in diverse fields ranging from civil society to policy making through their education, research, field action and extension.

Thus, the department of Economics was set up with lofty ideals, reflecting the confidence that institutions could be built up through the careful nurturing of atmosphere and the appointment of people with dedication, vision as well as excellent academic records. The department makes a consistent attempt towards combining the mathematical insights of the discipline with the kinds of adjustments that are needed to make its models fit the economy's irreducibly human element. These attempts have been in consonance with the overall ethos of the college of 'Leadership with Social Responsibility'.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of Economics is given below. The details of research publications, awards, scholarships, fellowships, and consultancies are provided in the college Self-Study Report 2015.



Ms. Neelam J. Malhotra - Associate Professor

Ms. Neelam J. Malhotra holds a Masters and an M.Phil. degree, both from the Delhi School of Economics, University of Delhi. Her dissertation was on 'Determinants of Cost and Productivity in Coal Mining Industry: A case study of Singareni Collieries Company Ltd'. Her areas of specialisation are Microeconomics, Mathematical Methods in Economics and Game Theory. Ms. Malhotra has been deeply involved with the REACH programme, and is also the co-ordinator of *Swavalamban*, an

initiative for the differently-abled. She has been closely associated with the Freeships and Scholarships Committee.

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Dr. Neelam Singh - Associate Professor

Dr. Neelam Singh, obtained her M.A. and Ph.D. degrees from the Delhi School of Economics, University of Delhi. Her doctoral thesis was titled 'Foreign Ownership, Size and Performance of a Firm: A Case Study of the Indian Pharmaceutical Industry'. Her areas of specialisation are Exports, R&D, Technology Transfer, Automotive Sector and Pharmaceutical Industry. She is also the Faculty-in-charge of the Economics Journal.

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Ms. Anjani K. Kochak - Associate Professor

Ms. Anjani K. Kochak holds a Masters and an M.Phil. degree from the Delhi School of Economics, University of Delhi. Her dissertation was on 'State Bank of India - Growth, Deposit Mobilization and Profitability: 1955-83'. Her areas of specialisation are Econometrics, Economic Theory and Developmental Issues. Ms. Kochak has been actively involved with *Prakriti*, the Environment and Garden Society.

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Dr. Divya Misra - Associate Professor

Dr. Divya Misra obtained her Masters, M.Phil. and Ph.D. from the University of Delhi. Her doctoral thesis was titled 'Impact of Public Expenditure on the Relationship between Income and Socio-Economic Well-Being of the People - A State Level Study of India: 1961-91'. Her areas of specialisation are Political Economy and Developmental Issues.

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Ms. Shashi Bala Garg - Associate Professor

Ms. Shashi Bala Garg obtained her Masters as well as her M.Phil. degree from the Delhi School of Economics, University of Delhi. Her dissertation was on 'Optimum Capital Structure: Theory and the Indian Experience'. Her areas of specialisation are Microeconomics, Mathematical Methods in Economics and Game Theory.

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Dr. Kakali Barua - Assistant Professor

Dr. Kakali Barua holds a Masters and an M.Phil. degree in Economics from Jawaharlal Nehru University, New Delhi. She completed her Ph.D. from Jawaharlal Nehru University on the topic 'Agricultural Labour in West Bengal'. Her areas of specialisation are Political Economy of Development, Agrarian Economics, Informal Sector and Labour Economics.

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Ms. Jayashree Sahoo - Assistant Professor

Following a Masters from Hyderabad Central University, Ms. Jayashree Sahoo completed her M.Phil. from Jawaharlal Nehru University. Her dissertation was on 'Small farms in India-A Study of Production Conditions'. Her areas of specialisation are Money and Finance, Public Economics and Economic Theory. She has also been associated with the National Service Scheme (NSS) at college.

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Ms. Reshmi Ganguly - Assistant Professor

Ms. Reshmi Ganguly did her Masters from the University of Calcutta and her M.Phil. from Jawaharlal Nehru University. Her dissertation was on 'Impact of Economic Conditions on Incumbent State Governments Electoral Fortune in India: An Empirical Analysis'. Her areas of specialisation are Econometrics, Statistics, Political Economy and Law and Economics.

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Dr. Anjana Singh - Assistant Professor

Dr. Anjana Singh pursued her Masters from DBS College, Dehradun, HNB Garhwal University and received her Ph.D. from the University of Delhi. Her thesis was titled 'Economic Liberalisation: Impact on Labour-Management Relations in India'. Her areas of specialisation are Macroeconomics and International Trade. She has also been associated with the National Service Scheme (NSS) at college.

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Mr. Udayan Rathore - Assistant Professor

Mr. Udayan Rathore holds an M. Phil. degree from Indira Gandhi Institute of Development Research. His thesis was titled 'An Empirical Analysis of Union Bargaining Power and Markup in Indian Manufacturing Industries: Role of Industrial Reforms, Trade Liberalization and Labour Regulations'. His areas of specialisation are Industrial Organisation, Panel Data Econometrics and Development Economics.

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CURRICULAR ASPECTS

With a cohesive, well defined reigning paradigm and a rigorous methodology to approach a variety of practical and theoretical problems, the field of Economics is marked by dynamism and a diversity of perspectives.

Curriculum design and development is the first step in laying the foundation over which the learnings from the discipline can shape up. A chronicle of the genesis, changes and development of a department teaching a discipline as fundamental as Economics would need to reflect upon developments that the country has passed through over the years, and also look at understanding the ferment that has taken place in the 'teaching' of Economics itself.

From Independence up to the 1970s, the discipline of Economics evolved in a background of the fundamental changes in the economy effecting a transformation along the path of 'Nehruvian Socialism'. The global as well as the domestic economy began to undergo substantial changes during the seventies. The focus of policy-making now moved towards handling crisis and stagnation in the aftermath of the Oil Shocks of the 1970s. With the adoption of the New Economic Policy in 1985 and the build-up towards it in the form of trade liberalisation, there were major debates within academia and the fraternity of economists on the nature of the Indian economy, the roots of crisis and the apt methods to handle them. These were the precursors to the wave of free market reforms that the Indian economy adopted in the early 1990s.

In consonance with these developments, there was a major revision of the B.A. (Honours) Economics syllabus in DU in 1975 and some further changes took place subsequently. Subjects like Microeconomics, Macroeconomics, Statistical Methods for Economics and Mathematical Methods for Economics, which were placed in the curriculum right from the beginning, now got established as foundation papers with the objective of acquainting students with the rigorous tools of economic analysis. At the same time, the course structure involved analytical courses like Economic History of India, Comparative Economic Development, Economic Systems, Indian Economy since Independence and Development Problems and Policy. Such papers encouraged a constant interaction between economic theory and historical evidence and institutions. Applied courses like Money and Financial Systems and Public Finance were also taken up with the intent of exposing students to specific applications of the discipline.

The syllabus of the Honours programme was once again revisited in 2005-06. The new syllabus is quantitatively more rigorous which also allows for flexibility by offering optional papers like Topics in Microeconomics (Game Theory) and Econometrics.

The curriculum for the Economics courses offered by the University of Delhi is designed by the Delhi School of Economics. The college faculty provides inputs on how to approach course structures by actively participating in Course Committee meetings held at the Delhi School of Economics at the beginning of each academic year/semester. Based on the experiences of the previous year/semester, the members of the department formalise the need for suggesting new ways of approaching the course, if necessary. It is with these well-defined inputs that one or more faculty representatives attend their respective Course Committee meetings at the University level. The process of faculty members sharing their teaching experiences at such meetings serves as an effective feedback mechanism, particularly for subsequent course revision exercises.

Curricular planning and implementation thus becomes the prerogative of colleges and faculty, who can, within the available structures, evolve their teaching methodology. The department of Economics, LSR, tries diligently to meet the academic preferences of its students while offering optional courses to them every year/semester. The department has offered optional courses like Indian Agriculture and Industry, Introductory Econometrics, Topics in Microeconomics, International Trade, Comparative Economic Development, Public Economics and Money and Financial Markets during different years.

The department also makes a constant effort to retool the discipline in a way that is both scientifically rigorous and socially relevant. In this direction, the department nurtures the teaching-learning process beyond the classroom by organising an increasing number of collaborative seminars, presentations and workshops by eminent speakers and experts from diverse fields for its students. Students have also been taken for several study tours to gain valuable practical knowledge. In the process, they develop a deeper understanding of the dynamic nature of this discipline.

The objective of the department in organising various events has been to expose the students, within a contemplative and reflective space, to different schools of thought and to diverse views of the great minds of our country on relevant issues in the current scenario. This broadens their horizons and sensitises them to the multi-disciplinary aspect of the subject. It encourages them to engage, deliberate and debate on issues and not merely accept any one point of view as 'received wisdom'. Students then revisit their curriculum in newer ways, as part of reciprocal learning, thereby enriching the teaching-learning process.

TEACHING-LEARNING AND EVALUATION

The department of Economics, LSR has its distinctive ethos and believes in nurturing student diversity in the classroom with appropriate pedagogical initiatives. The department attracts students from varied socio-economic backgrounds across different regions within the country and now from abroad as well. With a pan-India student profile, the department of Economics offers its students an exciting opportunity to engage in fruitful debates over macroeconomic and political economy issues in a multicultural milieu in the classroom and beyond it as well.

All legal norms of admission, as per university criteria, are strictly followed by the department with a special emphasis on ensuring that the seats for socio-economically disadvantaged and differently-abled students get filled. While catering to student diversity, the department has been taking remedial classes to help students with a Hindi medium background at the school level to cope with the study material which is primarily in English. Given the rigorous quantitative nature of the discipline, extra classes have also been taken to facilitate the understanding of such methods. The teaching-learning process starts with the induction of faculty who can walk as co-learners with the students on this path of knowledge building. The college strives to maintain the highest standards of teacher quality by meticulously appointing dedicated people with excellent academic records. The selection process is rigorous and as per university norms. Quality is retained and enhanced by in-house discussions and suggestions. Continual up-gradation of skills through orientation and refresher courses also takes place for the faculty. Student feedback too is considered valuable to reflect and improve thereupon.

Teaching-Learning: Core Philosophy

● Within the Classroom

The mode of teaching is characterised by a pedagogy that blends imagination and learning with creativity and innovation. The faculty, more than willingly, take extra classes beyond the stipulated norm as per the need felt to transact the teaching-learning process in the most effective manner. As part of the innovative pedagogical initiatives adopted, the emphasis is on training students to understand the process and logic of inference. This enables them to attain conceptual clarity in courses like Microeconomics and Mathematical Methods for Economics. There is a constant effort on part of the faculty to expose students to the existing schools of thought while they link core and applied courses of the discipline.

The faculty emphasises the need to consult supplementary readings. This is considered essential for students studying a dynamic subject like Economics where day to day happenings in the country and the world greatly impacts their understanding of the discipline. During the 1980s and 1990s faculty members took the initiative of classifying articles from the *Economic and Political Weekly* for the benefit of students. With the development of the internet, students now have greater access to learning resources which they are constantly encouraged to use and share with others as insightful additional references. Power point presentations and movie screenings are employed to enhance the experiential quotient of the courses. Hence, the department endeavours to ensure that the best possible use is made of available facilities which are expanding over time.

The tutorial sessions, where the class gets divided into smaller groups, are an integral part of the department's academic life. With the greater flexibility implicit in their structure, these sessions are visualised as facilitating an uninhibited space for brainstorming sessions engaging with diverse perspectives and greater personalised attention for doubt clearing and problem solving which is particularly critical for handling quantitative papers. The discussions over current economic issues instil interest in the subject matter and its real world applications. This is evidenced in the growing number of paper presentations by students and their active participation in seminars held in college. This activity has been the hallmark of the department and students have benefited immensely from it. Faculty members also discuss the performance of students in tutorials to help them improve academically. Besides the mandatory assignments per course, additional tests if

so required, are taken to help students to prepare and gain confidence for university examinations, both in terms of time management and testing of conceptual clarity.

• **Beyond the Classroom**

The faculty continues to nurture the teaching-learning process within the classroom and beyond. Students are encouraged and all administrative assistance is provided by the institution to take their quest outside the domain of formal classrooms. Some of such 'Beyond the Classroom' initiatives have been as follows:

• **South Asia Regional Autumn School, 2011**

The year 2011 holds a very special place for the department. With the initiative and unstinting support of Dr. Meenakshi Gopinath, a distinguished scholar of international acclaim and the then Principal at LSR, the department of Economics in partnership with the Heinrich Boll Foundation, India, organised a one-of-its-kind five-day long South Asia Regional Autumn School, 2011. The event on the theme 'Global Finance and Human Security in South Asia: A Gender Perspective' was held from November, 1-5, 2011. The School aimed to analyse from a gender perspective, the impact of rising global finance on human security, human rights and human development in South Asia – a region characterised by acute poverty and stark gender inequities. It also sought to address issues germane to the consequences of current economic and development paradigms, especially for South Asian women. Four major thematic rubrics formed the central thread of discussion on separate days. These were 'Dominant Finance and Globalization', 'Dominant Finance and Human Security in South Asia: a Gender Perspective', 'Human Security and Women: A Disaggregated Analysis for South Asia' and 'Engendering Macroeconomics and Fostering Regional Cooperation for Human Security in South Asia'.

The School used multiple formats: lectures, panel discussions and presentations with emphasis on eclectic learning, participant-led discussions and simulations. It also employed creative, interactive methodologies such as film screenings and music to deepen understanding and facilitate dialogue and deliberation among participants. Additionally, a skill-building workshop trained participants to evaluate gender sensitivity towards policies and projects. The School brought together a dynamic group of young scholars and activists from diverse disciplines and across countries of South Asia to engage with senior academics, policy makers and those involved at the grass-root level. Young scholars from the department belonging to the final year of study also participated by making a much appreciated presentation on each of the days in the inter-active LSR Lens section.

Keynote inaugural addresses by eminent economists Prof. Deepak Nayyar and Prof. Sunanda Sen unravelled the complex inter-linkages through which the increasing global financialisation seriously accentuated the vulnerability of the already marginalised, particularly women in South Asia. 'If we look at the difference between success and failure of development in the 20th century,' Prof. Nayyar opined, 'successes have come to those countries that have found the right blend of market and state'. Another highlight of the Autumn School was the Public Lecture by Shri Jairam Ramesh, former Minister of Rural Development, who articulated that 'Governments tend to look upon security from a police paramilitary perspective but people tend to look upon security in terms of human security, livelihood security and health security. The challenge for the government, henceforth, is to bridge this gap'. A fitting finale to the Autumn School was the

valedictory lecture by Ms. Aruna Roy, renowned social activist who drew attention to the challenges of globalisation in developing countries, given the seriousness of inequalities faced by their people. ‘Real well-being is more of a question of public ethics,’ she emphasised. It is therefore only imperative that we listen to the people’s voice in a democracy since ‘the astute common sense of the ordinary citizen has raised the most scientific, intelligent arguments without jargon or rationalisation’.

The department was also privileged to host Prof. Jens Christiansen, Visiting Senior Fulbright Scholar from the University of Mount Holyoke during the Autumn School. His lecture on ‘Challenges to the Global Economy: Financial Instability, Inequality and Ecological Degradation’ enriched the Autumn School proceedings with its multidisciplinary approach to global economic problems.

Thus, the School sought to reflect upon many issues including the possibility of evolving a strong global financial architecture, resilient to recurring financial crises as well as a more socially inclusive, gender-just development paradigm for lasting peace in the region. It also explored the viability of partnerships that could deliver the much needed peace dividend to the South Asian region. The underlying assumption of these deliberations was that ultimately it is people who matter and that there are many alternatives to harness the synergies of human security, human development and human rights and make possible a more humane ‘Human World Order’. All one needs is the will to do so.

The conceptualisation of the theme, organisation of the logistics and participation in the deliberations of the School, provided a valuable context to partake of an immensely fulfilling and a greatly enriching learning experience. The faculty and students worked ceaselessly for months to identify the themes and sub-themes of the Autumn School. The insights from the School enabled the students and the faculty of the department to reflect upon, discuss and move towards more inclusive and engendered economic structures in the South-Asian region. The positive and encouraging feedback from participants added to the success of the collective endeavour, illuminating the need to carry forward this discourse through the department’s session in the Academic Congress in 2014.

• LSR-OWU Exchange Programme

The LSR–Ohio Wesleyan Meet organised by college from the 10th March to 17th March 2012 to reflect collaboratively on the relevance of Gandhian philosophy in the present day context presented an excellent opportunity in holistic learning for the participating students from the department. The Economics session chaired by Dr. Aseem Shrivastava, an eminent environmental economist on the theme ‘Gandhi, Ecology and Develop-mentality’ was also very innovatively structured. Students from both the institutions were combined into four teams and assigned a set of two brief references from the works of Nobel laureate Rabindranath Tagore, philosopher Ivan Ilych, economic thinker E.F. Schumacher and sections from the Human Development Report 1994 at least a fortnight before. They were expected to discuss the study material via e-mail and then in person when they met before the actual deliberations. The session started with a very introspective and interactive discussion with Dr. Shrivastava on the issues of globalisation and sustainable development. This was followed by the team presentations. Young scholars from varied socio-economic, political and perhaps cultural backgrounds came together to try and evolve the ethical lens of ‘True Economics’ as defined by Mahatma Gandhi and to evoke the spirit of a ‘People’s Economist’.

- **Economics Department contribution at ‘Gender Knowledge’-Academic Congress on Gender, 2014**

The department of Economics took forward the discourse on issues of globalisation and its multiple effects on human security by participating in the Academic Congress organised by LSR with a view to ‘Understanding Gender’ in the context of ‘Questions of Justice and Freedom’ from the 5th to 7th of March 2014. The department of Economics had a Pre-Academic Congress special guest lecture by Prof. Jayati Ghosh on the topic ‘Work and Well-being in the Age of Globalisation: A Gendered Perspective from South Asia’. She aptly discussed how the ‘global boom would not have been possible without those who are a part of the globalised care economy’ and also that ‘you need a critical mass to change the culture of anything’. Thus, it is important to recognise and appreciate their contribution and to literally make the ‘invisible visible’.

A later session focussed on the theme ‘Work and Well-Being in the age of Globalisation: A Gendered Perspective from South Asia’. It included a lecture by Prof. Ravi Srivastava on the topic ‘Engendering Social Protection in India’. Also, students of the College involved in an Innovation Project of DU presented their findings on ‘A Successful Professional Woman–Work-Life Balance and Well-Being’. The closing event of the session was the screening of an award winning documentary *Nirnay* followed by discussion with one of the co-directors, Ms. Pushpa Rawat. The 60-minute film led to a lengthy debate among the audience about aspirations, opportunities and the probable risk of lost potential of young women who tread the traditional path. The learning at the session involved an increased awareness of prevalent stereotypes in career choices and hierarchy in the household set-up.

- **Talks and Seminars**

The topics of talks and seminars have evolved over the years corresponding to the pertinent issues of the times. In the 1960s and 70s, in the background of Socialist planning, distinguished economists like Dr. V.K.R.V. Rao, the founder of the department of Economics of DU and Member, Planning Commission, Prof. Ashok Mitra (Chairman, Agricultural Prices Commission), Prof. M.J.K. Thavaraj, Prof. C.H. Hanumantha Rao and Dr. Bimal Jalan visited the college.

The range of issues discussed in the 70s was vast, with Dr. Dharma Kumar of the Delhi School of Economics sharing two views of history, Dr. John Lewis speaking on the Twenty Point Programme, Prof. S.K. Goyal from the Indian Institute of Public Administration talking of ‘Planning, Growth and Development’ and Prof. B.S. Minhas of the Indian Statistical Institute discussing ‘Changing Issues of Development’. Concerns with the development strategy initiated by the country as part of the Second Five Year Plan as well as the problems faced by late developers were issues that interested students and teachers, thereby giving an impetus to such discussions in the classroom and beyond. With Indian industrial growth stagnating from mid 60s onwards and poverty and unemployment becoming acute issues by late 1970s, a seminar on ‘Poverty and Income Distribution in India’ was organised in 1980 where scholars like Dr. Montek Singh Ahluwalia, Prof. K.R.G Nair and Dr. Uma Datta Roychowdhury participated in insightful discussions on these matters.

The understanding that certain supply side measures within the broad framework of LPG (Liberalisation-Privatisation-Globalisation) probably helped the economy in 1980s free itself from the shackles of the previous ‘Hindu Rate of Growth’ led to greater attention being accorded

to issues of efficiency in production. Lectures by Prof. Badal Mukherjee on 'Knowledge and Increasing Returns', Prof. Suraj Gupta on 'Inflation and Black Money', Dr. Onkar Goswami on 'Firms, Market Structures and Barriers to Entry' and by Dr. Pronab Sen on 'Public Sector Pricing' during the 1980s very aptly reflected this shift in emphasis.

The growing and massive financialization of the global economy since the 1990s with its apparent disconnect with the real economy became the backdrop against which policies to deal with local upheavals in many parts of the world needed to be formulated and implemented. For the people of India in particular, the implications of the free market reforms undertaken in response to the economic crisis of 1990 became particularly critical. Efforts were thus made to invite eminent scholars to sensitise students about these changes and thereby initiate a discussion on their positive and negative implications for society. Prof. Kaushik Basu, Prof. Abhijit Sen, Dr. Sanjay Baru, Prof. Jayati Ghosh and Dr. S.P. Gupta shared their insights in a panel discussion held in 1991 on 'Structural Adjustment' in India. Dr. Rakesh Mohan, Dr. A.K. Ghosh, Prof. Siddharthan, Dr. S. Gupta and Dr. M. Kaul enriched the academic environment as participants in a seminar organised in 1997 on the theme 'Freedom: Revisioning a Vision'.

'Skating on Thin Ice: India Heading towards a Financial Crisis' was the theme of the seminar in 2001 with Shri. J. Ramesh, Shri. A. Sengupta, Dr. S. Gangopadhyay and others as eminent speakers. Talks and lectures were largely organised around topical concerns, ranging from conceptual and empirical issues of Long Term Capital Markets and SEBI guidelines by Dr. Shankar Dey in 1994 to Globalisation by Mr. Rajeev Kumar from CII in 2005.

The department of Economics has a tradition of being gender-conscious in its approach to the discipline. 'We seek only to give words to those who cannot speak (too many women in too many countries),' as Ms. Anasuya Sengupta, a distinguished alumna of the department, said through her poem of worldwide acclaim 'Silence'. This is reflected through the effort of the department to organise the 'The South Asia Regional Autumn School'. The spirit underlying such initiatives has been to develop an in-depth understanding of the increasing financialization of the global economy and its multifarious effects on human security. The academic experience nurtured among students a holistic gender inclusive perspective to a larger socio-economic reality.

The academic year 2013-14 was marked by enriching talks by several eminent scholars from diverse fields. While Dr. Manoj Pant, addressed the students of the department on the topic 'World Recession: Has Keynes Failed?', Mr. P. Sainath, veteran rural journalist at *The Hindu*, shared his highly thought provoking ideas on 'Why Inequality Matters'. To help students understand the intricacies of the equity business, two representatives from the National Stock Exchange discussed the functioning of stock markets and share trading with live screenshots and an interactive presentation.

The department, in an effort to expose the students to the field of policy making, invited Shri Anil Swarup, an officer of the Indian Administrative Services, to deliver a guest lecture. He highlighted the ramifications of the *Rashtriya Swasthya Beema Yojna* (RSBY), a national health insurance scheme for the poor and its positive impact on the economically deprived. The department was also graced by the presence of Dr. Partha Sen for a lecture on the topic 'Indian Macroeconomics and Exchange Rate Policies'. Subsequently, a talk by Dr. Aseem Shrivastava on his book *Churning the Earth: The Making of Global India* co-authored with Dr. Ashish

Kothari addressed the ecological, social and economic impacts of the phenomenon of globalisation. Finally, a presentation by Dr. Aradhana Aggarwal gave students insights on the several nuances of writing a research paper. Ms. Kavita Iyengar, an alumna of the department delivered the Dr. Saroj Gupta Memorial Lecture on the role of the Asia Development Bank in fostering well-being in the region.

A rich calendar of symposia, seminars, workshops and field trips enriched the teaching-learning experience in 2014-15. The department in collaboration with the Aung San Suu Kyi Centre for Peace was privileged to organise a Public Lecture by one of the most influential figures in the realm of International Economics, Madame Christine Lagarde, Managing Director, International Monetary Fund on the 16th of March, 2015. Her engaging address on the theme 'Seizing India's Moment' saw students from various colleges of the University of Delhi participating enthusiastically in the event. While Madame Lagarde particularly lauded India's achievements in the fields of Information Technology and Sciences she also touched upon the need for giving attention to improving women's labour force participation. As a prelude to the Public Lecture, there were a series of stimulating talks delivered and presentations made by Mr. Tom Richardson, India Head, IMF; Ms. Sabina Bhatia, Chief of Public Affairs Division, IMF; Mrs. Sonali Jain, Deputy Division Chief, IMF and Dr. Mangal Goswani, Deputy Director, IMF- Singapore Regional Training Institute.

Dr. Payal Malik, Advisor to Competition Commission of India was the Chief Guest at the Dr. Saroj Gupta Memorial Scholarships Award function where she spoke on the 'Economics of Competition Law'. The department also welcomed Prof. Deepak Nayyar, Professor Emeritus JNU, who in his lecture, 'Emerging Markets in the World Economy', addressed the concerns implicit in the rapid change that the world economy had undergone since 1920s and encouraged students to think about the need for sustainable and inclusive economic growth across the globe. Subsequently, Dr. Rajat Kathuria, Chief Executive and Director, ICRIER addressed the department on the 'Changing Dynamics of International Trade in India'.

The department invited Ms. Shikha Sharma, MD and CEO, Axis Bank who highlighted the increasing uncertainty in the current financial sector with her lecture on 'India – Anchor of Stability in an Increasingly Uncertain World'. In a very thought provoking lecture titled 'Design Principles in Financial and Healthcare Systems', Dr. Nachiket Mor, Board Chair at CARE India and member of the Central Board of RBI, discussed two important issues, Financial Inclusion and the Healthcare System in India. Mr. Srinivas Yamanandra, Deputy General Manager, ICICI Bank was also invited to speak on 'Minsky, Monetary Policy and Mint Street'. He commenced the lecture by briefing students about the economic ideologies of Smith, Keynes and Friedman and then shifted focus to the 2008 financial crisis. This was followed by an in-depth analysis of monetary policies propagated by different RBI governors in India.

The Chief Statistician of India, Dr. T.C.A. Anant in his talk, 'Measurement of Development Policy' focused on the practical problems faced during the process of collecting data, given the demographic and structural differences of a diverse country like India. 'Social Insurance for the Poor' was the title of the lecture by Dr. Santosh K. Mehrotra, Director- General Institute of Applied Manpower Research which examined benefits from social security, namely, old age pension and disability insurance for the poor in India while Dr. A.K. Shiva Kumar, Development Economist and Professor at Harvard Kennedy School discussed healthcare issues and financing

in India. Ms. Shahana Sheikh, Policy Researcher in Centre for Policy Research (CPR) and an alumna of LSR, delivered a spectacular presentation on the Slum Rehabilitation Policy in Delhi and its limitations and challenges.

• Academic Tours/Visits

As part of its efforts to nurture learning beyond the classroom, the department has organised several academic tours and visits over the years. 1980s onwards, the department saw a change in students' interests, as reflected upon earlier. To cater to this changed environment, the faculty members took the students for visits to various factories like National Small Industries Corporation, Delhi (1983-84), ONIDA factory (1986-87), Parag Milk Dairy and Modi Xerox (1987-88). These study tours helped students to get a practical experience about the actual working of business organisations. In the 1990s, the agenda of study tours was to focus on the specific characteristics of a place. The visit to Navdanya Farms near Dehradun in 1997-98 was one of such kind.

In recent years, the department has organised several academic trips to cater to diverse areas of interest as part of the 'Beyond the Classroom' (BTC) programme. With the objective of raising awareness about financial inclusion, the department organised a student visit to the Reserve Bank of India in 2012. Students also got the opportunity to reflect upon contemporary issues of development, environment and society with visits to Center for Policy Research and Center for Civil Society. A group of enthusiastic Economics students also visited the World Bank Centre, Delhi where they were provided with a plethora of information on the working model of the World Bank and its functioning as a global institution. The department also organised a study trip to NABARD, thereby providing a brilliant exposure for the students to institutional arrangements of agricultural credit.

As part of the Beyond the Classroom Initiative, a 17-member contingent accompanied by Ms Neelam J. Malhotra and Ms. Anjani K. Kochak visited the *Grameen Bank* in Bangladesh as part of the first International Study Visit by the department in December 2014. The participants learnt about the *Grameen* model through lecture sessions, interactions with borrowers and got an opportunity to interact with the Nobel Prize recipient Prof. Muhammad Yunus, the driving force behind the global micro-finance revolution.

Evaluation

The evaluation process is an attempt towards holistic assessment which includes measures that fit within the parameters laid down by the University and yet are innovative enough to encourage a process of learning which not only is immediately interesting but also sustained and life-long. The faculty, apart from conventional tests, evaluates the performance of students in creative ways by way of power-point presentations, and projects involving use of statistical software and term papers.

Peer and self-evaluation of the team presentations together with teacher evaluation too have been successfully experimented with. The method evoked much enthusiasm and encouraged a greater sense of involvement among the participating students. An interesting finding has been that most teams did not award the highest marks to themselves. As part of internal assessment, students have been asked to do paper presentations on unique topics such as 'The Economics of

Olympic Games', or been asked to prepare Business Proposals with a given set of parameters. Some of these presentations turned out to be prize winning papers at various inter-college competitions.

Such innovative evaluations infuse self-confidence and out-of-the-box thinking amongst the students. They also learn how to give impactful presentations involving the usage of MS PowerPoint and statistical software. While working in groups, they recognise the synergy of teamwork. Peer and self-evaluation techniques help students to better understand their strengths and weaknesses.

Economics as a discipline is more interpretative than absolute. To this end, the department gives utmost importance to the process of dialectics in the classroom. The thrust of such a teaching learning process is to respect plurality and diversity of opinions and to be accepting of a counter-argument to one's argument. In the process, a fresh space for introspection and a re-envisioning of the idea of Economics opens up. A fact no longer remains a fact; it is invested with all its possibilities. The department ceaselessly strives to imbue the student-teacher interaction with creative dialectics and to transform the four walls of a classroom into a synergistic and liberating experience.

RESEARCH

Research is the sequential evolution of an academician in the search of self through areas that intrigue and interest. The department believes that its research begins from the classroom. The classroom provides the ideal environment for the germination of novel ideas. In its quest for learning, the faculty continues to engage itself with newer areas of academic research and complements its research with the teaching learning process.

The department faculty has been consistently engaged in the pursuit of their own independent deliberations by way of research. Some of the teachers joined the department with a doctoral degree and some acquired it while being part of this institution. A few are also in the process of acquiring it. Dr. Neelam Singh has also received the EXIM award for her doctoral work.

Teachers of the department consistently work towards development of inter-linkages across teaching, research and extension. They are constantly engaged in complementing the teaching-learning process with their research engagements, thereby evoking a knowledge ecosystem. Several members of the department, over the years, have participated in national seminars and conferences and have presented papers of acclaim in diverse areas.

The department recognises the synergy resulting from teamwork and trans-disciplinary collaborations. In this direction, the department participated in an Innovation Project, a DU venture in which colleges undertake interdisciplinary project-works. Ms. Anjani K. Kochak, Dr. Anjana Singh and Dr. Saswati Bhattacharya were research investigators of one such project working on 'The Successful Professional Woman: Work-Life Balance and Well-Being' (2013-15). The team has also showcased its progress in *Antardhwani*, a DU extra-curricular initiative. The aim of the project was to decipher the work environment for women professionals in the University of Delhi and recommended from their experiences policy decisions that can improve the work-life balance.

Faculty Publications and Presentations

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Dr. Neelam Singh

Papers Presented in National/ International Conferences

- Singh, N. (2012). *Technological Efforts and Global Operations: Indian Auto Component Firms*, VIIth Annual International Conference of Global Knowledge Forum on ‘Technology Intensity and Global Competitiveness’, hosted by Symbiosis International University, Pune, 30th November-2nd December, 2012.
- Singh, N. (2011). *Automotive Industry and Global Standards*, National Workshop on ‘Two Decades of Economic Globalisation in India: How Have Firms and Consumers Responded?’ (Part of an ESRC funded research network on ‘Rising Powers and Global Standards’, based at the University of Manchester, UK.), organised by Gujarat Institute of Development Research, Ahmedabad, in Delhi, 22-23rd April, 2011.
- Singh, N. (2008). *Outward FDI and Knowledge Flows: A study of the Indian Automotive Sector*, International conference on Globalisation of Knowledge Development and Delivery of the Forum for Global Knowledge Sharing, held at the Institute for Studies in Industrial Development, Delhi, 17-18th October, 2008. [co authored]
- Singh, N. (2007). *Quality Management System Standards and Being OEM/ Tier Exporter: Determinants for Indian Auto Component Firms*, International conference on ‘Globalisation of Chinese and Indian Enterprises’ of the Forum for Global Knowledge Sharing, held at IIT, Bombay, 2-3rd November, 2007. [available at <http://knowledgeforum.tifac.org.in/viewArticle.php?id=52>]
- Singh, N. (2006). *Learning, Innovation and Competence Building in SMEs: The Case of Indian Automotives*, Globelics India International Conference ‘Innovation Systems for Competitiveness and Shared Prosperity in Developing Countries’, organised by Centre for Development Studies (CDS), Thiruvananthapuram and IIM Bangalore, Thiruvananthapuram, 4-7th October, 2006.
- Singh, N. (2006). *Globalisation and Auto Component SMEs in India* at International conference on ‘Globalisation and the Millennium Development Goals’, organised by CITD (SIS), JNU and London School of Economics, Delhi, 19-20th January, 2006.
- Singh, N. (2000). *R&D, Import of Technology and Trade Intensities: A Simultaneous Equation Approach* at International conference held in honour of Prof. K.L. Krishna on ‘Industrialization in a Reforming Economy: A Quantitative Assessment’ at CDS, Delhi School of Economics, Delhi, December, 2000.

Others

- Singh, N. (2014). *The Influence of OFDI and Tech-Efforts on Exports: Indian Automotive Firms*, Centre for Studies in Economics and Planning, School of Social Sciences, Central University of Gujarat, 12th Sepember, 2014.

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- Singh, N. (2009). Discussant at International conference on 'Innovation and Development under Globalization: BRICS Experience', organised by CDS, Kerala and Federal University of Rio de Janeiro, Brazil, held at Thiruvananthapuram, Kerala, 19-21st August, 2009.
- Singh, N. (2006). *Technological Capabilities and Export Competitiveness of Indian Automotive Firms*, at JNU (Centre for Studies in Science Policy, School of Social Sciences), 15th November, 2006.
- Singh, N. (2004). *The Indian Automotive Industry*, at a RIS-DSIR workshop on 'Strategic Approach to Strengthening the International Competitiveness in Knowledge based Industries, Delhi, 13th August, 2004.
- Singh, N. (1998). *Trade Propensities over a Liberalization Phase: The Influence of Firm Size, Foreign Ownership, and Technological Inputs in Indian Pharmaceuticals*, at NIPFP/ Ford Foundation Post-Doctoral Research Fellowship Programme Seminar, Delhi, 6-7th November, 1998.

Mr. Udayan Rathore

Papers Published

- Heaslop, G. Rathore, U., and Sousa, D. (2010). *An Urban Bias? Exploring the Reach of Urban Basic Services in Slums of Patna. Knowledge Community of Children in India*, UNICEF. Available at <http://www.kcci.org.in/Document%20Repository/05%20Urban%20Basic%20Services.pdf>. Last Accessed 20th October 2014.

Papers Presented in National/ International Conferences

- Rathore, U. and Pal, R. (2014). *Estimating Workers' Bargaining Power & Firms' Markup for Manufacturing Industries in India: Impact of Reforms & Labour Regulations*, Winter School, Delhi School of Economics and Jadavpur University, 2014.

Students' Research Initiatives

Students of the department of Economics have also felt encouraged to deliberate and express their ideas on different issues of contemporary significance. They make consistent efforts to engage in research writing beyond the classroom and have brought great laurels to the department at paper presentation competitions at various levels. The department has been sensitive to such aspirations of the students and thereby offers an enriching space of intellectual activity for them through the department publications.

To give expression to the intellectual activity of its students, the department of Economics in its initial years brought out an annual newsletter –*Kshitij*, which contained a rich collection of short articles and anecdotes pertaining to the field of Economics. The first newsletter was published in 2002 which consisted of various essays and crosswords. The subsequent editions covered *Equipoise* and also discussed relevant issues of the time like globalisation and sustainable development. The 2007 version of the newsletter became more interactive shifting its focus to students and teachers.

In the wake of the success of *Kshitij*, the department of Economics of LSR, for the very first time, introduced the *Economics Journal* in 2004. This was done to expand the scope of *Kshitij* and to initiate a form of learning that is more research oriented. Taking insights from the theoretical

models studied as part of the curriculum, students shared their insights on several socio-economic issues of current importance through the articles of the journal. Documenting the emergence of a new way of thinking in the students, the *Economics Journal* helped them develop a perspective on contemporary developments in the discipline. It charted the growth of the department of Economics of LSR from 2004 to 2009, after which under the very able guidance of Dr. Neelam Singh, it amalgamated into an improved version of itself, the *Ecolloquial*.

As compared to the two previous versions of the journal, *Ecolloquial* provides a platform for more extensive, detailed and comprehensive research papers by the students of the department. The pages of *Ecolloquial* are testament to the department's zeal for greater exploration of the discipline. It has become an indispensable part of the department.

INFRASTRUCTURE AND LEARNING RESOURCES

The nature of infrastructure of an academic institution has a deep impact on access and quality of education. The college has been continuously augmenting and upgrading its academic, administrative and infrastructural capacities in its pursuit of excellence and enrichment of its academic culture.

The college provides high quality physical infrastructure in terms of white boards, projectors and mikes in classrooms which are actively utilised by the department members. With the coming up of the new Dr. Bharat Ram Academic Complex the college now has bigger, airy and well equipped classrooms. This institutional support has been of immense help to the department in order to cater to the trend of an increasing class size over the years. The newly built seminar rooms have also helped the department organise its 'Beyond the Classroom' initiatives with renewed energy and coordination. The college also provides a separate tutorial block with spacious tutorial classrooms which are visualised as a microcosm of learning. LSR has worked towards offering an enriching space for growth with the building of more reading space for students over the years.

The department of Economics strives to reduce the digital divide between the students and teachers by way of a greater utilisation of Information Technology in educative interactions. To this end, the college provides several projector rooms which facilitate interesting and enriching teaching-learning sessions lectures via power-point presentations and movie screenings. The college also now provides Wi-Fi facilities to its students. This enables them to make better use of internet resources on campus (in the library and reading rooms) for academic purposes.

STUDENT SUPPORT AND PROGRESSION

Student mentoring and support is a regular feature of the teaching-learning format at LSR. The progression and performance of students is constantly monitored and discussed by the faculty in its departmental meetings.

The department promotes a very special rapport between students and faculty. The students have therefore felt more comfortable and been able to concentrate better on their academics. Teachers offer every manner of support to the differently-abled students. In order to assist the visually challenged students, the faculty also makes suitable efforts to help them in accessing pertinent

study material. They also enable students to be equipped with appropriate skills to prepare them better for their future endeavours.

Every year, the department also recognises one bright student from each of the three years by way of the 'Dr. Saroj Gupta Memorial Lecture' award, in remembrance of Dr. Saroj Gupta, a former distinguished and much respected academic and faculty member of the department of Economics. Such efforts motivate the students to grow both at an academic and personal level.

Economics Association

One of the most important aspects of the academic environment nurtured by the department of Economics has been the activities conducted by the Economics Association which was formed in the 1960s. The academic year is packed with activities and events providing an exciting platform for students to debate and deliberate on current economic issues. The Annual Economics Academic Meet, christened *Equipoise*, has gained admirable recognition and repute and has been one of the most awaited events in the Economics circuit calendar. Events such as quizzes, debates and paper presentations have invited the brightest minds from across DU all these years. The achievements of the Economics Association have come a long way with *Equipoise* evolving into a national symposium *Econvista* since 2013 and further into an international one from 2015.

• National Students' Symposium- *Econvista* 2013

Econvista – a two day National Students Symposium is the brainchild of the department of Economics, LSR. This one-of-a-kind Economics symposium was organised during February-March 2013. Centred on the theme 'Millennium Development Goals', the symposium witnessed a flood of economic opinions, interpretation and dialogue. The symposium was replete with a series of guest lectures by a distinguished speaker panel including Mr. Harsh Mander, Dr. Mihir Shah and Dr. Syeda Hameed. Under the ambit of ten events aimed at challenging as well as captivating the participating populace, the symposium witnessed active participation from esteemed Colleges such as St Xavier's College, Kolkata, Christ College, Bangalore and Jai Hind College, Mumbai amongst others.

A first-of-its-kind simulation of the Planning Commission was conceptualised by students of the department as part of *Econvista* 2013. It was attended by twelve colleges that were short listed through an online round. The simulation was unique in more ways than one. Not only did it help the participants and the organisers get acquainted with the multifaceted functioning of the Planning Commission, it also saw the students in the role of country's planners taking some hard and intricate policy decisions. Participating institutions included several colleges from across DU, IIT Kanpur (the winners) and St. Xavier's College Mumbai, giving the simulation a national character.

• National Students' Symposium- *Econvista* 2014

Continuing the tradition established in 2013, the department hosted the second chapter, *Econvista*: 'Through the Looking Glass', in January 2014. The symposium was attended by over twenty Colleges including St. Xavier's College Jaipur, Jadavpur University and Lady Brabourne College from Kolkata, Christ University, Bangalore from outside of Delhi, along with numerous colleges from DU. The two-day convention saw an array of events ranging from generic ones such as

debate, quiz and paper presentations to creative firsts like policy dilemma, treasure hunt, just a minute (JAM), etc.

As a prelude to *Econvista* 2014, a series of guest lectures were organised. This lecture series saw several aspects of the theme of the symposium 'Political Economy: At the Crossroads' being analysed, debated and scrutinised. The first lecture was by Ms. Smita Mitra who spoke on the economics of labour migration from a gender perspective. The subsequent lecture was by Dr. Ashok Gulati who threw light on issues related to the political economy of food and agricultural subsidies. Another lecture in the series was delivered by Dr. Isher Judge Ahluwalia who drew attention to the challenges of urbanisation in India.

• International Students' Symposium- *Econvista* 2015

Econvista 2015, held in February, was the first International Students' Symposium ever, and included the Lahore University of Management Sciences (LUMS), Pakistan, Kathmandu College of Management (KCM) Nepal, BITS Pilani, St. Xaviers' Calcutta, IIT Kanpur, IIT Delhi and IIM Indore to name a few. It included a plethora of engaging debates, quizzes and thought-provoking paper presentations, all centred on the theme of 'Emerging Economies: Trade, Stability and Inclusion'. Prof. Deepak Nayyar, Dr. Rajat Kathuria and Ms. Shikha Sharma were invited to interact with the students prior to the event. The three flagship events of *Econvista* 2015 was the Dr. Saroj Gupta Memorial Paper Presentation, which witnessed an array of well researched papers on topics related to Economics.

Participation in Student Exchange Programmes

In the spirit of mutuality and reciprocity, the college has collaborated with several international academic institutions (such as National University of Singapore and King's College London) for its students. In its attempt to provide them with unique and enriching learning experiences, the department has also encouraged participation in student exchange programmes. Each year, 2012 onwards, the department of Economics of LSR has had a credible representation in the contingent to National University of Singapore (NUS) Summer School.

Alumnae

The department gives highest priority to the interests of its co-learners i.e. its students. It aspires to continue providing an inclusive academic space and to partner with its students in their journey of expansion and transformation. The galaxy of distinguished alumnae are a testimony to the successful nurturing of these qualities as part of the teaching-learning process in the classroom and beyond at LSR.

- Ms. Usha Thorat (1959), former Deputy Governor of the Reserve Bank of India, has made exceptional contribution to the world of banking and finance. Her efforts towards energising and equipping the Indian Banking System to stand on its own in a global economy are truly inspiring.
- Ms. Sarla Chahal (1968), Ms. Ratna M. Sudershan (1972), Prof. Aasha Kapur (1973), Ms. Mythili Bhusnurmath (1973), Prof. Pami Dua (1978), Dr. Sujata Mittal (1985) Prof. Rohini Somanathan (1986) and Ms. Anasuya Sengupta (1995) have taken forward the discourse of teaching-learning in the academic sphere.

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- Ms. Harmala Gupta (1972), founder of Can Support, is a pioneer in the field of cancer support.
- Ms. Sujatha Singh (1973), former Foreign Secretary, Government of India has made outstanding contribution to the field of Foreign Policy and Diplomacy.
- Ms. Sumati Mehta (1975) and Ms. Vini Mahajan (1985) have made exceptional contribution in diverse fields of administration and citizen welfare.
- Ms. Vinita Bali (1975), Ms. Naina Lal Kidwai (1977) and Ms. Shikha Sharma (1978) have made outstanding contribution to the field of business, industry and banking. Their energising innovativeness in changing business models and courage in taking up the most challenging ventures has scripted several success stories.
- Ms. Pinky Anand (1977) is a senior Supreme Court advocate and politician. She has the distinction of being the second woman lawyer to be appointed as Additional Solicitor General of India.
- Justice Gita Mittal (1978), a sitting judge of the Delhi High Court, has made tremendous contribution to the field of law and jurisprudence. Her landmark judgements have ensured long-denied justice for the victimised.
- Ms. Shivani Wazir (1991), a Law graduate, an actor and Odissi dancer, with her versatility and creativity, is an all-rounder in every sense of the word.
- Prof. Gita Gopinath (1992), is a Professor of Economics at Harvard University. A visiting scholar at the Federal Reserve Bank of Boston and a World Economic Forum Young Global Leader, she has made significant contributions in the field of International Finance and Macroeconomics. In 2011 she was chosen as one of the Young Global Leaders by the World Economic Forum.
- Ms. Anjali Bhardwaj (1994) is the founder of Satark Nagrik Sangathan (SNS), a people's group based in Delhi that has been working since 2003 to build an empowered and vigilant citizenry based on the right to information.

These are few of the many names that have made the department proud with their valuable engagements in diverse areas. They have taken their learning to newer dimensions in a bigger world outside the certainty of the college environment. Their contributions are reflections of how their academic experience has kept alive the spirit of self-reflection in them and has made them grow into critical thinkers, concerned citizens and sensitive interventionist leaders.

GOVERNANCE AND LEADERSHIP

The department of Economics is characterised by collective, participatory and non-hierarchical decision making. For strategy development and deployment, the department holds a meeting annually to decide democratically on the allocation of administrative duties including that of the Teacher-in-Charge. Similarly, in the meeting with the Principal, the college level responsibilities are allocated to the members on a rotational basis. It thus ensures that the faculty of the college is abreast of and actively involved in the activities associated with the institution. The teachers also hold the positions of Faculty Advisors to various societies and thereby contribute to the efficient organisation of extra-curricular activities. The basic premise of all such interactions is

that all members are at par and the governing processes are self-evolved in terms of norms and practices.

The department of Economics also holds interactive sessions with its students by way of student-faculty meetings in order to involve students in the process of decision making. In these meetings, students freely discuss their problems with the teachers and also give suggestions. The feedback of the students is seriously deliberated upon at the department meetings. Communication platforms like Google Groups are also utilised as an interactive and educative space for the students and teachers.

The department Union elections provide a brilliant opportunity to students to exhibit their leadership qualities. The Union elections are carried out in a transparent fashion. The highlight of the Union elections is the electoral debate wherein each contestant puts forth a speech elucidating her vision for the Association and is expected to respond to questions and queries of the student body. This is viewed as a thoroughly enriching experience for all the participants. Such activities develop self-confidence and allow students to learn valuable debating and persuasive skills in the process.

One of the most active aspects of the department are the four well-functioning clubs under the Economics Association namely Books and Documentary Review Club, Beyond the Classroom Club, Econwhiz Club and Financial Investment and Crisis Understanding Cell (FISCUL) and two teams namely Creative Design and Website. In the years to come, the department envisions seeing these clubs grow into cohesive, inter-linked units which provide multiple platforms to express and explore the 'mainstream' and the 'alternative' with independence.

INNOVATIVE PRACTICES

The discipline of Economics exposes its students to increasingly urgent issues of concern: climate change and sustainable development. In an effort to contribute their bit to the environment, the students of the department have actively participated in the *Prakriti* society. Ms. Kochak has headed the *Prakriti* society and has been thoroughly involved in its activities. Recently, two students of the department of Economics also made an attempt to calculate the carbon footprint of the college. Economics students have therefore shown keen interest in environmental initiatives at the college level which is also reflected in their participation in seminars and talks on environmental issues organised by the department.

The endeavour of the department has been to imbue the students with a socio-economic consciousness as part of the teaching-learning process. This is recognised as especially relevant for a holistic understanding of the discipline. The faculty has attempted to adopt best practices in pedagogical initiatives by way of wider deliberations involving multiple schools of thought as part of classroom debates and beyond the classroom academic events. Such an atmosphere enables them to have a balanced perspective of the larger socio-economic realities. Innovative evaluations and teaching techniques have helped the department inculcate an attitude of introspection in the students. The larger objective has been to develop continuity in learning from the classroom to beyond and from the college to beyond.

An expression of such perspectives comes from several commendable and innovative efforts of our students over the years. Every effort of the student of the department, whether it is through journal articles and paper presentations or extra-curricular participation in college societies, NSS, NSO, NCC, etc. is recognised as a constant nurturing of such values. In recent years, students of the department have also taken such learning beyond the college by way of their innovative platforms like *Merge* and *Asmat*.

Merge, conceptualised by the students of department of Economics, provides a track for undergraduates to connect with field experts in order to gain relevant grass-root experience. As part of one of their mentorship programmes, the students got an opportunity to have an enriching interaction with eminent economist Prof. John Dreze. *Asmat* is another such student initiative started in the year 2013. The efforts of the participating students are channelised towards bringing about a difference in the lives of rural citizens. One of their initiatives has been the organisation of a fifteen day volunteer program in Soda village, Rajasthan under the guidance of a distinguished alumna of LSR, Ms. Chhavi Rajawat, who is the *Sarpanch* of this village.

VISION

Apart from a functional value, the discipline of Economics is intrinsically significant. **The teaching-learning of Economics at LSR resonates with the shared belief that to sustain a people-centric approach to the discipline, it is most critical that a deeper sensitivity and sensibility towards local and global socio-economic realities be nurtured through collective introspection and appreciation of plurality of opinions.** To this end the department aspires to nurture among its students the realisation that the opportunities for real well-being are linked to questions of human values. This would enable them to make better choices and to be discerning and sensitive decision makers in the future irrespective of the fields that they pursue.

In line with the ethos of the college, the department of Economics will endeavour to continue working towards reconciling excellence with inclusivity and equity. Over the past several years, it has been instrumental in creating a congenial atmosphere by having a diverse student and faculty profile and by organising several events of academic engagement which included the Autumn School. With growing internationalisation of education, the department hopes for an accelerated pace in the number of national and international collaborations as part of the teaching-learning process. Given the feedback from the multitude of students who go for higher studies, the department of Economics would like to organise similar annual schools outside the college domain as well, both nationally and internationally.

Such academic collaborations would help encourage exchange of ideas, intermingling of cultures and make the department more appreciative of diversity. At the same time, this would enable Economics as a department to have stronger links with the global academic community and to adopt best practices of curriculum design and research methodologies from around the world into the existing academic framework. International experiences would also sensitise the students to the multidimensional nature of the development process and the significance of institutions therein.

The thrust of the department is to make an effective and substantive intervention in the pedagogical initiatives in order to develop amongst the students a holistic perspective towards issues of socio-economic relevance. The department recognises the necessity of linking economic theory with its historical context and empirical observation.

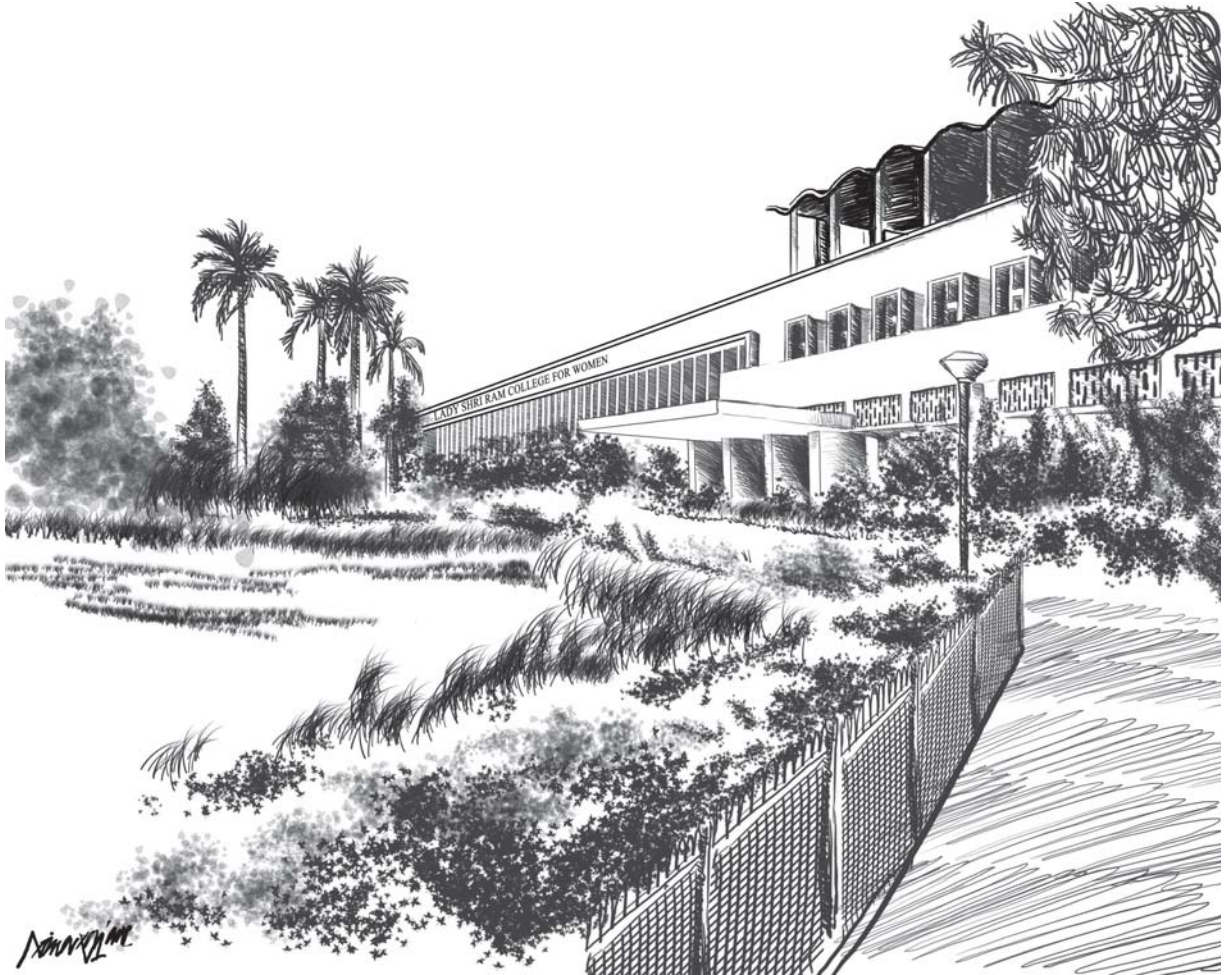
To offer such a liberating pedagogy, the department of Economics would try to give more space to experiential learning and thus would like to motivate the students to take up summer internship programmes as a step to balance theoretical learning with its practical applications. Such a multifaceted exposure to various fields is intrinsic to nurturing budding sensitive economists. At the same time, it would want to guide its students to pursue more collaborative and exploratory research work besides their regular curriculum. This will help them find answers to pertinent questions that emerge in the process of teaching-learning. A built in provision for a research project with the latest Econometrics software could be a step in this direction.

In line with the attempt to achieve the aforementioned objectives, another initiative that the department hopes to take up is inter-disciplinary learning by means of collaborations both at an intra-department and inter-department level. Structuring such an association to organise a conference or academic meet on a regular basis can further enhance the vibrant fabric of the college.

Apart from the academic endeavours that the department takes on in the next couple of years, the scale and participation base of *Econvista*, the International Students' Symposium, will be a crucial factor in the department's holistic growth. Scaling up *Econvista* will not only widen the horizon for promoting multiplicity of approaches to Economics but will also ensure that it is the culmination of innovative ideas of a much wider student body.

The department envisions offering a probing research based pedagogy that allows the broadening of horizons as this dynamic discipline grows, one that builds characters and helps to evolve differing ideas for the future. To this end, the department hopes to have a more facilitative environment to be able to complement the research activities of the faculty with the teaching-learning process. The department would also like to offer a greater set of optional courses in the future to expose its students to varied fields of the discipline.

Aristotle says, 'Practical wisdom is a true characteristic that is bound up with action, accompanied by reason, and concerned with things good and bad for a human being'. The ultimate objective of higher education is to create an academic sphere that invokes in students and teachers alike the quest to be lifelong learners. Debate and dialectics help not only to be concerned with universals but also to be acquainted with the particulars. Such pedagogy enables the department to maintain open-mindedness and humility about even its own core beliefs, something that gains more relevance in times of ever changing socio-economic realities. Intellectual maturity comes, the department believes, when one can maintain the right balance between informed belief and honest scepticism. Within the federal structure of higher education, the department of Economics hopes to facilitate such an enabling experience for everyone involved in the teaching-learning process.



Department Profile

ELEMENTARY EDUCATION

Lady Shri Ram College for Women



 DEPARTMENT OF ELEMENTARY EDUCATION
LADY SHRI RAM COLLEGE FOR WOMEN
presents
THE ANNUAL ACADEMIC MEET
SEHAR
ENVISIONING INCLUSIVE CLASSROOMS:
PERSPECTIVES & CHALLENGES
9th & 10th January, 2015



HISTORY

The department of Elementary Education was established at Lady Shri Ram college for Women in 1998. LSR opened a new chapter in perceiving education as an agent for social change by starting the four year professional programme in Elementary Education called the Bachelor of Elementary Education (B.El.Ed.). This pre-service undergraduate programme was initiated and designed by Maulana Azad Centre for Elementary and Social Education (MACESE), CIE, DU in 1994. A feasibility study was conducted to assess the demand and possibility of initiating a B.El.Ed. programme in collaboration with undergraduate colleges of the University of Delhi. LSR was the sixth college in the University of Delhi to offer this programme since its introduction in 1994. This programme is grounded in the belief, that elementary teacher education that can bring about the much desired change in the landscape of school education, needs to be routed through the university system. LSR being a premier institution in social sciences and liberal arts took this commitment further by instituting this teacher education programme. LSR's motto for decades has been to nurture educated, ambitious yet compassionate young women with leadership and social responsibility. This vision sought to develop a professional cadre in elementary education ranging from teachers to teacher educators. The department of Elementary Education at Lady Shri Ram College for Women has completed 16 years since its inception and this journey has been exciting and eventful.

A Steering Committee was constituted to start the B.El.Ed. programme at Lady Shri Ram College for Women and its first meeting was held on May 15, 1998. The committee included Principal – Dr. Meenakshi Gopinath, Vice Principal- Dr. Asha Mathur, Prof. Anil Sadgopal, Prof. Poonam Batra, Dr.Nimmi Hutnik, Ms. Abha Adams, Ms. Keerti Jayaram and Ms. Kasturi Kanthan. The course was started in July 1998 with Dr. Asha Mathur as the academic coordinator of the programme.

The department started with two faculty members, Dr. Preeti Tripathi (for Mathematics) and Dr. Farah Farooqui (for Science). Ms. Keerti Jayaram helped in coordinating the practicum courses. The first batch started with 18 students and at present the student intake in the first year is 31. Initially faculty members from Central Institute of Education delivered lectures for various courses offered in the programme. Dr. Nimmi Hutnik and Dr. Priti Dhawan from the department of Psychology of the college taught Child Development among other psychology courses. As the years progressed, more faculty members joined the department and infrastructure facilities improved. A Curriculum Laboratory and Resource Room was established. Each year saw additions of resources in terms of apparatus and books. After the first year, more faculty members – Ms. Smriti Sharma, Ms. Suvasini, Ms. Latika and Dr. Mukul joined the department. Faculty members from various departments of the college like Political Science (Ms. Jaya Sharma) and Mathematics taught some of the courses. Two optional courses were offered during this time – Mathematics and Political Science. English as an optional course was introduced in 2008. The department invited Dr. Deepti Priya Mehrotra as guest faculty and other resource persons for conducting practicum courses. Ms. Moloyashri Hashmi and Ms. Maya Rao were invited as resource persons for theatre and performing arts.

Dr. Farah Farooqui, Dr. S. Rajashree, Ms. Smriti Sharma and Dr. Kalyani joined the department in 2004. This was followed by the appointment of Ms. Tripti Bassi, Ms. Anita Nigam, Ms. Seema Sarohe, Dr. Jonaki B. Ghosh, and Ms. Deepika Papneja. Ms. Anita Nigam and Ms. Seema Sarohe left the department in 2008. Later, Ms. Sujata Choudhary, Ms. Pooja Singal and Ms. Shruti Chopra also joined the department.

By 2008, the department had 3 computers and a printer. In 2010, a laptop was given and subsequently an LCD projector was installed in the Curriculum Laboratory. Being a professional programme, B.El.Ed. entails a lot of coordination with schools and other agencies involved in education. An assistant was therefore required for administrative and secretarial work. Mr. Pawan Kumar from the Administrative Section of the college worked half day to provide secretarial assistance in the initial years. Later in 2007, Mr. Umed Singh joined as a full time laboratory assistant.

In July 2014, the department shifted to the Dr. Bharat Ram Academic complex of the college. A curriculum laboratory, two classrooms and a resource room has been allocated to the department in the new building.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of B.El.Ed is given below. The details of research publications, awards, scholarships, fellowships, and consultancies are provided in the college Self-Study Report 2015.



Ms. Smriti Sharma - Assistant Professor

Ms. Smriti Sharma holds a Masters degree in Child Development and Education, and is currently pursuing her Ph.D. in Teacher Education from the department of Education, University of Delhi. Her interest areas are Teacher Education, Cognition and Assessment.

Email: smritionnet@gmail.com



Dr. Kalyani A. - Assistant Professor

Dr Kalyani A. earned two post graduate degrees in Physics and in Education, this was followed by doctoral research that she pursued in the field of science education. She is actively engaged in pre-service and in-service teacher education especially in the area of Science and Mathematics education. She is currently the treasurer of the Staff Council and convenor of the Leave Committee.

Email: kalyanikrishna13@yahoo.co.in



Ms. Tripti Bassi - Assistant Professor

Ms. Tripti Bassi, an M.Phil in Sociology of Education is currently pursuing doctoral studies at Zakir Husain Centre for Educational Studies, Jawaharlal Nehru University. Her thesis is titled 'The Social Context of Sikh Girls' Education: A study of the Sikh Kanya Mahavidyalaya, Ferozepur'. She teaches papers like Contemporary India, Core Social Sciences, Pedagogy of Social Sciences, and Gender and Schooling. Her

research is focused on questions of gender in education and contemporary issues in social sciences. She has been associated with the National Service Scheme at college in an advisory capacity.

Email: btripti@gmail.com



Dr. Jonaki Ghosh - Assistant Professor

Dr. Jonaki Ghosh successfully pursued a Masters in Mathematics from Indian Institute of Technology (IIT), Kanpur and thereafter obtained a Ph.D. in Applied Mathematics from Jamia Milia Islamia University, New Delhi. She teaches courses related to Mathematics Education in the Bachelor of Elementary Education programme and also in the Department of Mathematics. Before joining the University, Dr. Ghosh has had many years of experience as a senior secondary school mathematics teacher. Her primary areas of research interests are: Use of Technology in enhancing the Teaching and Learning of Mathematics, Professional development of Mathematics Teachers and Setting up of Mathematics Laboratories in Schools. She has also been the convenor of the National Service Scheme at college.

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Ms. Deepika Papneja - Assistant Professor

Ms. Deepika Papneja's post-graduate studies were in the area of Sociology (JNU) and Education (DU). Her research interests are in the areas of Social Science Education, Gender Studies, and Gender and Education. At LSR, she has been associated with many committees on co-curricular and extra-curricular student endeavours, and works closely with the Students' Union as Faculty Advisor.

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Ms. Shruti Chopra - Assistant Professor

Ms. Shruti Chopra holds a Masters degree in Physics and Education from the University of Delhi. She teaches courses related to Education and Science Education. Her areas of research interest are Science Education and Teacher Education. She has been associated with REACH, NSS and *Prakriti*-the Environment Society at college.

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Ms. Pooja Singal - Assistant Professor

Ms. Pooja Singal holds a Masters degree in Education as well as in English Literature. Her areas of research interest are Language Education, Literacy, Language and Cognition and Use of Literature in Language Classrooms. She has also been involved in guiding Action Research Projects.

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Ms. Sujata Chatterjee Chowdhury - Assistant Professor

Ms. Sujata Chatterjee Chowdhury has an M.Phil. in Linguistics. Ms. Chatterjee has worked as a freelance editor and translator with various publishing houses like OUP, Macmillan, Excel Books and others. Ms. Chatterjee was also closely associated with Institute of Life Long Learning and CIIL, Mysore. Her areas of interest are Applied and Socio Linguistics.

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Ms. Priyanka Padhy - Assistant Professor

Ms. Priyanka Padhy teaches courses on Child Development, and Human Relations in Education. She holds a Masters degree in Psychology with specialisation in Clinical Psychology, along with a certificate in 'Multiple Intelligences in the Classroom' from WIDEWORLD Harvard Graduate School of Education. Ms. Padhy has conducted several teacher education and parenting workshops in various schools of the NCR Region. Her area of interest is working with teachers and parents to develop understanding of the developmental status and needs of children.

Email: itsmepriyanka@gmail.com



Ms. Bhawana Arora - Assistant Professor

Ms. Bhawana Arora earned both her Masters degree in Physics and Education from the University of Delhi. She pursued a Ph.D. in Education from CIE, University of Delhi, and has recently submitted her thesis titled 'Understanding the Socio-Economic Environment and its Impact on Science as a Subject in Delhi Schools'. Her areas of research interests include education, globalisation, teacher education and science education. She has been teaching a variety of subjects at the department of Elementary Education and to students across all the undergraduate courses.

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CURRICULAR ASPECTS

The Bachelor of Elementary Education programme (B.El.Ed.) integrates two primary domains – the domain of subject knowledge, that is, knowledge of the subjects taught at the school level, as well as pedagogical knowledge, namely knowledge of the methods and strategies required by the teacher to facilitate the teaching-learning process in the classroom in the various subjects. The programme is interdisciplinary in nature. Teaching and learning are rooted in real experiences, experiments and reflections. Teachers and student teachers are active participants in the learning process. Understanding is challenged through open discussions and debates and student-teachers are required to perform tasks in the real school settings. Apart from theory courses, practicum courses form a significant component of the curriculum in all four years of the programme. These practicum courses are meant to equip the student-teacher with the relevant knowledge regarding the school system as well as classroom processes. Practical experience in the school system and with children culminates in an intensive Internship Experience at the end of the fourth year.

The programme offers various compulsory and optional theory courses. All practicum courses and colloquia are compulsory. These are distributed across the four years as follows:

| | Ist Year | IInd Year | IIIrd Year | IV Year |
|------------------|--|---|--|--|
| Theory | <ul style="list-style-type: none"> • Contemporary India • Child Development • Core Natural Sciences • Core Social Sciences • Core Mathematics • Nature of Language | <ul style="list-style-type: none"> • Cognition and Learning • Language Acquisition • Human Relations and Communications • Language Across the Curriculum • Liberal Courses (optional) <ul style="list-style-type: none"> – Political Science – Mathematics – English | <ul style="list-style-type: none"> • Basic Concepts in Education • School Planning and Management • Logico-Mathematics Education • Pedagogy of Environmental Sciences • Liberal Courses (optional) <ul style="list-style-type: none"> – Political Science – Mathematics – English | <ul style="list-style-type: none"> • Curriculum studies • Gender and Schooling Pedagogy Courses • Pedagogy of Maths • Pedagogy of EVS • Pedagogy of Social Sciences |
| Practicum | <ul style="list-style-type: none"> • Performing Arts • Craft | <ul style="list-style-type: none"> • Observing Children | <ul style="list-style-type: none"> • Classroom Management and Material Development | <ul style="list-style-type: none"> • School Internship Project |
| Colloquia | <ul style="list-style-type: none"> • School Contact Programme | | <ul style="list-style-type: none"> • Performing Arts (Theatre) | <ul style="list-style-type: none"> • Creating a Resource Centre |

DEPARTMENT PROFILES 2015

Theory papers: The student is expected to study nineteen theory courses during the four-year programme of study. Theory courses are designed to include study through projects and related field work. The total weightage of the theory courses in the B.El.Ed. programme is 1250 marks.

The different course types are categorised as:

Foundation Courses: These are designed to offer an in-depth study of the process of child development and learning; how the education of children is influenced by the social, political and cultural contexts in which they grow.

Core Courses: These prompt the student-teacher to reconstruct constructs learnt in school and to integrate them within multi-disciplinary perspectives. These emphasise a mastery over content knowledge.

Liberal Courses: These offer studies in specific discipline with academic rigour. They are designed to enrich knowledge base to allow for further study in the discipline and in the pedagogy in which students opt to specialise.

Pedagogy Courses: These provide a study of pedagogical theory with the aim to develop skills specific to the teaching of young children and also examine methodologies related to specific knowledge areas.

| Foundation Courses | Core Courses | Pedagogy Courses | Liberal Courses |
|--|----------------------|--|-------------------|
| Contemporary India Child Development | Core Natural Science | Logico-Mathematics Education | Political Science |
| Cognition and Learning Language Acquisition | Core Social Science | Pedagogy of Environmental Studies | Mathematics |
| Human Relations and Communication | Core Mathematics | Pedagogy of Maths | English |
| Basic Concepts in Education | Nature of Language | Pedagogy of Language Pedagogy of Social Science | |
| School Planning and Management Curriculum Studies Gender and Schooling | | | |

Practicum And Colloquia: These courses are designed to allow a variety of experiences with children within and outside elementary schools and provide opportunities for self-reflection and development. Students acquire a wide range of professional skills including drama, craft, developing curricular material, systematic observations and classroom management. Practicum courses carry a total weightage of 950 marks over the four years of study. Colloquia is structured to include concerted activity on children's literature, story-telling, organising teaching and learning resource centres, sharing school experiences and carries a weightage of 200 marks.

TEACHING-LEARNING AND EVALUATION

Pedagogy

The B.El.Ed. programme at college is based on a discourse that centers on the construction of knowledge and critical pedagogy. The emphasis is on a developmental view of learning. The construction of new knowledge begins by unleashing the prior conceptions of the student-teachers. They are constantly engaged in open discussions, debates and are required to work on authentic tasks in real settings. Thus the teaching-learning situations are rooted in real life experiences, experiments and ongoing reflections.

The programme offers an in-depth study of education in the context of varied sociological, psychological, political and educational theories which provide a framework for students to think of innovative approaches in teacher education. Here opportunities are provided to distinguish between formal knowledge and experiential knowledge. It also offers opportunities to examine the students' epistemological views and comprehension of concepts in various subjects. A culture of critical inquiry and constant engagement with the real educational setups, whether it is community or schools is the highlight of the teacher education discourse. Dialogic reflection and multiple perspectives enable the student-teachers to constantly examine and re-examine their notions of schooling. Construction of knowledge through reflection by comparing and contrasting of ideas is the central focus of pedagogy. The students in this course are expected to reflect and write about their own growth, experiences and concerns with reference to dynamic social realities across all the four years. This is the first step towards preparing 'reflective practitioners' which is the underlying aim of the programme. The pedagogy adopted in this programme builds a strong sense of social responsibility. The student teacher gets an opportunity to reflect on various aspects of the school system.

Hence, the pedagogy adopted is liberating and emancipatory. The following section highlights the pedagogical practices adopted across various subject domains.

• Mathematics Education

Learning mathematics is an integral part of a child's education and is a compulsory subject at the elementary school level. The position paper on Teaching of Mathematics of the National Curriculum Framework 2005 recommended that the goals of school mathematics education should be to develop the inner resources of the student and empower her with skills such as logical thinking, handling abstractions and problem solving. It further recommended that school mathematics be made activity oriented and should emphasise the relevance of mathematics to solving real life problems. The recommendations of NCF 2005 had a great impact on all primary

textbooks and in particular the mathematics textbooks. An attempt was made to make mathematical concepts accessible to all categories of students across schools in the country. The concepts were less abstract and were connected to the socio-cultural milieu of the learner. The mathematics courses offered in the B.El.Ed. programme cater to developing the content knowledge as well as the pedagogical knowledge of the student-teacher.

The courses are as follows:

- Core Mathematics (I year)
- Logico Mathematics Education (III year)
- Pedagogy of Mathematics (IV year – optional)

• Social Sciences Education

According to NCF 2005, the content of Social Sciences aims to raise students' awareness through critical exploration and questioning of familiar social reality. Rather than memorisation of facts, it should emphasise conceptual understanding. The spirit of scientific inquiry in social sciences, along with values like freedom, equality, justice, respect for diversity need to be nurtured.

The NCF 2005 through an epistemological shift comprehends multiple ways of imagining the Indian nation. Political Science is conceptualised to create citizens that are interrogative as well as transformative. Gender concerns and concepts of human rights are central in the discourse of contemporary events.

The Social Science papers in the B.El.Ed. programme transact ideas and practices suggested in the NCF document.

- Contemporary India (Year I)
- Core Social Sciences (Year I)
- Pedagogy of Social Science (Year IV)
- Gender and Schooling (Year IV)

• Language Education

NCF 2005 envisions the role of language in the life of a child not just as a school subject, but, as a marker of her identity. It takes cognisance of the fact that language is not only a rule governed system of communication, but also a phenomenon that to a great extent structures our thought and defines our social relationships in terms of both power and equality. It, therefore, recommends a functional-structural perspective of language, emphasises the need to give primacy and recognition to the mother tongue of the child as the medium of instruction along with exploring multilingualism as a resource in classrooms. Reading, writing, listening and speech are identified as the foundational processes for development of a sound understanding of all the other curricular areas and hence, a learner-centered, constructivist-cognitive pedagogic approach to teach them is recommended.

Bachelor of Elementary Education programme offers the following courses in Language Education across four years-

- Nature of Language (Year I)
- Language Acquisition (Year II)
- Language Across the Curriculum (Year II)
- Story Telling and Children's Literature (Colloquia, Year II)
- Material Development (Language) (Practicum – Year III)
- Pedagogy of Language (Year IV)

• **Psychology and Child Development**

An overarching feature of the B.El.Ed. curricular framework is an attempt to weave theory with praxis, in order for learners to develop a holistic perspective on the subjects. This attempt to strengthen the theoretical basis by providing practical exposure and avenues for implementing ideas in practice is an integral part of the Psychology courses offered in B.El.Ed. An implicit aim of these courses is to provide the students with a myriad of opportunities for self-introspection, exploration and growth along with sensitivity towards understanding various developmental and psychosocial issues of concern of learners in the school setting.

- Child Development (Year I)
- Cognition and Learning (Year II)
- Human Relations in Education (Year II)

The practicum, which becomes more extensive each year, includes the school contact programme, self-development workshops, observing children, and classroom management. These practicums provide students with hands-on experience of various concepts learnt as part of theory, to reflect upon their experiences in the light of various theoretical perspectives and to grow in the process.

The School Contact Program (SCP), a practicum paper offered in the first year, aims at exposing students to a variety of children in their varied socio-cultural contexts, be it children from mainstream schools, slum schools or those with special needs and enrolled in inclusive institutions. As part of SCP, students plan and perform interesting activities with these children and explore creative ways of working with children. In addition, they learn about children's repertoire of skills at different stages of development.

The Observing children (OC) practicum allows students to observe children in a variety of settings such as in the neighbourhood, in a slum setting, in an affluent school setting, at play etc. in order to understand the nature and diversity in childhood. This practicum also involves various visits in order to observe children in their natural settings.

The Self-Development Workshop (SDW) is an experiential exercise in the exploration of aspects of the self and its relation to others. Exploratory exercises are conducted on values, understanding of responsibilities and privileges, examining biases, nonviolent communication, barriers in communication, group dynamics, etc.

The aim of the Classroom Management (CM) practicum is to encourage teacher trainees to explore curricular, pedagogic and classroom organisation issues. Students are expected to study

and reflect upon official documents in education, observe teaching-learning practices and measures of discipline in the classroom and to critically analyse the relevance of these to the contemporary concerns of education. Alternative conceptualisations in pedagogy are also evaluated within real classroom contexts.

Pedagogy and Nature of Classroom

Students not only learn about constructivist theories in psychology classrooms but are exposed to classroom environments that allow students to actively engage with the topic and create their own knowledge under the careful supervision of the teachers.

Teaching Materials

For the courses on child development, cognition and learning and human relations and communications, inter-college meetings of the B.El.Ed. members of faculty, has resulted in the compilation of select seminal readings.

• Science Education

Science education should encourage inventiveness and creativity. This requires a paradigm shift in teaching and learning of science from the existing rote learning method to the strengthening of inquiry skills aimed at stimulating investigative ability, curiosity, creativity and critical thinking. The science education courses offered in the B.El.Ed. programme aim at developing an understanding of the nature of science through exploratory and hands-on activities.

- Core Natural Science (Year I)
- Pedagogy of EVS (Year III)

• Educational Studies

The courses that fall under the domain of Educational Studies are Basic Concepts in Education and School Planning and Management (Third year) and Curriculum Studies (Fourth year). These courses help students develop a critical perspective on issues in education and the system of education. These courses were incorporated in the programme in the third and the fourth year as the students have had a fair amount of experience of engaging with schools. The aim of these courses is in sync with the larger aim of the programme which is to connect theory and praxis and help the students to engage, explore and understand issues of the curriculum; school planning, management and administration and the societal context of education.

- Basic Concepts in Education (Year III)
- School Planning and Management (Year III)
- Curriculum Studies (Year IV)

Seminars

The department organises various seminars, conferences and workshops on a regular basis. The aim is to provide school and college teachers, teacher educators, students and other members of the education community a platform to discuss and deliberate upon various aspects of education. The following academic events were organised in the last few years:

- **National Seminar on Teacher Education-Pedagogic Trajectories**

This was a two day National Seminar on Teacher Education titled ‘Pedagogic Trajectories’ and was held on 23rd and 24th September 2011. The broad aim of the seminar was to arrive at a shared understanding about the changing nature of pedagogies and to initiate and sustain dialogic reflection so as to evolve a vision for the Teacher Education Programme. The seminar provided an interface to over 100 teacher educators, school teachers, researchers, administrators for sharing of experiences and deliberating on issues pertinent to Teacher Education. The seminar began with a Panel Discussion titled ‘Teacher Education: Policy, Perspective and Praxis’, where eminent educationists and academicians like Prof. Poonam Batra, Prof. Anita Rampal, Prof. Nargis Panchapakesan, Prof. Panati Panda and Dr. Indira Vijaysimha shared their views on the current and future possibilities in the discourse of Teacher Education.

This was followed by five technical sessions of Paper Presentations during which over 35 papers were presented over the two days by policy makers, teacher educators, teachers and research scholars. These sessions titled ‘Teacher Education Programmes: Looking through a Kaleidoscope’, ‘Engaging with Practitioners’, ‘Teacher Education and Schools - A Dialogue’ and ‘Insights from the Field: Experiential Narratives’ were respectively chaired by Prof. Farida Khan, Prof. Bharati Baveja, Ms. Abha Adams, Prof. Geetha Nambissan and Prof. Janaki Rajan. The seminar was truly national in its character as it saw the participation of academicians from the states of Karnataka, Madhya Pradesh and Rajasthan. The papers presented at the seminar were published in the form of a Monograph by the department in the month of April 2012 and is now being published as a book.

- **Technology and Innovations in the Mathematics Classroom**

The department organised a two-day workshop for mathematics teachers and teacher educators titled Technology and Innovations in the Mathematics Classroom on 9th and 10th October 2013. The primary objective of the workshop was to deliberate on and explore the possibilities offered by digital technology and innovative pedagogical practices in mathematics teaching and learning. The workshop focused on familiarising the participants with various ways in which technology and hands-on activities can be integrated in the mathematics classroom. The emphasis was on illustrating the potential of various technology tools such as Dynamic Geometry Software (DGS), graphics calculators and spreadsheets by providing hands-on experience. The workshop was sponsored by Casio India Company and Heymath.

The workshop was inaugurated by Prof. Parvin Sinclair, Director, NCERT. The inaugural function was facilitated by Dr. Meenakshi Gopinath, Principal, Lady Shri Ram College for Women. Dr. Jonaki B. Ghosh, the workshop convener introduced the theme of the workshop by emphasising the role of technology in making mathematics learning meaningful. About 90 teachers from schools across Delhi and teacher educators from various colleges participated in the workshop.

The first day of the workshop comprised of four invited lectures and hands-on workshop sessions on the use of technology tools for mathematics teaching and learning. The distinguished speakers were Dr. Usha Menon from *Jodo Gyan*, Prof. Amitabha Tripathi, IIT Delhi, Ms. Shweta Prakash, Head-Curriculum Development, Heymath and Prof. Amber Habib, Head, department of Mathematics, Shiv Nadar University.

The second day of the workshop began with a panel discussion on 'Learning Mathematics - Bridging the Gap between Content and Pedagogy'. The panel discussion was chaired by Dr. Asha Mathur, Former Associate Professor, Lady Shri Ram College for Women. The panelists were Dr. Haneet Gandhi, CIE, DU, Ms. Jyoti Darbari and Ms. Monika Singh, department of Mathematics, LSR and Dr. Kalyani A. from the department of Elementary Education, LSR.

This workshop was a major step taken by the department of Elementary Education in creating a platform for mathematics teachers of schools across Delhi and NCR for discussion and collaboration on various key issues related to mathematics education.

• Seminar titled 'The Flight of the Dove-Building Cultures of Peace in the Classroom'

A seminar on Education for Peace titled 'The Flight of the Dove- Building Cultures of Peace in the Classroom' was jointly organised by the Departments of Elementary Education, Psychology and Political Science on 12th January 2013 with the aim of envisioning Education for Peace by transcending the issues of conflict which inhibit the culture of Peace in the Classroom.

The seminar was an outcome of an Interdisciplinary project undertaken by the above mentioned departments of the college. The seminar began with an insightful panel discussion titled 'Education for Peace: Perspectives and Praxis' where eminent educationists and practitioners like Prof. Poonam Batra, Ms. Abha Adams, Dr. Jyoti Bose and Dr. Suneet Varma deliberated on relevant issues and their views helped to provide the building blocks that contributed in charting a new vision of building peace.

As part of the one day seminar, workshops were also conducted for school teachers and secondary school students. The former conducted by Dr. Shweta Singh imparted pedagogical and psychological skills to teachers to manage identity-based conflicts in their classrooms whereas the workshops for students conducted by Ms. Shreya Jani and Ms. Jaya Iyer trained participants to experience different world-views and imparted cultural diversity training.

Evaluation

Internal Assessment

Evaluation follows the DU criteria. The assessment of students' performance is both qualitative and quantitative. It is a continuous process which takes place throughout the year and includes theory as well as practicum courses. It is usually administered in the form of assignments (home assignments, class assignments as well as open book assignments), projects or presentations. The assignments are exploratory in nature and are designed to assess the analytical and creative ability of the student.

A maximum of three evaluative assignments are given throughout the year in a particular course. Marks are awarded out of 30 for courses with a weightage of 100 marks and out of 15 for courses with a weightage of 50 marks. Scaling down of marks is not encouraged. The practice of choosing the best among a number of assignments is also discouraged.

After the internal assessment marks are submitted by all faculty members, a process of moderation of marks takes place. This process is unique to the department of Elementary Education and it stretches into two days, during which marks awarded to students, both in theory and practicum

are deliberated upon by all faculty members. An attempt is made to maintain complete transparency and each faculty member has to justify the marks awarded by her. Every faculty member is required to prepare a note for each course taught by her which explains the rationale of the internal assessment task given by her to the students and the criteria based on which the task will be assessed. The documents are then collated and shared with faculty members of departments of Elementary Education of other colleges. A centralised internal assessment moderation meeting is held every year in the month of April at CIE, where faculty representatives of each college present the internal assessment scores obtained by students of their respective colleges. The aim of this moderation meeting is to maintain parity across colleges.

RESEARCH

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Faculty Publications and Presentations

Ms. Smriti Sharma

Articles in Newspapers/Magazines

Sharma, S. (2007). 'Pathya-pustakon ka astitva' (Entity of textbooks) in *Shiksha Vimarsh Magazine* (<http://www.digantar.org/vimarsh/>) Year 9 Issue 1, January-February, 2007.

Papers Presented in National/International Conferences

- Sharma, S. (2014). *Action Research as a Pedagogic Tool in Initial Teacher Preparation*, International Conference on Social Sciences at University of British Columbia, Vancouver, 11-13th June, 2014.
- Sharma, S. (2014). *The Essentials: What Should We Be Teaching?*, International Conference organised by Northwest Association of Teacher Educators at Washington State University, Pullman, Washington, 5-6th June, 2014.
- Sharma, S. (2014). *Performing Arts as Pedagogic Tool*, International Conference on 'Emerging Trends and New Perspectives in the Teaching-Learning Practices in Performing and Visual Arts' organised by Indira Gandhi National Open University, 29th January, 2014 (co-authored).
- Sharma, S. (2013). *Teacher Development: Perspective and Vision of the Teacher in In-service Teacher Training*, International Seminar on 'Right to Education: Constraints and Suggestions towards its implementation' organised by Guru Arjan Dev Institute of Development Studies, Amritsar, India, 15-16th March, 2013.
- Sharma, S. (2012). *Elementary Teacher Educators: Perspective and Role in Teacher Preparation*, International Conference 'Education for a Changing World' held at University of Jammu, India 10-12th October, 2012.
- Sharma, S. (2012). *Theatre as a Pedagogic Tool: Possibilities and Challenges*, at the Colombo International Theatre Festival held in Colombo, Sri Lanka, 26th March –2nd April, 2012.

- Sharma, S. (2011). *Pre-service Elementary Teacher Education: The Neglected Agenda*, at the National Conference on Teacher Education, 'Pedagogic Trajectories' organised by the Department of Elementary Education, Lady Shri Ram College for Women, University of Delhi, 23-24th September, 2011.
- Sharma, S. (2011). *Nurturing Identity: Examples from Writing EVS textbooks*, UGC sponsored Conference organised by Institute of Home Economics, University of Delhi, 31st October-1st November, 2011.
- Sharma, S. (2010). *In-Service Teacher Education Programmes: A Constructivist Approach*, 17th International Conference on Learning held at Hong Kong Institute of Education, Hong Kong, 6-9th July, 2010.

Others

- Sharma, S. (2014). Session on *Advertisements: Beyond the top of the iceberg* with high-school students, at the Franklin High School 6th Annual Power, Justice and Freedom - Education Youth Summit, 15th January, 2014.
- Sharma, S. (2014). Break-out session entitled *Social Emotional Needs of Teachers: Discourse on Teachers and Teaching* with school teachers at the Supporting Healthy Young Scholars Symposium organised by Robinson Centre for Young Scholars, University of Washington, Seattle, 8th February, 2014.
- Sharma, S. (2014). Co-presented a poster *Teacher Identities in Initial Teacher Preparation: Views of Teacher Candidates*, 10th Annual Teaching and Learning Symposium organised by Centre for Teaching and Learning, University of Washington, 15th April, 2014.
- Sharma, S. (2014). Brown Bag presentation on *Addressing Teacher Socialisation and Identity in Initial Teacher Preparation*, at the College of Education, University of Washington, Seattle, 22nd May, 2014.
- Sharma, S. (2013). Resource person for setting up DIETs as Subject Resource Center at Chhattisgarh for ICICI Foundation for Inclusive Growth, March, 2013.
- Sharma, S. (2012). Resource person for National School of Drama, Tripura for the course 'Contemporary India and Childhood' for the one year programme for preparing Theatre practitioners, October, 2012.
- Sharma, S. (2011). Edited Manual for teachers on EVS – prepared by SCERT (State Council of Educational Research and Training), Delhi, May-June, 2011.
- Sharma, S. (2009). *Analysis of Rajasthan EVS Textbooks*, at a state level Consultative meet on Curriculum, Syllabus, textbooks and Right to Education Act at Jaipur, Rajasthan, 28th February - 1st March, 2009.
- Sharma, S. (2008). *B.El.Ed: Teacher education Programme for reflective practitioners* at a panel discussion on 'Organization of Comparative Teacher Education' organised by United States-India Educational Foundation USIEF, August 20, 2008.
- Sharma, S. (2008). Resource person for training of master trainers (school teachers) for NCERT books based on NCF'05 at Regional Institute of Education (RIE) Ajmer, July 2006 and at RIE Bhopal, July, 2007, 2008.

- Sharma, S. (2007). Resource person for INSET (In-service Educational training) for 'Orientation of EVS teachers for INDRADHANUSH Series' (May-June 2004 - 2007), Science (February- 2005, May-June 2006, 2007).
- Sharma, S. (2007). *Analysis of Environmental Studies textbook Class XI*, at a day-long symposium organised by a group of NGOs at Jaipur, 11th February, 2007.
- Sharma, S. (2006). *Importance of Life Skills for Adolescence*, at Symposium 'Young People: Towards a Healthy Future' An Alliance of, by and for young people, organised at Gandhi Samiti, Delhi, 29th April, 2006.
- Sharma, S. (2006-07). Prepared a report on Intervention done at Jamia Sr. Sec. School at the primary level within the broad framework of Constructivism during September 2006 to January, 2007.
- Sharma, S. (2006). Developed teachers' manual on the theme 'Water' for use by the community workers at Aarohi, December, 2006.
- Sharma, S. (2004). Undertaken Review of NCERT EVS textbooks (Published in 2002) for Class 3,4,5 in the year 2004.

Monograph

- Sharma, S. (2008). Edited a Monograph on *Dimensions of Evaluation*, May, 2008.

Dr. Kalyani Akalamkam

Papers Presented in National/ International Conferences

- Kalyani, A. (2014). *Gender Equity in Maths–Curricular Debates and Pedagogical Perspectives*, National seminar on 'Mathematics Education', JMC, University of Delhi, February, 2014.
- Kalyani, A., Khandelwal, K., Papneja, D., Dhillon, M., (2014). *Mapping Conflict in Schools: Building Cultures of Peace*, International Conference on Education, UNESCO, Jamia Milia Islamia, (presented by the first author), 2014.
- Kalyani, A. (2012). *Assesment in Primary Mathematics: Issues and Challenges*, National Conference on Mathematics Education organised by NCERT, Delhi, December, 2012.
- Kalyani, A. (2012). *Reorienting Teacher Education to Integrate Education for Sustainable Development*, International Conference of International Journal of Arts and Sciences, Harvard University, Boston, May, 2012.
- Kalyani, A. (2011). *Assesment of Life Skills: Issues and Challenges*, National Conference on 'Sustainable Development and Education', IHE, New Delhi, November, 2011.
- Kalyani, A. (2011). *A Framework for Sequencing Curriculum*, 18th International Conference on Learning, Common Ground Publisher, University of Illionis, Maurtius, July, 2011.
- Kalyani, A. (2011). Co-presented *Reflections on Portfolio as Assesment Strategy in Teacher Education*, 18th International Conference on Learning, Common Ground Publisher, University of Maurtius, July, 2011.

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- Kalyani, A. (2009). *Portfolios as Assessment Strategy in Teacher Education*, National Seminar on 'Teacher Education Curriculum in the Context of NCF-2005', Army Institute of Education, April, 2009.
- Kalyani, A. (2008). *Students Understanding in Physics- Implication for Pedagogy*, National Seminar in Science Education, University of Delhi, February, 2008.
- Kalyani, A. (2007). *Reviving Agro Biodiversity- A Case of Tehri Garhwal*, Academic Staff College, Jamia Milia Islamia, 2007.

Others

- Kalyani, A. (2013). Invited talk *Women in Science* at UGC sponsored seminar, organised by CIE, University of Delhi, December, 2013.
- Kalyani, A. (2013). Chairperson of a session in Graduate Seminar on Interdisciplinary Studies, School of Social Sciences, JNU, March, 2013.
- Kalyani, A. (2009). Resource person UNICEF funded national project on 'Use of Science, Kids in Classroom', project launched in August, 2009.
- Kalyani, A. (2009). Resource person National Tele conference on 'Action Research under SSA Scheme', IGNOU, July, 2009.
- Kalyani, A. (2009). Resource person for five day national workshop for development of Audio-visual Material for Science teacher education, IGNOU, July, 2009.
- Kalyani, A. (2009). Resource person for International workshop on 'Peace and Conflict Resolution for Teachers and Teacher Educators' WISCOMP, New Delhi, 2009.

Monographs

- Kalyani, A. (2008). Edited *Mathematics Education: Expanding Vistas*. Compilation of papers presented in the seminar on Mathematics Education, organised by department of Elementary Education, Lady Shri Ram College for Women in February, 2008

Ms. Tripti Bassi

Papers Presented in National/International Conferences

- Bassi, T. (2014). *Religiously Socializing: Looking at Notions of Religious Identity and Gender in a 'Sikh' school in Punjab* at Fifth International Conference of the Comparative Education Society of India on the theme 'Education, Politics and Social Change', Delhi, 16-18th November, 2014.
- Bassi, T. (2010). *School and Gender: Mapping the Barriers to Equality in Education* in International Seminar on 'Gender Equality and State Interventions: Issues Ahead', organised by department of Sociology and Social Anthropology, Punjab University, Patiala and UNESCO/UNITWIN, 28-29th October, 2010.

Others

- Bassi, T. (2014). Resource Person for a workshop on 'Social Science textbook – *Meri Dilli*' for 40 teachers of East Delhi Municipal Corporation (EDMC) schools, 22nd October, 2014.
- Bassi, T. (2014). Resource Person on a workshop on *History of Delhi* for 40 teachers of East Delhi Municipal Corporation (EDMC) schools, 24th September, 2014.

- Bassi, T. (2014). Resource Person on a workshop on *Social Science Teaching* in classes 3rd to 5th for 40 teachers of East Delhi Municipal Corporation (EDMC) schools, 13th August, 2014.
- Bassi, T. (2014). Resource Person for a session on *Gender and Schooling: A look at Determinants of Girls' Education* for Final Year Students of Diploma in Elementary Education (D. El. Ed) at Dr. S. Radhakrishnan District Institute of Education and Training, Garacharma, South Andaman, 5th July, 2014.
- Bassi, T. (2014). Resource Person for a session on *Gender Issues in Education* for teacher trainees of four-year integrated course in Teacher Education at Tagore Government College of Education, Middle Point, Port Blair, 4th July, 2014.

Dr. Jonaki Ghosh

Articles in Newspapers/Magazines

- Ghosh, J. (2013). *Exploring Fibonacci Numbers Using a Spreadsheet* in 'At Right Angles: A Resource for School Mathematics' (AtRiA), Volume 1 (2), 2013.
- Ghosh, J. (2013). *Hill Ciphers* in 'At Right Angles A Resource for School Mathematics' (AtRiA), Volume 3 (3), 2013.
- Ghosh, J. (2012). *The Birthday Paradox: A Spreadsheet Simulation*, in 'At Right Angles A Resource for School Mathematics' (AtRiA), Volume1 (1), 2012.
- Ghosh, J. (2012). *The Monty Hall Problem: A Spreadsheet Simulation* in 'At Right Angles A Resource for School Mathematics' (AtRiA), Volume 1 (2), 2012.

Papers Presented in National/International Conferences

- Ghosh, J. (2014). *Developing Students' Mathematical Thinking through Investigatory projects* at the Second International Conference on Creative Mathematical Science Communication (CMSC) held at the Institute of Mathematical Sciences, Chennai, 9-12th December, 2014.
- Ghosh, J. (2013). *Developing Students' Mathematical Thinking: Possibilities Offered by Technology*, Asian Tecnology Conference in Mathematics (ATCM), held at Indian Institute of Technology, Mumbai, 7-11th December, 2013.
- Ghosh, J. (2012). *Patterns and Algebraic Thinking*, at the conference 'Technology and Innovations in Mathematics Education (TIME)' for primary mathematics teachers, held at the Indian Institute of Technology, Mumbai, 7-9th December, 2012.
- Ghosh, J. (2012). *The Senior Secondary Mathematics Curriculum*, Part of the Indian delegation which made the Indian National Presentation (INP) on Mathematics Education at the ICME – 12 (International Congress on Mathematics Education) held in Seoul, 8-15th July, 2012.
- Ghosh, J. (2012). *Pedagogical Affordances of Technology in the Mathematics Classroom*, at the conference 'Enabling Mathematics through Technology', conducted by the Ramanujan Foundation for Initiatives in Mathematics Education (RFIME), 2-3rd July, 2012.
- Ghosh, J. (2011). *Learning Mathematics Using Technology*, at the conference 'Technology and Innovations in Mathematics Education' (TIME) for mathematics teachers, held at the Indian Institute of Technology, Mumbai, 27th-29th December, 2011.

Others

- Ghosh, J. (2014). Delivered a series of talks at the Beijing Normal University, Beijing, China, June, 2014: *School Mathematics Education in India, Opportunities of using Technology in Mathematics Classrooms*. These were organised by Prof. Cao Yiming, Professor of mathematics education, School of Mathematical Sciences, Beijing Normal University, Beijing, China.
- Ghosh, J. (2014). Organised and conducted a workshop (as a resource person) titled *Empowering the Mathematics Teacher: Enlivening the Mathematics Classroom* for middle school mathematics teachers at Presidium school, Ashok Vihar, 27-29th June, 2014.
- Ghosh, J. (2014). Organised and conducted a workshop as convener and resource person, titled *Empowering the Mathematics Teacher: Enlivening the Mathematics Classroom* for secondary mathematics teachers at the Sanskriti School, New Delhi, 2-3rd May, 2014.
- Ghosh, J. (2014). Conducted a one day workshop (as a resource person) for teachers of IB schools titled *Mathematical Explorations* at Step by Step School, NOIDA, 25th March, 2014.
- Ghosh, J. (2014). *Developing Students' Mathematical Thinking Through Technology* at the Conference 'Lets Mathematise', held at Jesus and Mary College, University of Delhi, 11th February, 2014.
- Ghosh, J. (2013). Conducted a workshop session (as a resource person and convenor) titled *Visualising and Exploring Concepts and Applications of Mathematics Using Casio Teaching Tools*, Asian Technology Conference in 'Mathematics (ATCM) + Technology and Innovations in Mathematics Education (TIME)', held in Indian Institute of Technology, Mumbai, 7-11th December, 2013.
- Ghosh, J. (2013). *Developing Students' Thinking in Calculus*, at a workshop for senior secondary mathematics teachers organised by Institute of Mathematical Sciences, Chennai, 30th October, 2013.
- Ghosh, J. (2013). Conducted a two-day workshop (as a resource person) on Developing Students' Mathematical Thinking at Azim Premji University, Bangalore, 27-28th September, 2013.
- Ghosh, J. (2013). Organised a three-day workshop titled *Enhancing Mathematics Learning Through Hands-on Activities* in collaboration with SCERT Haryana as convener and conducted sessions during the workshop as a resource person, 4-6th July, 2013.
- Ghosh, J. (2013). *Exploring Mathematical Applications Using Technology*, at a workshop for mathematics students organised by Department of Mathematics, Jamia Millia Islamia, 25th March, 2013.
- Ghosh, J. (2013). *Modelling and Applications in Secondary School Curriculum*, at a teachers workshop organised by Delhi Public School Society, 19th February, 2013.
- Ghosh, J. (2013). *Some Pedagogical Affordances of Graphics Calculators in Mathematics Teaching and Learning*, at an IB teachers workshop organised by International Baccalaureate, 2nd February, 2013.
- Ghosh, J. (2012). *Technology and Mathematics Education: Issues and Challenges*, at the Azim Premji University, 21st September, 2012.

- Ghosh, J. (2012). *Learning Mathematics in Secondary School: The Case of Mathematical Modelling Enabled by Technology*, at the ICME – 12 (International Congress on Mathematics Education) held in Seoul, 8-15th July, 2012.
- Ghosh, J. (2011). Panelist in the panel discussion on *Technology in Mathematics Education*, at the ‘National Initiative in Mathematics Education’, Northern Region Conference organised by Ambedkar University and Shiv Nadar University at India International Centre, New Delhi, 21-23rd November, 2011.
- Ghosh, J. (2011). *Technology in Mathematics Education in India: Innovative practices* and also participated in the three day event as a member of the working group on ‘Technology in Mathematics Education’. Participated in the Second Meeting of the Indo-Swedish Working Group on Mathematics Education held at the Homi Bhabha Center for Science Education, 23- 26th February, 2011.
- Ghosh, J. (2010). Participated in a three day workshop on *Mathematical Modeling for School Teachers* conducted at IIT Mumbai, December, 2010.
- Ghosh, J. (2010). Participated in a three day workshop on *Technology Orientation and Training for school teachers*, conducted by IIT Powai at Delhi Public School, Ahmedabad, September, 2010.
- Ghosh, J. (2010). *Mathematics Education in India: Issues and Challenges* and also participated in the three day event as a member of the Indian working group. Participated in the First Meeting of the Indo-Swedish Working Group on Mathematics Education held at the University of Gothenberg, Gothenberg, Sweden, 4th-7th June, 2010.

Ms. Deepika Papneja

Paper Presented in National/International Conferences

- Papneja, D. (2014). *Aptitudes, Belief and Content: A Qualitative Inquiry in Mathematical Self-Efficacy of Pre-Service Elementary Teachers and Upper-level Mathematics Students*, 21st Annual Conference of the American Association for Teaching and Curriculum at Tampa, Florida, USA, 9-10th October, 2014.

Others

- Papneja, D. (2014). Delivered a series of lectures on *Women, Leadership and Empowerment and India: A Cultural Mosaic*, Convocation Speaker at Snow College, Utah, USA, 11-13th March, 2014.
- Papneja, D. (2014). Keynote Speaker for a Conference titled ‘Solidarity: Creating a Sense of Community’ at Thomas College, Maine, USA. Also, was panellist at the same conference for the session titled ‘Weaving a Tapestry of Community’, 30th January, 2014.

Ms. Pooja Singal

Singal, P. (2008). Resource Person for conducting a 2 day workshop titled *Communicative Language Teaching* with Language teachers from Army Public School from across Delhi, July, 2008.

Ms. Priyanka Padhy

Paper Presented in National/International Conference

Padhy, P. (2011). *The Elephants in Classroom-Responding to Mental Health Concerns of Students*, National Conference on Sustainable Development and Education, IHE, New Delhi, November, 2011.

Ms. Bhawana Arora

Papers Presented in National /International Conferences

- Arora, B. (2015). *Globalization and Technology: The Growing Interdependence and its Impact*, the International Education Conference titled 'Learning Technologies in Education' at Jamia Millia Islamia 24-25th February, 2015.
- Arora, B. (2014). *Role of Teachers in Globalized Context: Bridging the Gap between Theory and Practice*, International Education Conference titled 'Education as a Right Across the Levels: Challenges, Opportunities and Strategies' at Jamia Millia Islamia, New Delhi, 10-11th March, 2014.
- Arora, B. (2014). *Perspectives on Globalization and Education: Policy and Implications*, Educational Symposium on 'The Changing Contours of Indian Education: Issues and Challenges' organised by Shyama Prasad Mukherji College, University of Delhi, 2014.
- Arora, B. (2013). *Perspective on Social Environment and Globalization: Policy and Practice*, National Conference on 'Emerging Perspectives in Education: A Gateway to Innovations' organised by Global Institute of Education, Greater Noida, 2013.

Others

- Arora, B. (2015). *Teacher Education for Change: Special Focus on North-East Students*, National Workshop on 'Understanding North-East India: Dialogue on Educational issues and Challenges', organised by Central Institute of Education, 13-14th March, 2015.
- Arora, B. (2011). *Teachers in Globalized Scenario: Issues and Concerns*, National Workshop on 'Changing Role of Teachers in Contemporary India: Policy and Practice' organised by Central Institute of Education, University of Delhi, 2011.

Research Opportunities for Students

The Bachelors in Elementary Education programme is dedicated to creating a cadre of teachers who are reflective practitioners, and as such, incorporates such elements and activities in its curriculum that enable a student-teacher to re-construct the prescribed knowledge, as well as, to evolve a critical appreciation of the curricular and pedagogic issues. The practicum Project intended to be undertaken by the students in the fourth year of the programme aims to develop the process of reflective enquiry through classroom based research. While enhancing skills of systematic observation, documentation and analysis, the overall aim is to equip the interns for reflective teaching.

Under the practicum Project, each student is required to do one project of 100 marks under the close guidance of one faculty member from the department. The project is envisaged as an

action research based project, where the student has to identify a problem pertaining to any of the following given areas:

- a. Classroom management: discipline, peer interaction, gender related issues and so on.
- b. Understanding the child: moral development in learners of a particular age, understanding the problem solving strategies of a particular group of students and so on.
- c. School aspects: mid-day meal, school assembly, school health programmes and so on.
- d. Pedagogic inquiry of different subjects: Exploring visual arts as a pedagogic tool for teaching of languages or Use of ICT in constructing students' concepts on water cycle and so on.
- e. Areas of curriculum enquiry: evaluating the EVS textbooks vis- a-vis objectives of EVS teaching as mentioned in NCF 2005 for class V, Role of Sex Education in developing the concept of self in adolescents and so on.

The student has to systematically arrive at the understanding of the problem by collecting data from the field and analysing the same in the light of theories studied. Each learner is expected to submit a written report of the project with proper chapters on Introduction to the Study, with theoretical background, review of research, methodology of data collection and analysis, data representation, interpretation and analysis, summary, conclusion and limitations, references and appendices.

In order to hone in on the researcher in each student, the department organises workshops on Research Methodology where learners are enabled to construct a perspective on research as a systematically designed, carefully conducted and well documented enterprise which allows them to identify a problem and arrive at the possible solutions of the same in the described context, or just to investigate a problem in depth to arrive at a better understanding of the same. The faculty also conducts sessions on different methodologies, tools of data collection and data interpretation.

● The Research Process

The research process is made very rigorous for students by asking them to make periodic presentations where constructive feedback is given to them collectively by all the faculty members. An annual calendar with tentative dates for various presentations and submissions is worked out. The department follows a strict attendance policy for this research based practicum. The attendance requirement for this practicum is 75%, as per the requirements of the course. Students are evaluated not just for the written report but also along some process parameters which capture a student's involvement during the process of conducting research. It has been observed over the years that the research project widens the mental horizons of the trainee teachers, and builds up skills essential for responding to the futuristic challenges in a creative manner.

● Taking it forward

Students are encouraged to develop academic papers from the research projects they have so enthusiastically worked upon. In the academic session 2013-2014, research abstracts of six students from the fourth year were selected for a research workshop titled 'Issues of Researching the classrooms' organised by the department of Elementary Education, Miranda House. The workshop was conducted by Prof. Arvind Mishra, Zakir Husain Centre, Jawaharlal Nehru University. Out of these six, two students presented their papers in the seminar titled 'Issues of

Elementary Schools' organised by Miranda House. Both the students were awarded special certificates for commendable research at the seminar.

Since these research projects are a rich repository of primary data from the classrooms, the department tries to maintain their record by preserving a copy of each project in its resource room, thus, building up a body of knowledge that can be accessed in future. For sharing and disseminating this body of knowledge with the larger community of students, teachers and teacher educators, a collection of abstracts of students' projects from the year 2002-2006, titled as *A Peep into the Classroom* was brought out in the year 2006. The department envisions bringing out more monographs in the same series in the near future.

Besides the mandatory research project in the fourth year, students of second and third year also collaborate with external agencies for various small term research projects. For instance, owing to a sound understanding about children's literature imparted to students through colloquia on storytelling and children's literature in second year, NGOs such as Sir Ratan Tata Trust and Publishing houses such as National Book Trust of India hire the students as research assistants for collecting data for various initiatives such as gathering parents' opinions about existing scenario of children's literature, ways of enhancing the functionality of Delhi Public Libraries and so on.

The department, acting as a platform for sharing new experiences and exploring new vistas of knowledge in teacher education programmes, organises seminars and workshops for teachers and teacher educators from across states, on a regular basis. Although teacher-centered, our students gain immensely from these seminars and workshops and get acquainted with several discourses in institutionalised idea of education.

INFRASTRUCTURE AND LEARNING RESOURCES

The department of Elementary Education has been relocated to a newly constructed building of LSR since July 2014. The new building named the Dr. Bharat Ram Academic Complex boasts of classrooms, seminar halls, conference rooms, students' common room, media labs, computer labs, faculty room, pantry, infirmary, amphitheatre and many common areas, all outfitted with the latest technological devices that aid the teaching-learning process.

The department of Elementary Education is housed on the third floor of the building. It consists of a curriculum lab with a capacity of 50, and two additional classrooms with a capacity of 25. The classrooms have been constructed in such a manner that there is glass panelling on one side, allowing the rooms to be lit naturally. Provision has been made for a white board as well as a projection area on the wall, on which audio-visual presentations and slideshows can be shown using the LCD projector fitted in the classroom.

The B.El.Ed. curriculum lab, as the name suggests, is a space used not just for carrying out scientific/mathematical experiments but also for the development and use of curriculum material for various subjects such as social sciences, psychology, languages etc. Hence, it is both a working space for students and teachers and a space for displaying various curricular materials like lab apparatus, books etc. The curriculum lab contains soft boards that the students use to display materials as well as storyboards for the storytelling practicum. It also consists of storage space to store lab equipment used in the science courses of B.El.Ed. It has been a practice to arrange

classroom furniture in the curriculum lab in a semi-circular fashion to facilitate mobility and allow the teacher to reach out to students individually. The arrangement also makes way for a more interactive classroom. Many of the talks and workshops held in the department are held in the curriculum lab. The remaining two classrooms consist of whiteboards and projection areas and dual-seat furniture sets for students. These two smaller classrooms double up as tutorial spaces.

Since B.El.Ed. is a four year programme, the students continue to use classroom spaces in the main building. The students frequently use the seminar halls and conference rooms in the main building. Talks, panel discussions and workshops are held in venues such as the college Auditorium, the Lower Seminar Room, the Upper Seminar Room and Room no. 8 depending upon the number of attendees and the availability of the venue. Additional rooms that are spacious and can accommodate large number of occupants and have AV facility are also frequently used.

B.El.Ed. Resource Room

The department of Elementary Education also has a resource room, which is maintained and run by the laboratory assistant. The resource room consists of reading materials, predominantly textbooks for the various courses offered by B.El.Ed. along with reference materials and other teaching materials used by teachers across subject areas. The resource room maintains an archive of official communications to and from the department, projects of the students and the departmental newsletter *Sehar*.

STUDENT SUPPORT AND PROGRESSION

One of the biggest strengths of the B.El.Ed. programme is that it has vertical linkages with post-graduate studies and research and, it is perhaps the only undergraduate degree of the University of Delhi that is accepted for admission into post-graduate studies in a variety of disciplines. Apart from pursuing M.Ed., graduates of B.El.Ed. have pursued M.A. in Sociology, Psychology, Linguistics, Social Work, Political Science, History, English, Hindi, Mathematics, Law and Management. Several graduates pursue research degrees in education after completing post-graduate studies in varied disciplines. Approximately 50 percent graduates pursue post-graduate studies and research in education thereby contributing to the generation of knowledge in education in the Indian context.

Career Paths and Opportunities

B.El.Ed alumnae have carved a niche for themselves in various fields related to education. Although Elementary School Teacher preparation is the prime objective of the programme, the course also prepares the students to take up other challenging options related to the field of education.

Approximately 50 percent of graduates of the department are placed in government or prestigious private elementary schools as teachers. Shruti Sharma of the first batch (2002), an alumna of the department, is currently working in DPS Dubai. Vinati Rahan of the batch of 2004 is working at Modern School, Barakhamba Road. Kavita Meena and Sarika Taneja from the same batch are teaching in MCD Schools, whereas Vaishali Tyagi and Ashima Mehta (also 2002) have been working in Central Schools after completion of their Masters in Mathematics.

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Many graduates are given responsibilities as curriculum co-ordinators in the schools they teach. Priya Dhawan of the batch of 2007 is the Curriculum Incharge, Primary School at the The British School, New Delhi where she has been teaching for more than five years. Asmita Bhutani of the same batch is currently working with Rajiv Gandhi Foundation after being a curriculum educator at Curri-Makers and teaching at Heritage School, Rohini for a number of years in the past.

The department has continuously organised placements for the graduating batch and students of the department get 200% placement, implying that the graduates have more than one option to choose from. More recent alumnae have been successfully placed with schools such as The Shri Ram School, The Heritage School (Geetika and Nisha from the batch of 2007 and Arushi, Kriti and Heena from the batch of 2012), Bharat National Public School (Anju and Deepa from the batch of 2007 and Isha and Meenu from the batch of 2012), Shiv Nadar School (Meenakshi Kimothi, Nupur, Priyanka Ved and Shubhangi from the batch of 2013), Srijan School (Jyoti Sethi from the batch of 2004), Sanskriti School (Geet from the batch of 2004), KR Mangalam World School (Aditi Mohan from the batch of 2007) and Presidium School (Palak from the batch of 2013) among others.

Approximately 5 percent of graduates prefer to find opportunities to work in Non- Governmental Organisations (NGOs) engaged with education. Organisations such as Sir Ratan Tata Trust and the Gandhi Fellowship visit the department and interact with the graduating batch regarding future career options. Due to this facilitation and mentoring by the faculty, students have been successfully placed with NGOs.

Bindiya Nagpal and Nita Jain from the batch of 2004 are working with an NGO- Room to Read, in Delhi. Students from more recent batches have been placed with *Pravah* (Swati Sahni from the batch of 2006) and alumnae such as Shreya Tiwari (batch of 2008) and Princee (batch of 2009) have also been working with grassroot initiatives in education in Rajasthan and Gujarat with the Gandhi Fellowship.

Shikha Jain and Shipra Bhati from the first batch have successfully completed their M.A. and M.Phil. in Sociology and Political Science, respectively, from JNU. Baljeet Kaur (batch of 2005), Ekta and Prabhkiran (batch of 2003 and 2004 respectively) pursued Masters in Education from DU. Students from more recent batches such as Arti and Naincy (batch of 2012) are pursuing M.A. in Elementary Education at the prestigious Tata Institute of Social Sciences, Mumbai. Himani Saini of the batch of 2014 is pursuing M.A. in Sociology from JNU whereas Ritika of the same batch is studying at Azim Premji University, Bangalore. Alumnae of the department are also pursuing higher education in various disciplines at Ambedkar University, Delhi.

As the B.El.Ed. is a four year programme, it has enabled our Alumnae to pursue post graduate studies in UK and USA which follow a 12+4 years undergraduate format. Jyotsna of the batch of 2003 pursued a course in Language Education from King's College, London and Nitika Nayar of the same batch completed her Masters in Special Education from University of Virginia.

On completion of post-graduation in a variety of disciplines, B.El.Ed. graduates have found opportunities of teaching in departments of Elementary Education at DU and at District Institutes

of Educational Research and Training (DIETs). Currently the department has at least one member of the faculty who has a B.El.Ed. degree. Aarti Mathur of the first batch (2002) is working as a teacher educator in SCERT after completion of Masters in Mathematics. Seema Sarohe of the same batch returned to teach at the department in 2006 after completion of her Masters in Sociology from the Delhi School of Economics and is currently teaching at the Central Institute of Education, DU whereas Deepika Papneja of the batch of 2007 is currently a faculty member in the department.

Three of the alumnae of the department have been recipients of the prestigious Fulbright Fellowship. Deepika Papneja of the batch of 2007, Swati Sahni of the batch of 2006 and Smriti Singh of the batch of 2008 have been Fulbright Fellows in 2013-14, 2012-13 and 2015-16 respectively, for teaching and conducting research in the US.

The above is a glimpse into the myriad achievements of alumnae who have done the department and their faculty proud and have kept the LSR flag flying wherever they have gone.

GOVERNANCE AND LEADERSHIP

The Leadership and Governance practices followed in the department of Elementary Education are very democratic. Permanent faculty members may take up the role of Teacher-in-Charge and this is on rotation on the basis of seniority for two years. The Teacher-in-Charge is responsible for the overall coordination of activities and for the smooth functioning of the department. She coordinates and facilitates the administrative tasks and plays a link between the department and college administration. However, all the decisions in the department are taken in a consultative manner with the members of faculty. Work is allocated to faculty members under the following heads - attendance, internal assessment, student mentoring, placement, association activities, library, examination, admissions. There are faculty in-charges for various practicums such as School Contact Programme (SCP), Observing Children (OC), Self Development Workshops (SDW), Classroom Management & Material Development (CM&MD), School Internship and Project.

All the important decisions regarding the department are taken in a democratic manner. All decisions are minuted in detail and kept for future reference. During the organisation of academic events, such as conferences, seminars and symposia, all the faculty members contribute to the ideas and concepts and a shared understanding is reached which culminates in successful organisation.

The Teacher-in-Charge also coordinates with the Central Institute of Education, DU on aspects related to admissions, curriculum and examinations. She acts as a link between the Education Department and college. Within the college, she coordinates with Guest teachers for teaching of Arts/Crafts, Theatre, Self-Development workshops, among others. She also coordinates with teachers of allied departments like English, Mathematics and Political Science in the college who teach the optional papers to the B.El.Ed students.

Student Body

The student body in the department of Elementary Education elects a Students' Union, each academic session. The B.El.Ed. Union reports to faculty members holding the position of Association-in-Charge and to the LSR Students' Union and, represents all students of the B.El.Ed.

department. The B.El.Ed. Union consists of three office bearers – President, Secretary and Treasurer. Students of the second and third year stand for these posts since the fourth year students are busy with school internships for a large part of the year and come to the department only on Mondays and Tuesdays. The elections are usually held at the end of the session, before the arrival of the new batch of first years.

Once elected, the three office bearers of the union work in close conjunction with the Association-in-Charge of the department to organise all departmental events such as the orientation ceremony, freshers' welcome, seminars, talks, workshops, panel discussion, departmental assemblies, farewell functions etc. The B.El.Ed. Union also creates what is known as the 'core team'; a team of volunteers from across the years that help in organising events and take up responsibilities such as venue management, hospitality, cultural programmes, procurement of gifts/mementos, preparation of thank you cards, reception of guests etc. The union strives hard to encourage and lead the initiatives of the students and all departmental activities such as those mentioned above. All activities are actively conceptualised and organised by the student body.

An equally important function of the B.El.Ed. Union is to work under the direction of the LSR college union towards events at the College level. The college union elicits the support of all departmental Unions, including the B.El.Ed. Union, to organise important events like the college festival, Tarang, the recently held Academic Congress on gender etc. that require all departments to work in cohesion.

The B.El.Ed. Union was awarded the Principal's Prize in 2011-12, in recognition of the student led initiatives pioneered by the union.

General Body Meetings

Within the B.El.Ed. department, formal and informal GBMs are held from time to time in order to apprise students of important departmental and college events. The GBMs act as a platform for faculty and students to collectively address issues of concern as well as grievances. It is also a space for sharing and celebration of achievements. These meetings are held periodically and also in an emergent manner in case any issue of collective concern arises.

The GBM allows the Union and the core team to hear directly from those they represent. Frequently, suggestions for activities that are of interest to the students such as talks by persons whose writings they are inspired by, or visits to places of interest /heritage walks come through GBMs.

Activity Calendar

An attempt is made from the beginning of the session to maintain a departmental activity calendar. The objective of the calendar is to assist planning and avoid clashes. Attempts are also made to plan events in sync with academic engagements of students. For instance, in the last academic session, once the third year students returned from their 5 day visit to an alternative school, the Principal of the said school was invited for a follow- up discussion that built upon and clarified the learning of the students from the visit.

Communication between Association-in-Charge and Students' Union

The Association-in-Charge, the Union and the core team follow a top down model of communication for quick and efficient transmission of information and instructions. Meetings of the B.El.Ed. Association are held frequently during extra curricular activity periods.

Further, a common email id is made on google mail that can be accessed by the Association-in-Charge, the B.El.Ed. Union and the core team. Important notices, details of events and matters of common concern are discussed on this common mail. Any invitation for events is sent to guests through this email id.

It is now common practice for the Association-in-Charge(s) and the Union and core team to remain connected through social media platforms as well as instant messaging platforms.

Department Newsletter

The department of Elementary Education also publishes an annual newsletter called *Sehar*. An editorial team consisting of students from across the four years and faculty members is formed for the same. The newsletter contains reflective pieces on varied topics, experiential reflections and creative writing from members of the department. In addition, it contains details of the events held during the academic year and the placements of the fourth year students. The newsletter is designed and edited by the students themselves.

INNOVATIVE PRACTICES

Unlike other teacher education programmes in the country, B.El.Ed. takes cognisance of a truly multi-disciplinary approach, is child-centered and views the teacher-learner as a potential agent of change. It is believed that the B.El.Ed. graduates create a link between research and academic expertise with innovative practices in the school system. What is uniquely different about the programme is its close integration of courses enhancing subject knowledge, pedagogical understanding and communication skills in the students. Performing and Fine Arts, Crafts, Physical Education and Alternative School Visits are included in the curriculum in the same spirit as it should be in the elementary school curriculum. This enables students to experience and understand the learning process in a holistic manner, rather than as one confined to the 'cognitive' domain.

The points of innovation as embedded in these practicums as well as projects undertaken by the department are listed below:

Performing and Fine Arts

Prescribed for the students of first and third year, the basic conceptual parameter of this practicum is to help understand the use of techniques of drama and orientations of a performer for enhancing teaching-learning. For the first years, one can define drama by relating it to transformation in four areas- self, objects, space and time. The whole idea is to help the students realise how much more they can see and do. In the third year, students are made to explore the possibilities of drama with the children in the school. Students are pushed to question stereotypes by making them imagine and perform a projection of the self in a similar setting. In the academic session 2011-12, students of the third year scripted a play *Tota* adapted from a story of the same name by Rabindranath

Tagore and presented it at the annual academic meet *Sehar*. The play was a satirical and a poignant take on the Indian Education Scenario. During the years 1999-2001, the Department also undertook an intensive project to examine how performing arts can assist in enhancing understanding at the elementary school level and design a performing arts component that could be replicated in a teacher education programme. The experiences of this project were shared through a published report titled- Integrating Performing Arts into a Preparation Programme for the Elementary School Teachers: Some Suggestions, which was brought out in the year 2001.

Craft

Learning of a wide variety of art and craft skills has been meaningfully integrated in this practicum. This has been done with a view to generate creativity among students, and for them to experience the learning process as a whole. Both in terms of generating fun as well as in creating an emotional outlet, craft work has an important place in the B.El.Ed. curriculum.

Alternative School Visits

Alternative School Visits are organised as a mandatory part of the practicum Classroom Management and Material Development offered to the third year students. Students as a group along with some faculty members visit one centre of innovative school education in or outside Delhi. The purpose of the visit is to expose students to the practice of innovation in diverse settings: rural, urban, formal, non formal etc. Learners interact, critically observe and reflect on various aspects of the organisation, functioning, curriculum and pedagogy. In the past four years, students have visited *Eklavya* (Madhya Pradesh), SIDH (Mussoorie), *Digantar* (Jaipur) and *Vidhyashram* (Banaras) as centers of innovative practices. The Department has two published reports on the experiences of these alternative school visits. 'Arts in Education- The *Digantar* Experience' brought out in the year 2001 is a summary of reflections of student- teachers and faculty members in Digantar with a focus on how arts are integrated in the curriculum and teaching-learning processes at the schools run by the NGO. 'The *Eklavya* Experience' brought out in the year 2002 presents the reflections regarding the pedagogical practices, curriculum transactions and evaluation procedures followed at Eklavya Education Foundation.

Collaborative Projects

In August 2000, the Department was invited by *Vinyas* – a Centre for Architectural Research and Design, to associate itself with their project titled: Developing the School Built Environment as Teaching Learning Aids. This was a UNICEF supported multidisciplinary project under PEEP (Primary Education Enhancement Programme) to be implemented in MCD primary schools in Delhi to develop a child centred learning environment. 18 students from third year along with three faculty members participated in this unique study that explored how the school building itself can be utilised as a teaching resource to create a teaching aid to motivate students.

Students' Annual Academic Meet - *Sehar*

In order to provide a platform for inter-college interaction to the students, the Students' Union of the department organises *Sehar*, its annual academic meet for the students every year. The meet is often centred around a particular theme and, along with creating a discussion around the same, the meet fundamentally features events and workshops for the students. Students from other departments and from other B.El.Ed. colleges come and participate in various competitive and

non-competitive sessions designed for them. Over the years, the department has successfully facilitated discussions on the topics: ‘Revisioning Communities-Self and Identity in the Present Century’, ‘Childhood in a Neo-liberal Economy’, ‘Gender and Education’, Education and Sustainable Development: Possibilities and Challenges’, ‘The Tagore Resonance’, ‘Looking through the Lens of Stories: Possibilities in a Classroom’, ‘Issues of Identity’ and so on. Students are encouraged to present papers, dramatise their perspectives on various issues, indulge in group discussions, quizzes, create photo essays and arrive at an understanding about the discourse of the theme chosen through mutual exchange of ideas. The meet is a confluence of academic indulgence and cultural festivities.

VISION

The Bachelor of Elementary Education – an integrated four year Teacher Education Programme introduced in LSR was envisaged to justify the belief that quality elementary teacher education can bring much desired changes in the overall educational scenario. **The B.El.Ed. Programme is a grassroot attempt to rejuvenate, transform and establish an organic link between a significant agency of socialisation, that is, school and the larger educational discourse. It aims at redefining the social function of the school teacher in the context of achieving universalisation of Elementary Education besides focusing on developing a deep critical understanding of the curriculum and pedagogy in teachers, who are believed to perform a transformative role in school education.** Following a truly multi-disciplinary approach, the curriculum of this programme amalgamates the undergraduate studies in various disciplines with the educational theories and pedagogical experience in a phased manner. The programme offers a unique combination of liberal and professional education, preparing students not only for becoming teachers, but also equips them with the necessary background to pursue higher education. The bilingual nature of the programme posits construction of knowledge as a free process beyond linguistic barriers. Heterogeneity in the student population as well as faculty, contributes to the richness and vastness of the identities and experiences of the students and facilitates knowledge acquisition through dialogic reflection. Being a student in the department is about exploring one’s talents, ambitions and creativity, experimenting with one’s capabilities and dabbling in the joy of realising one’s potential.

The endeavour of the department of Elementary Education at LSR has always been to contribute to the strengthening of the epistemological basis of Teacher Education through a continuous engagement with the discipline. Through this programme, LSR, a premier institution in Social Sciences, provides a platform to budding teachers and the discipline of education to forge relationships with and between subject matter and the varied teaching-learning contexts.

The Way Ahead

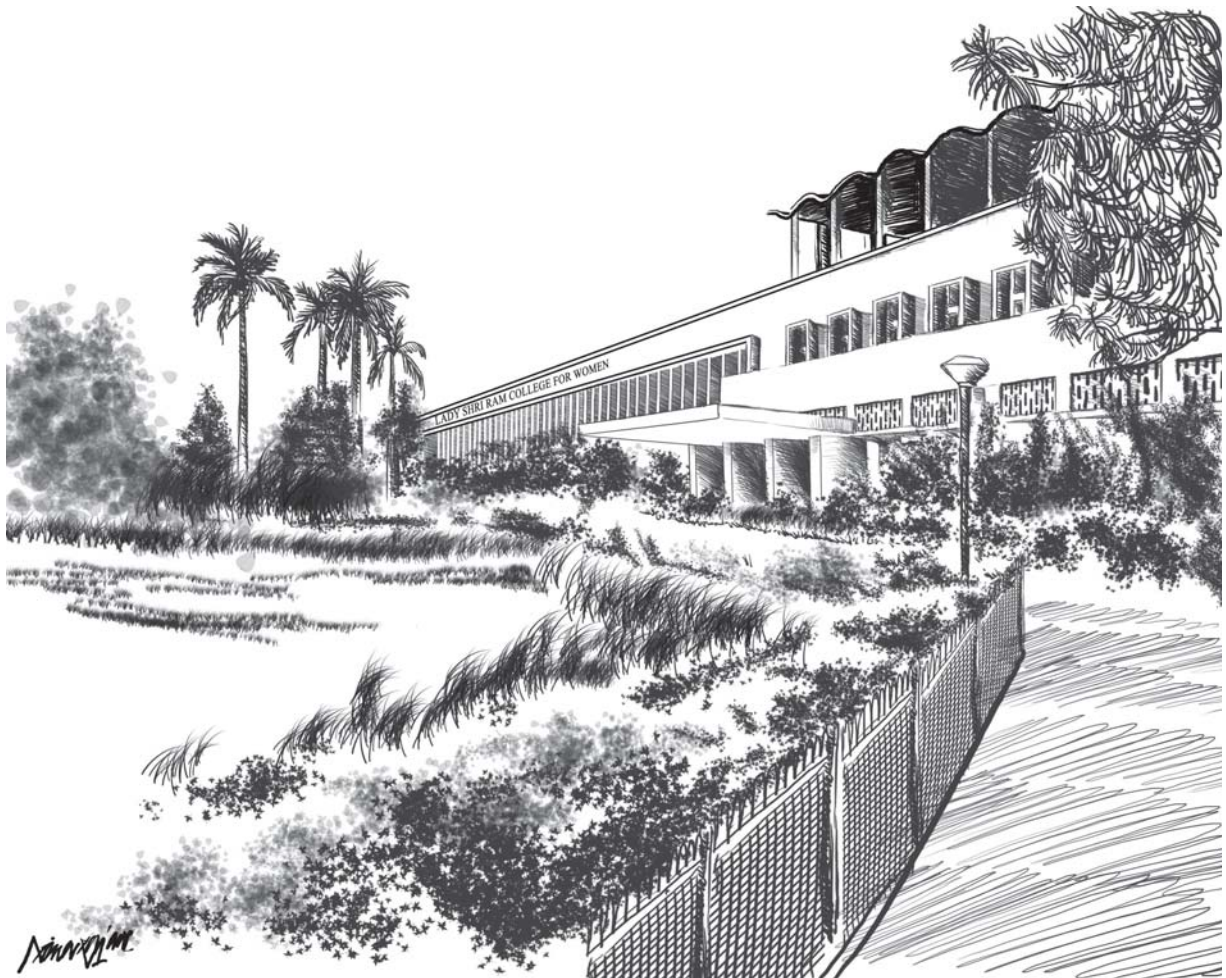
The department hopes to expand its academic and professional activities in the near future. Some of the areas in which it wishes to grow are as follows:

- Start the Bachelor of Education (B.Ed.) programme.
- Conduct certificate courses in Special Education to fill up gaps in this domain of knowledge and to capacitate teacher-trainees to deal with diversity in an empathetic manner.

DEPARTMENT PROFILES 2015

- To become a Resource Centre for Elementary School teachers of Government and private schools of Delhi. The department hopes to establish state-of-the-art labs for Science, Mathematics, Social Science and Language through which it intends to provide a platform for practitioners to reflect on innovative pedagogic practices in various subject domains.

The department intends to conduct a study related to gender and education to explore how the professional B.El.Ed. programme capacitates students coming from low socio-economic profile to become empowered to not only deal with their lives better but, to also impact school students in a positive manner.



Department Profile

ENGLISH

Lady Shri Ram College for Women



LADY SHRI RAM COLLEGE FOR WOMEN, DELHI UNIVERSITY
THE DEPARTMENT OF ENGLISH
PRESENTS
LITMUS 2015
THE ANNUAL DEPARTMENT FEST
FEBRUARY 27TH - 28TH, 2015

**27TH FEBRUARY
FRIDAY**

KEYNOTE
PROFESSOR ABHITA NIGAM
09:30 AM - 10:30 AM
Manju Bharat Ham Conference Hall

**SESSION 1
NON LITERARY NARRATIVES**
10:45 AM - 12:00 PM
Manju Bharat Ham Conference Hall
Speakers: Ojji Sen, Pransha Menon, Vebhuti Bhagat, Jonathan Koshy Varghese

**INTERACTON
KHAIR LAHARIYA**
12:30 PM - 01:00 PM
Manju Bharat Ham Conference Hall

**SESSION 2
SELF AND THE NATION**
01:45 PM - 02:00 PM
Manju Bharat Ham Conference Hall
Speakers: Dr. Rakhee Kalita Mondal, Rakmini Sen, Kavita Krishnan, Karuna Nandi

**SESSION 3
PAPER PRESENTATIONS
BY B.A. AND M.A. STUDENTS**
03:15 PM - 04:15 PM
New Conference Hall

**28TH FEBRUARY
SATURDAY**

**SESSION 4
POPULAR AND THE CANONICAL**
09:30 AM - 10:45 AM
Manju Bharat Ham Conference Hall
Speakers: R. Sivapriya, Samita Dasg, Meenakshi Debby Mathavan

**SESSION 5
LANGUAGE AND
TRANSLATION DEBATES**
11:00 AM - 12:15 PM
Manju Bharat Ham Conference Hall
Speakers: Dr. Ajay Navaria, Dr. Akhil Kattal, Aruni Kesavap

**POETRY READING
by DR. AKHIL KATTAL**
12:30 PM - 01:00 PM
Manju Bharat Ham Conference Hall

**SESSION 6
FUSION**
01:45 PM - 03:00 PM
Manju Bharat Ham Conference Hall
Speakers: Professor Ranjana Mazumdar, Sonam Kalra, Ananya Sinha, Kavya Gupta

STUDENT PERFORMANCE
03:00 PM - 03:00 PM
New Common Room



HISTORY

The department of English at LSR has, since its inception, consisted of women of formidable presence, tremendous scholarship, innovative ideas and strong commitment. It was started in 1956 with three members and the B.A. (Hons.) Programme was introduced in the academic year of 1958-59. One of the department's earliest members was Dr. Homai P. Dustoor, formerly, Head of the Department of English at Indraprastha College and an erudite scholar trained under Geoffrey Bullough. Inspired by the pioneering vision of Sir Shri Ram and his interest in promoting the cause of women's emancipation through quality education, Dr. Dastoor accepted the challenging task he set her and, at 39, became one of the youngest principals of LSR. She embarked on the exhilarating mission of creating this vibrant space along with two other members in her department, Ms. Anita S. Kumar and Dr. Usha Saksena. The department of English has, therefore, been the foundational entity, the bedrock upon which LSR built itself in more ways than one. Other illustrious teachers who joined soon after were Dr. B.K. Paintal, Ms. Prabhat Nalini Das, Ms. Dinaz Davar, and Ms. Viloo Commissariat.

Dr. Usha Saksena, who later became famous as Usha Priyamvada, the path breaking Hindi novelist, herself came from a family of freedom fighters, reformists, trade unionists and creative writers. The dedication and professionalism of teachers, especially that of Dr. Dustoor, the company of confident and thinking women, the strong undercurrents of feminism and the quiet and reflective mode of existence at the LSR campus inspired her to create the character of Sushma in her radical first novel, *Pachpan Khambe Laal Deewarein*. The *Pachpan Khambe* of the title are an apt description of the fifty-five red columns which distinguish the college building. The novel was subsequently adapted into a radio play by BBC and into a television serial for Doordarshan by Rani Dubey.

With the shift to the new campus and the introduction of the Honours Programme, the Department of English grew in strength. In 1958 it was joined by Dr. Phullora Roy, Dr. Molly Ramanujan née Daniels, and Ms. T. Heath, an American B. Litt. from Oxford and proficient in several languages including French, Spanish and Greek. These were distinguished scholars and undertook several new initiatives in the department. They were soon joined by Ms. Malathi Varma who had a long association with the college and went on to establish herself as an awe-inspiring scholar and a magical teacher.

Under the headship of Dr. Phullora Roy, the faculty engaged with larger concerns of academia, such as the self-positioning of department of English, teaching of English as a foreign/Indian language, the University curriculum and so on. Dr. Phullora Roy contributed considerably to the on-going curricular changes at the departments of English, University of Delhi, bringing to this undertaking, her trained expertise in the teaching of English as a foreign language, an area she had studied at the Institute of Education, University of London. In fact, the research work being done by a number of teachers at LSR evinces their keen interest in the possibilities of teaching English to multicultural communities. Dr. Jayanti Negi, Dr. B. K. Paintal and Ms. Uma Malhotra who joined the department in the years that followed, had all done their research work on multilingualism, socio-linguistics and teaching of English at the University of London and had participated in discussions on the area at the Central Institute of Education, Hyderabad. Dr. B. K. Paintal frequently visited the CIE and communicated directly with Professor Gokak, the well-known authority on the subject. Dr. Paintal, educated at Lahore and London and having taught at the University of London, brought to LSR her experience of teaching practices in the bilingual schools of North Wales and academic problems in the urban communities of London.

A communitarian sharing of such inspirational scholarship and erudition within the department of English benefited the student body tremendously as well as paved the way for the faculty's own academic growth. A large number of teachers left these shores to pursue further research: some were selected for the prestigious Indian Administrative Service and some others later chose full time writing as their vocation.

In the 1960s the department welcomed Ms. Khorshed Sheriar, Ms. Promila Puri and Dr. Chandra Joshi, who later did her Ph.D. on V.S. Naipaul. Ms. Madhu Prasher joined in the early 1970s as did Ms. Sharada Bhanu, who came from Bombay to join the Department of English at LSR and Dr. Surjit P. Singh who was awarded the British Council Scholarship to study at the University of East Anglia. She later resigned her post to pursue a full-time career as a fiction writer of some note, publishing under the pen-name, Mina Singh. Ms. Shaista Rehman, who had been inducted into the department in the 1960s and was a Government of India Research Scholar at Aligarh Muslim University, later went to Cambridge for further research. Other members like Ms. Suman Bala, Ms. Parbati Sen and Ms. Reena Sandhu joined the much-coveted Civil Services. Ms. Rita Manchanda went on to present her doctoral thesis on International Relations at the University of Geneva. The formidable Dr. Meenakshi Mukherjee, who was with the department for a few years and a scholarship holder at the University of Pennsylvania for her M.A., was invited to be an Associate Professor at the University of Texas in 1977.

Stalwarts like Ms. N. R. Kumar, Ms. S. R. Khosla, Ms. Uma Ram Nath, Ms. Mohini Deshpande and Dr. V. Ravindran had a long and fruitful association with the department and left an indelible imprint on its profile. Dr. Jayanti Negi left the department to pursue her Ph.D. at the University of Alberta, Canada. Ms. Abha Adams née Sood, a British Council scholarship holder, resigned to pursue research work on 'Drama and Theatre Arts' at the University of Leeds. She was later in her career, instrumental in establishing the Shri Ram group of Schools in Delhi. Professor Manju Jain pursued her Ph.D. on T. S. Eliot at Cambridge University and after an illustrious stint at LSR, went on to head the department of English at DU. Among her numerous publications is her acclaimed novel, *Playground*, a translation of the challenging Premchand novel, *Rangabhoomi*.

Increasingly from the late 1960s to the 1970s onwards faculty members who joined the department of English happened to be erstwhile students of the department. This factor could be seen as contributing towards a greater cohesiveness within the institution. Ms. Manjari Khan, Ms. Abha Sood, Ms. Shalini Gupta and Ms. Madhu Prasher are some of the faculty members who had also been students at LSR.

With the early 80s, a new approach to English studies in a changing climate of global scholarship led to a generational shift and a new critical pedagogy. Within a broadened disciplinary field that now incorporated creative writing, postcolonial studies, gender studies, film studies, culture studies and translation studies, the latter both in a theoretical mode as well as in practice, the contours of the department underwent great alteration. Some of these newer concerns of teaching-learning methodologies were represented by the research areas and critical approaches of entrants into the department of English like Ms. Gurleen Jaspal, Ms. Shalini Gupta, Dr. Rita Joshi, Ms. Kasturi Kanthan, Ms. Rukshana Shroff, Dr. Madhu Grover and Dr. Sharada Nair. While Dr. Nair, an alumna, joined the department as Reader with a prestigious research degree on Wallace Stevens from UCLA; Dr. Joshi and Dr. Grover, who had joined the department with M.Phil. degrees showed their ongoing interest in academics by undertaking their doctoral work while teaching in the department.

In the 90s newer faculty members further enriched the department: Dr. Shefali Rajamanar spent many fruitful years at LSR before leaving to pursue research at the University of Southern California; Dr. Hephzibah Israel went on to teach Translation Studies at the University of Edinburgh; Dr. Anjana Sharma who joined the department of English, DU; Ms. Arti Minocha, Dr. Maya Joshi, Dr. Shernaz Cama, Ms. Dipti Nath, Ms. Arunima Ray continue to bring laurels to the department with their unstinting engagement with the intellectual landscape of English studies while fully contributing to the widening horizons of the discipline.

The decade of the 2010s, while it brought a changed leadership of the institution, was also a time of great transition for the department as a younger and a welcome spirit was infused into it by the added membership of Ms. Dipti Nath, Ms. Maitreyee Mandal, Ms. Janet Lalawmpuii C., Mr. Ngangom Maheshkanta Singh, Ms. Karuna Rajeev, Ms. Wafa Hamid, Mr. Jonathan Koshy Varghese, Ms. Taniya Sachdeva and Ms. Rachita Mittal.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of English is given below. The details of research publications, awards, scholarships, fellowships, and consultancies are provided in the college Self-Study Report 2015.



Dr. Rita Joshi - Associate Professor

Dr. Rita Joshi's doctoral work is on D. H. Lawrence, research for which was done by her in an academic year at Girton College, Cambridge. Subsequently, she worked on Indian fiction in English and postcolonial fiction at Cambridge and at Indian Institute of Advanced Studies, Shimla. She teaches courses on the Modern Novel. Dr. Joshi has been faculty advisor of the LSR Dramatics Society and directed five full-length annual public plays for college, including Desani's *Hali* and Ionesco's *Lesson* and *Rhinoceros*.

Email: ritajoshi@lsr.edu.in



Dr. Madhu Grover - Associate Professor

Dr. Madhu Grover's post-graduate and doctoral degrees are from the University of Delhi. She explored areas of her research on Rudyard Kipling at libraries in London and Oxford. She has claims to a poetic sensibility and thus she teaches poetry ranging from Chaucer to the eighteenth century. Her areas of research interest and teaching include the nineteenth century English novel, Indian writing in English, Modern Poetry and Drama, and Colonial Studies. Dr. Grover has taught post-graduate courses on eighteenth-century British literature at the South Campus, University of Delhi. She has been associated with the College Magazine and the English Literary Association journals.

Email: madhugrover@lsr.edu.in, mgrover10@gmail.com



Ms. Rukshana Shroff - Associate Professor

Ms. Rukshana Shroff holds an M.Phil. from the University of Delhi. Her area of academic specialisation is Renaissance Drama, with a focus on Shakespeare. In addition to Shakespeare, she teaches courses in twentieth century drama. Since 2007, she has been Advisor, Students' Welfare of the college, co-ordinating with the Students' Union (an elected body), with students with special needs and taking active charge of scholarships programmes. Ms. Shroff is also co-convenor of the Office of International Programmes.

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Ms. Arti Minocha - Associate Professor

Ms. Arti Minocha's undergraduate and M.Phil. degrees were obtained from the University of Delhi. Her work-in-progress for Ph.D. from Jawaharlal Nehru University focuses on gendered print publics in colonial Punjab, research for which was done in libraries in the UK. Her current teaching and research interests are centered broadly around colonial and post-colonial cultural formations in South Asia, as also in areas such as Modern British Literature, Modern Indian Theatre, Black American Literature, Contemporary World Literature and Women's Writing. She has been associated with the NSS at college in an advisory capacity.

Email: artiminocha@lsr.edu.in



Dr. Maya Joshi - Associate Professor

Dr. Maya Joshi received her Doctorate from the University of Delhi. Her dissertation explores, through the life-writings of select historical figures from India and the west, debates in autobiography studies, with special reference to how they negotiated the spaces of the public/private, east/west, national/regional and spiritual/political at a formative juncture in India's history. She currently teaches courses in the Contemporary Novel, Cultural Studies, Post-colonial Theory and Indian Literature. She has been associated with the English Literary Association, and Interface.

Email: mayajoshi@lsr.edu.in

Dr. Shernaz Cama - Associate Professor

Dr. Shernaz Cama obtained her M. Phil. and Ph.D. degrees from the University of Delhi. She is Honorary Director of the UNESCO initiated PARZOR Project. While researching for her Doctoral thesis on Blake and Zoroastrianism, she worked at the British Museum and the School of Oriental and African Studies in London. Dr. Cama has taught post-



graduate courses on Romantic Poetry at South Campus, University of Delhi. A regular contributor to academic journals, she has been Faculty Advisor for the College Magazine for many years. She has also been involved with *Prakriti*, the LSR Environment and Garden Society, and the College Archives.

Email: shcama@lsr.edu.in



Ms. Mitali Mishra - Associate Professor

Ms. Mitali Mishra did her graduation and her M.Phil. from the University of Delhi. Her research spans the field of Indian Writing in English and its numerous representations in diverse literary forms. Her study is specifically focussed on ideas of the nation and identity politics as they are formulated in post-colonial writing. She teaches Renaissance Drama, Modern Drama and the Novel. Ms. Mishra has been faculty advisor of the Dramatics Society. She has steered many co-curricular and extra-curricular committees, and has been associated with the National Service Scheme at college in an advisory capacity.

Email: mitalimishra@lsr.edu.in



Dr. Arunima Ray - Assistant Professor

Dr. Arunima Ray has done her M.A., M.Phil. and Ph.D. from Jawaharlal Nehru University. Her research topic is 'A Study of the Relationship of Caste and Gender Politics in Select Texts of Contemporary Indian Literature'. Her areas of interest include Postcolonial Literature, Indian Writing in English, Dalit Literature and Gender Studies, apart from British Literature that she enjoys teaching.

Email: arunima.r.ar@gmail.com



Ms. Dipti Nath - Assistant Professor

Ms. Dipti Nath holds an M.Phil. from the University of Delhi and her areas of academic interest include Visuality, Gender Studies and Popular Culture. Her research spans the field of Indian Poetry in English, specifically the writings of Indian women poets, while exploring and negotiating the markers of postcoloniality, class, caste, gender and location within the enterprise. She teaches Popular Fiction, Contemporary Literature, British Romanticism and Jacobean Drama. At LSR, she has been associated with co-curricular and extra-curricular student activities as faculty advisor, and contributed specially toward the Dramatics Society and the English Literary Association.

Email: diptirnath@lsr.edu.in



Ms. Maitrayee Mandal - Assistant Professor

Ms. Maitrayee Mandal completed her M.Phil. from Jawaharlal Nehru University and her dissertation was on the representation of lesbianism in Indian literature. Her areas of academic interest include - Gender Studies, Women's Writing and Popular Literature. She nurtures an avid interest in Indian Music.

Email: maitreyemandal@gmail.com



Ms. Janet Lalawmpuii C. - Assistant Professor

Ms. Janet Lalawmpuii completed her M.A. and M.Phil. in English Literature from Jawaharlal Nehru University. Her areas of interest include Romantic poetry and Contemporary Public/Popular Culture and she has worked on visual representations of sexuality in popular Hindi Cinema for her M.Phil. dissertation.

Email: fly.janet@gmail.com



Mr. Ngangom Maheshkanta Singh - Assistant Professor

Mr. Ngangom Maheshkanta Singh's areas of interests range from children's literature, cultural studies, folklore to translation of North East Indian literature into English. His doctoral dissertation examines children's games in Manipur to explore the social and political history of Manipur. He has been involved in a national workshop on developing graphic novels based on North East Indian folk traditions; he is currently scripting a graphic novel based on the folk tradition of Manipur. He is also keenly interested in the study of advertisements, using his experience of working as a Copywriter in the advertising industry and his training as a student of literature as a vantage point.

Email: maheshkt@lsr.edu.in



Ms. Karuna Rajeev - Assistant Professor

Ms. Karuna Rajeev is currently pursuing her Ph.D. titled 'The Deceits of Marie Corelli: Gender, Narrative and the Popular' at the Centre for English Studies, Jawaharlal Nehru University, New Delhi. Her M.Phil. dissertation titled 'Dialogue, Death and Sacrifice: Unactualised Subjectivity and the Dostoyevskian 'Double'', was written at the same University. Her areas of research interest include Nineteenth Century Studies, Nineteenth Century Russian Literature, Philosophy of Literature, Literary Theory and Post-Colonial Discourse. At LSR, Ms. Rajeev has been associated with the Equal Opportunities Cell, REACH, *Swavlamban*, and has also been faculty advisor of the NSS.

Email: karunarajeev@gmail.com



Ms. Wafa Hamid - Assistant Professor

Ms. Wafa Hamid is pursuing her doctoral research at the Centre for English Studies, Jawaharlal Nehru University on 'Poetics and Politics: A Study of Agha Shahid Ali's Poetry', and has completed her M.Phil. from the same university, with her dissertation on 'Same-Sex Love in the Perso-Urdu Ghazal'. Her research explores the relationship between aesthetics and politics with writing as a means to critically examine the past and understand the politics of the present. Her areas of interest include: Gender Studies, Popular Culture, Women's Writing, Culture Studies, and Translation Studies among others.

Email: wafahamid@lsr.edu.in



Mr. Jonathan Koshy Varghese - Assistant Professor

Mr. Jonathan Koshy Varghese obtained his M. Phil. from the University of Delhi. His dissertation is on the 'visualization' of intellectual dissent focusing on the intellectual niche that Edward Said occupies in the American public sphere. Other areas of research include the Nineteenth Century Novel, American Modernism, Public Intellectual and the American public sphere, Contemporaneity, Nationalism and Nation-state, the socio-politics of art and criticism. He also nurtures an avid interest in painting (Oil and Acrylic).

Email: jonathankvarhese@lsr.edu.in



Ms. Taniya Sachdeva - Assistant Professor

Ms. Taniya Sachdeva completed her M.Phil. from the University of Delhi, exploring the modern adaptations of William Shakespeare's *Othello*. She has worked as Assistant Editor at a reputed publishing house, been part of the creative writing study programme at IGNOU, and also done a diploma course in Art and Culture from the National Museum, Delhi.

Email: taniyasachdeva@gmail.com



Ms. Rachita Mittal - Assistant Professor

Ms. Rachita Mittal holds an M.A. degree in English literature from Punjab University, and M.Phil. from Jawaharlal Nehru University, which is her present affiliation for doctoral research. Her interdisciplinary research interests ranging across diverse fields of science and international relations explore issues like complexities of language in diplomacy, nexus between literature and soft power etc. She also examines her subject in several areas like American literature, African American writings and Post-colonial literature. She currently teaches courses on Romanticism and Victorian novel and

poetry. She occasionally writes poetry and harbours a keen interest in Indian classical dances, especially *Kathak*.

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CURRICULAR ASPECTS

English Studies: Then and Now

It was not the most auspicious of beginnings... in the year of the inception of LSR - an English (Hons.) class could not be instituted because of a paucity of students. The college report of 1958-59 reads 'Last year we were rather disappointed that the demand was not enough to justify our starting the B.A. (Hons.) class in English. This year, that is, 1958-1959, we have added English (Hons.) classes to other classes already functioning in the college.' From that point onwards it has been a long and eventful journey for the department of English that has now evolved into one of the most populous in college with seventeenth members of faculty and two sections of students numbering about two hundred.

It is a strange quirk of history that English Literature, as a field of study, as we know it today, was first introduced in India in the mid-nineteenth century much before it was deemed worthy of study in English universities. It was seen as a means to 'civilise' the natives and facilitate the acceptance of the British as rulers. Familiarity with that enlightened culture, it was assumed, would create a respect for the humanistic values that the rulers represented. This veneration for English culture and civilisation continued to be fostered by the department of English in India even after Independence. The syllabi reflected the effort to provide a comprehensive perspective of the English tradition up to the twentieth century. For instance, there was a paper on the History of English Literature and detailed study of each period in English literary history in the other papers. There was also a general 'essay' paper dealing with literary issues. Until the 1970s, there was an unquestioned acceptance of the English canon as embodying a set of precious, humanistic values that needed to be preserved. It was seen as a refuge from the fractious social realities of India.

Even though the syllabus was changed in the 70s, it was to reinforce the worth of Western culture. What was introduced was seen as essential 'background' for the understanding of English Literature and Culture. The general essay paper and the history of English Literature were replaced by a study of classical Greece and Rome and the Bible. Thus, translations were introduced into the syllabus for the first time, but these were translations of venerated Western classics. The fact that they were translated texts was marginalised in classroom study. However, the twentieth century entered the classroom for the first time. Further, a concession was made to non-English writers—Hemingway and Naipaul! Although this syllabus was mainly conservative, at least some teachers were beginning to question the humanistic values and the nature of the Enlightenment represented by English culture. The study of modernism facilitated this questioning of Western Enlightenment as a whole and definitely opened up issues of colonialism. However, this questioning was met with strong resistance by most members of the department of English—raising issues of class, race and gender was seen as sacrilege. For instance, a paper presented at an inter-college student seminar titled 'The Anxieties of Heroism' in the early 90s, which

questioned the gender premises of the seminar itself, was trivialised as inappropriate. The focus on heroines, rather than heroes, seemed pointless to most.

The next syllabus change was, therefore, a very long and acrimonious process. Nearly ten years in the making, the debates reflected the distance from colonial rule that India had travelled. Ironically this questioning of Western centrism and humanism was initiated in western academia. Other disciplines, like linguistics, anthropology, psychoanalysis, political theory, had begun an interrogation of their own premises. This had an impact on literary studies, which could no longer remain in an isolated enclosure. Saussure's elaboration of structural linguistics, highlighting the purely differential construction of meaning, shook the conceptual groundwork of all social sciences and humanities. This led to a dialogue across disciplines. Essentialism of any concept or value was undone. No culture could any longer be the culture of reference. English Studies could no longer claim to be a neutral, value-free repository of humanism and high culture. This enabled Indian academia to articulate their own distinct identities and positions.

The paper on Indian Literature in translation was the most fought over. Some teachers felt that this was taking over the work of the Indian language and comparative literature departments, in short, the perpetuating of the hegemony of English. It is an unfortunate fact that the introduction of this paper, which included texts from Tamil and Bengali in translation, coincided with the closing down of these departments in some colleges. But then the contrary and valid argument was that these texts were being made available to a vast number of students who did not have access to Tamil or Bengali. It is significant that this discussion on translation never took place when Virgil and Homer were included in the syllabus, obviously in translation. Hitherto, English, Greek and Latin had been seen at par with each other! The entry of translations from Indian languages challenged the hierarchy of original texts and classical languages.

This loosening up of the canonical study of English Literature was not limited to India. Other areas of the world including Africa, Latin America, Canada, Europe, are now represented in the new syllabus. This facilitates the comparative study of some issues, such as post-colonialism across cultures. It also destabilised the notion of the correct and pure English, Queen's English, allowing for the proliferation and dynamic transformations of the language in erstwhile colonies. England had lost proprietorship over the English language. This meant that 'other englishes' had to be accepted as the product of a variety of cultures. Literatures in those 'englishes' then were no less worthy of study as English Literature. More women writers were included in the various periods and an entire optional paper on women's writing was also introduced. A further direction in which the change occurred was the inclusion of the study of popular fiction and culture. Popular genres such as children's literature and detective, spy, science and romantic fiction were now studied. The definitions of 'classical' and 'popular' themselves came under scrutiny. Sociological reasons for the popularity of these genres and particular texts now opened up for discussion.

There was also much resistance to the teaching of critical theory. It was thought to be very difficult, obscure and extraneous to literary studies. This attitude seemed to arise out of a failure to understand that it is theory which facilitated the interdisciplinary study of literature. Finally, it was introduced as a concession as an optional paper, assuming that no college would offer it. However, a few colleges did opt to teach this paper, even though very few students chose this option. What was heartening was that the minority comprised the more academically engaged

sections of students. The report of the first batch of students was obviously encouraging as the numbers opting for this course, and the colleges offering this course have increased in number.

The acceptance of optional papers has been a positive change. This has given colleges the flexibility to choose between areas of interest, according to the needs and capabilities of particular batches. Since LSR has two sections of English students, it has been possible to offer two options out of three in the second and third years. Likewise, the introduction of background readings as part of the paper has enabled the discussion of issues beyond the literary text, using primary texts of thinkers such as, Marx, Darwin, Mill, Calvin, Machiavelli, Castiglione, Freud, and Fanon.

The above changes also coincide with the sociological changes in the student body. It can no longer be taken for granted that the majority of the students will enter academic careers. With career options opening up in media, private sector and NGOs, students are no longer looking at literature just as a realm of 'culture' to retreat into. By situating literary texts in a complex matrix of historical, political, economic and cultural sites, students are now trained to engage with the 'texts' they encounter in their daily lives with sharper critical and analytical skills. Whether it's a Supreme Court judgement, a newspaper article or a television commercial, students are in a better position to recognize the biases and interests operating in these discourses.

TEACHING-LEARNING AND EVALUATION

The department of English engages with the study of Literatures in English at the Honours level as well as teaching a range of courses to disciplines other than English (Hons.). These include the B.A. Programme (years 1-3), an Optional Main paper for the B.El.Ed. (2nd and 3rd years) and concurrent courses to students of 1st and 2nd year Honours in practically all the other B.A. and B.Sc. courses in college. It thus, has a range of pedagogic practices suited to each of these student groups. Needless to say, the pedagogy has kept pace with these new developments.

The classes are lively, interactive spaces where students are encouraged to share their own perceptions, ask searching questions, and engage in discussions in an atmosphere that fosters self-expression balanced with respect for the right of others to voice their opinions. This spirit is nurtured in a changing classroom that has seen a widening of the student base to include students from diverse socio-economic backgrounds and learning curves. In fact, this extreme diversity becomes a pedagogic tool since the faculty believe that validating the experiences of the diverse student body is an important aspect of the pedagogic goal in a Literature classroom that sees Literature not as an ivory tower product but a contextually produced and socially mediated process.

Group discussions are a common feature in the classroom and students often make presentations on their area of interest. While the traditional blackboard and whiteboard serve as trusted pedagogic tools, members of faculty also makes liberal use of audio-visual aids such as power point presentations and film screenings to enhance the teaching-learning process and to make classes more engaging.

Classroom teaching is, however, the most basic form of engagement that the department believes in. The class stretches into carefully planned tutorials, which become a site for intense discussions as well as spaces for students to present their own research on topics related to but not restricted to the syllabus. A smaller size of the group allows for more intensive discussions and also creates a space for faculty to interact with students on a one-on-one basis.

Evaluation follows the University criteria. Besides the main papers, students are expected to take concurrent courses which complement the main course. This study prompts an exploration of the socio-economic, political and philosophical contexts from which various literary genres emerge. Students are expected to engage with questions as varied as identity formation, race relations, gender struggles, regional politics, language formation and canon-building. The emphasis is on thinking critically, exploring the unfamiliar and re-exploring the familiar, and making connections between what is read, heard, thought and experienced in ways that are meaningful and unique to each student.

Apart from reading the prescribed texts, students are expected to undertake individual research, making use of the college library, guided by reading lists provided by the faculty, to write regular assignments and projects. The department also regularly invites scholars and writers for talks and lectures, organises seminars and screening of films for students and faculty under the aegis of the English Literary Association and expects the students' eager participation.

Besides the end-semester University examination, students' progression is maintained and supervised, and the quality of their understanding determined and ameliorated by the University system of Internal Assessment. Twenty five per cent of marks consist of the Internal Assessment. Of this ten is given for an assignment, another ten for a project and five for attendance. Department meetings are held to ensure that uniformity of marks is maintained by all teachers of the department. When papers are shared, it is decided mutually as to who would look after which component of the internal assessment.

The innovation in the examination system in the past two years, of including internal assessment and mid-term examination marks in the final result, has enabled teachers to set questions based on their teaching. Students remain engaged with the texts, literary and otherwise, throughout the year.

RESEARCH

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Dr. Rita Joshi

Papers Presented in National/ International Conferences

- Joshi, R. (2000). *Distorted female figure in Salman Rushdie's Fiction*, International seminar 'Women in Literature', organised by University of Delhi, New Delhi, 2000.

Dr. Madhu Grover

- Contributed to *Routledge Encyclopedia of Modernism*, 2015 (forthcoming).

Book Reviews Published in:

- *The Book Review* – August, 1996

- *The Pioneer*- May, June, 1996
- *The Hindustan Times*- 42 Book reviews between September, 1996 and July, 1999. Published in the Sunday section of the paper (of Indian authors like Shashi Deshpande, Amrita Pritam, Ashapurna Devi, Kiran Desai, Amit Chaudhery, Kaizad Gustad and non-Indian authors like Carl Muller, Martin Amis, Freya North, Joseph Mitchell & Ernest Hemingway [posthumously published final novel, *True at First Light*, 1999])

Papers Presented in National/International Conferences

- Grover, M. (2011). *An Alter-‘Native’ Desire: Kipling’s Indian Narratives*, Interdisciplinary International Conference on ‘Love, Sex, Desire & the (Post)Colonial’ at Senate House, Institute of English Studies, University of London, UK, 28-29th October, 2011.
- Grover, M. (2009). *An Alter-‘Native’ Authority: Native Identities and Liminal Spaces in Kipling’s Narratives*, National Conference on ‘Conflict, Belonging & Multiculturalism’, organised by the Department of English, Sri Venkateshwara College, University of Delhi, 5-7th November, 2009.
- Grover, M. (1999). *Contemporary Women’s Writings in India*, 14th Oxford Conference on ‘Teaching of Literature Overseas: Teaching Contemporary Literature’ at Corpus Christi College, Oxford, UK, 11-17th April, 1999.

Others

- Grover, M. (2014). Invited to give a talk along with a power-point presentation on *Existentialism and Literature* focussing on Modernist links between philosophy, art, and avant-garde and absurdist theatre at Sri Venkateswara College, University of Delhi, March, 2014.
- Grover, M. (1991). Creative Writing (Poems) in *Horizon: Literary Magazine Programme* of the External Services Division of A.I.R. (April 1991 and September, 1991).
- Grover, M. (1991). Critical Work (Academic Paper) on Wordsworth, for the Overseas Programme of A.I.R. (October, 1991).

Ms. Rukshana Shroff

Papers Presented in National/ International Conferences

- Shroff, R. (2013). *Creative Collaboration: An LSR Initiative*, presentation on ‘Collaborations: The Way Forward’ at the Women’s Education Worldwide Faculty Conference, Dubai Women’s College, 8-10th January, 2013.
- Shroff, R. (2013). Introductory address *A Passage to India*, International faculty seminar for faculty from Winston Salem State University, USA and Lady Shri Ram College, held at LSR in August, 2013.
- Shroff, R. (2011). *The DU Education System*, U21 Student Mobility Network Annual Meeting, University of British Columbia, Vancouver, Canada, 26-27th May, 2011.
- Shroff, R. (2011). *Unique Practices and Experiences- The LSR Story*. Keynote Address at a National Conference on ‘Innovations in teaching-learning, research and unique practices in higher Education’ held at Kristi Jayanti College, Bangalore, 17-18th November, 2011.

- Shroff, R. (1994). *The Boring Bard: The Bard Apotheosized*, National Seminar on ‘Teaching Shakespeare’ organised by the Shakespeare Society of India, 1994.
- Shroff, R. (1990). *F.R. Leavis: Contribution to Critical Theory*, presented at the LSR Faculty Research Forum, 1990.

Others

- Shroff, R. (2013). Facilitator of Educating Women Leaders Series- Skype facilitated conversations between Bryn Mawr College, USA and LSR on Women’s Education, 2013.
- Shroff, R. (2012). Coordinator of an Interdisciplinary course ‘Gandhi Today: Perspectives and Possibilities’, organised as part of the LSR- Ohio Wesleyan University Gandhi- King International Peace Partnership, 2012.
- Shroff, R. (2011). Coordinator of a symposium ‘Enhancing Institutional linkages with India through Partnership’, organised in collaboration with the Institute of International Education and the US Department of Education, 2011.
- Shroff, R. (1991). Convenor of a seminar on the Renaissance held at LSR in 1991, partly sponsored by the British Council.

Ms. Arti Minocha

Papers Presented in National/International Conferences

- Minocha, A. (2015). *Subjecthood in Print: A Voice from Colonial Punjab*, Chemnitz University, Germany, 4-6th June, 2015.
- Minocha, A. (2013). *The Gendered Space of Print in Colonial Punjab*, ACLALS Conference, Lucknow, February, 2013.

Dr. Maya Joshi

Papers Presented in National/International Conferences

- Joshi, M. (2014). *Rahul Sankrityayan’s Revolutionary Relocations*. Lecture/Presentation at Tuesday Seminar Series at the NMML, Teen Murti House, 28th January, 2014.
- Joshi, M. (2013). *Liberation Via Buddha and/or Marx: Sankrityayan and Ambedkar’s Voyages*, Third International Conference ‘The Backwaters’ Collective on Metaphysics and Politics’, Cochin, India, 21st July, 2013.
- Joshi, M. (2013). *Rahul Sankrityayan and Central Asia: A Traveller’s Travails and Triumphs*, National Seminar on ‘Central Asian Studies in India’, organised by the JNU’s School of International Studies’ Central Asia Program’s JNU, New Delhi, 28th March, 2013.
- Joshi, M. (2011). *Opting out of the Mould: The English Option in B. El. Ed.*, National Seminar on Teacher Education - ‘Pedagogic Trajectories’ organised by the Department of Elementary Education, LSR College, September, 2011.
- Joshi, M. (2008). *Buddhism in India Today*, International Conference on ‘Buddhism in Contemporary Mongolia: Its Development and Challenges Ahead’ held in collaboration with the National University of Mongolia, UlaanBaatar, Mongolia, 19-21st May, 2008.

DEPARTMENT PROFILES 2015

- Joshi, M. (2007). *From Inner Work to the Outer World: Buddhism's Challenge in the 21st Century*, Seminar on religion jointly organised by (IIAS) Indian Institute of Advanced Study, Simla, and the Indian Council of Philosophical Research, New Delhi, 2007.
- Joshi, M. (2006). *Travelling Light: Rahul Sankrityayan's Autobiography and the Question of Location*, at 'Rites of Passage: Exploring Changes in the Travel Motif', Annual International Conference, Department of Germanic and Romance Studies, University of Delhi, March, 2006.
- Joshi, M. (2005). *Autobiography East and West: Some Theoretical Issues*, at the Associate's Seminar, Indian Institute of Advanced Study, Shimla, April, 2005.
- Joshi, M. (2004). *Re-incar(nations): Satyanand Stokes in India*, at the Associate's Seminar, Indian Institute of Advanced Study, Shimla, November, 2004.
- Joshi, M. (2003). *Vijay Tendulkar and Mohan Rakesh: Mediations in Modernity*, at the Miranda House (DU) Annual Krishna Memorial event, a National Seminar on 'Realism', October, 2003.
- Joshi, M. (2003). *Reflections on Historiography: The case of Dharamshala*, National Seminar on 'Sources of History in the Sub-Himalayan Regions,' organised jointly by the ICHR, New Delhi and the Institute of Buddhist Studies, Choglamsar, Leh, Ladakh from 26-28th June, 2003.

Others

- Joshi, M. (2014). Discussant, *Signatures of Memory: Critical Humanities and the Question of Inheritance*, by Dr. Venkat Rao, International Conference on Metaphysics and Politics, Cochin, Kerala, 31st July 31- 2nd August, 2014.
- Joshi, M. (2013). *A Quaker in Gandhi's India: The Inner and Outer Worlds of Samuel Evans/ Satyanand Stokes*, Public Lecture, Gest Centre and Department of Philosophy, Haverford College, Haverford, Pennsylvania, 3rd October, 2013.
- Joshi, M. (2013). 'Sahib', 'Sadhu', *Freedom Fighter: The Lesser Known Tale of Satyanand Stokes and India*, Public Lecture, Rohatyn Centre for Global Studies, Middlebury College, Vermont, 1st October, 2013.
- Joshi, M. (2013). *Rahul Sankrityayan: Between Buddha and Marx*, Public Lecture, Department of Political Science, Amherst College, Amherst, Massachusetts, 25th September, 2013.
- Joshi, M. (2013). *An American Quaker in Gandhi's India*, Public Lecture, The South Asian Students' Association, Williams College, Williamstown, Massachusetts, 26th September, 2013.
- Joshi, M. (2013). *Caste, Class, Religion in India: Ambedkar's Engagement with Buddha and Marx*. Visiting International Speaker at the Global Salon, Lewis Global Studies Centre, Smith College, Northampton, 24th September, 2013.
- Joshi, M. (2013). *Missionaries in India: The Case of Satyanand Stokes*, Public Lecture, Lewis Global Studies Centre and South Asian Studies, Smith College, Northampton, 24th September, 2013.

- Joshi, M. (2013). *Gandhi and Gender: Some Perspectives*, Panelist at 'The Silent Crusaders', The Sarvodaya International Trust's Commemorative Symposium on the eve of Mahatma Gandhi's Martyrdom Day, India International Centre, New Delhi, 29th January, 2013.
- Joshi, M. (2013). *Rahul Sankrityayan and Buddhism: A Complex Engagement*, Panel Presentation at Consultative Panel Discussion, 'Buddhist Studies in India', Maulana Abul Kalam Azad Institute of Asian Studies, Kolkata, 7th June, 2013.
- Joshi, M. (2012). *Buddhisms in India Today: Problems and Possibilities of a Pluralistic Paradigm*, Panel Presentation at the 'International Association of Buddhist Universities' Annual Seminar organised on the occasion of the 9th United Nations Day of Vesak Celebrations, Ayutthaya, Thailand, June, 2012.
- Joshi, M. (2011). *Gandhi's Autobiography*, A presentation at the Workshop for Faculty from Political Science Departments across DU, organised by the Political Science Department and the Institute of Life Long Learning, University of Delhi, April, 2011.
- Joshi, M. (2009). Invited Observer and Speaker at the Valedictory Session at the International Conference on 'Buddhism and Science', at the Central Institute of Higher Tibetan Studies, Sarnath, India, January, 2009.
- Joshi, M. (2009). *Visualizing Terror: The Aesthetics and Politics of a Genre*, Annual Literary Meet of the Department of English of Indraprastha College for Women, University of Delhi, January, 2009.
- Joshi, M. (2002). *Humour in Premchand: Mediating Modernity*, Public Lecture as Visiting Fulbright Exchange Faculty, Kenyon College, Ohio, 7th October, 2002.

Dr. Shernaz Cama

Articles in Newspapers/ Popular Magazines

- Cama, S. (2011). 'Women: Keepers of the Flame', *Synergy Z*, Journal of the World Zarthushti Chamber of Commerce, Vol 10, September, 2011.
- Cama, S. (2008). 'The Parsi Zoroastrians of India', *Expat Magazine*, Vol. II. Issue 3. August, 2008.
- Cama, S. (2008). 'Parsi Crafts', *Power of Creativity for Sustainable Development* (UNESCO), Vol. II. August, 2008.
- Cama, S. (2008). 'Human Values and Zoroastrianism', *Education in Human Values: A Coursebook for Training of Master Trainers*, Sai International Centre, June, 2008.
- Cama, S. (2008). 'Oral Traditions of the Parsi Zoroastrians', *Proceedings of the International Conference of National Trusts*, INTACH, 2008.
- Cama, S. (2007). 'Dastur Dr. Firoze Kotwal: An Interview', *Kriti Rakshana: National Mission for Manuscripts*, Vol. III, No. 1 and 2, August and October 2007.
- Cama, S. (2006). 'The Emblem of the Parsi Religion', *Journal of the Commission for Inter-Religious Dialogue*, April, 2006.
- Cama, S. (2002). 'Medicine: Traditional and Modern', *Hamazor*, Vol. XXIV. Issue 4, 2002.
- Cama, S. (2001). 'Pictures with a Purpose', *India International Centre Diary*, Vol. XV No. 4 July/Aug. 2001.

DEPARTMENT PROFILES 2015

- Cama, S. (2001). 'William Blake's Minor Prophecies', *Aligarh Critical Miscellany*, Vol. XIV, No. 1, 2001.
- Cama, S. (2000). 'The Stranger from Paradise', *Aligarh Critical Miscellany*, Vol. XIII No. 2, 2000.
- Cama, S. (1999). 'Part of the Mosaic', *India International Centre Quarterly*, Vol. 26 No.2 Summer 1999
- Cama, S. (1999). 'Legacy of Zarathushtra', *India International Centre Diary*, Vol. XIII No. 4, July/August 1999.
- Cama, S. (1997). 'Skimming the Slopes', *Namaskar*, May/June 1997.
- Cama, S. (1996). 'The Muse and the Minorities', *India International Centre Diary*, Volume X. No. 5. September/October, 1996.
- Cama, S. (1995). 'The Emergence of Consciousness: Parallels in Zoroastrian Myth and Blake's Jerusalem', *Aligarh Critical Miscellany*, Vol. 8, No. 2, 1995.
- Cama, S. (1994). 'Byzantium: Symbolic Confluences', *India International Centre Diary*, Volume 8, No. 1. February, 1994.
- Cama, S. (1994). 'Browning Revisited', *Femina*, 8th January, 1994.
- Cama, S. (1993). 'Monsoon Memories', *Hindustan Times*, 27th July, 1993.

Papers Presented in National/International Conferences

- Cama, S. (2014). *Sacred Spaces: Interdependence not Dissension*. Zoroastrian Representative at the International ICCR Interfaith Conference on World Religions 'Diversity Not Dissension, New Delhi, 7th- 9th March 2013.
- Cama, S. (2014). *Navroze*, two day UNESCO Conference 'Celebrating 10 Years of the Intangible Cultural Heritage of Humanity', New Delhi, December, 2014.
- Cama, S. (2014). *Sacred Armour: Relevance in a Changing World*, presented at the SOAS International Conference 'Looking Back: Zoroastrian Identity formation through Recourse to the Past', London, 11th-12th October, 2014.
- Cama, S. (2013). *Celebrating a Treasure: 140 Years at the First Dastoor Meherjirana Library*, International Seminar, Navsari, Gujarat, 12-15th January, 2013.
- Cama, S. (2009). *A Zoroastrian view on Conservation of Natural Elements: Tankas of Bharuch*, (co-authored), International Conference, 'Faith & Water', of the Alliance of Religions and Conservation (ARC), Salisbury, England, July, 2009.
- Cama, S. (2009). *Do we need a World Religion: The Zoroastrian Perspective*, International Conference on 'Unity of Faiths, Sai International Centre'. It was published in '*Towards an Age of Spirituality: Papers Presented at International Conference of Unity of Faiths 2009*', Sri Sathya Sai International Centre for Human Values New Delhi, 2009. The book was released by Former President Abdul Kalam.

- Cama, S. (2007). *Oral Traditions of the Parsi Zoroastrians*, at the 12th International Conference of National Trusts of INTO, in the Intangible Heritage Session, New Delhi, 3-5th December 2007.
- Cama, S. (2007). *Sacred Space: Interdependence, Harmony and Conservation and Role of Religion and Spirituality in Promoting Universal Human Values*, South Asia Interfaith Harmony Conclave, New Delhi, April 21st and 22nd 2007.
- Cama, S. (2004). *The Meherjirana Library*, at World Zoroastrian Conference, San Jose, USA December, 2004.
- Cama, S. (2002). *Indian Education and Multiculturalism: Differences are not Divisions*, National Seminar 'Elementary Education: Shaping a Vision' held by the Department of Elementary Education, Lady Shri Ram College, New Delhi, 22-23rd January, 2002.

Others

- Cama, S. (2015). Represented the Zoroastrian community at a two day international conference conducted by His Holiness, The Dalai Lama *A Meeting of Diverse Spiritual Traditions in India: Promoting Human Values and Inter-religious Harmony*. Her speech at the Plenary has been published in a book based on the papers of this conference, March 2015.
- Cama, S. (2015). Produced a film *India Presents Navroze* as part of the SNA, Ministry of Culture submission in Paris for the UNESCO ICH programme, December, 2014-January, 2015.
- Cama, S. (2014). Presented the first Google Cultural Institute online exhibition on Zoroastrianism *From Persia to Akbar's Court*. This is part of an ongoing Series of which she is the Curator for GCI, 31st July, 2014.
- Cama, S. (2014). Invited by the Irish Embassy to speak on W. B. Yeats to commemorate *150 years of Yeats*, at a two day seminar held in conjunction with DU at Shaheed Bhagat Singh College, 2014.
- Cama, S. (2010). Produced and edited for UNESCO *Parzor Apru Navsari: An Interactive CD*, on the history and culture of the town of Navsari, 2010.
- Cama, S. (2008). *Zoroastrianism: Tradition & Transmission*, a lecture in the Dialogues of Faith Series at the India International Centre, 3rd May, 2008.
- Cama, S. (2007). Interviewed Dr. Dastur Kotwal Head Priest of the Parsis for the NMM (National Manuscript Mission) magazine *Kriti Rakshana*, June, 2007.
- Cama, S. (2004). Invited to represent India at Tehran for the Iranian National Commission for UNESCO and Iranian Cultural Heritage and Tourism Conference for the Multi National Candidature File Preparation for the UNESCO 3rd Proclamation of Masterpieces of Oral and Intangible Heritage of Humanity, July-August, 2004.
- Cama, S. (2000). *The Monajat: Enduring Traditions*, International Workshop 'Shruti' jointly organised by the IGNCA (Indira Gandhi National Centre for the Arts) and the South Asia Institute, University of Heidelberg, on 11th November, 2000.
- Cama, S. (1999). *Unity and Interdependence: The Zoroastrian Tradition and Nature and The Zoroastrian Statement on Nature*, the National Consultation on Religion and Conservation, organised by WWF, New Delhi, 1999.

Dr. Arunima Ray

Papers Presented in National/International Conferences

- Ray, A. (2012). *Caste, Gender and Violence: Reading Mahashweta Devi's Bayenand Draupadi*, '3rd Biennial International Conference, Gender/Violence', organised by The Gender and Women Studies Research and Application Centre, Izmir University of Economics, Turkey from 4-6th April, 2012.
- Ray, A. (2011). *Caste and Gender Politics: Untying a Few Dalit Texts*, International Conference for Academic Disciplines, organised by American University of Rome, Rome 31st October-3rd November, 2011.
- Ray, A. (2011). *Caste, Class and Gender Politics: Untying Some Dalit Texts*, 20th Annual British Commonwealth and Postcolonial Studies Conference, organised by The University of Southern Georgia, USA, on 25-26th February, 2011.
- Ray, A. (2010). *Caste, Gender and Dalit Women's Discourse: Reading Bama's Sangatiand Sivakami's The Grip of Change*, 3 Day International Conference on 'Diversity in New Literatures', organised by the Department of English, Kakatiya University, Warangal, 16-18th December, 2010.
- Ray, A. (2010). *Signatures of Subversion: Reading Bama's Sangati*, presented in Dalit Literature: Past Trends and Present Concerns (UGC and ICSSR sponsored national seminar), organised by Department of English, Government P.G. College, Lansdowne, Pauri Garhwal, Uttarakhand, 4-5th October, 2010.

Others

- Ray, A. (2012). Film review 'Tagore Again/Tagore Always: For an Understanding Of Tagore Or Ourselves?: A review' of the Bengali film *Nobel Chor* (Nobel Thief Director Suman Ghosh 2012) in *Cerebration* (www.cerebration.org)

Ms. Maitreyee Mandal

Papers Presented in National/International Conferences

- Mandal, M. (2011). *Exploring Queer/Lesbian Identities: A Reading of Parvati Sharma's Fiction*, National Queer Conference on '(Non) normativity... nevertheless!' organised by Sappho for Equality at Jadavpur University, Kolkata during 23-25th September, 2011.
- Mandal, M. (2011). *Tattoo Me Now: A Multicultural Study of Tattoo Making*, International Conference 'On Contextualising The 'Contemporary' in Culture organised by CPRACISIS at IIT Madras, Chennai, 1-2nd February, 2011.

Ms. Karuna Rajeev

Papers Presented in National/International Conferences

- Rajeev, K. (2011). *Transforming Subjects: Metamorphosis, Body and Self in Literature*, National Seminar on 'The Body in Culture: Culture of Body' organised by the UGC-SAP DRS-II of the Centre for English Studies, Jawaharlal Nehru University, New Delhi, 3-4th March, 2011.

- Rajeev, K. (2011). *Historicising the Contemporary: (Im)Possibility of an Irresolute Future*, Sixth CPRACISIS International Conference on 'Contextualizing the 'Contemporary' in Culture' at IIT Madras, Chennai, 1-2nd February, 2011.
- Rajeev, K. (2011). *The Postcolonial 'Yoke': Self-Agency and the Nationalistic Agenda*, Indian Association for Commonwealth Literature and Language Studies (IACLALS) Annual Conference on 'Comparative Cultural Studies: Towards New Postcolonial Paradigms' (in collaboration with Centre for Comparative Literature, University of Kerala) at Thiruvananthapuram, 27-29th January, 2011.
- Rajeev, K. (2010). *Substitution and Dialogue: A Case for the Fantastic in Dostoyevsky's The Brothers Karamazov*, International seminar on 'Theory at Work; Text, History and Culture' (in collaboration with Sahitya Akademi and ICSSR, New Delhi) organised by the Department of English, Banaras Hindu University, 9-11th November, 2010.
- Rajeev, K. (2010). *Alienation, Repression and the Audience's Fear of the Spectacle*, International Conference on 'Fables of Fear' organised by Centre for Performance Research and Cultural Studies in South Asia (CPRACISIS) at Thrissur, Kerala, 7-8th August, 2010.
- Rajeev, K. (2009). *Three Hundred Sixty Degrees of Blackness: Gender and the Black Arts Movement*, American Library, New Delhi on the theme 'Kinship with King: Dreams for a Democracy', 25th February, 2009.

Others

- Rajeev, K. (2014). Discussant in the Panel on Feminist Understanding of Leadership at the Women in the Strategic Roundtable and Institute on 'Where Women Lead: Educating for Public Leadership', organised by the Wilson Centre's (Washington) Women in Public Service Project and LSR, New Delhi, 30th March- 2nd April, 2014.
- Rajeev, K. (2014). Moderator for the Panel on 'Ways of Seeing: Ways of Being: Gender and Representation' during the Academic Congress on Gender organised by LSR, New Delhi, 5-7th March, 2014.

Ms. Wafa Hamid

Papers Presented in National/International Conferences

- Hamid, W. (2014). *Resisting the Form, Turning the Gaze: Urdu Poetry as Feminist Testimonial*, 8th Asian Political and International Studies Conference in Chiang Mai University, Chiang Mai, Thailand, 19-20th September, 2014.
- Hamid, W. (2013). *Ravishing (Dis)unities: The Poetics of Spatial and Religious Identity in Agha Shahid Ali's Ghazals*, National Seminar on 'Indian World(s) of Indian English Literature' at Centre for English Studies, Jawaharlal Nehru University, 14-15th March, 2013.
- Hamid, W. (2011). *The Land Beyond the Mist: Discursivising Political and Social Space through Canadian Comics*, International Seminar on 'Building Bridges: Negotiating Cultural Memories in Canada and India' at Jadavpur University, Kolkata, 15-18th February, 2011.
- Hamid, W. (2011). *Contextualizing the Indian 'Common Man': Representation of India by R.K. Laxman*, International Conference on 'Contextualizing the 'Contemporary' in Culture' at IIT Madras, Chennai, 1-2nd February, 2011.

- Hamid, W. (2011). *The Anti Ghazal: The Ghazal As Feminist Testimonial*, IACLAS Annual Conference on 'Comparative Cultural Studies: Towards New Postcolonial Paradigms' at Centre for Comparative Literature, Institute of English, University of Kerala, Trivandrum, 27-29th January, 2011.
- Hamid, W. (2010). *Nuff' of the Ruff' Stuff: Female Black Rappers and Black Feminism in Students*, National Seminar on 'Representing Conflict', at University of Delhi, 11-13th November, 2010.
- Hamid, W. (2010). *Anandavardhana's Dhvani Theory and the Urdu Ghazal*, International Seminar 'Theory at Work: Text, History and Culture' at Banaras Hindu University, 9-11th November, 2010.
- Hamid, W. (2010). *Highways to Heaven: Religious Symbolism in American Popular Music*, International Conference-cum-Workshop, 'American Studies and the Popular', Hyderabad Central University, 6-8th September, 2010.
- Hamid, W. (2008). *Symbolism in Margaret Atwood's 'Surfacing'*, 53rd All India English Teachers' Conference, Gurukul Kangri Vishwavidyalaya, Haridwar, 18-20th December, 2008.

INFRASTRUCTURE AND LEARNING RESOURCES

The Library is well-equipped to aid the pedagogic goals of the department of English. With over 12,000 carefully selected books in the English section alone and several high quality international and national journals in print, and a vast archive available on sites such as JSTOR, a rich and updated resource for engagements with texts and their contexts is provided for. For several years, a department of English library was maintained, which has now been merged with the main library. Through, careful personal interest in library acquisitions and monitoring student use of those resources (with an insistence on responsible citations and bibliographies), high standards of academic rigour and scholarly decorum is encouraged amongst the students. Faculty and students also find other libraries in the city, such as the British Council Library, The American Centre Library and the *Sahitya Akademi* Library, useful supplements to the LSR library's rich holdings.

Another very popular feature in the department has been regular film screenings of literary texts adapted on screen, sometimes in multiple versions. These then form significant bases for discussions on genre and interpretative possibilities. Dramatic groups have also been invited to present their variants on the texts under study and in some cases students of the Dramatics Society have chosen to present their creative interpretations of literary works.

The department of English takes great pride in encouraging its students towards excelling beyond the syllabus. A regular parallel pedagogic process of talks, workshops, lectures, seminars and symposia is kept up. The extra curricular activity periods four times a week provide adequate spaces for these parallel activities, while in some cases, a Saturday might be used to organise a Literary meet. These range from introductory lectures on research methodology, workshops on etymology and creative writing, specialised talks on specific authors, texts, and theories by specially invited experts, interactive sessions with creative writers and translators, intra college and inter college seminars where students present papers on topics chosen in consultation with

them, as well as national and international faculty level seminars where we explore various perspectives and developing thought in a chosen area.

STUDENT SUPPORT AND PROGRESSION

Special care is taken of students with special needs. Over the years several visually challenged students have performed very well with access to books in braille and volunteer readers and writers to facilitate their studies. Other forms of special needs are also taken cognizance of with tact and sensitivity and the students receive the extra care they require while also being integrated into the mainstream classroom. The success rate of our students with special needs has been exceptional.

The Mentor – Mentee System

The mentor- mentee system is designed to help young entrants into college adjust to life at LSR smoothly. In this system, the senior year students act as mentors and the selection of the mentors and the mentees is done through a sign up list put up on the department of English board. If a student is interested in having a mentor who will be like a helping hand throughout her college life then she must take the initiative and sign up for it. After a mentee has been assigned to a mentor, another list is put up on the department board and the mentee needs to contact the respective mentor. The mentee has to be the initiator of the mentor-mentee relationship. There are two meetings held for this purpose. The first would be an initiation meeting and be scheduled in August while the second is set up as a feedback meeting to be held at the end of the session. This system requires utmost cooperation from both sides and shows a strong tradition of social responsibility.

The mentor-mentee programme, a system running successfully for three years, plays the dual role of minimizing the problems a fresher would face while settling in along with acquainting the new students with the old. Each student who signs up is paired up with a mentor who they can turn to for any kind of guidance, from searching classrooms and borrowing notes to issues they may have with the curriculum to questions that bother them regarding college administration. Furthermore, the system facilitates interaction between students of different years, thus integrating the first years with the rest of the department.

Alumnae

Some of the students who were members of the first committee of the Film Society, Projekt — Ira Sinha Bhaskar, Sameera Jain, Neelam Kapur, Bina Paul, Shailaja Bajpai – are active in film as producers, academics, film and television critics, film editors and administrators. A moving spirit – Anubha Dhar - passed away tragically just as her dream materialized. Neelam Kapur, a member of the Information and Broadcasting Service now heads the Directorate of Film Festivals.

The department has been a witness to the creative efflorescence of students like Uma Ramnath, Shashi Gujral, Bunnoo Duggal, Ranjini Rajan, Royina Sawhney, N. Mangalam, Priya Karunakar, Sindhu Shree Rao, Geeta Bahl, Joanne D'Silva, Lakshmi Ramachandran, who bagged college, University and state level prizes in dramatics, debates declamations, academics, leadership and all round proficiency. In 1969, N. Mangalam was awarded the Nehru Memorial Scholarship to Cambridge. In 1970, Sindhu Shree Rao, a first year student, was selected by the Ministry of

Education to represent India at the World Youth Forum in the US. The M.A. Programme in English was started in 1961. The Department of English continued to achieve brilliant results for both B.A. and M.A. Programmes, with the students bagging University positions.

Some illustrious alumnae who have made their mark in the public domain are writers like Anjana Appachana, Poile Sengupta, Lakshmi Kannan, Asha Lamech Nehemiah, Arupa Singh and Tsering Wangmo Dhompa, the first Tibetan women poet to be published in English (2002), and who was a finalist in the Asian American Literary Awards (2003). In the corridors of academia around the world, students of English from LSR have gained prominence and recognition. Names like Padmini Mongia, Ananya Vajpeyi, Keya Ganguly, Parama Ray, Priyamvada Gopal and Mukulika Bannerjee stand out for their contribution to the realm of higher education. Abha Adams, Director, Shri Ram Schools, has recently been felicitated by the LSR community for her vast contribution to the field of education. Artists like Arpana Caur and Vasundhara Tewari, actors and theatre personalities Bubbles Sabharwal and Lillette Keswani Dubey, advocates and technology driven corporates like Manju Ramachandran and Ameeta Verma and Odissi dancer Pallavi Saran have all made their mark in their respective fields. Priya Karunakar, a renowned Sanskrit Scholar and art critic won the *Sanskriti* Award. Sunita Kohli, recognized for interior design and décor has been awarded the Padma Bhushan by the Government of India. Ameeta Mehra successfully manages Usha Studs and Ari Farms and is also the Chairperson of the Gnostic Centre.

Some of our students like Rita Joshi, Rukshana Shroff, Maya Joshi, Mitali Mishra and Dipti Nath have come back to LSR as faculty members in the department of English. Others, like Shohini Ghosh, Ira Sinha Bhaskar, Rashmi Varma, Indira Prasad, Antara Dutta, Ira Singh, Madhavi Zutshi, Nilofer Kaul, Shompa Roy, Vinita Chandra, Dolly Kapoor and Geetinder Kaur are academicians in other institutions. Srilata Raman is a Sanskrit scholar of renown. Anjana Sharma is currently working on the Nalanda University project.

Many of our students have entered the field of journalism and won recognition. Anjali Mody, Geetanjali Prasad, Chitra Subramaniam, Anubha Charan, Radhika Kaul, Shoma Chowdhary, Anjali Puri and Shruti Verma are all journalists who wield their pens with a sense of social responsibility. In the related area of television and film making, names such as those of Deepanjali Dwivedi, Gaurika Chaudhari, Gunjan Jain, Niha Masih, Bedatri Choudhury and Monika Raj Dhingra stand out. Alumnae from the department of English at LSR are to be found in diverse fields and organizations, entering the world of work with poise and confidence. They are businesswomen, employees of the UNICEF, career counselors, teachers, editors, musicians, exporters, home-makers, web designers, artistes ... the list is never-ending. What they all share is the dynamism, assertiveness and out of the box thinking that are the unique gifts of the institution.

GOVERNANCE AND LEADERSHIP

To facilitate the smooth functioning of the department and to maintain the quality and consistency of the academic discourse, the department members work efficiently and diligently, in a close communitarian manner. With a non-hierarchical and rotational system of Teachers-in-Charge in place for many decades, a participatory and egalitarian model of governance is the norm in the department of English.

The department of English enjoys a very good reputation not only within the University of Delhi but all over the country primarily for the scholarly and committed faculty members that it is fortunate to have and also for its student quality as well as the advanced research that it undertakes. The TIC who is also the Head of the Academic Affairs coordinates all research oriented activities like workshops, seminars, lectures, inter-departmental and intra-departmental activities so that these happen regularly and as scheduled. It is also the duty of the TIC to see that the academic quality and standard of the department is maintained and continually improved. All faculty members of the department opt at the end of each academic year to serve in the various committees of the college such as the Admission, Examination, Attendance and Internal Assessment – all of which ensures smooth functioning of the department.

The Timetable-in-Charge ensures that there is an equitable distribution of classes optimising the use of both space and time for students and faculty. The Attendance-in-Charge and Internal Assessment-in-Charge facilitate the uploading of attendance details. The Internal Assessment in-Charge ensures that all assessments take place according to the University norms. The Library in-Charge is responsible for procuring books and journals that are required.

A General Body Meeting of the department is held each semester where all the teachers and students of the department are present. In this kind of a GBM, students are free to address their problems to the teachers. All teachers are approachable and it is made sure that the Department tries its best to solve the problems of students.

Regular meetings held within the department lead to important decisions taken in consensus. The ambience being egalitarian and non-hierarchical, the opinion of each member of the department, from the eldest to the youngest is taken into account before decisions are taken. In each semester there are some compulsory meetings held to decide very important issues like course distribution, internal assessment and evaluation. The other meetings are held as and when the need arises. Meetings are generally held to decide on the various academic activities of the department such as literary activities of the English Literary Association, seminars as and when held, speakers to be invited on different occasions to speak on topics related to the course and such other activities of importance. The department Secretary writes down the minutes of each meeting meticulously which are available for future reference.

At the meetings held during the academic year, the TIC allocates courses for teaching as well as other important duties to the members of the department in a democratic manner. The TIC's course allocations, however, do take seniority of the teachers into consideration. Changes of paper choices are encouraged within the department, for more equitable distribution and for a healthy spirit of cooperation to prevail.

INNOVATIVE PRACTICES

There has been an attempt to look at literature in relation to other art forms. LSR took advantage of UGC sponsored faculty improvement schemes to organise a seminar in 1977 on 'Literature and Cinema' and in 1979 held a three-day workshop on the 'Relationship of Film Techniques to other Art Forms.'

An inter-disciplinary approach to literature had been initiated from the early 80s through talks relating literature to Psychology, Sociology, History and Philosophy. In 1986, the English Association under the COHHSIP programme organised a seminar on 'Interpretation' and invited eminent sociologists, psychologists and teachers of literature to address the audience.

As part of the T.S. Eliot Centenary Celebrations students of the English Association put up an adaptation of the musical 'Cats' - a student venture marked by professionalism and talent.

In 1989, LSR organised an interdisciplinary workshop on 'Feminism' which brought together journalists and academicians from Literature, History and Psychology departments across the University.

The last 25 years, from the early 90s onwards, have seen an increasing trend of inter-college student paper presentations and seminars which again has been a great resource for the learning teaching process. One of the earliest student seminars was on the 'Renaissance' in 1991 during which students worked closely with faculty to write their papers. This was reinforced in a seminar organised in 1997 on 'The Politics of Representation: Some Feminist Interpretations.' The numerous seminars highlighted the problems with the definitions of categories like 'popular' and 'classic' and created awareness about the constructed nature of the literary canon.

This was followed in 2000 by a seminar on 'Nationalism, the Individual and Society in Modern Indian Literature' and a seminar on 'War in Literature' in 2001. In the latter, students equipped with new theoretical understandings of the term 'text,' explored the depiction of war in comic strips, cartoons, Hollywood cinema and various other art forms. This assertiveness in exploring texts from these multiple perspectives stemmed from the exposure to literary theory that the Association had been actively promoting since the early 90s, with lectures on Structuralism, Post Structuralism, Cultural Materialism, Feminism and Deconstruction. Inspired by the debates in Postcolonial theory, students presented well-researched papers at a seminar on 'Literature and Forms of Imperialism' in 2003. Another student seminar that evoked unprecedented participation was on 'Children's Literature' held in 2004.

Another important area of study that the department laid emphasis on is that of Translation Studies. In 1998, the Association organised a workshop on 'Translation: Literature and Media' in which the practice and perils of translation were examined closely. Six years later, a three day seminar was organised in collaboration with the *Sahitya Akademi* on 'Translating Narratives: Culture and Hybridity' in which students presented immensely insightful papers before experts in the field. In line with its focus on language, the department got together four out of the six authors shortlisted for the DSC prize for South Asian literature- Shehan Karuntaka, Tabish Khair, Usha Kr and Kavary Nambisan- to speak on a panel on 'Language and Identity' in 2012.

A series of Writers' Workshops were also organised during the mid-90's to allow students to interact closely with novelists and poets.

With the introduction of the new syllabus in 2001, the activities of the English Literary Association have been consistently geared towards extending the scope of debates around literary theory and to create a sense of excitement about the tremendous possibilities that the study of literature offers in the contemporary world. Simultaneously, collaborative links have been established with the British Council, through which exciting book readings and panel discussions are routinely organised. In 2005, the department collaborated with La Trobe University, Australia to organise

an ‘International Colloquium on Jane Austen’ and hosted the international launch of a scholarly critical study on Jane Austen. A two-day research seminar ‘Beyond the Theoretical Revolution: Teaching and Researching in Literary Studies Today’ was also held in collaboration with La Trobe while Prof. Terry Collits from Australia was a visiting scholar here.

The emphasis on interdisciplinarity got consolidated in seminars like ‘Constructing Communities’, and ‘Of Cities and the Capital City,’ organised in association with the department of Sociology. Besides attracting scholars such as Dr. Ambai, Dr. Saleem Kidwai, Prof. G.N. Devy, Mr. Tarun Tejpal, Prof. Aijaz Ahmad and Prof. Alok Rai, Dr. Mukul Keswan and Dr. Nirmala Jain, this seminar saw a unique confluence of voices from the departments of English, History, Political Science and Sociology for paper presentations.

An on-going faculty exchange programme was initiated with Kenyon College, USA when Prof. David Lynn was lecturing as a Fulbright Scholar.

2013 saw a series of lectures on Nigerian writers, women writers etc. when the Department organised a series of lectures with Dr. Rose Sackefiyo, from Winston Salem State University.

In its long history, the department of English has proven time and again that the classroom is only the beginning point of education and the syllabus only an occasion for discussion. The very nature of the literature discipline requires the text to move out of the fixed parameters of the academic setting and enter into the performative sphere in order to gain a fulsome understanding of the numerous plays, poetry and novels and other art forms that the discipline teaches. The department of English has always walked that extra mile in reproducing a felt and lived experience of literature for their students. The ‘extra-curricular’ in many ways then is not ‘extra’, but complementary to our pedagogy.

Role playing, dramatisation and theatre performances have always been used as an aid to the teaching of Literature. Keeping this in focus, the English department of LSR has been very dynamic. Ms. Nirmal Raj Kumar, Ms. Iris Daniels and Ms. Sherier established a strong tradition of theatre that further flourished with the passionate involvement of Ms. Abha Sood, Ms. Dinaz Davar, Ms. Shalini Gupta and Dr. Rita Joshi. Several successful productions, which were directed by these faculty members won appreciation and critical acclaim. Ms. Kasturi Kanthan from the department of English also collaborated with Ms. Madhuri Subodh of the department of Hindi to help in the production of Hindi plays like *Hanush* (1981), *Gangamati* (1982-83), *Ghera* (1984), *The House of Bernarda Alba* (1987) and *Kaamna* with B.V. Karanth in 1988-89.

Besides the performative aspect of theatre, the department has regularly organised discussions on theatre with eminent personalities. For instance, Mr. Dhananjay Kapse and Ms. Lakshmi Subramaniam, who are both noted theatre experts, visited our department to give nuanced perspectives on Vijay Tendulkar’s play *Ghasiram Kotwal*. In another conference which tried to destabilise the idea of the canon which is contrary to the popular, Keval Arora and Javed Malik were among the list of eminent speakers. In 2014, the play *Shakespeare’s Sisters*, co-directed by a student Chiara Saldanah and faculty member Mr. Kanav Gupta, won the first prize at the Shakespeare Society of India annual theatre competition.

In the 1970s, a performance was conceptualised during which the history of ideas and movements in English Literature were presented in an audio visual show. Beginning with the miracle plays

and Gregorian chant, it ended with T.S. Eliot, Samuel Beckett, Alan Ginsberg, Joan Baez and Bob Dylan. A club was started called 'Wake Up Forum' — again with an interdisciplinary vision. Among the memorable talks was a luminous presentation by Dr. Brijinder Goswami, an authority on miniature painting and one by Dr. Sudhir Kakar who spoke with eloquence about marriage. There were many vibrant discussions that the students and faculty engaged in. Projekt, the film club, was a department initiative which was launched by the students after great effort.

Besides theatre, numerous art forms are engaged with the same degree of involvement and commitment. Art historian, Dr. Monika Juneja was invited for a series of lectures on the subject of 'Race, Gender and Art History', as also Mr. William Dalrymple who initiated discussions on Travel Writing as a Genre. Among the eminent writers who have spoken with our students are some of the most illustrious litterateurs of the country beginning with Ismat Chughtai, Nissim Ezekiel, A.K. Ramanujan, Girish Karnad, Saeed Naqvi, William Dalrymple.

Department Journals

The department of English has always been associated with the college magazine since its inception in 1961. Ms. Viloo Commisariat, Ms. P.N. Das and Dr. Molly Daniels were instrumental in giving to the magazine its form and direction. Ms. Malathi Verma, Ms. Dinaz Davar, Ms. Kasturi Kanthan, Dr. Madhu Grover, Ms. Mitali Mishra, Dr. Shernaz Cama and Jonathan Verghese— all of them have been associated with the College magazine at some point of time or the other.

Many of the department teachers have been closely involved with the publishing house, *Katha*, and have engaged with translation work – Dr. Chandra Rajan, Dr. Vanajam Ravindran, Dr. Sharda Nair, Ms. Kasturi Kanthan, Dr. Chandra Joshi, Ms. Promila Puri, among others.

Besides this rich academic culture of enquiry and learning, our students and faculty are constantly engaged in trying to find avenues for their own expressions, many of them being aspiring creative writers. This is evident in the number of magazines that the department of English has time and again started and sustained for many years. Staying ahead of its time, the Department of English started the wall magazine called *Paparazzi* in the mid-1970s.

A literary wall paper was also started in 1958 under the editorship of Dr. Molly Daniels and students Ms. Kamla Khullar and Ms. Lajwanti Melwani.

In 1975, a journal called *Jabberwock* was launched by the editorial team of Devleena Ghosh, Anjali Kumar and Rita Joshi. This later evolved into a more sophisticated form- from wallpaper to journal to an academic journal. The academic journal *Jabberwock* and the online magazine are two platforms for such articulation. The journal is an annual feature, released around college Day, towards the end of even semesters (II, IV, VI). The online magazine is much more frequently updated with incoming submissions.

The 2014 issue of the academic journal included sixteen diverse research papers written by students, carefully selected by the editors and staff advisors. While the journal works to curate and publish the immense variety of critical work emerging from the department, the online magazine works on a broad platform of encouraging and selecting the best non-academic creative submissions.

The Academic Journal and the Online Magazine strive to have a standardised and transparent application process, accessible to all student members of the department. Editors are selected on the basis of experience in writing, editing and publishing, and are required to perform a variety of tasks. The online magazine is open to submissions throughout the year from the student body and the faculty of the department.

English Literary Association

The English Literary Association, of which all students in the department of English are members, is a forum for students. Guided by the faculty advisers, the Association has a President, a Secretary and a Treasurer, elected each year in April by the student collective. To further facilitate the dialogue between the faculty and the students, each section has a class representative. At the beginning of the year (in August), committees are formed on a voluntary basis for the management of various aspects of the department.

David Lynn, the editor of the Kenyon Review has organised creative writing workshops for students, again enabling them to bridge the divide between literature and literary criticism. Eminent writers and critics like Pankaj Mishra, Dr. Ranga Rao and Jug Suraiya have all conducted creative-writing workshops with students as well.

Even in its early years, the department endeavoured to break the established mould. Soon after its inception in 1956, it began welcoming scholars from all across the world. Prof. Geoffrey Bullough of King's College, London and Prof. Vivian Da Sola Pinto of Nottingham University visited the college for talks on English Literature in 1957. Although the department continued to invite numerous scholars to discuss canonical figures such as W.B. Yeats, T.S. Eliot, William Shakespeare and Charles Dickens, many of its members were among the first to respond affirmatively to the global shifts that led to the reconfiguration of literary studies, first in the 1970s.

More than two decades before Indian writing in English became part of the curriculum, the LSR English Association invited Shri Gopal Sharma and Jaibala Vaidya in 1972 to interact with the students. In 1976, Prof. P. Lal of Calcutta University spoke on Indo Anglian Poetry while Ismat Chughtai and Nissim Ezekiel were invited to discuss the writing in the Indian context. In 1984, the poet Keki Daruwala was invited to read his poems. Among other invitees were the novelists Amitav Ghosh and Anita Desai who spoke about issues relating to Indian writing in English.

At a time when literary theory was in its infancy, LSR students had the advantage of listening to one of the earliest scholars in the field of Colonial Studies, Benita Parry, who was invited in 1975 to speak on colonialism. An interest in feminist perspectives was stimulated by a lecture in 1982 by Lawrence Lerner on 'Feminism and Literature,' Claude Rawson had also come to college to talk on Jonathan Swift.

As such, the department of English seems to have a cultural life of its own, which is constantly enriching the advanced academic culture that it upholds with the highest degree of commitment.

The English Literary Association organises a number of events in college throughout the year in order to encourage a broader understanding of the curriculum. By facilitating discussions and debates, it encourages the students to engage with various aspects of the canon, as well as to question it.

• **Talks and Lectures**

Mr. Sameer Chopra, a faculty member gave a very thorough lecture on the MLA and other research formats in September 2014. The lecture helped students of all years by informing them about the correct methods to research and source their references in order to write a research paper that would be fit for publication.

Mr. Indrajit Hazra added Indian inputs to the book 'The Novel Cure' by Susan Elderkin and Ella Berthoud, and came to the college to chair a reading of the same on the 16th of September, 2014. He read out portions to a full hall and answered many of the questions that the students had in mind about the making of the book. In August 2013, a talk on 'Manto's Works: An Interface of Psychology and Literature' by Ms. Deepti Sachdev of Ambedkar University was organised in collaboration with the Psychology department. Ms. Sachdev took up Manto's works as an illustration of the interface of psychology and literature as apertures into human subjectivity. Also in August 2013, Mr. Kanav Gupta provided the second year students with a comprehensive background to Renaissance humanism. He introduced Neo-Platonism and explored the tension between matter and the idea, the sexual and the sacral in Renaissance philosophy and art.

In September 2013, a talk and an interactive session with reputed author and poet, Jeet Thayil was organised. Author of the bestselling novel '*Narcopolis*' and of multiple critically acclaimed poetry collections, Thayil spoke on contemporary Indian poets and performance poetry.

Dr. Brinda Bose of the department of English, DU, gave a talk on 'Who's Afraid of a Modernist Feminist'. The interactive session began with Dr. Bose quoting Virginia Woolf— 'For most of history, Anonymous was a woman'. She went on to talk about the modernist feminist figure of the twentieth century and of men's opposition and reactions to women's emancipation.

Aimed at exploring the madness inherent in poetry, a talk on 'Poetic Utterances, Luminous Arithmetics' by Dr. Prasanta Chakravarty, of the department of English, University of Delhi, was held in October. Discussions on whether the utterly literal can become magical engaged the audience as students exchanged their ideas and spoke about what poetry meant to them.

• **Academic Congress 2014**

Under the umbrella of the college-wide Academic Congress titled 'Gender Knowledge', the department organised a number of sessions in February., 2014.

A pre-Congress session titled 'Perspectives in Art' provided an insight into how different perspectives operate within the same art forms and how art produces a variety of responses in audiences. Gautami Reddy, Natalia Khanijo and Adrita Mukherjee discussed the evolution of Impressionism and Expressionism and presented a series of paintings and photographs to emphasise the fact that the art and perception of art is entirely subjective. The session was moderated by Mr. Jonathan Koshy Verghese.

A talk on the 'One Dimensional Woman and the Feminization of Labour' by Dr. Nandini Chandra of the department of English, DU was held. Aimed at giving a new perspective to feminism, Dr. Chandra's arguments about feminism chiefly revolved around the topics- 'the feminisation of work' and 'the labourisation of women' and the way capitalist culture has affected feminism.

During the session ‘A Raag of One’s Own: The Complex Play of Gendered Identities in *Hindustani* Classical Music’, second-year students from the department of English presented papers on *Hindustani* music aesthetics, specifically for women artists in the 19th century and the evolving position of ‘singing women’ in a seemingly unbiased cultural sphere, through the analysis of two primary texts, *The Music Room* by Namita Devidayal, and *Raga ‘n’ Josh* by Sheila Dhar. The session was moderated by Mr. Kanav Gupta.

During the Congress, the department presented a session on ‘Outing’ Possibilities, Disrupting Heteronormativities: Alternate Sexualities and Contemporary Indian Cinemas.’ Students presented papers on topics like homosexuality in Indian advertisements, the portrayal of ‘transgenders’ on Indian television, transexuality in Bollywood, parental figures in homosexual/homoerotic situations in Bollywood and homosexuality as a social taboo. The session was chaired by Dr. Akhil Katyal of Shiv Nadar University and included discussions on gender, sexuality and visual culture.

Other Events during the last two years

Many movies were screened to bring out the different adaptations a text can have and to explore various other issues centering on the courses of study. Some of the movies screened were *Hamlet*, *Mean Girls*, *The Wife of Bath*, *Romeo + Juliet*, *Sita Sings The Blues* and *From Russia With Love*.

As part of the Academic Congress session on Alternate Sexualities, several movies were screened on the subject of homosexuality. These movies initiated severe debate and deliberation towards the socio-political antagonism towards homosexuals. The screenings included *Boys Don’t Cry*, *Milk* and *Blue is the Warmest Color*.

In association with the Quiz Society, a literary quiz was organised. The event was a tremendous success with participation from several other departments of the college. A short skit, *Martial Law: The Liberation and Deliberation of Penelope* was performed, written and directed by the first year students during the assembly.

Shyamolie Singh from the department won the prestigious DSC Prize Essay Contest in January 2014. Shyamolie, a second year student, topped the competition with her essay on the ‘Emergence and growth of South Asian Literature in the Last Decade’.

• Seminar and Academic Meet

The department of English organised a two-day conference titled ‘Traditions of Intellectual Inquiry: Histories, Politics, Responses’ on 22nd and 23rd March 2013. It brought together scholars of high academic rigour and international repute from IIT Delhi, JNU, AUD, CSDS and University of Delhi. By the attempt to place thinkers and texts within a larger network of ideas, the seminar hoped to illustrate interconnections and polyphonies that were not immediately obvious. The plenary address of the conference was given by Prof. Rukmini Bhaya Nair who spoke on ‘The Desire for Theory and the Theory of Desire’. Prof. V. Sanil gave a talk on ‘The Idea of the Critique and Contemporary Revolutions.’ Prof. Aditya Nigam reconfigured the nature of the modern and the political by speaking about the ‘Formations of the Modern and the Idea of the Political,’ and Prof. Nivedita Menon took on ‘nature’ and ‘science’ in ‘Deconstructing Nature: Feminist Interventions in Science.’ Prof. Udaya Kumar spoke on ‘The Body and Contemporary Thought’ and Prof. Simi Malhotra on ‘Past-Philosophy in Postmodernism: Postmortem

Postulations.’ The conference had a multi-disciplinary thrust with speakers from the disciplines of literature, philosophy, psychoanalysis, history, and beyond. In looking at modes of conceiving the self, history, language and indeed the concept itself, in unearthing their entangled references, shared ancestries and eccentric linkages, the conference ‘Traditions of Intellectual Inquiry: Histories, Politics, Responses’ managed to provoke a dialogue about the many-forked roads that led to ‘Theory’.

Litmus, the annual literary meet of the department of English was organised from 18th March 2013 to 21st March 2013. The theme for this year’s festival was ‘Alternative Interpretations of the Canon’ and included various events such as a literary quiz, spelling bee, on the spot creative writing, treasure hunt, photography competition and paper presentation. The Royal Sheikh’s Spear Company performed *The Compleat Wrks of Wllm Shkspr (Abridged)* – a hilarious parody of all of Shakespeare’s plays in condensed, action-packed form, performed by only three actors with the help of tacky costumes and whacky props!

• Talks and Lectures

A lecture on ‘Partition Literature’ was held. This lecture by Ms. Amrita Bhalla was a significant one especially for the first year students studying texts like ‘Toba Tek Singh’ and *The Shadow Lines*. The second year students presented papers and projects on ‘The Various Aspects of the Victorian Society’ that greatly benefited their juniors.

One of the highlights of the association was when they managed to invite about 20 students from LUMS, Pakistan to attend a seminar on ‘Border Crossings’. This was not only an academic coup of sorts but also benefitted the students as they formed strong bonds with their counterparts from Pakistan.

Dr. Tarun K. Saint, Associate Professor, department of English, Hindu College, and author of *Witnessing Partition*, that focused on the problem of representing in fictional form the traumatic violence during the partition of 1947, spoke on ‘The Partition in Literature’. Mr. Tenzin Tsundue, a well-known poet, writer and Tibetan activist, delivered a heart rendering talk and a poetry reading from his self-published book *Kora*. He spoke passionately about the Tibetan struggle for autonomy while stressing the need for non-violent modes of resistance.

A lecture by Dr. Rupen Guha Majumdar of the department of English, University of Delhi on ‘Mythopoesis - Myths, Epics and Drama’ was well received by the students studying the classics. Ms. Farzana Doctor, a Toronto-based novelist and psychotherapist and the Jamia Writer-in-Residence visited the department for a book reading. Her novel, *Six Metres of Pavement*, won the Lambda Literary Award and was short-listed for the Toronto Book Award. A lecture by Mr. Arjun Mahey, former Head of the Department of English of St. Stephen’s College was held on ‘The Boon and the Notion of Names in Ancient Indian Texts’.

• Association Highlights

The department organised a creative writing workshop, which was conducted by Ms. Aditi Rao. A short skit, *The Curious Case of Julius Caesar* was performed, written and directed by the first years in February during the assembly. Many movies, plays, mini-series were screened including *Becoming Jane*, *Pride and Prejudice* (BBC Version), *Pride and Prejudice* (2005

version), and *Bride and Prejudice* (2004) to bring out the various adaptations of a single text. *Gulliver's Travels*, *As You Like It* and *Bright Star* were some of the other screenings.

VISION

All activities of the department, teaching-learning, evaluating and governance are in congruence with the larger vision and objectives of the college. Within the given University curriculum the department of English has a distinct role to play. It has always been the endeavour of the department to open up minds of the students to new and more radical ideas. The department of English has always tried to help its students to think creatively and to think differently. The vision of the department of English is to create a progressive atmosphere, an ambience of excellent work culture and productivity in terms of aspiring students and a committed faculty, out to give its best to the institution.

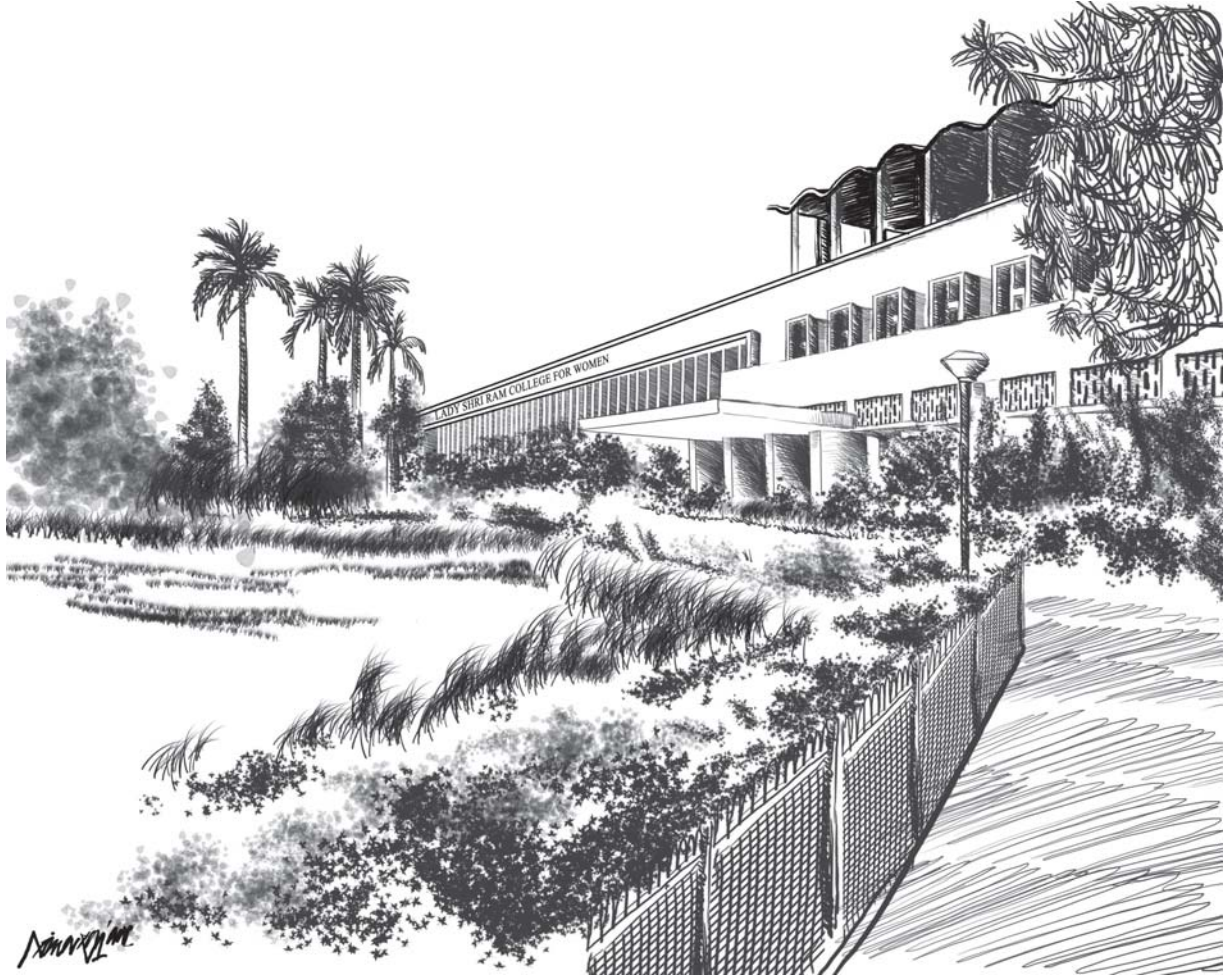
The department of English proposes to move ahead in new directions every day. It has already done so in terms of inter-disciplinarity. It has indeed been doing so hitherto in its pedagogical enterprises by handling texts in terms of varied issues and discourses germane to the texts and thereby sensitising the students about the relevant social, philosophical and intellectual realms of life. This approach will be given more emphasis in terms of further deliberation and decision making. Literature teaching would thereby be broadened to embrace language, culture, society and ethics. This pedagogical approach also aims at introducing students to various literary traditions of India in the context of the cultural diversity and linguistic plurality of India. The interface between creative writing, languages and cultures of India that are uniquely multilingual needs to find a place of pride in our understanding of our framing contexts. This can be hopefully achieved because the English curriculum that the University of Delhi offers reflects this mind-set by incorporating a sizeable component of Indian regional literature in translation. The department of English, too, in its turn, stands poised eagerly to undertake such exploratory projects.

The department of English aims at a vision that helps make the curriculum both global and local. English literature is now global and local at the same time in terms of selection of texts, and so far as critical approaches are concerned, it opens itself up to all the contemporary radical approaches like post-modernism, post-colonialism, feminism, gender studies, race studies, and so on. Herein lies the particular academic commitment to make utmost use of these intellectual possibilities both, for the benefit of the students and the teachers. This will also create continuity between the teachers' academic pursuit with respect to their research and publication on the one hand, and teaching on the other. In an ideal situation these two arenas should always be correlated.

This ambience will be further developed through some of the disciplines already existent and some forthcoming in the future, for example, Translation Studies, Film Studies, Performance Studies, Media Studies, Culture Studies, and so on. The programmes can be carried on in terms of workshops, lectures, seminars, performances, debates, and exchange of teachers through the Fulbright Exchange Programme. The department of English has its wing called The English Literary Association which has a long track record of holding such seminars, workshops and lectures. The interdisciplinarity and related approach are sought to be intensified further.

DEPARTMENT PROFILES 2015

The department of English will make best possible efforts to offer positive learning and give the best possible training to students so that they can positively contribute to the society as citizens and also as academics as they grow. The aim will always be to create a group of students who can appreciate the difference and dynamism of Indian society and who can appreciate the spirit of the nation through their reading of literature.



Department Profile

HINDI

Lady Shri Ram College for Women



HISTORY

The department of Hindi at LSR was established in 1956 and is thus one of the oldest departments in college. The Honours Programme is being offered to students since the inception of the department. Hindi was also taught as a part of the B.A. Programme curriculum and as a subsidiary subject for various disciplines. In effect, Hindi was taught to almost all the students who were admitted in different courses.

Prof. Nirmala Jain and Dr. Santosh Luthra were the founder members of the department. In the first year of its existence, nine students sought admission to the Honours Programme. However within the next three years, the college as well as the department of Hindi gained wide recognition. Contributing to this growing popularity was the excellent performance of the students in University examinations. The first batch graduated in 1959 and the College shifted from its old building in Daryaganj to its present location. Soon after, the department received permission from the University of Delhi to conduct classes for the Masters' Programme.

Prof. Jain was the first Head of the department of Hindi. Over the next few years, several dedicated and dynamic teachers joined the department. In 1958, Dr. Shakuntala Sharma, Dr. Uma Mishra and Ms. Saroj Khanna began teaching here. In the next year, Dr. Giriraj Kishor Kaushik, Dr. Sheela Grover and Ms. Shakuntala Malik joined the department. Dr. Bindu Aggarwal joined in 1960 and Dr. Pratima Krishnbal came soon after. Dr. Bhagwati Joshi and Ms. Maya Vats joined in 1962, followed by Dr. Shukla Kanta Khera in 1965, Ms. Usha Khurana in 1966, Dr. Beena Bansal in 1966 and Dr. Madhuri Subodh in 1972. The talents of the faculty members went far beyond teaching. For instance Prof. Jain directed the play *Diya Bujh Gaya*, written by Mr. Kartar Singh Duggal on the occasion of the college's first Annual Day in 1957. She was a prolific writer and her books have attained cult status in the field of Hindi literature and criticism. In addition, she was trained in the classical dance form of Kathak and had a keen ear for classical music. Dr. Sharma was also a renowned writer who published many books. She wrote and directed plays and gave the background music for many of them. Dr. Aggarwal was also an eminent writer; Dr. Mishra and Dr. Bansal were trained in classical music. Dr. Krishnbal, Dr. Joshi, Dr. Grover and Ms. Vats published books on literary criticism and contributed a great deal to the growth and knowledge of Hindi language, literature, teaching and learning. Dr. Subodh and Dr. Kaushik directed classic plays and organised theatre workshops for the benefit of the student community.

The department profile changed in 1990, when new additions to the faculty were made. Ms. Amisha Aneja began teaching in the department in 1990. She was followed by Dr. Priti Prakash Prajapati in 1997, Dr. Renu Gautam in 2000, Dr. Darshna Dhawal in 2005, Dr. Sarika Kalra in 2006, Ms. Punam Meena in 2010 and Dr. Kanchan Verma in the same year. Dr. Sushma Bhatnagar has also been associated with the department. Many other teachers such as Dr. Abha Saxena, Dr. Richa Mishra, Dr. Amita, Dr. Shivani, Dr. Shruti Anand, Dr. Malvika, Dr. Anupama, Dr. Shobha, Dr. Rasaan Singh, Dr. Meenakshi Kumar and Ms. Jyoti Thakur also contributed richly to the department despite being at LSR for short periods of time.

The present faculty members of the department have continued the earlier tradition of enriching the cultural fabric of the college. They have enlivened the ethos of the College by frequently participating in the organisation of the college festivals, annual days, seminars and conferences. Apart from these, teachers have worked with dedication towards creating an environment that fosters the teaching and learning of the Hindi language.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of Hindi is given below. The details of research publications, awards, scholarships, fellowships, and consultancies are provided in the college Self-Study Report 2015.



Ms. Amisha Aneja - Associate Professor

Ms. Amisha Aneja has a Masters and M.Phil. in Hindi as well as a post-graduate diploma in Journalism. She specialises in Fiction, Poetry and Drama. She has been a contributor to the Hindi translation of Encyclopedia Britannica. She has been associated with the College Magazine and the Hindi Literary Association. A sensitive poet, she has been called upon to present her creative pieces several times in college.

Email: amishaaneja@lsr.edu.in



Dr. Priti Prakash Prajapati - Associate Professor

Dr. Priti Prajapati received her Ph.D. from the University of Delhi. She specialises in History of Hindi Literature, Literary Theory, Early Medieval Hindi Bhakti and Modern Poetry. She is an eminent vocalist and composer, and has been a recipient of many scholarships in the field of Hindustani Classical Vocal Music awarded by *Sahitya Kala Parishad*, Delhi and Department of Culture, Government of India. She is also an avid theatre enthusiast and a creative poet who has been invited to recite her poetry on All India Radio, Delhi. She has been associated with NSS and REACH.

Email: pritiprakashprajapati@lsr.edu.in



Dr. Darshana Dhawal - Assistant Professor

Dr. Darshana Dhawal received her Ph.D. in 2009 from the University of Delhi. She specialises in Linguistics and Fiction. She has been associated with extra-curricular students' initiatives at College. She has been a staff advisor with NSS.

Email: darshnadhawal@lsr.edu.in



Dr. Renu Gautam - Assistant Professor

Dr. Renu Gautam holds a post-graduate diploma in Translation Theory and Practice, as well as a post-graduate diploma in Linguistics. She also holds an M.Phil. and Ph.D. in Hindi. She specialises in Linguistics and Modern Poetry. She has been a staff advisor with NSS.

Email: renugautam@lsr.edu.in



Dr. Sarika Kalra - Assistant Professor

Dr. Sarika Kalra holds a post-graduate diploma in Translation Theory and Practice, a postgraduate diploma in Journalism as well as Linguistics in addition to an M.Phil. and Ph.D. in Hindi. She specialises in History of Hindi Literature, Modern Poetry and Media. She has been closely associated with NSS and the Hindi Debating and Creative Writing Society.

Email: sarikakalra@lsr.edu.in



Ms. Punam Meena - Assistant Professor

Ms. Punam Meena specialises in the Hindi Novel. She is currently pursuing her doctoral studies in Hindi. She has been associated with the Hindi Literary Association.

Email: punammeena@lsr.edu.in



Dr. Kanchan Verma - Assistant Professor

Dr. Kanchan Verma holds a B.Ed. and a post-graduate diploma in Translation Theory and Practice in addition to a Masters and Ph.D. in Hindi. She specialises in Translation and Theatre. At LSR, she has been associated in an advisory capacity with many committees on co-curricular and extra-curricular student activities, especially the Dramatics Society.

Email: kanchanverma@lsr.edu.in

CURRICULAR ASPECTS

The Hindi Honours course is extremely popular and is offered by many colleges associated with the University of Delhi. The course has evolved over the years, to keep pace with emerging trends and career opportunities. It offers a study of the history of Hindi literature, poetics and prose, and students are introduced to the works of Kabir, Tulsi, Soordas, Bihari, Thakur, Maithili

Sharan Gupt, Dinkar, Jaishankar Prasad, Ajneya, Muktibod, Premchand, Mohan Rakesh, Jainendra Kumar and Yashpal. The form and structure of prose and poetry are taught in great detail with the goal of enhancing the thought processes, knowledge and creative writing abilities of students. Students also study a paper on Linguistics and are offered optional papers on Media, Drama and Theatre and Translation. A paper involving the study of translations of literature written in Bengali, Urdu, Assamese, Gujarati and other Indian languages is also part of the curriculum. This paper informs students of the rich and diverse world of Indian literature.

An inter-disciplinary focus has now emerged and efforts are being made to use insights from subjects such as History, Sociology, Psychology and Political Science to enrich discussions within the literary context. To supplement the Honours Programme, the college offers short term certificate courses on creative writing, media, book reviewing, film appreciation and translation. Students with a keen interest in the language and the astuteness to explore various aspects of the Indian social tapestry and history through language and literature can benefit tremendously from such courses.

Overall, the subject of Hindi connects students to a glorious past, explores the creative genius of many writers, fuels the power of the imagination and sensitises them towards many issues existing in the contemporary world.

TEACHING-LEARNING AND EVALUATION

The teaching of Hindi does follow conventional study patterns but changing pedagogic techniques are also becoming popular. Students are encouraged to read beyond the text and think out of the box. They are guided to write and present on various topics related to their syllabus and also to look at the wider spectrum of contemporary Hindi writing. They prepare power-point presentations, dramatise texts and make documentary films. A Wall magazine named *Poorva* is published by the department which contains creative works of the students. Faculty members are intensively involved in the selection of the material that is published. The department is also planning to bring out a journal in the coming semester. The journal will contain research papers, critical analysis of various literary trends and showcase creative writing abilities of faculty and students.

Students are also enthused to participate in debates and public speaking so that they learn the art of stating arguments, putting their points in logical order and making convincing statements. This training holds them in good stead when they appear in group discussions, interviews, etc. This also becomes the base for students to choose careers where public speaking matters. Students of Hindi find *Nukkad Natak*, role play and dramatisation techniques as a very effective way of scripting change and interrogating issues. The department thrives on debate and discussion as tools that widen the scope of teaching learning techniques, since literature is not an isolated or insular area but rather a contextually produced and socially mediated process. The smaller tutorial classes facilitate an intimate academic engagement with the students.

With respect to academic growth, seminars, symposiums and talks are organised from time to time. Films on the life and work of litterateurs related to the syllabus are also screened. Resource persons are also invited to share their ideas on diasporic communities so as to educate students on international aspects of Hindi Language. As part of an Exchange Programme, students from

the Tokyo University of Foreign Language Studies have been visiting and interacting with students of the department for many years now.

Evaluation is done in a manner so that the student is assessed on the amount they know, rather than to find out what they do not know. Even as evaluation follows the University criteria, the students of the department are tested on their understanding of critical theories. Their critical and analytical acumen is foregrounded when the questions lead them to grapple with ideas of gender, politics, race, language and identity formation so that they explore issues by making connections between the aural, visual and oral.

RESEARCH

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Faculty Publications and Presentations

Dr. Priti Prakash Prajapati

Papers Presented in National/International Conferences

- Prajapati, P.P. (2015). *Aadhunik Hindi Kavita ka sangeetik roopantaran: Sampreshan ki naveen Sambhavnayen*, International Conference on 'Plurilingualism and Orality in Translation', Indraprastha College for Women, University of Delhi, 2-4th March, 2015.
- Prajapati, P. P. (2014). *Viklang Stree Asmita aur Hindi Cinema*, International Seminar on 'Bhartiya Cinema aur Nari' at Government College, Kullu, Himachal Pradesh in association with Indian Council of Social Sciences Research, New Delhi, September, 2014.

Dr. Darshana Dhawal

Papers Presented in National/International Conferences

- Dhawal, D. (2013). *Krishna Sobti ke Sahitya mein Nari Asmita*, National Seminar on 'Hindi Katha Sahitya mein Nari Asmita ka Vikasatmak Vishleshan', Churu, Rajasthan, November, 2013.

Dr. Renu Gautam

Papers Presented in National/International Conferences

- Gautam, R. (2015). *Cinema ka Samajik Dayitva*, Seminar on 'Sahitya aur Cinema mein Samaaj Sanskriti', Ramanujam College, Delhi, March, 2015.

Dr. Sarika Kalra

Papers Presented in National/International Conferences

- Kalra, S. (2015). *Samkaleensahitya*, three days International Seminar held at Tukdoji Santsnatkotar Mahavidyalaya, University of Nagpur, January, 2015.

DEPARTMENT PROFILES 2015

- Kalra, S. (2014). *Stree sarokar aur Hindi Cinema*, International Seminar at Government Degree College Kullu, Himachal Pradesh, August, 2014.
- Kalra, S. (2014). *Viklang Vimarsh: Jyon Mehndiko Rang ke Sandarbhmein*, presented and chaired the session during a three day International Seminar on 'Disability in global Literature' Pratap Mahavidyalaya, Amalner, Jalgaon, Maharashtra, July, 2014.
- Kalra, S. (2013). *Hindi Katha Jagat mein Nari Asmita*, National Seminar on '*Hindi Katha Sahitya mein Nari Asmita ka Vikasatmak Vishleshan*', Churu, Rajasthan, November, 2013.
- Kalra, S. (2012). *Stree Sahityaka Saundarya Shastra*, National Seminar on '*Stree Sahitya*' organised by P.G.D.A.V. College (Evening), University of Delhi, February, 2012.
- Kalra, S. (2012). *Samkaleen Sahitya*, National Seminar organised by Indraprastha Sahitya Bharati, Delhi at Gandhi Shanti Pratishthan, 2012.

Others

- Kalra, S. (2015). Resource person for a two day National Seminar on '*Mridula Sinha Ka Sahitya: Vivechan Aur Vishleshan*', Department of Hindi, University of Goa, February, 2015.
- Kalra, S. (2014). Invited by Indian Institute Of Technology, Kanpur to judge its competitions of Hindi literary events during *Antaragni 2014*-the cultural festival of IIT Kanpur, 2014.
- Kalra, S. (2014). Resource Person to evaluate manuscript of grant for publication by Central Hindi Directorate, Ministry of Human Resource Development, Government of India, May, 2014.
- Kalra, S. (2013). Invited as a judge for creative writing competition for their Annual Cultural Festival event at Kamla Nehru College, University of Delhi in 2011 and 2013.

INFRASTRUCTURE AND LEARNING RESOURCES

Classrooms assigned to the department are well equipped. Projectors and sound systems are available to facilitate the teaching-learning process. The Upper Seminar Room is suitable for academic activities organised by the department. To facilitate the many visually challenged students in the department, there are special computers, Daisy Recorders, Lex-Scan machines, Braille embossers along with the books in Braille stocked by the library. Recordings and CDs for various papers too greatly help in accessing the relevant study material. A state of the art Learning and Resource Centre has been set up under the CSR scheme of KPMG which is managed by an Alumna of the department.

Students are encouraged to make use of the smart classrooms to make presentations and watch visual sequences on the screen in the classrooms. With the laptops and copmputer provided by the University, students access JSTOR and other high quality national and international journals, over and above the books in the well stocked library. Students are encouraged to take part in workshops, public lectures and seminars which are held regularly in college, organised by the department.

STUDENT SUPPORT AND PROGRESSION

The department seeks to provide various forms of support to students to facilitate their academic journey. Freeships and scholarships are awarded to students in need of financial assistance. The faculty and senior students extend support to new entrants who face adjustment issues upon joining college or in moving to Delhi from other parts of the country. Regular counselling is provided and follow-ups are conducted by teachers to ensure that students are able to cope adequately. Students are duly informed about the attendance and internal assessment requirements they must fulfil. Sensitively designed teaching-learning pedagogies, facilitating infrastructure and an encouraging environment all complement one another in helping nurture an empowering space for the visually challenged students.

Students who have keen interest in the language and a sharp intellect to explore various aspects of the Indian social tapestry, historical perspective and sociological context through language and literature can experience a fulfilling and rewarding journey if they opt for this course. To facilitate this, there is a special scholarship programme, Dr. Bindu Aggarwal Scholarship (instituted in the memory of Late Dr. Aggarwal, an esteemed faculty member), that enables the department to reward two students from the second year and one student from the third year for their creative participation and academic excellence.

Students' Association

The Association of the department of Hindi is dynamic and energetically involved in student learning and development. Faculty members take up roles of convenors and co-convenors, and actively guide the activities of the Association. An election is held each year for three posts viz. President, Secretary and Treasurer of the Students' Union of the department. While the second year students are eligible for the President's post, first year students can contest for the post of Secretary and Treasurer. The process of elections is entirely democratic. Candidates are required to display a list of their contributions to the department and to college as well as the goals they seek to accomplish for the department, if elected. Besides this, they also need to put up a brief introduction of themselves and their photograph on the department's notice board. On the day of voting, each candidate presents their agenda to the student body and faculty members. Students and faculty are provided with the opportunity to ask candidates questions about the agendas presented. This is followed by students' voting. Faculty members are present throughout the entire process, including the counting of votes and the declaration of results. Winning candidates form the new Students' Union and begin their work in the next academic session.

General Body Meetings are conducted by the Students' Union during the course of the academic session. In these, students can share their views with respect to various matters related to the Association and the department. A newsletter *Doorva* is also published by the department depicting the activities of the Association through the year including special achievements of the students and their creative work.

Alumnae

Many former students of the department have excelled in their chosen fields. Dr. Madhuri Subodh, Dr. Renu Gautam and Dr. Kanchan Verma on joining the college continued to contribute invaluable to the institutional space. Dr. Subodh is a well-known writer and theatre director and even after

her retirement from LSR continues to remain actively engaged with theatre. Some other former students have gone on to teach in other colleges of the University of Delhi and schools across the city.

The department is very proud of its alumna. Dr. Sushma Bhatnagar was the first Hindi Interpreter in the Lok Sabha Secretariat while late Dr. Arpita Agarwal was a famous linguist at Berkeley University. Ms. Kamalini Dutt was a famous dancer and became a director in Doordarshan. Ms. Achala Sharma headed the Hindi division of BBC for several years. Ms. Suman Kesari became a director in the Ministry of Petroleum and is now a full time writer. Ms. Meera Mishra started the contemporary dance academy in London. Ms. Anu Singh and Ms. Pragya Tiwari are well known writers. Many of the students are working in the media- both print and television.

GOVERNANCE AND LEADERSHIP

Faculty members ensure smooth functioning of the department through regular communication and collaboration. Matters of importance are discussed in departmental meetings called for by the Teacher-in-Charge. These meetings are democratic spaces within which faculty members can raise issues, share opinions and dialogue with one another. Decisions are taken through consensus. One faculty member is appointed as the department Secretary and is required to maintain records of the meetings held.

Before the end of every academic year, a special meeting is conducted by the Teacher-in-Charge for work allocation for the upcoming academic year. During the course of the meeting, faculty members mutually decide the responsibilities they wish to take up (for example, attendance, examination, department association) and the papers they would like to teach. Generally, faculty members are encouraged to accept a chosen responsibility for at least two years. These deliberations facilitate the subsequent discussions held during the annual meeting with the Principal to discuss the working of the department and the participation of its members in various co-curricular and extra-curricular activities. Every faculty member of the department is also part of at least one College committee such as Attendance Committee, Internal Assessment Committee, Examination Committee, B.A. Programme Committee, Hostel Committee, Prize Committee, Garden Committee, NSS, REACH and VAPP. They may also act as convenors or co-convenors of these committees.

Apart from this, as members of the Staff Council, the faculty get an opportunity to express their views and participate in discussions in the meetings held periodically to deliberate on issues pertaining to matters of common concern within the College.

INNOVATIVE PRACTICES

To supplement the Hindi Honours programme, LSR offers several short term certificate courses. Special workshops are also conducted in collaboration with REACH on resume writing, banking, computer literacy, English speaking and personality development to enhance the communication skills and soft skills of the students. The department of Hindi organises an annual literary festival named *Vaagarth* in which various inter-college competitions such as poetry writing, story writing and a literary quiz are held. Faculty members of the department have always been active participants in the NSS and REACH programme and many other college committees. The Hindi

section of the college magazine has student editors and faculty advisors from the department of Hindi and the creative output is well appreciated.

Workshops, Seminars and Conferences

The department has been holding seminars on important issues relating to Hindi. The most recent seminar was titled *Bhasha Sahitya Sanskriti: Bhoomanadalikaran Aur Bazarwaad Ke Sandarbh Me*. Renowned speakers such as Prof. Namvar Singh, Prof. Jain, Dr. Prabhash Joshi, Prof. Prabhakar Kshotriya, Prof. S. Pachouri, Prof. Indranath Choudhary, Dr. Vishwanath Tripathi and many intellectuals from various colleges of the University of Delhi participated in this seminar.

A *Kavi Sammelan* was organised by the department of Hindi conducted by famous poet Mr. Ashok Chakradhar. Poets such as Mr. Balswaroop Rahi, Ms. Pushpa Rahi and many more regaled the audience. Another *Kavi Sammelan* was held in 2012 where Ms. Anamika, Mr. Vinay Vishwas, Dr. Laxmi Shankar Vajpeyi and Mr. Hemant Kukreti participated. Famous theatre artist and singer Shri Shekhar Sen presented his *Ekalnatya Kabir/Soor* in 2013. The President of the World Hindi Secretariat, Ms. Poonam Juneja and linguist Dr. Vimlesh Kanti Verma presented their views on the topic '*Videsho Mein Hindi*' in 2013.

The department has adopted the practice of commemorating birth anniversaries of eminent litterateurs. As a tribute to Tulsi, the great epic writer of Hindi, the department celebrates Tulsi *Jayanti* with great enthusiasm every year. An eminent resource person on Tulsi literature is also invited as speaker. Prof. Taraknath Bali, Prof. Vishwanath Tripathi and Prof. Gopeshwar Singh have been some of the reputed guests for the occasion.

Over the last few years many workshops have been conducted by well-known people on various topics such as translation, language, creative writing, script writing, drama writing, media and computers. Dr. Puran Chand Tandon, Prof. Ashok Chakradhar, Mr. Devendra Raj Ankur, Dr. Anu Singh, Dr. Gagan Sharma and Dr. Ravi Sharma have been invited to the department for the same. There is also a programme called 'Meet the Author' for which the department invites authors of recently published books in Hindi and an interactive session with students is held. The most recent was an interaction with Dr. Rekha Sethi on her book *vigyapan.com*.

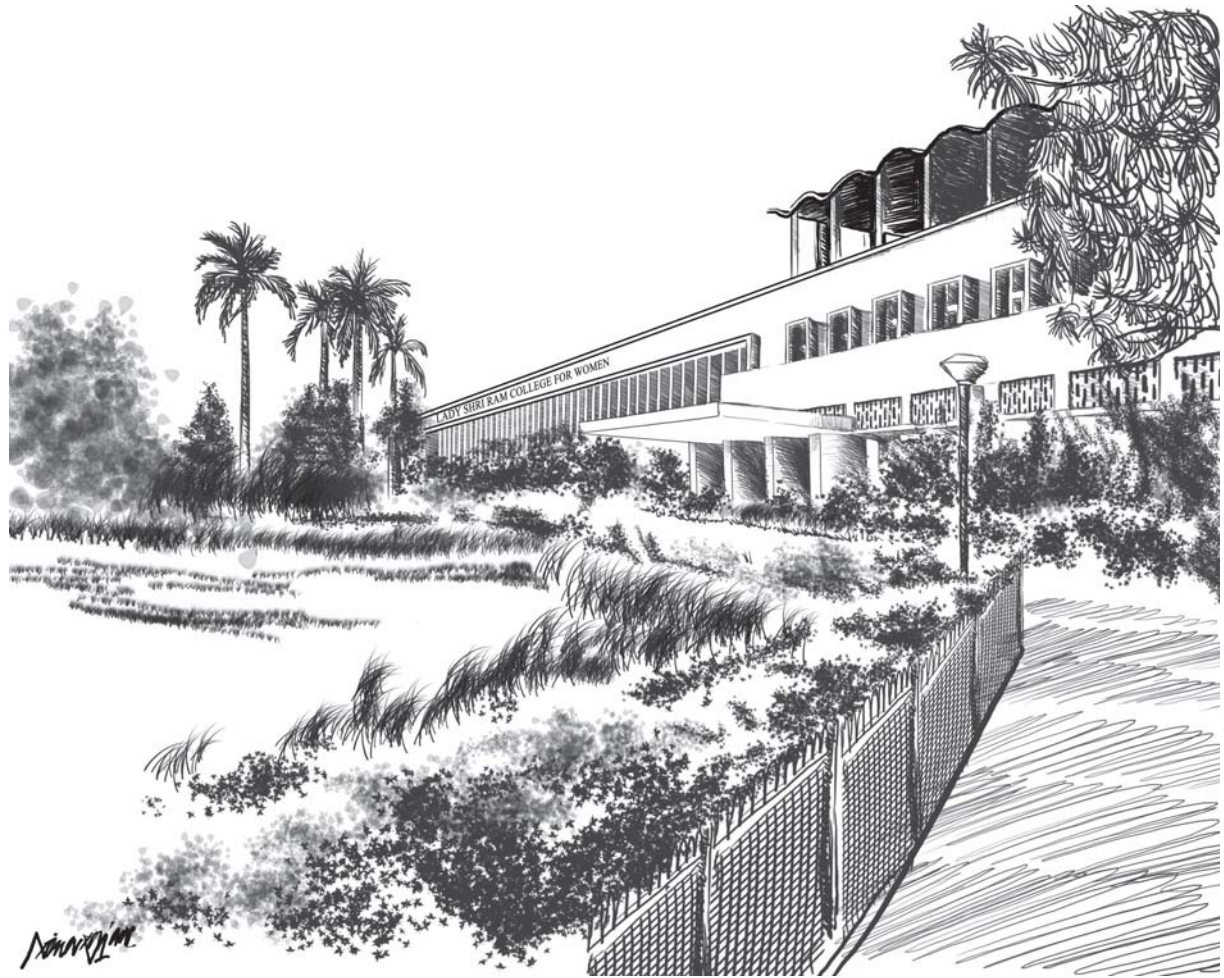
VISION

Hindi has broken its traditional image and has become a much sought after course because of the opportunities galore in this field. On one hand, a student can pursue higher studies and research in this subject and on the other, opt for teaching as a profession (both at college and school level). The course also opens up avenues in applied fields such as translation, linguistics, teaching and computers etc. Keeping these in mind, students are offered optional papers on linguistics and media in the final year of study.

With the media boom and advent of many news and entertainment channels (both on Radio and T.V.), Hindi- the language of the masses- has regained its prominence. There is a great demand for Hindi editors, copywriters, sub-editors, proof readers, reporters and journalists in print as well as electronic media. Even in the field of advertising, a good background and training in Hindi can be very useful to tap the vast markets that big and small industries target. Knowledge

of technical terminology and administrative usage of Hindi also helps in procuring placements as Hindi officers in banks, offices and Government Institutes. Translation is also a much in demand field, and translation from another language into Hindi or vice-versa can fetch rich rewards.

The rich literature of the Hindi language enables students to understand the nuances of various historical, social, economic and psychological phenomena. The department of Hindi in its quest to nurture young women into sensitive and aware citizens of this country prioritises a holistic teaching- learning process. With this aim, it continuously strives to inculcate the values of multiculturalism, secularism and humanism in students of the department.



Department Profile

HISTORY

Lady Shri Ram College for Women



HISTORY

The department of History is one of the oldest departments in the college. Right from the very beginning, the aims of the department have been excellence and inclusivity. From its inception, the department has been striving to fulfil these goals by evolving a teaching-learning process which encourages critical thinking and inculcates a spirit of analytical reflection about the social world that the student inhabits. High standards of academic rigour are maintained and students are ensured access to various kinds of learning resources including exposure to talks and seminars by some of the best experts in the field. The students are drawn from diverse socio-economic backgrounds. This necessitates such teaching-learning strategies that make higher education accessible to this very diverse group.

The department of History was one of the foundational departments of Lady Shri Ram College for Women when it was established in 1956. An Honours course in History was offered by 1960. Since then the department has grown to be one of the larger departments in the college, both in terms of student intake and the number of faculty members. The establishment of the college was a response to the urgent need of a newly independent nation to have educated women among its citizenry who could then go on to teach many more, both at home and outside. In the last six decades the nation and its needs have changed. The desires and aspirations of young women have changed too. But the focus in the department of History has remained the same- to help in the creation of generations of independent, confident and socially sensitive individuals who would feel equipped to shape their own lives.

The strength of the department is the intellectual rigour with which the discipline of History is taught to the students. Several teachers joined the department in these decades. Some spent almost their entire teaching careers in this college. Some others chose to join DU or resigned to become Principals of colleges in the same university. Several of the early entrants to the department were fresh post-graduates from various universities in the country. But amazingly, many of the teachers who joined in the first decade of the college came in with Doctorates. Ms. U.J. Rana and Dr. L. Panigrahi – both joined the college at its inception in 1956. Dr. Panigrahi took over as Principal of Bharti Mahila College in 1971, Ms. Rana retired as Principal of LSR in 1988. Dr. Aparna Basu was in LSR for about a year from 1957 and joined the University department in 1958. Dr. Kamla Gupta and Ms. Sharda Madhok joined in 1958 and Dr. Champakalakshmi joined in 1959 only to leave by 1961 to first join Madras University and then JNU.

The early 60s saw the entry of Ms. Archana Sahai, Dr. Urmil Walia, and Dr. Kunj Gupta into LSR. Dr. Leena Banerjee, Ms. Kunku Soota, Ms. Malathi Ramanathan, Ms. Shakuntala Rangachari, Dr. Surjit Mansingh and Dr. Anita Singh taught for a brief span in the department. The 1970s heralded the arrival of Ms. Meera Baijal, Dr. Sunita Puri (who left in 1996 to take over as Principal of Lakshmi Bai College) and Dr. Jayashri Deshpande. Interestingly, even as this department led to the creation of three principals, it also saw Dr. Kamla Gupta and Dr. J. Deshpande as Directors of the LSR Residence Hall. By the early 1980's alumnae like Ms. Neena Gupta and Ms. Debatri Bhattacharjee returned as teachers to their alma mater. Others who served short stints in the college were Ms. Sangeeta Singh, Ms. Sangeeta Sharma, Ms. Neeru Ailawadi, Ms. Jayeeta Sharma, Dr. G. Arunima, Dr. Prathama Banerjee and Dr. Tilottama Mukherjee. The late 1980's and 90's saw the arrival of Dr. Vasudha Pande, Dr. Smita Sahgal, Dr. Prabha Rani, Dr. Ujjayini Ray, Dr. Shwetanshu Bhushan, and a younger band led by Ms. Nayana Das Gupta and Mr. Pankaj Jha, joined in 2006.

The discipline of History has changed significantly over the last sixty years. As part of the legacy of historiography of pre-independence India, the thrust of History was political and military in the initial years. But through the seventies and eighties, economic history became a substantial part of the various papers taught within the discipline of History at the undergraduate level in DU. Then, a few years later, the syllabus was changed again to incorporate the enormous amount of research that was being done in areas of culture, religion and language. Professors in the University took the initiative each time to bring the undergraduate programme up to date with new research. Teachers of this College participated fully in this dynamic and democratic process of change. Participation in this intellectual exercise along with stalwarts of history during this period such as Prof. Sumit Sarkar, Prof. D. N. Jha, Prof. Gyanendra Pandey, Prof. Sunil Kumar and Prof. Pritpal Bhatia was an enriching experience.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of History is given below. The details of research publications, awards, scholarships, fellowships and consultancies are provided in the college Self-Study Report 2015.



Ms. Meera Baijal - Associate Professor

Ms. Meera Baijal specialises in Medieval Indian History and is known for her expertise in the area of Mughal India. Extremely meticulous, she has been on several college committees including the Prize Committee.

Email: meerabaijal@gmail.com



Ms. Debatri Bhattacharjee - Associate Professor

Ms. Debatri Bhattacharjee specialises in Modern Indian History and has a keen interest in Russian History. She has been a staff advisor to many student societies, particularly the Indian Dance and Indian Music Society. She also has an avid interest in Indian music.

Email: debatri16@yahoo.co.in



Dr. Vasudha Pande - Associate Professor

Dr. Vasudha Pande specialises in Modern Indian History and has undertaken extensive research on the cultural, environmental and religious history of Kumaon. She has been a staff advisor to the Students' Union for many years and has shouldered many administrative responsibilities. She is currently the secretary of the Staff Council.

Email: vasudhapande@hotmail.com



Dr. Smita Sahgal – Associate Professor

Dr. Smita Sahgal specialises in Ancient Indian History with an emphasis on Gender Studies and Religion in Ancient India. She has presented papers on a variety of subjects ranging from *Niyoga* and the bull cult to masculinity in ancient India. She is the programme officer of the National Service Scheme at college.

Email: smitasahgal16@yahoo.com



Dr. Prabha Rani – Associate Professor

Dr. Prabha Rani received her Ph.D. from SCSVMV (Kanchi) University in 2014. She specialises in Gender, Tamil literature and Tamil regional nationalism. At LSR, she has steered many committees on co-curricular and extra curricular student endeavours as faculty advisor and has shouldered significant administrative responsibilities.

Email: prabharani25@hotmail.com



Dr. Ujjayini Ray - Associate Professor

Dr. Ujjayini Ray specialises in Ancient Indian History and is interested in Gender and Religious Studies. She is also currently the Director of the Residence Hall. Over the years she has been associated with many college committees including the Finance and Prize Committee. She has been staff advisor to the Students' Union, Staff Council secretary and has looked after examinations and admissions for several years.

Email: ujjayiniray@hotmail.com



Dr. Shwetanshu Bhushan - Assistant Professor

Dr. Shwetanshu Bhushan specialises in issues related to Gender in Ancient Indian History. She has a Ph.D. from Jawaharlal Nehru University, New Delhi. She is actively involved in the scholarship and outreach programmes of the college.

Email: shwetansh@yahoo.com



Ms. Nayana Das Gupta - Assistant Professor

Ms. Nayana Das Gupta specialises in Medieval Indian History and is working on the *Mangal Kavyas* of Bengal for her Ph.D. She has worked as the faculty advisor of the National Service Scheme at College.

Email: dgnayana@yahoo.com



Mr. Pankaj Jha - Associate Professor

Mr. Pankaj Jha specialises in Medieval Indian History and has submitted his Ph.D. on Medieval Indian Literature with particular reference to Vidyapati.

Email: jha.abc@gmail.com



Dr. Ismail V. - Assistant Professor

Dr. Ismail V. specialises in Modern Indian History. He has been actively associated with the outreach programme of the college and has been the Treasurer of the Staff Council.

Email: drismail2005@sify.com



Dr. Shatarupa Bhattacharya - Assistant Professor

Dr. Shatarupa Bhattacharya specialises in Ancient Indian History and Social History. She has obtained her Ph.D. from Jawaharlal Nehru University. She has been working as a faculty advisor of the National Service Scheme and has also been involved with admissions and examinations.

Email: shatarupa.b@gmail.com



Dr. Sonali Mishra - Assistant Professor

Dr. Sonali Mishra specialises in Medieval Indian History. She received her Ph.D. from Jawaharlal Nehru University. She is interested in trade relations during medieval times and has presented her research on the subject at various forums. She has been actively involved with the Garden Committee of the college.

Email: sonali.mishr@gmail.com

CURRICULAR ASPECTS

The faculty of the department of History has always felt responsible to be a part of the designing of new courses of History or regular revisions of the old ones. This provides an opportunity to discuss, debate or just mull over inclusion or editing of new areas of research that our students need to be exposed to. Almost all the faculty members participated in the syllabus revision process that started in 1997 and culminated in 2004 when new courses were finally implemented. It was the result of the faculty members' joint efforts that the paper titled 'Social Formations and Cultural Patterns of Ancient and Medieval Worlds' was introduced in the first year Honours course instead of being taught in the third. This corrected chronological lapses that occurred in the transaction of courses, apart from suggesting a logical evolution of human societies. Simultaneously these courses were broken into rubrics and the question papers made it mandatory for students to attempt questions from each rubric. The idea was to minimise selective study that students often resorted to. The bibliography was also updated.

In 2006 another significant change was made when subsidiary courses were replaced by Interdisciplinary Concurrent Courses that carried 100 marks, to be added to the total marks. This brought about a greater commitment on the part of students and teachers in their teaching-learning process. Since then the department of History at LSR has been offering courses in Modern Culture and Modern Delhi to students across various departments. Students across disciplines chose papers in consonance with their own discipline.

With the coming of semester system in 2009, a new system of internal assessment was introduced. The internal assessment earns a weightage of 25 marks out of which 5 marks per paper are reserved for students' regular attendance.

At LSR the belief is not to remain confined to the frames of syllabus. The idea is to expose the students to a range of research on any issue and help them build their individual assessments of social processes while using the History toolkit. The department would like to train the students to ask relevant questions, frame issues and hunt down sources before arriving at what may be called historical truth. This requires them to go beyond the prescribed syllabus and interact with well known as well as budding historians and other social scientists. The students are perceived as future social commentators, teachers, researchers and policy makers who know the art of assessing situations after looking at an issue from all possible perspectives. The idea is to invoke their rationalising faculties and train them to relate the historical developments to current social situations. Apart from course study, therefore, the department encourages students to make their presentations on topics of their choice [largely outside the course]. This they can do individually or in a group. They have to make a formal presentation and defend their stance. At times they can be requested to revisit the topic. Some of their presentations are refined and presented in student seminars in and outside college. A good number of their papers get published in the department journal *Khoj*. This becomes their first experience of writing research papers. The department organises regular Research Methodology workshops to train them in this field.

TEACHING-LEARNING AND EVALUATION

Pedagogy

The department of History has always had committed and sincere faculty members. From time to time the department has met within college to evolve pedagogical principles best suited to the teaching of history at an undergraduate level. In fact there has been a gradual evolution in our pedagogical approach over the years as it is now understood that there is no single 'best' way to teach history. Approaches to pedagogy can be teacher-centred or student generated, inquiry based or teacher directed, completed individually, in pairs, groups, or as a whole class, and can involve digital resources to varying degrees (though it is true that such resources are rather limited at the undergraduate level). The important thing is that learning activities should relate to each other, encourage historical thinking and lead to the learning goal in a coherent way. Good history teachers have to know the content, use a variety of approaches, explicitly teach the skills of historical inquiry and analysis, tailor learning opportunities to suit the students' stage of development, and encourage deep understanding. The ultimate aims of teaching history at the undergraduate level is to encourage analytical and lateral thinking, develop a sense of historical understanding, and play an important role in developing students' sense of identity and influencing the ways in which they understand, participate in and contribute to local, national and global politics, and communities. It is also important to encourage the ability to participate, interact, engage in dialogue and thus contribute to notions of secularism, liberalism and nation building. We are a publicly funded undergraduate college in DU and believe that everyone has the right to access higher education. This system of government funding has made access to higher education possible for young women of various backgrounds and thus in turn should be used to instill a belief in values such as social justice and equity.

There is room for a range of teaching and learning activities in the history classroom: a story well-told by the teacher, a museum display (actual or digital), model-making, the construction of timelines, comprehension and source analysis activities, oral history interviews, site studies, simulated excavations, problem-solving exercises, role plays and debates. Activities like these are often tailored to suit students' stages of development. A variety of resources should be and are used in the history classroom, including documents, photographs, artefacts and people (as guest speakers or interview subjects).

Film, historical fiction, works of art, history textbooks and history websites offer a wonderful range of resources. Resources can be provided by the teacher or students.

Teachers of the department also often use power-point presentations to summarise and reinforce the teaching-learning process that has already been carried out through the lectures. The department has been trying to devise methods by which the space of the classroom can be made a 'shared' space. This is usually done by weaving in participatory strategies, such as encouraging individual or groups of students to take up topics from within and around the syllabus, either of their own choice and or those that are designated by the teacher. Needless to say this process is facilitated by the teacher in terms of suggesting and sometimes also arranging for reading materials, providing outlines for the presentation as well as suggesting possible questions to focus on. Such sessions not only serve to break the monotony for students by punctuating the regular classroom schedule of lectures by teachers, with presentations by their own peers; it also gives students the opportunity

to develop initiative, enterprise and skills of effectively communicating subject matter that they have researched.

Students also benefit from regular interactions with known historians. The History association has organised interactions with Prof. Romila Thapar, Prof. Irfan Habib, Prof. K.M. Shrimali, Prof. Shireen Moosvi, Prof. P. Sunil Kumar, Prof. Shereen Ratnagar, Prof. Kumkum Roy, Prof. Amar Farooqui, just to name a few. The department also supplements regular classroom schedules with frequently organised talks by external speakers/experts, mostly historians and sometimes scholars from allied disciplines too. These talks are sometimes focused on specific themes related to the courses that are taught and sometimes also cover general thematic and methodological concerns related to the discipline of history. Besides, we occasionally organise seminars and conferences, where apart from reputed scholars, students too get opportunities to present academic papers.

In the process of our classroom interaction, care is usually taken to ensure the integration of students from diverse backgrounds, particularly those who belong to marginalised sections of society as well as those with special needs. There are always a few students in the history classes of this college who prefer to work with Hindi as their medium of expression, both spoken as well as written. It is indeed a challenge for most teachers to cater to the needs of such diverse groups. However, in this department it is a challenge which all members of the faculty not only strive hard to meet but also do so most willingly, giving their time and resources often beyond classroom hours. When students' presentations are facilitated, care is also taken to see that such opportunities are spread out amongst the maximum number of students in a class, so as to make it truly inclusive. Special attention is usually given to those who need that extra guidance and help. The department has also successfully tried out experiments which facilitate cooperative learning strategies between those who need such help and those who are more self-sufficient by forging study groups that include students of both kinds. Efforts are however made to ensure that this is an equal exchange as far as possible so as to enhance the self-worth and confidence of the students with disadvantages.

For each of the Honours papers the department follows the DU recommendation of five lectures and one tutorial for each student per week. The general opinion is that greater flexibility in the number of lectures would enhance the development of critical faculties. Some first year papers may need more lectures or a body of lectures should be set aside to explain and cogitate on the discipline of history. Tutorials are taken very seriously by the Department of History. In fact they are of great importance. This is a very valuable discursive/deliberative space that is used to address a number of issues that cannot often be dealt with adequately in the classroom. The nature of lectures is inclusive and interactive. The teacher is more of a facilitator rather than one who imparts knowledge in a one dimensional manner. Students are also encouraged to work on presentations on themes discussed in the class and are aided by their teachers for the same.

Evaluation

• Internal Evaluation

Evaluation follows DU criteria. Evaluation is a very important part of the teaching-learning process itself. The purpose of evaluation is manifold. From the pedagogical perspective, it gives the teacher very useful feedback. Taken as a whole, the entire educational process needs to

employ several disparate evaluation strategies, depending on the purpose. For example, the end-of-semester examination is a summative kind of evaluation, the purpose of which besides certification, is to assess to what extent the objectives of the learning programme have been achieved. But this is merely one of several types of evaluation. What is often far more useful for pedagogical purposes is the continuous and comprehensive kind of evaluation. It is more of a teaching-learning tool, having multiple functions. Among other things its purposes are diagnostic and remedial and not judgemental. Another purpose is motivational, giving learners a sense of achievement at different stages of the learning process, giving them an opportunity to make use of their learning. It also helps to test the affective domain, besides the cognitive domain, whereas the terminal examination is usually able to test only the latter.

Internal evaluation in the department of History is a continuous and comprehensive type of evaluation. The general practice is to get students to take three assignments and do a project, all spread out over the two semesters. This usually works out as two assignments in one semester and an assignment and a project in the other semester.

The faculty in the department usually varies the nature of the assignments. Some are set as class tests, while at least one is set as a home assignment. The purpose of a class assignment is usually to help students prepare for the terminal examinations, where they come prepared on a particular topic/topics and answer the question that is provided to them at the time of the test itself. Sometimes teachers also provide students with a question or a set of questions, beforehand. The purpose of the home assignment is somewhat different. It is meant to provide to the student the necessary training of a historian, which is to be able to write a scholarly piece/essay on a particular theme, topic or question, not from memory as in the class assignment, but with all reading materials available. The challenge for the student in this case is to be able to formulate an argument independently, on the basis of her own analysis of the secondary historical writings.

The nature of the project is quite different from that of the assignment. Its purpose too goes much beyond that of the assignment. It usually becomes an opportunity for students to explore their interests and academic curiosities beyond the strict boundaries of the prescribed syllabi. It is usually like a brief research paper on a theme located within the broad contours of the course, but going slightly beyond the prescribed rubrics. For this, students utilise a larger volume and broader range of published material than they do for the assignment. This includes books, essays published in journals, periodicals, etc, and increasingly also a wealth of scholarly material available online. Teachers act as facilitators and broadly supervise such research but this is more of an independent endeavour of students. Along with a written submission of their work, students are also required to make a presentation of this before their peer group and the teacher concerned. They usually work quite hard to make such presentations effective and interesting, incorporating multimedia resources, alongside their verbal presentations. The creative energy and the scholarly enterprise that goes into the making and presentation of these projects make them very useful learning opportunities indeed.

All the above components taken together make for a fairly effective continuous and comprehensive evaluation strategy. The diagnostic and remedial purposes are adequately fulfilled through the assignments, since detailed feedback is usually provided to the students on the basis of which they are able to improve their understanding further. Sometimes if the student wishes or if the teacher deems necessary, the student is allowed to take a retest, not only to improve her grades

but also to raise her levels of comprehension. Since the testing is based on smaller and thus more manageable chunks of learning as compared to the vast syllabus on which the testing is done in the terminal examination, the sense of achievement is more easily achieved. This usually enhances the motivation of students. But most importantly, the internal evaluation is a very useful diagnostic tool for the teacher, since it gives her an objective feedback about the degree and quality of reception of the matter that has been taught. Necessary remedial interventions can then be made on the basis of such feedback. Needless to say, this enhances and enriches the entire teaching-learning process immensely.

• External Evaluation

While internal evaluation allows teachers to assess students' academic progress through the year/semester and guide them as and when required, external evaluation is an objective assessment of students' learning and scholarship. The exam is conducted by the Examination branch of DU.

Over the past years, the evaluation procedures of the external examination have been modified. First of all exam evaluation became centre-oriented. This was a welcome move as it allowed teachers to interact and work out a minimum scale of evaluation. Then a new move required three or four examiners to assess a script to avoid re-evaluation. While the board of head examiners found this beneficial for ruling out discrepancies in evaluating trends amongst examiners, individual examiners found the process tedious. The system might have had soundness in disciplines like Science and Mathematics, but in subjective disciplines, such as History, it did not allow examiners to build an opinion on an examinee's wide-ranging understanding of the subject studied. The old system is back now as students demanded reinstating of re-evaluation procedures.

Collective correction gives teachers the occasion to interact and subsequently hold workshops to update themselves on latest pedagogic trends. However, incongruities in evaluation scales still need to be addressed.

RESEARCH

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Faculty Publications and Presentations

Dr. Vasudha Pande

Papers Presented in National/International Conferences

- Pande, V. (2015). *Folk and Literary Culture in the Making of Kumaun Literary Cultures and History in South Asia*, organised by History department, Jamia Millia Islamia, 11-12th March, 2015.
- Pande, V. (2015). *Historiographies of Kumaun Uttarakhand*, History and Culture Association, Uttarakhand Open University Haldwani, 12-13th February, 2015.

DEPARTMENT PROFILES 2015

- Pande, V. (2014). *Changing Landscapes: Terracing the Central Himalaya*, presented in 'Environmental Histories Pasts and Futures', NMML, 21-22nd March, 2014.
- Pande, V. (2014). *Making Kumaun Modern: Religious Beliefs and Practices, 1815-1930*, NMML, 25th March, 2014.
- Pande, V. (2014). *Changing Landscapes: Terracing the Central Himalaya*, International Seminar on 'Environmental Histories Pasts and Futures', in association with Humboldt University and German Research Foundation NMML, 21-22nd March, 2014.
- Pande, V. (2013). *Katyuris of Uttarakhand: Establishing Food Regimes in Central Himalayas from pre-history to circa 14 CE*, NMML, 9th July, 2013.
- Pande, V. (2011). *Divergent Historiographies International Seminar Before Emergence of Nation States: Indo-Nepal Relations Through Uttarakhand*, Doon University Dehradun, 13-15th June, 2011.
- Pande, V. (2011). *Folk traditions and Modernity in Kumaun*, International Conference on 'Folklore and Intangible Cultural Heritage of Uttarakhand', Doon University Dehradun, 19-20th January, 2011.

Others

- Pande, V. (2015). Chair for paper presentation by Rajesh Kumar 'Caste Consciousness and Political Mobilisation in Bihar during the 1920 and 1930', NMML, Delhi, 5th May, 2015.
- Pande, V. (2015). 'Cultural and Intellectual Developments in Europe from 1850-1914', lecture at Kirori Mal College, University of Delhi, 9th April, 2015.
- Pande, V. (2015). 'World War I', talk at SPM College, University of Delhi, 11th February, 2015.
- Pande, V. (2014). Discussant SNU INDAS International Conference on 'Perspectives, Dialogues, Challenges: India, Japan and the Making of Modern Asia', 13-15th December, 2014.
- Pande, V. (2014). Chair for K.V. Cybil Justice of Ignorance: Knowledge, Exclusion and the Centrality of Victim' in Conference 'Social Justice as a Question of Empirical Sciences', 11-12th December, 2014.
- Pande, V. (2014). Chair for Seminar by Parimala Rao on 'The Scottish Contribution to Indian Education in the Nineteenth Century: Issues of Poverty Identity and Empire', at NMML on 2nd December, 2014.
- Pande, V. (2014). Resource Person for 'Feminist Theories' Refresher Course in Women's Studies CPDHE Delhi, 29th November, 2014.
- Pande, V. (2014). Chair for Seminar by Himanshu Roy on 'Ranveer Sena: An Alternative Peasant Movement', at NMML, 21st November, 2014.
- Pande, V. (2014). Chair for Seminar by Shekhar Pathak '*Dastaan –e Apada Himalya mein prakritik aur manushya nirmat apada ke 210 saal*' at NMML, 20th October, 2014.
- Pande, V. (2014). Discussant on 'Contesting the Modern Folklore Traditions of Kumaun, International Folklore Conference', Dang, Nepal 18th October, 2014.

- Pande, V. (2014). *Metal-Working Traditions in the Central Himalayas*, National Workshop on Craft titled 'In Search of *Viswakarma*: Mapping Indian Craft History–Inter-regional Perspectives', NMML, 15-16th October, 2014.
- Pande, V. (2014). Chair for Seminar by Mahesh Sharma on 'Western Himalyan legend of Walled Up Wife Women's songs of Death and Murder' at NMML, 23rd September, 2014.
- Pande, V. (2014). Chair for Seminar in Hindi *Bhartiya Bhashaon mein Rajnitik Chintan ki Sambhavana: Shodh, Vimarsh aur Bahas* at NMML, 7-8th August, 2014.
- Pande, V. (2014). Discussant at the Closing Roundtable International Conference 'Spaces of Water: New Paradigms of Eco critical Enquiry', NMML, 24-25th July, 2014.
- Pande, V. (2014). Chair for Round Table on Contemporary History in International Conference 'The Long Indian Century' NMML with University of London Yale University and Indian Institute of Advanced Studies Simla, 2-4th July, 2014.
- Pande, V. (2014). Chair for Seminar Paper by Gayatri Menon 'A people Out of Place Home History and Evictions in Mumbai' at NMML, 6th May, 2014.
- Pande, V. (2014). Chair for UGC sponsored National Seminar organised by department of English, Delhi College of Arts and Commerce on 'Intersections: History and Literature', 11-12th March, 2014.
- Pande, V. (2014). Chair for Public Lecture by K.M. Shrimali *Bhartiya Shilpashastrya Paramparein: Ek aitihāsik Drishti* at NMML, 3rd March, 2014.
- Pande, V. (2014). Chair and Discussant at 'Unruly Environments Ecologies of Agency in the Global Era' International Conference NMML, 13-14th February, 2014.
- Pande, V. (2013). Chair for Public Lecture by Sanjay Sharma on *Khairat, Jan Kakyan aur Auoniveshik Rajya: Uttar Bharat ke Akaalon ke Sandarbh Mein* at NMML, 16th December, 2013.
- Pande, V. (2013). Chair for Panel Discussion by Urmilesh, Vasavi Kiro and Shubhranshu Chaudhury on *Samaj, Itihas evam Media*' at NMML, 12th August, 2013.
- Pande, V. (2013). Chair for Seminar at Brian P. Caton on 'Writing the History of a Colonial Institution: The Case of the Government Cattle Farm Hissar' at NMML, 2nd August, 2013.
- Pande, V. (2013). Chair for Panel Discussion by Mrinal Pande and Mahmood Farouqui on '1857: *Punardhyayan*' at NMML, 22nd July, 2013.
- Pande, V. (2013). Chair for Seminar by William Pinch 'Stating the Mutiny: Prostitutes and the Cantonment Bazaar in the Making of 1857' at NMML, 9th April, 2013.
- Pande, V. (2013). Chair for Public Lecture by Shekhar Pathak 'Know your Himalaya' at NMML, 5th February, 2013.
- Pande, V. (2013). Chair for Public Lecture by Chandi Prasad Bhatt on *Himalaya ka Paryavaran aur Vikas: Chipko ka Anubhav* at NMML, 18th February, 2013.
- Pande, V. (2013). Chair for Seminar by Jayeeta Sharma on 'Meat, Momos and Butter Tea: The Food Ways of Himalyan Travel and Work' at NMML, 22nd January, 2013.
- Pande, V. (2012). Resource Person for 'Gender Concept and History' Orientation Programme CPDHE Delhi, 5th January, 2012.

DEPARTMENT PROFILES 2015

- Pande, V. (2011). Convenor, Refresher Course on Research Methodology, CPDHE, 12th -31st December, 2011.
- Pande, V. (2011). Resource Person for 'Issues in History' Orientation Programme, CPDHE Delhi, 7th July, 2011.
- Pande, V. (2011). Chair for UGC sponsored National Seminar on 'The Changing Dynamics of Governance in India: A Road Ahead' organised by the Department of Political Science, Delhi College of Arts and Commerce, 23-25th March, 2011.
- Pande, V. (2011). Resource Person for *Sahitya Nimnavargiya Itihas ke Sadarbha mein,* Refresher Course in Hindi CPDHE, Delhi, 21st March, 2011.
- Pande, V. (2010). Resource Person for 'Issues in Urbanisation' Orientation Programme, CPDHE, Delhi, 9th December, 2010.
- Pande, V. (2010). Resource Person for 'India Untouched' Orientation Programme CPDHE Delhi, 15th July, 2010.
- Pande, V. (2010). Resource Person for 'Historiography of Nationalism Europe and India' Refresher Course in History CPDHE Delhi, 8th February, 2010.
- Pande, V. (2006). 'Colonial Architectural Heritage of Nainital', Ministry of Culture (with Ashis Banerjee), 2006.
- Pande, V. (2004). 'Silk and Woollen Handicrafts of Jammu and Kashmir', Development Commissioner (Handicrafts), Ministry of Textiles (with Ashis Banerjee), 2005.
- Pande, V. (2004). 'Miniature Painters of Delhi', Ministry of Culture (with Shalini Saran), 2004.
- Pande, V. (2003). 'Wooden Handicrafts of South India', Development Commissioner (Handicrafts), Ministry of Textiles (with Ashis Banerjee), 2003.
- Pande, V. (1998). 'Comparative study of Kumaun and Western Nepal', SEPHIS, 1998.

Dr. Smita Sahgal

Articles in Newspapers/ Magazines

Sahgal, S. (2005). 'From Wife to Goddess: The Cult of Draupadi', *Women's Watch*, Vol. 3, Issue 1, pp. 10-18, October-December, 2005.

Papers Presented in National/International Conferences

- Sahgal, S. (2014). *Locating Levirate in Ancient Israel: Postulating Parrells with Indian Niyoga*, Indian History Congress, JNU, 28-30th December, 2014.
- Sahgal, S. (2014). *Nalanda and Vikramshila: Buddhist Repositories of Higher Learning: A Historical Review*, International Conference at Oxford Centre of Buddhist Studies and Indian Institute of Buddhist Studies, Pune, 22-24th November, 2014.
- Sahgal, S. (2014). *Ecological Dimensions of Ahimsa: A Historical Peep into Buddhist and Jain Ethics*, National Conference on 'Spiritual Ecology and Sustainability: Confluence and Relevance in the 21st Century', Maharaja Agrasena College, University of Delhi, 14th October, 2014.

- Sahgal, S. (2014). *Notions of the 'Ultimate Man' within the Spiritual Tradition of early Buddhism: A Historical Study XIV*, Annual Conference of ISBS [Indian Society of Buddhist Studies], Allahabad, 10th October, 2014.
- Sahgal, S. (2013). *Violence and Valour: Essential Ingredients of Mahabharata Masculinity*, second Annual International conference on 'Violence in Indian History', Archive Indian Institute, 1st November, 2013.
- Sahgal, S. (2012). *Situating Kingship within the Discourse of Masculinity in Early India*, International Conference on 'Kingship in India', organised by Archive India Institute, 1st November, 2012.
- Sahgal, S. (2011). *Gendered Enquiry into Niyoga: Appraisng the Institution from the perspective of Female Actors*, Indian History Congress, 72th session, Patiala, 12th December, 2011.
- Sahgal, S. (2011). *Endurance through assimilation: Permeation of Goddess into Jaina atheistic traditions*, International Festival of Sacred Arts, 4-6th March, 2011.
- Sahgal, S. (2011). *Niyoga and Inheritance Norms: Legal frameworks without the Subjects Voice or Choice*, International seminar on 'Feminism of Discontent; Global Contestations, Debates on Gender and the law', organised by Australian National University and O.P. Jindal Global University February, 2011.
- Sahgal, S. (2010). *Masculinity in Early India: Constructing an Embryonic Frame*, Indian History Congress, Seventieth Session, Delhi, May, 2010.
- Sahgal, S. (2006). *History a Science? : Challenges in Communicating Scientific History*, Second Peoples Education Congress, Supplementary Session, JNU, December, 2009.
- Sahgal, S. (2007). *Reading Godharma: The Myth and its Context*, International Seminar on 'History Of Religion', organised by Academic Staff College, JNU, in collaboration with Nehru Memorial Library and Embassy of Romania, October, 2007.
- Sahgal, S. (2006). *Control of Female Sexuality in Mythical Polyandrous Unions of Ancient Indian Epics*, Jesus and Mary College, DU, 23rd February, 2006.

Others

- Sahgal, S. (2015). Resource Person at Research Methodolgy workshop at Manipur University, Imphal, 19th March, 2015.
- Sahgal, S. (2014). Resource Person at the History Refresher Course, spoke on 'Research Methodology and drafting of Research Proposal', Jamia Milia Islamia, 19th February, 2014.
- Sahgal, S. (2013). *Masculinities in Early India Possibilities of a Discourse*, Faculty Research Forum, LSR, August, 2013.
- Sahgal, S. (2013). '*Áhimsa: A gateway to Consciousness*', a Poster-presentation, International Conference on 'Towards Science of Consciousness' organised by University of Arizona and Dayalbagh Educational Institute, Agra, March, 2013.
- Sahgal, S. (2012). 'Exploring the Beneficiaries: A Gendered Peep into the Institution of Niyoga in Early India', ICHR, 17th May, 2012.

DEPARTMENT PROFILES 2015

- Sahgal, S. (2010). Discussed the book 'The Difficulty of Being Good', written by Gurcharan Das, at Bluebells School as a part of Book Review week, July, 2010.
- Sahgal, S. (2008). *The Relevance of Social Science in Contemporary Society*, seminar organised by a Students awareness group at St. Peter's college, Agra, December, 2008.
- Sahgal, S. (2006). *Consent and Agency: Women in Mahabharata*, workshop on 'Women and Agency', organised by Women's Studies and Development Cell, University of Delhi, August, 2006.

Dr. Ujjayini Ray

Papers Presented in National/ International Conferences

- Ray, U. (2011). *Gender and the Study of Ancient History*, National Seminar on 'Gendering Social Sciences' organised by Institute of Life Long Learning, University of Delhi, 4-5th September, 2011.
- Ray, U. (2007). *Women Ascetics in Ancient India*, International Seminar on 'The History of Religion', commemorating the centenary of Mircea Eliade in JNU, organised by the Academic Staff College, JNU and the Romanian Embassy, 8-10th October, 2007.

Others

- Ray, U. (2015). Facilitator and organiser of 'Breaking Barriers, Claiming Spaces', Academic Congress held at LSR College, 2015.
- Ray, U. (2015). Series editor and Reviewer of MacMillan History textbooks for ICSE of classes 9 and 10, 2015.
- Ray, U. (2014). Facilitator of International Seminar on 'Women and Leadership in South Asia' sponsored by the Women in Public Service Programme and Woodrow Wilson Centre. Drafted the Declaration at the end of the Conference outlining the various measures that could be undertaken by south Asian governments, in order to ensure that 50% of the leadership positions in public service would be occupied by women by 2050. March, 2014.
- Ray, U. (2014). Facilitator and organiser of 'Gender Knowledge', National Academic Congress held at LSR College, 2014.
- Ray, U. (2011). Delivered an address *Gendering the Study of Humanities* at two Admission Seminars organised by Hindustan Times at Army Public School, Noida and PHD Auditorium, Delhi, 2010 and 2011.
- Ray, U. (2005). Official reviewer of all history textbooks from classes 6 to 12 published by Frank Brothers between 2000 to 2005.

Mr. Pankaj Jha

Articles in Newspapers/ Magazines

- Jha, P. (2013). 'Faulty Foundations', *Outlook Magazine*, 30th May, 2013.
- Jha, P. (2013). *Khokhalî Buniyaad ke Paath*, in *Jansattaa*, 24th May, 2013.
- Jha, P. (2011). 'Costly Haste: on Semesterisation of Delhi University Undergraduate Courses', in *Frontline*, Vol. 28, issue 14, pp. 25-28. 2nd July -15th July, 2011. (ISSN : 0970-1710)

- Jha, P. (2007). 'Obscured by Myth: Conversion or the Art of Asking the Wrong Question', in *The Times of India* (editorial), 10th January, 2007.

Others

- Jha, P. (2008). Translated the chapter 'Peasants, Landlords and the State: Agrarian Society and the Mughal Empire' from English to Hindi *Kisan Zamindaraur Rajya: Krishi Samajaur Mughal Samrajya* for Class XII History Textbook, *Themes in Indian History (Bharatiya Itihaske Kuchh Vishaya)*, Part II, NCERT, Delhi, pp. 196-223, 2008.

Dr. Shatarupa Bhattacharya

Papers Presented in National/ International Conferences

- Bhattacharya, S. (2015). *Within Womb, Without Womb: Some Stories of Birth from the Markandeya Purana*, conference on 'Writing Gender History' held in D.A.V. Post Graduate College, Chandigarh on 23rd January, 2015.
- Bhattacharya, S. (2013). *War, Women and Sexuality: Commemorating Violence in Early Medieval Inscriptions*, second annual International conference, Archive Indian Institute, on 'Violence in Indian History', 1st November, 2013.
- Bhattacharya, S. (2013). *Alternative Processes of Procreation: A Gendered Enquiry of the Markandeya Purana*, Indian History Congress, December, 2013.

Others

- Bhattacharya, S. (2014). Report: 'Gender Perceptions among College Students: A Report of a Survey in LSR', March, 2014. (Was part of a team that conducted a survey on behalf of LSR and the report was presented during the Academic Congress held in March 2014).
- Bhattacharya, S. (2011). *Formalizing Rituals: Vratas in the Matsya Purana*, Research Forum, LSR, 10th March, 2011.
- Bhattacharya, S. (2006). *Gendered Control over Political and Economic Resources: A look into the Vakataka Inscriptions*, Women's Studies Programme, School of Social Sciences, JNU on Gender in Research, A Student Seminar, 2006.

Dr. Sonali Mishra

Papers Presented in National/ International Conferences

- Mishra, S. (2008). *Satellite Towns and Production Centres of a Metropolitan Port Complex: Masulipatanam in the Seventeenth Century* at a seminar titled 'Interrogating Transitions: Culture, Economy and Society', organised by the History Association, Centre for Historical Studies, JNU, New Delhi, March, 2008.
- Mishra, S. (2001). *The role of the VOC (The Dutch East India Company) in the Northern Coromandel*, Seminar on the VOC organised by the Royal Netherlands Embassy, Chennai, December, 2001.

Others

- Mishra, S. (2007). Presented a pictorial depiction of aspects of Maritime India and the Europeans in the 17th century, which also served to illustrate the paper titled *History of the*

Seas, by Dr. Yogesh Sharma, International Seminar, co-financed by the European Commission under the Asia-Link Programme, JNU, New Delhi, January, 2007.

INFRASTRUCTURE AND LEARNING RESOURCES

With the coming of the new building in the college, the issue of space has reduced considerably. Most of the class rooms which are used for teaching-learning as well as interaction are well ventilated. 3-5 rooms are earmarked for the department where most of the classes take place, as the college provides the departments rooms as per requirement.

The college library is one of the finest in the University. Students of History, as students of other disciplines, have access to books on a wide range of topics that go beyond the limited lists in their syllabi.

STUDENT SUPPORT AND PROGRESSION

In the last several decades, thousands of students have passed out of this college with an Honours degree in History. The department of History can boast of several students who opted to do their post-graduation in History. Some of them went in for research and have published significant works on various aspects of History. Many also chose to go into media. The Department can list several students who are now in the print and electronic media. Another preferred career option for students of History has been law. Many of our students are now practising lawyers at all levels of the legal system-from the lower courts to the Supreme Court. Several of our students are successful bureaucrats as well. Many NGOs are run by our alumnae. Several of them return to LSR, some continue to be in touch with individual teachers and keep them posted about their lives- personal and professional. Many excel in their chosen field, enough to be in the public eye. The following is just a sample of the diverse fields in which students of History have made a mark:

- Ms. Madhavi Kukreja runs an NGO in the interiors of Uttar Pradesh.
- Ms. Anamika Haksar has made a name for herself in the world of theatre.
- Ms. Rashmi Paliwal has devoted the best part of her professional life making books available to underprivileged students.
- Ms. Shahana Bhattacharya and Dr. Jayeeta Sharma are academicians of repute.
- Ms. Anurupa Roy is amongst the foremost puppeteers in the country.
- Ms. Nidhi Razdan, Ms. Revati Laul and Ms. Shreya Dhondiyal are three of the several students who are in the electronic media.
- Ms. Swati Parashar is an academician and is currently teaching at Melbourne University.

Counselling Facilities and Mentoring of Students

Teachers of the department are always available to students for any kind of help that they may require. Even though the college provides a professional counsellor to all students of the college, who is available on a regular basis and interactions with whom are kept confidential, students

often opt to approach their teachers in the department. Teachers mentor their students during class hours and tutorials on all issues, academic and non academic. The concerns of the students- which may range from financial constraints of the family to interpersonal disputes in college and anxieties related to sexuality- are addressed by individual teachers routinely.

There are rarely any constraints on the students as to when they can contact their teachers. All of them have the contact numbers of their teachers and call them up at all times of the day and during weekends and holidays. Most teachers in the department define their professional duties to include making themselves available to their students beyond the class rooms.

Pre-admission Counselling

Even though admission to any course in this college is determined by the marks obtained in the school leaving exams, many students who join the department of History are those who wanted to pursue no other subject. The college makes pre-admission counselling available to all aspirants during the duration of the receipt of applications. Even though routine questions about what 'prospects' there are for students with a degree in History are answered scrupulously, what is also emphasised is that a degree in History equips the students with a highly critical thinking ability which is essential for any profession. No student who has gone through the rigorous three year course in History can be insensitive to the society that she is a part of.

Freeship and Scholarship Students

The college offers freeships and scholarships to students who are from economically underprivileged backgrounds. Students are made aware of such facilities during Orientation and are duly guided to faculty members incharge of the same.

The college also actively encourages Hindi medium students by holding remedial English classes. In addition, the History department has often engaged teachers to specially come and teach Hindi medium students. Teachers are engaged in the collection of resource material written in Hindi and hold extra teaching sessions for such students.

Exchange Programme

Some of our students have gone to universities that the college has an exchange programme with. Similarly, every year, there are students coming to the college from abroad who opt for papers in History especially from Brown University, National University of Singapore and La Trobe University.

Attendance and Internal Assessment Records

To begin with, the expectations from students for attendance were minimal. The three year graduation course was in an annual mode and students were expected to attend at least 67% of the lectures to qualify to take the annual examinations. The University of Delhi has gone through several phases in the area of attendance requirements and maintenance of internal assessment records. Even during years when students were expected to have only 67 per cent attendance to be able to take end of year examinations conducted by the University, our college maintained records meticulously. When marks obtained in assignments conducted through the year were not included in the overall marks of the students, internal assessments were still taken seriously.

However, this changed in the 90s when students were required to attend more regularly. But they benefited by doing so because attendance now carried marks. Students were given marks depending on the percentage of attendance in each paper. This made maintenance of records a laborious and time-consuming task for the teachers and created an unfortunate tilt towards valuing attendance in lectures primarily in relation to scoring marks.

Attendance is an important factor in undergraduate education. While the presence of the student in the classroom is necessary, it is in the opinion of the department an unhealthy practice to relate attendance to marks. It discourages the spirit of enquiry and actually may prevent students from attending classes. Rather there should be a minimum attendance qualification of about 60-65% for appearing for examinations.

Student assessment also changed. The course now demanded more rigorous and continuous work from students in the form of assignments and projects. This proved to be beneficial to students. Many of them learnt to do independent research to score well in their project papers. They had the freedom to choose topics for their research project which the syllabus did not touch upon. The excellent library maintained by the college enabled this kind of research.

Another change was that 25% of marks that a student obtained in any paper would come from her work during the year. Again this change made a difference to the teachers and staff of the college only to the extent that the records maintained so far, henceforth went to the university to be so included in the overall grades of the students.

Diversity within Classroom and Students from Underprivileged Backgrounds and those with Special Needs

The composition of the student body in the University has undergone tremendous change in the last few years. LSR always attracted students from all over the country. The intake of students from Bihar, Uttar Pradesh and Haryana was always high. A few came in from the western, eastern and southern parts of the country as well. So, there was always regional diversity in the class rooms.

A significant change however, has been in the intake of students from economically underprivileged sections of the society. There was always a steady intake of students from SC and ST backgrounds. This accounted for tremendous diversity in terms of caste and ethnicity. The reservation of 27% for OBC students in the last few years has further added to the diversity in the colleges of the University of Delhi and in the class rooms. Teachers are always sensitive to the needs of students who are often first time learners or are from very poor families. Teachers go out of their way to include them in any activity in the class room. Their reticence, born of social and economic conditions, prevents several of these students from becoming full and active members of the student community and college life. Teachers do their best to give them the confidence to join student life and become active.

Help with Instances of Sexual Harassment

It is unfortunate that students do face sexual harassment either in College or outside. The Sexual Harassment Committee in the college takes up any issue that is brought to their notice. Very

often students confide in their teachers before they consider going to the duly constituted Committee. Teachers handle these cases with sensitivity and understanding. Each class has representatives in the college Sexual Harassment Committee.

GOVERNANCE AND LEADERSHIP

The role of a Teacher-in-Charge (TIC) is an overall supervision of all the academic and co-curricular activities of the Department. The TIC is for a term of two academic years in seniority cum rotation basis. The TIC presides over the meetings of the faculty members which are convened at regular intervals as and when required to discuss and decide upon various aspects like work load allocation; departmental time table setting; distribution of department duties other than teaching; internal assessment, attendance; seminar/workshop organisation; student association activities; student related issues etc. The minutes of proceedings of the faculty meetings are recorded by the secretary of the department, who is also a nominee of the department.

The primary task of the TIC is to make an advance calculation of the required teaching periods (lectures + tutorials) before the commencement of every forthcoming semester/year to ensure that sufficient number of faculty is available in the department as per the specialisation, if any, after considering teachers on leave etc., and if found necessary the TIC in consultation with the Principal has to give notification on the college website for the appointment of temporary/ad-hoc/guest faculty for a specific period. The conduct of the interview will be organised by the TIC with the Principal and senior faculty members in the department, to facilitate the appointment at the right time. The TIC will also oversee/conduct the admission process of students to the department for every new academic year as per the guidelines of the university, and schedule of the college admission committee. An academic orientation programme for the new entrants besides a library orientation with help of the library officials is also organised by the TIC along with other fellow members.

The TIC calls at least one GBM per semester of all students of the department for taking note of their problems and requirements with respect to academic and related issues, besides a regular monthly/bimonthly meeting with the Class Representatives of each class/section. The TIC and Staff Advisor to the History association with the support of other faculty members supervise a smooth conduct of the democratic election process annually to elect the association office bearers, namely President, Secretary and Treasurer.

Allocation of duties and subject/paper for teaching in each semester for each class/ section is decided at the faculty meeting taking into consideration not only the expertise of faculty in the subject but especially considering the students' requirements and the levels in which each teaches. The time table for the department (teacher as well as student) is organised with utmost care and is student-centric which means it seeks to provide students a learning atmosphere in the college with sufficient time to spend in the library and also interact with the faculty in the tutorial sessions. Lectures and tutorials are distributed among the faculty members as per the UGC guidelines and norms, which ensures sufficient time and space for the brighter students as well as students requiring special attention.

Students' Association

The History association, at LSR, is a student body comprising of a President, Treasurer and Secretary. This body has staff advisors from the faculty of the department of History to guide them. The office bearers take their positions after a democratic process where candidates outline their agendas to the general body of history students, and undergo rigorous debates and discussions. Elections are held and votes are cast in a secret ballot in the presence of the staff advisors for the same. The elected body holds office for one academic year, during the course of which, they fulfil a range of functions.

This body manages various logistical tasks related to the students and department of History like organising GBMs of students, student-faculty meetings etc. They also outline a calendar of events they plan to organise through the academic year. They undertake a range of activities from co-ordinating between students and faculty, to managing minute details of academic events like booking a venue, drawing up a budget of expenditure, ensuring the availability and functionality of infrastructure like microphones, laptops, projectors etc, for talks and presentations, refreshments and letters of gratitude to guest speakers etc. They are ably guided by the staff advisors for the same, whenever required. They also aid the staff members and LSR Students' Union in arranging volunteers during the period of admission and application submissions as well as the department orientation held at the onset of each new academic session to introduce the faculty members to the new students as well as give them an overview of the course they would study and other relevant matters for college life. They also form a link between the student body and the faculty for larger issues of concern. They also promote a congenial atmosphere for the student body by holding social gatherings for welcoming the freshly admitted students and bidding farewell to outgoing students.

The History association holds an annual academic meet titled *Antiquity*. There is a different theme for every year, based on which distinguished speakers are invited to deliver talks and interact with students. The event is open to students for participation from other colleges as well, and a wide range of activities including competitions in debating, student paper presentations, quizzes, photography, installations etc. are put up. Besides this, the History Association also brings out an annual history journal *Khoj*, with contributions from the students. There is an editorial board for the same with members of faculty and students to screen the contents for publication. They also actively engage with the staff advisors when a seminar is to be held by the department of History at LSR.

The association members also organise talks by eminent historians and speakers on different topics of interest to the student body. They take into consideration the areas of interest of the majority of the students by circulating lists of tentative topics and proposed resource people to them, through their class representatives, as well as their website, blogs and social media. They also arrange trips and activities of interest to young scholars of history like heritage walks, visits to museums and excavation sites, and even out of station trips to places of historical interest. They have also conducted career counselling workshops for history students by inviting speakers from different vocations who studied history at the undergraduate level. These included lawyers, authors, publishers, social activists, bureaucrats etc., who shared their experiences on how the rigours of studying history helped them in their careers, as also showed the possibilities of

vocations open to those who study the subject. They have also organised workshops on historical methodology, as well as interactions with alumnae and others, who have pursued higher education abroad, to share their experiences and clarify enquiries for the young aspirants. Movie screenings of relevance are also organised by them, as also cultural activities like *Dastaangoi*, professionals who introduce students to the lost historical art of story-telling in the medieval period.

In the recent years, some of the eminent speakers invited for talks and interaction with our students have been Prof. Romila Thapar, Prof. Irfan Habib, Prof. Shireen Moosvi, Prof. Upinder Singh (War in Ancient India), Prof. Tan Chung, Prof. B. P. Sahu (Regional History), Prof. Rudrangshu Mukherjee (Revolt of 1857), Prof. Ian Barrow (History of the Rupee), Prof. Bansidhar Pradhan (Historical Background to the Israel-Palestine Conflict), Prof. Arvind Sinha (European Absolutism), Prof. Farhat Hassan (Gender Issues), Prof. Kumkum Roy (Gender as an Analytical Tool), Prof. Amar Farooqui (Nationalism), Prof. Shinde (excavations in Rakhighari and Harappa), Prof. Ananya Chakravorty (On Empires), etc. who have spoken on a range of issues. Given the current emphasis on inter-disciplinarity, some of the events have seen an interaction with Mr. Pramod Dev, maker of the documentary *Invisible Hands*, a curtain raiser on what women's work is worth today, and a guest lecture by Ms. Supriya Singh on the 'Politics of the Environment' who outlined the need for the state and people to work with each other to protect the environment while also showcasing a documentary made by the Centre for Science and Environment. Prof. Benoy K. Behl gave an illustrated talk on the 'Murals of India' wherein he spoke about the cultural history of India. Mr. Jawed Naqvi was also invited to give a talk on 'The Media and Nationalism-A Historical Perspective'.

Some of the films and documentaries which have been screened in the recent years for students of history include film festivals on American and Russian History (Eisenstein films and *Stalin* by Ivan Passer). Documentaries on evolution of human beings, and environmental issues (*An Inconvenient Truth*, *Narmada Bachao Andolan*, *Boy in Striped Pyjamas*, *Invictus*, *Dangerous Beauty*, have been screened in the department. Trips have been organised by the History association to Panna, Orchha, Khajuraho, Dharamshala, Goa etc. in the recent years as well as visit to the excavation site at Purana Qila with the Archaeological Survey of India. In the recent years, the History association at LSR has been actively engaging with INTACH, attending workshops for heritage awareness and conservation held by them, as also going for heritage walks guided by their experts.

In the previous academic year, the History association organised a two-day Seminar titled 'The Historical in Literary Narratives' on the 31st of October and the 1st of November, 2014. The keynote lecture was delivered by Prof. Madhavan Palat on the 'Grand Inquisitor and the Holy Fool.' This was followed by talks given by Dr. R. Mahalakshmi on 'Early Tamilakam: the Literary Imagination and the Constitution of the Self' and Dr. Shonaleeka Kaul on 'Is the *Rajatarangini* History? Reconsidering Kalhana's Epic Poem'.

Dr. Anand Taneja then spoke on 'History in a City without Literature: Some Reflections on Delhi and Urdu', while Dr. Anubhuti Maurya presented on 'Kashmir Jannat Nazir: Landscape of Mughal Imagination', while Dr. Najaf Haider elaborated on an episode of Thugee in a Mughal Autobiography.

Subsequent presentations were made by Dr. Anshu Malhotra on 'Gender and Caste in Punjab Through an Autobiographical Fragment', Prof. Tanika Sarkar on 'May A Historian Engage With Literary Text? An attempt to Read Tagore's *Chhelebel*' and Dr. Vasudha Pande on 'Poetry to Prose: Narrating *Rajula Malushahi*-A Ballad from Kumaun'. As a part of the event, the students put together an installation on the theme of the seminar, showcasing an expression of historical phenomena in literary narrative through photographs.

INNOVATIVE PRACTICES

Apart from the conventional format of delivering lectures, teachers in the Department have been using various other strategies of classroom teaching. In order to make history education more holistic, class room teaching is supplemented with film-viewing that is invariably followed by discussions. These range from historical films to documentaries on environment or relevant social issues. Documentaries and films relevant to the course content of the specific papers are identified by individual teachers who teach those papers and are then screened for the class. These are usually followed by an interactive session facilitated by the teacher in which students discuss the visual/audio-visual material they have viewed collectively. This is done in order to ensure that the viewing of the above mentioned materials becomes a meaningful and active learning experience with critical insights being obtained rather than merely a passive and casual viewing where nothing substantive has been gained.

Another strategy of supplementing the usual classroom experience is to organise study tours and visits for students to various places such as museums, monuments and even archaeological sites where excavations are being carried out. Historical places make great resources: especially heritage sites (actual or virtual), particularly in the local area. Our students go out for excursions in and out of Delhi. A couple of years back we took them to Rakhigarhi, a Harappan Civilization site so that they could have a hands-on feel of archaeological excavations and explorations. Historical walks to Qutub Minar, Red Fort, Chandni Chowk, Purana Quila along with trips to the National Museum are a regular part of our curriculum. On such trips, students are always accompanied by teachers who provide the requisite information and discuss critical issues pertaining to the site or monument or exhibits that are being viewed. Occasionally students benefit from the experts from other institutions such as INTACH, the Conservation Society, etc.

VISION

The department of History looks forward to a continued association with the larger academic community of History in the University of Delhi, and to grow in tandem with them. In the next decade or so, constant reflections on and improvement of classroom pedagogy, research output, assessment modules, syllabus revision, library facilities, technological aids and logistics infrastructure are anticipated.

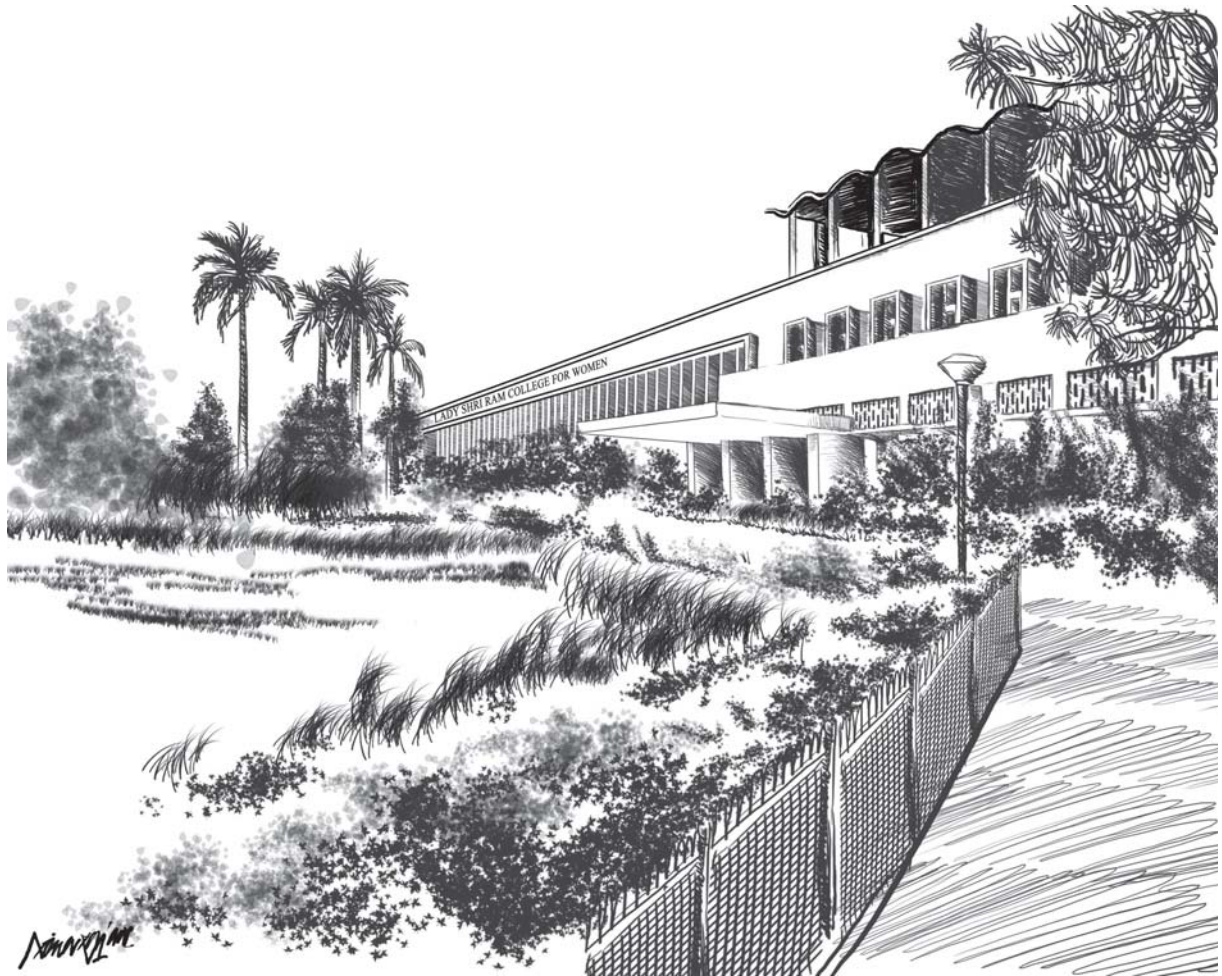
While some of the issues mentioned above, like syllabus revision and student assessment modules can and should only be worked upon at the level of, and in consultation with the academic fraternity of the University of Delhi, these processes should be initiated and participated in collectively while leaving space for enriching the process individually. This, we believe, can be accomplished within the admirable institutional mechanisms already in place in the University.

On issues like classroom pedagogy, full realisation of the research potential of the College faculty, library and logistics infrastructure, there is considerable latitude available to work independently within the given constraints and parameters.

The present system of lecture and tutorial division of classroom teaching is fruitful and should be retained. However, smaller number of students in the lecture and tutorial classes is aspired for. Ideally, a lecture class should not have more than 25 students and a tutorial group should have a maximum of 8 students for the Honours Programme as well as the B.A. Programme. Such rearrangement would allow a more participative model of pedagogy in the lecture classes. It would also allow teachers to pay attention to each individual student and her specific problems and potential.

More research infrastructure should be made available to each teacher. College level grants for short term and long term research and greater possibility of study leave to pursue post-doctoral research could be envisioned.

The department of History hopes to successfully inculcate in its students sensitivity to their surroundings and train them to think ‘historically’. Regardless of their chosen field of work, when they leave the college, the faculty members are confident that they never lose their sensitivity to the society at large and the ability to address any issue at hand with the intellectual orientation of a historian. This means sensitivity to a dynamic past, present and future.



Department Profile

JOURNALISM

Lady Shri Ram College for Women



HISTORY

It was in 1995 that LSR introduced the B.A. Honours programme in Journalism. To be the youngest department in a college with a glorious history of 40 years proved to be a great advantage at that time. On the one hand the department was able to draw from the strength of departments like Political Science and Economics to give its students a firm background in the liberal arts, while on the other it had enough room to develop its own academic and conceptual tools in this dynamic discipline. Within a short span of time this programme had developed into one of the most coveted undergraduate programmes for potential young women journalists in the country. The Journalism corridor in LSR soon became a happening place in the campus with students actively engaging in creative pursuits, working on the notice boards, class discussions and newsletters. The assembly conducted in the auditorium by the Department made the college community sit up and take notice of “News Culture” as offered by the media. *Juxtapose*, the Department’s annual academic meet has been another event that draws enthusiastic participation from students of other departments. The department’s journey over the last twenty years has indeed been an exhilarating one.

The founding faculty of the department were Ms. Rena Sewak and Ms. Rina Kashyap who were teaching in the department of Political Science. Both of them enriched the department with their scholarship and keen interest in the field of Journalism. Ms. Ambar Ahmad taught at the department from 2003 to 2010. With an undergraduate degree in Journalism from LSR and a post graduate degree in Political Science, she was able to address the special concerns of the students of Journalism. Dr. Deepti Priya Mehrotra made a valuable contribution in the area of development communication. Other faculty members who have enriched the department with their teaching are Ms. Divya Raina, Dr. Vasanta Patri and Ms. Namitha Unnikrishnan. It was in 2006 that Ms. Bindu Menon and Ms. Shikha Jhingan joined the department as permanent faculty members. This was a significant development as both came from the background of media studies. In 2009, Dr. Vartika Nanda and Ms. Subi Chaturvedi joined the department to take it forward.

The faculty of the department of Journalism, at LSR believe that this programme must equip students not just with the craft of journalism, but, more importantly, it must enable them to develop a perspective of critical engagement. It is, therefore, not surprising that the third year dissertations see students apply a Foucauldian or Habermasian critique to media practices. At the same time, the department has to constantly contend with the ever transforming world of the media. The department has always led from the front in bringing changes in the curriculum at the level of the university, keeping in mind the concerns of the other four colleges that offer the same course. With journalism no longer restricted to print media, courses in new media that take on board the convergent media technologies have been introduced. Similarly, the documentary sections in the syllabus in both Radio and Television media also take on board the expansive nature of enabling practices like citizen journalism and podcasting. At the same time by the introduction of papers like History of Communication and Media and Cultural Studies, the students gather a thorough understanding of the way media technologies have developed and what shape they have taken in various historical and social contexts.

Another landmark in the history of the department of Journalism is the setting up of the endowment chair in memory of Shri Manohar Shyam Joshi (1933-2006), who was a feisty journalist, editor and literary writer and contributed greatly to the Hindi public sphere through his prolific work. In the 1980s, he left a deep impact on the world of television by writing the script for India’s first

television soap. Given his career trajectory, one can easily gauge the enthusiasm he had in engaging with the ever transforming world of the media.

This endowment has enabled senior scholars of International stature in the field of media and social sciences to interact with our students and engage in scholarly contributions. In 2012-2013, Prof. Vinay Lal from the University of Chicago gave three lectures to the students over a period of one week. The topics of these lectures were as diverse as ‘Mahatma Gandhi and the Politics of Fasting,’ ‘Cinema and the City’ and ‘Internet Hinduism.’ This academic year Prof. John Webb from Swinburne University of Technology gave a lecture on ‘Science and the Media in the Era of Globalization.’ The department is ever grateful to the Joshi family for having instituted this prestigious chair in the department.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of Journalism is given below. The details of research publications, awards, scholarships, fellowships and consultancies are provided in the college Self-Study Report 2015.



Dr. Shikha Jhingan - Assistant Professor

Dr. Shikha Jhingan earned a post-graduate degree from the AJK Mass Communication Research Centre, Jamia Milia Islamia. This was followed by an MFA in Performing Arts-Films, from the department of Film, University of Wisconsin, Milwaukee. She completed her doctoral dissertation titled ‘Female Voice in Hindi Film Songs; Performances, Practices and Circulation’ from the School of Arts and Aesthetics, Jawaharlal Nehru University. Her research work focuses on the technologies of sound reproduction and dispersal across diverse media platforms. Her areas of interest include Documentary Production, Media & Cultural Studies, and Cinema Studies.

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Dr. Bindu Menon - Assistant Professor

Dr. Bindu Menon holds a doctorate in Cinema Studies from Jawaharlal Nehru University. Her doctoral dissertation is a social and cultural history of early cinema and modernity in South India. Her areas of interest include Media & Cultural Studies, Gender Studies and Cinema Studies. She is currently Harold Coward India research fellow at Centre for Religion and Society, University of Victoria, British Columbia. She is currently working on a monograph for the State University of New York Press, Religious Studies Series.

Email: binmenon@gmail.com



Dr. Vartika Nanda - Assistant Professor

Dr. Vartika Nanda was awarded a Ph.D. in 2009 from the Centre for Mass Communication, University of Rajasthan, Jaipur. She has been a broadcast journalist, and acclaimed poet in Hindi, commentator and a researcher on issues related to broadcast media. Dr. Nanda has produced and directed several short films in public service. Her areas of interest include Broadcast Journalism, Print Journalism, and Government Information Systems.

Email: vartikalr@gmail.com



Mr. Vibhushan Subba - Assistant Professor

Mr. Vibhushan Subba is currently pursuing his doctoral degree in Cinema Studies from Jawaharlal Nehru University. He completed his Masters in Mass Communication from AJK Mass Communication Centre, Jamia Milia Islamia University and his M.Phil. from Cinema Studies, School of Arts and Aesthetics, Jawaharlal Nehru University. His research work navigates the informal production, circulation and exhibition circuits of Indian para and cult cinema. He is also a scriptwriter and filmmaker.

Email: vibhushansubba@gmail.com

CURRICULAR ASPECTS

The history of the Journalism course has been one of constant updating, striving for excellence and a constant engagement with the rapidly changing field of media practice. To this effect, there have been numerous changes in the course syllabi since 1995. The current syllabus restructuring took place in 2010 after a year-long process of dialogue and deliberation between faculty members of all the five DU colleges in which LSR faculty members have contributed and taken the lead in the process. With substantial inputs from disciplines like Political Science, Economics, Sociology, History, Development Studies and Women Studies, the course has critically engaged with the changing land scape of the field of media practice and theory to develop the current syllabus. In this process some of the older papers which had a focus on Government Information System, Press Conference as a source of news had been removed from the syllabus. Substantial revisions took place in papers related, to Media theory reflecting upon and responding to the larger shift towards ‘cultural studies’ in the field of media studies. Media and Cultural Studies allow the students to understand new approaches to cultural studies and critical theory. Similarly, History of Communication and Media, gives a historical overview of media technologies and media forms. Earlier existing courses like International Media Scenario had to be significantly revised in the context of the vast changes in the global media scape since 1995 and in response to the new polarisations and ideologies in world media. Courses in Development Communication, Media Law and Ethics, Media Management and Advertisement and Public Relations were radically restructured to accommodate the enormous changes that have taken place in these areas post the digital turn.

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An important change in the syllabus is the introduction of two new papers on new media, where the introductory paper IT and Online Journalism focuses on aspects of online media technology, reporting and editing and the second, New Media Technologies is meant to help students understand the social aspects of new media. In this paper the students learn how the new media becomes a social technology and gets entrenched in processes of development, creates new virtual spaces and identities and becomes an inevitable tool in state surveillance. A significant shift in the course structure has been the inclusion of technical training for each media form that they learn. Thus the syllabus imparts technical hands on training in Print Production, Online Media Production, Radio Production, Broadcast and Video Production. This leads to media productions like radio documentaries, video documentaries, *Countertalk*-the biannual print publication, and online blog of the department.

After much consideration, a paper on Communication Research Methodologies was also added so as to strengthen the research component of the course and help in future careers whether it is Journalism, Advertisement and Public Relations, Media Studies or Video Production where research is an additional aid. As part of leaving a space for each institution to explore their academic concerns and strengthen their core areas of expertise, the department had devised a Seminar course, which is a module developed by individual departments. The Seminar and the Research Dissertation are evaluated through a combination of an internal and external evaluation system approved by the University. The Seminar paper is particularly interesting as it allows the faculty to develop a new curriculum each time. The new syllabus in tabular form is presented here.

| | |
|---------------------|---|
| Semester I | |
| Paper 1 | Communication and Mass Communication: Concept and Process |
| Paper 2 | History of Communication Media |
| Paper 3 | Introduction to Journalism |
| Paper 4 | Indian State and Democratic Polity |
| Semester II | |
| Paper 5 | Indian Business and Economics |
| Paper 6 | Media and Cultural Studies |
| Paper 7 | IT and Online Journalism |
| Paper 8 | Reporting and Editing for Print |
| Semester III | |
| Paper 9 | Broadcast Journalism |
| Paper 10 | International Politics |
| Paper 11 | Media Laws and Ethics |
| Paper 12 | Print Journalism and Production |
| Semester IV | |
| Paper 13 | Development Communication and Rural Journalism |

| | |
|--------------------|---|
| Paper 14 | International Media Scenario |
| Paper 15 | Advertising and Public Relations |
| Paper 16 | Reporting and Editing for Broadcast Media |
| Semester V | |
| Paper 17 | New Media Technologies |
| Paper 18 | Media Industries and Management |
| Paper 19 | Communication Research Methods |
| Paper 20 | Radio and Television Production |
| Semester VI | |
| Paper 21 | Human Rights, Gender and Environment |
| Paper 22 | Seminar on Current Issues |
| Paper 23 | Dissertation |
| Paper 24 | Dissertation – 200 marks |

The curriculum is a raw material that can be worked on in different ways. By understanding deeper frames, the details become easier to grasp, recall and reproduce. Actually the departmental exams do not always test students' critical ability or skills. So they are not and should not be taken to be the final judgement. Basically the process will reveal a more thoughtful set of students, who carefully work their way through each new event/ fact. All of them push beyond their own boundaries – engaging in the often-painful process of questioning one's own assumptions and prejudices even as one deconstructs the wider picture(s).

TEACHING-LEARNING AND EVALUATION

Teaching and Learning

Being a course that delivers media education, the department's teaching learning process is also driven to a large extent by the use of media. For a course on understanding the medium of Radio, it is essential that students listen to radio broadcasts in class. Fortunately, with the help of the internet this has become possible. An important element that has been added to the teaching, learning process of the department is the use of intensive workshops that give the students hands on professional training in producing content for various media platforms. The most prominent is learning the use of the camera, sound equipment, editing software in video and radio editing and design software in print media. These workshops have become enabling spaces that allow students to go out into the field and learn to use the equipment for their radio and television documentaries and development communications projects. For example, for a campaign promoting education of the girl child the students are divided into various groups and then asked to formulate strategies and content for the campaign on diverse media like a photo essay, a poster, a phone in program on radio, a television promo or a short documentary film. The most important aspect of this exercise is the viewing of the raw footage, the photographs, the sound material (for radio) back in the media lab, while discussing the process behind it. This viewing of material also becomes another way of bringing into focus the question of ethics involved in

field work especially when intrusive technology like the camera and microphones are concerned.

Paradoxically enough, in the pedagogy of such a professional course, the classroom assumes enormous relevance. Rather than dwindle away when faced with the attractions of exposure to the multiple sites of the 'real world'- in this case media workshops, film screenings, press conferences, talks and panel discussions, visit to party offices, developmental organisations, embassies and other sites, the classroom remains a very significant space. The classroom is seen as playing the role of a centre – the inner centre. Here a person can seek companionable interactions, reflections, voice doubts and disturbances, discuss ethical issues, interrogate, and offer intellectual inputs. It is ideally a place for understanding, openness and warm interaction. It is a place where the processes of learning and growth can be consciously nurtured, monitored and sustained.

Pedagogy

The pedagogy of the course has always remained innovative through an approach that combines the theoretical with the practical. In the department, theoretical learning, centred entirely on classroom lectures, is an out-dated teaching methodology. It is not uncommon to see journalism students in the campus with their video camera, still camera or a dictaphone, capturing auditory and visual details. The department's pedagogy involves creative methods like museum visits, guided city walks, guest lectures, conference participations, exhibitions and film exhibits. This does not mean that the conventional focuses on texts are abandoned. In papers with a theoretical focus, the class rooms are equally devoted to close readings of critical theoretical works. The department does not keep the visual and auditory out of even such class rooms, but brings them in to reflect upon the theoretical. So it is common to watch Chaplin's *The Great Dictator* (1940) while teaching Nazism, the *Ways of Seeing* BBC series (1972) to orient students to visual language or *Matrix* (1999) in a class on New Media and Social Life. The class rooms thus have a dialogical relationship between media texts/media fragments to theory. The nature of the subject of study demands that an effort be made to do what is being learnt, while still learning it. Journalism and media studies are a relatively young academic discipline, when compared to other Social Sciences and Humanities. Despite it having found place as a higher education programme, it still finds the need to justify itself, in a way in which more established disciplines do not. This need for vindication has been a problem faced by the field of study worldwide. In addition to the relatively late arrival of journalism as a course of study in the academic arena, we also need to bear in mind that the media are readily accessible to, and are, consumed by everyone, unlike for example, classic novels. What then is the need for a professional course like journalism in a liberal arts college?

One of the biggest challenges faced by any professional course is to be able to respond to the way the contours of the profession change in the big wide world. In the case of this discipline it has had bigger implications, as change in media technologies has a direct bearing on the profession of Journalism. In a world that is being experienced more and more through the media, it is all the more important to create and enhance spaces to debate the role of the media. The department of Journalism in LSR is firmly located in a context that demands rigour to help the students of journalism to sharpen their critical understanding of media and its interface with the changing society. The aim has been to enthuse the students to challenge the celebrity and 'sound byte'

culture of the nineties' avatar of journalism. The hope is that a healthy blend of social responsibility and critical engagement characterises the professionalism of these young women as journalists. The programme's lack of disciplinary roots, which could have been its major lacuna, allowed the department to be enriched by an interdisciplinary perspective, making the teaching and learning experience even more diverse and holistic.

The vision of the department is to guide its students to become journalists who are aware of and concerned about the big picture, so that they are able to prioritise among issues, take informed positions and make a mark wherever they later decide to work. The department provides exposure to the contemporary media world, as well as a foundation in liberal arts education. The course has substantial components of Political Science, Economics, Communication Theory, History of Journalism and Research Methodology. The course began in 1995 with a focus on print journalism; with papers on reporting, editing, new information technology and electronic journalism which prepared them to enter media practice. A department such as this faces an unresolved tension – between the classroom on the one hand and the attractions of the 'real world' on the other. The three years in college prepares the students to negotiate these many worlds. As a department, the focus is to acquaint the students with social facts, theoretical frameworks, and the role of the media as a mediating agency.

While conventional social sciences would probably look askance at the teaching methods of the Department of Journalism, there is undoubtedly a method to the madness. As former faculty member Ms. Divya Raina pointed out, there is no formula, no standard methodology to the teaching of journalism. 'The other day, I screened Chaplin's *Monsieur Verdoux* (1947). Most would have thought that the name Chaplin itself conjures up a light hearted slapstick comedy, which even a six year old would find easy to follow, and amusing. It's true, *Monsieur Verdoux* is comic, but it also happens to be Chaplin's most famous indictment against capitalism and mass murder, or war'. This demonstrates conscious attempts made by the department's faculty to draw in elements from other new disciplines related to the study of the media, such as film theory. As the practice of journalism has grown and diversified, new theoretical positions and debates have emerged in media studies. When Journalism students embark on their careers in the media, it is imperative that they be armed with the capacity to question and critique journalistic practices and their own role in the production of media content. It is to this end that the faculty, in addition to the prescribed syllabus and course structure, envisages the cross-disciplinary theoretical routings of the journalism programme.

Dr. Deepti Priya Mehrotra, who taught Development Communication argued for a different philosophy in learning. A doctorate degree holder in Political Science and an educationist who has worked on alternative pedagogical methods she brought a fresh approach to teaching which was learner-centric rather than teacher-centric. The emphasis was on the process of classroom interaction.

Having set a different process of revitalising the classroom in her classes, she describes the process of it. 'Initially they put up some resistance to learning about poverty, unemployment, globalisation, 'developmental' issues. Though they gave me a tough time, I really appreciate their resistance. They refused to simply be 'politically correct'. They voiced their concerns honestly. At one class – after 2 to 3 weeks of my working with them – all hell broke loose. A student accused me of being one-sided. Another said there must be something good about

capitalism (!) A third said, 'Actually we don't want to know that the poor are real people.... My life is very secure. My father looks after me now, my husband will later. I don't want that security threatened.' But even as she articulated her position, she began a process of questioning it. She brought her inner feelings/ resistance to reflective awareness. There was a great resonance: you could feel the empathy in the room, the heaviness of shared feelings. She could begin introspecting, and so could others.

This ability to move beyond the bare skeleton of the curriculum is something that the faculty members of the department of Journalism share with each other. Ms. Rina Kashyap, who taught Political Science papers to the students of Journalism, has also noticed the enthusiasm of students when she used non-conventional pedagogy of film reviews, workshops and interactions with experts from the field of media and academia. Not only does this make the teaching-learning experience more dialogic, but also the course Indian Government and Politics becomes a context for conversations on issues of India's polity and political economy.

Another exciting aspect of pedagogy is the use of field trips with students which become an enrichment exercise. Apart from that they also allow students and faculty to bond with each other. A visit to the newsroom at the Delhi station of AIR gave the students a first-hand experience of a pool copy and a news bulletin in the process of being finalised. For a more nuanced understanding of the distinction between folk culture, mass culture and popular culture students went for a field trip to Dilli Haat and Suraj Kund Mela and conducted interviews with folk painters who had travelled to Delhi to sell Madhubani paintings or Rajasthani *phads*. In 2014, first year students of the department visited IGNCA to explore the photography exhibition by the Alkazi archives displaying images of different time periods, genres, and techniques. The main motive was to create a convergence between the theory being taught in class and the practical application of it displayed in the exhibition. Students witnessed historic photographs as well as gained experience by handling equipment displayed there. Similarly, the second year students in 2015, visited the NGMA to view an exhibition put together by Raqs Media titled 'The Untimely Calendar'. The viewing was followed by an interaction with one of the founders of Raqs Media Collective, Mr. Shuddhabrata Sengupta, as he answered questions on the meaning and origins of his exhibition that deploys new media devices like cameras, light, video loops and multimedia installations to questions the traditional notions of time. In the past, students have also enjoyed group visits to the Delhi station of All India Radio.

Evaluation

The evaluation process is based on the pattern laid down by the DU. The department follows the prescribed pattern. However, an effort to evolve strategies to enable the students to progress in a more systematic manner is the focus. Evaluation process has a scientific approach, aimed at the qualitative analysis of students. Journalism students from all three years are given varied assignments and their performance is marked on this evaluation pattern. This evaluation model has two sections: Internal and External.

• Internal Evaluation Pattern

The evaluation process is designed keeping in mind the needs of the semester system. 100 marks are allotted for each paper in each semester out of which 25 marks are internally marked. The remaining 75 marks are based on the University exams. The 25 marks for internal assessment are

based on assignments. In each semester students are given almost 2 months to work on prescribed assignments. The assignments are generally divided into three segments:

- Power Point Presentation
- Written Assignment
- Written Test (towards the end of the semester)

While the Power Point Presentation enhances their capability to express themselves by using the latest technology, the written assignment gives them an opportunity to utilise their analytical acumen on the given topic. The department encourages them to make optimum use of the library and the best available reading material. Students prepare the given topics with utmost seriousness to hone their skills for scholarly writing. Thus, the evaluation of 25 marks is based on two to three assignments. A written test is conducted towards the last leg of the semester so that the students prepare well for the University exams. The feedback helps each one of them, individually.

Frequency of Tests

At least three tests are given per semester and are marked. These marks are generally not added to the finals as the objective here is to prepare them for the exams and also to develop the habit of regular reading and preparation.

Students are exposed to the skill of documentary making which constitutes a part of the evaluation process. Apart from this, students write book reviews and film reviews on a regular basis. Several workshops are conducted to make them understand the nuances of writing a research proposal. In the final year, on-the-ground-study becomes a significant part of the syllabus focusing on media. The research dissertation carrying 200 marks is evaluated by a combination of external evaluation, internal continuous evaluation system and viva-voce. The paper 'Seminar on Current issues' involves students presenting a paper on a theme that is selected by the faculty. An external examiner who is usually a senior academic is invited to engage with the students' presentations and evaluate their performance.

RESEARCH

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Faculty Publications and Presentations

Dr. Shikha Jhingan

Papers Presented in National/International Conferences

- Jhingan, S. (2015). *Music as Noise: Sonic Disorders, Mobility and Devotional Music*, International Conference on 'Music Box and its Reverberations: Technology and Music in India,' organised by the School of Arts and Aesthetics, JNU and Music Digitisation Project, University Of Oxford, 14-17th January, 2015.

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- Jhingan, S. (2014). *Sensuous Encounters: Music and Affect in Bombay's Recording Studios*, International Conference on 'Moving On: South Asian Screen Cultures in a Broader Frame' organised by the Faculty of Media, Arts and Design at the University of Westminster, London, 12-14th June, 2014.
- Jhingan, S. (2014). *From the Courtesan to the Heroine: the Female Voice in Hindi Film Songs*, a Special Lecture on 'The Music Appreciation Series', India International Centre, 19th April, 2014.
- Jhingan, S. (2014). *Whatever Happened to the lip Sync: New Media Technologies and the Bombay Film Song*, International Conference on 'Many Lives of Indian Cinema: 1913-2013 and Beyond', organised by Sarai/CSDS, Delhi, 9-11th January, 2014.
- Jhingan, S. (2013). *The Haunting Songs of Bombay Cinema*, International Conference on 'The Indian Cinema Century: Film, Technology and the Contemporary', organised by the Department of Cinema Studies, School of Arts and Aesthetics, JNU, 10-12th January, 2013.
- Jhingan, S. (2012). *Performing the Authentic: Lata Mangeshkar's Voice in the Age of Cassette Reproduction* at 'Hindi Cinema@100: A Retrospective' National seminar organised by the Indian Institute for Advanced Study, Shimla, 16-18th October, 2012.
- Jhingan, S. (2012). *Sonic Ruptures: National Boundaries, Female Voice and Hindi Film Songs*, at 'The Long Eighties: Recovering a lost decade', International Conference organised by AIIS, New Delhi, 21-22nd December, 2012.
- Jhingan, S. (2011). *Contesting the Classical: The Cultural Project of the Bombay Film Song* at 'A Note in Time: Music as Social Text' a national seminar organised by Venkateshwara College in collaboration with UGC and the Sangeet Natak Akademi, New Delhi, 12-14th January, 2011.
- Jhingan, S. (2010). *The Erotics of the Gangsters Song* at 'The Architectures of Erotica: Political, Social, Ritual' an interdisciplinary International Conference, organised by the School of Arts and Aesthetics, Jawaharlal Nehru University, 10-13th November, 2010.
- Jhingan, S. (2010). *Female Voice in Hindi film Song: Cassette Technology and the Need for Aesthetic Reordering* at 'Women on record: Celebrating Music, technology and the Singing Stars of early Twentieth Century' National Seminar organised by the Centre for Media and Alternative Communication and IGNC, New Delhi, 29-30th March, 2010.
- Jhingan, S. (2009). *Contesting the Classical: The cultural project of the Hindi film song* at 'Popular Cinema of the Nehru Era' National Seminar organised by Nehru Memorial Museum and Library, New Delhi, 23-24th November, 2009.
- Jhingan, S. (2009). *Understanding Genre in Film Songs: The Chorus Songs* at National Seminar on 'Music in Indian Cinema' organised by Federation of Film Societies of India, 1st November, 2009.
- Jhingan, S. (2008). *The Singer, the Star and the Use of Chorus in Hindi Film Songs of the 1950s* at 'Regional Film Industries: The Formative Years' National Conference organised by the Department of Cultural Studies, EFL University, Hyderabad, 14-15th November, 2008.

- Jhingan, S.(2008). *Desire and Repetition: the miniaturization of Hindi Film Song* at ‘Globalization and Multiculturalism: Contemporary Trends in language, literature and the Media’ at UGC National Seminar organised by Delhi College of Art and Commerce, University of Delhi, 14-16th March, 2008.

Others

- Jhingan, S. (2015). Panellist – ‘Understanding Masculinity: Changing Equations’, at the LSR Academic Congress, 7-8th March, 2015.

Dr. Bindu Menon

Papers Presented in National/International Conferences

- Menon, B. (2015). *Transnational Religious Publics: Islamic Home films, religion and Migration to the Gulf countries*, International conference on ‘Migration, Mobility and Displacement’, Centre for Asia Pacific Initiatives, University of Victoria, June 11-13th, 2015.
- Menon, B. (2015). *Transnational Religious Publics: Islamic Home films in Kerala and the Middle East*, conference on ‘Contested Knowledge: Event, Truth, Politics’ at the Sri Venkateshwara College-Ramjas College, University of Delhi, 26-27th March, 2015.
- Menon, B. (2015). *Islamic Home films in Kerala and the Middle East* at ‘Indian Media Economy and Culture’ International Conference, Jamia Milia Islamia University, New Delhi, 10-13th February, 2015.
- Menon, B. (2014). *Developmentalism with Cinema: Health Films in Travancore 1940s*, at ‘Visible Evidence 21’, International Conference, New Delhi, December, 2014.
- Menon, B. (2013). *Religious Politics and Visual Culture: The Making of Islamic tele-film movement in Kerala, South West India* (Co-authored paper) at American Anthropology Association Annual Conference, Chicago, November, 2013.
- Menon, B. (2013). *Chronicles of a disappearance: Caste, gender and early audiences in South India*, Conference on ‘VIIth Women and Silent Screen’, University of Melbourne, Melbourne, Australia, 30th September-2nd October, 2013.
- Menon, B. (2013). *Chronicles of a disappearance: Caste, gender and early audiences in South India*, International Conference ‘The Indian Cinema Century: Film Technology and the Contemporary, School of Arts and Aesthetics’, Jawaharlal Nehru University, New Delhi, 10-12th January, 2013.
- Menon, B. (2012). *The Blind Quam and the Visual: Islamic Home film Movement in North Malabar and Public Sphere*, Colloquium on Political Islam, Maulana Azad Institute of Contemporary Studies, Calcutta, 27-29th August, 2012.
- Menon, B. (2012). *This Curious Commodity Called Cinematograph – Law and the Cinematograph Exhibitions in South India (1926–27)*, at ‘Legal Histories of the British Empire Conference’, Singapore, 5-7th July, 2012.
- Menon, B. (2011). *The Blind Quam and the Visual: Islamic Home film Movement in North Malabar and Public Sphere*, IAMCR Conference on ‘Cities, Connectivity’s and Creativities’ Conference, Istanbul, Turkey, 13-19th July, 2011.

DEPARTMENT PROFILES 2015

- Menon, B. (2009). *Malayalam Cinema and Nehruvian Modernity*, at the 'Popular Cinemas of the Nehruvian Era', Conference held at Nehru Memorial Museum and Library, New Delhi, 23-24th November, 2009.
- Menon, B. (2008). *New Spaces and new Moves: The publicness of Cinema in 1920s Thiruvithamkoor*, at the 'Regional Film Industries-formative Years' Conference at English and Foreign Languages University, Hyderabad, 14-15th November, 2008.
- Menon, B. (2004). *Identification, Desire and Otherness: Susanna and its Public*, Society for Cinema and Media Studies Annual Film Studies Conference, Atlanta, 4-7th March, 2004.
- Menon, B. (2004). *Questions for Film Historiography: Hollywood, Nation and Region*, College of Communications Colloquium series, Pennsylvania State University, 17th February, 2004.
- Menon, B. (2003). *Region and its Discontents : Crossings in Malayalam Cinema and Modernity*, 8th Annual Cultural Studies workshop, organised by Centre for Studies in Social Sciences, Calcutta, Roskilde University, Netherlands and Centre for Basic Research Kampala, Uganda, Goa, February, 2003.
- Menon, B. (2002). *Problems in theorizing gender in media consumption*, at 'Cinema- 24 frames per second' University Grants Commission seminar on Film and Philosophy, University of Calicut, August, 2002.

Others

- Menon, B. (2015). Chair, Panel on 'Demystifying Law and Gender', National Academic Congress on Gender, 7-10th March, 2015.

Dr. Vartika Nanda:

Papers Presented in National/International Conferences

- Nanda, V. (2011). *Challenges & Future of Media Teaching*, Regional Hindi Conference organised by Aston University, Birmingham, UK, 24-26th June, 2011.

Others

- Nanda, V. (2013). *Broadcasting for Masses*, International Broadcast Engineering Society at Pragati Maidan, New Delhi, 21st January, 2013.
- Nanda, V. (2012). *The role of Media and the Hindi Language*, at Vishwa Hindi Sammelan organised by the Ministry of External Affairs, Government of India in Johannesburg, South Africa, 25th September, 2012.

Vibhushan Subba

Papers Presented in National/International Conferences

- Subba, V. (2014). *What Lies Beneath? Kanti Shah and The Unseen*, conference on 'Moving On: South Asian Screen Cultures in a Broader Frame', organised by the Faculty of Media, Arts and Design, University of Westminster, London, 12-14th June, 2014.
- Subba, V. (2014). *Cinephilia Undead: The Rise of B-Movie Cinephilia*, Researchers at Work Conference, organised by the Centre for Comparative Literature, University of Hyderabad, 10-13th September, 2014.

Student Research Projects

Media as a site of struggle engages discourses that are personal as well as political for its producers as well as audiences. It is in this context that every year from 1998, students of the department of Journalism at LSR examine critical issues in relation to media studies in the form of their dissertations. Vital links to this exercise are often traced back to some component of the program that the students enjoyed particularly – be it Communication Theory, Advertising or Law, Society and Media. The students are prepared to undertake their research through an elaborate course in Communication Research Methods in the fifth semester. This includes quantitative and qualitative research methods, drawn from a variety of research methods including that of Sociology, Anthropology and History. The students develop a research proposal in the fifth semester with an elaborate research plan and research methodology. This enables them to undertake extensive research which includes archival work, field work including participant observation and ethnographic research, interviews as well as survey research and content analysis.

The research conducted by students has involved in-depth studies and analyses of both traditional and new media from a range of perspectives. It has consistently addressed media as a form of communication and as an agent of socialisation or rather, a potent source to understand events in the past and the present. Mass media texts have been examined as cultural products with socio-political significance that on the one hand represent public opinion and on the other hand govern it. Mass Media, their objectives as organisations and as industries have been closely scrutinised over the past few years as the impact of commercialisation has produced several changes in both format and content. At the same time, several students have chosen to examine media reception and media use – from the points of view of audiences and the dynamics involved in the viewing process.

Over the years dissertations addressed several issues including various forms of programming, their content, influence and impact. Several dissertations studied the nature and the use of media such as documentary filmmaking, the internet and television to reflect on current trends. Special mention must be made of two of the dissertations from the year 1998: ‘Change is their Message; Street is their Stage’ looked at street theatre, its potential and its role in addressing the issue of communalism and, ‘Puppets for Development’ provides interesting insights to focus on the importance of communication for development.

The print and broadcast media has been consistently subjected to extensive analysis around themes like objectivity, bias, truth and fairness. Ms. Amber Ahmad’s dissertation on ‘Disaster Reportage’ drew an interesting and critical comparison between newspaper coverage of the Orissa cyclone and the Gujarat earthquake. Dissertations on the economics of media production, such as ‘Advertising in the Internet Age’, ‘Foreign Direct Investment in India – Threats and Opportunities’ examined current economic developments and the debates around their impact on media. Another important issue that has been raised over the years is the hidden reality of a power conflict between the state and the free media. Other interesting projects that should be noted are ‘The Unwritten Editorial: Political Cartoons in Indian Newspapers’, ‘Street Theatre as a Medium of Development Communication: A Case Study of 4 Delhi Slums’. Health reportage in India, disaster reporting, war reporting, reporting on women and children have been some of the often explored questions.

In the context of rising Islamophobia post 9/11 attacks, many dissertations have attempted to take a close look at media representation of Islam and the issue of terrorism vis-à-vis each other. Dissertations have thus focused on the question of *Purdah* and Muslim Women's representation in Western Media, the coverage of Iraq invasion, reportage on Al Jazeera etc. In a world that has increasingly taken to violence to resolve political conflicts the Journalism dissertations have responded to the situation by turning a critical eye to it. Large number of dissertations over the years have thus looked into War Reporting, Milblogging, Citizen Journalism from the conflict Journalism. In 2007, Priyanka Charia's dissertation analysed war photography to understand the visual archives of war and its gender and race relations. Some of the students' projects are particularly characterised by their reflection on the political atmosphere, coverage of social issues such as trafficking of women and representation of slums and its expression through the lens of the media as an essential element in the process of democratic politics. This constitutes a primary source of information and images of social reality.

Journalism students have also examined several critical issues including the influence of television on children, the Right to Information Act and its impact on the dialogue between the government, the citizen and the media, as well as the influence of economics on media and its impact. A very remarkable dissertation examined the relationship between the government, the media and crucial socio-economic concern such as that of poverty. With Prof. Jean Dreze as an advisor, 'Starving Skeletons; Hunger in the Media since the 1980s' sought to answer three basic questions: What has been the approach of media to the issue of starvation today and twenty years back? Has there been a change in the media's selection of news? Do victims of state apathy find a voice in mainstream media?

Many of the research projects have explored a number of interesting topics including programming concerns at All India Radio, the impact of digital technologies on the public sphere and other political concerns such as the 'Anti-globalization discourse anchored in Indian Print Media'. Many dissertations have looked closely at the question of propaganda and undertook extensive amount of research to reflect upon the hidden biases in the media coverage of sensitive events that were the seat of international tensions. Exploring similar issues of media ethics, in a variety of contexts, many dissertations scrutinise government propaganda.

Traditional media has been closely studied over the years in order to understand its significance in the rural context, development communication and folk forms. In a project based largely on the sociological/anthropological method of participant observation, Ms. Sheena Kanwar's 'Ways of Knowing' examined the media for communication in existing spaces in a village in Mewat, Haryana. Research has been undertaken on topics as varied as Baul music in urban Calcutta and Protest Music and Folk Culture. Ms. Ishita Menon's dissertation on '*Charkha*, chip and community: A study of Gandhi as a communicator' was particularly insightful as it was an attempt to offer perspectives on the need to re-humanise and re-democratise communication, to make it more participatory and people-centred. Works on traditional media in contemporary times like *Nautanki* by Ms. Shivani Kapoor and communities of traditional singers like the *Langas* by Ms. Kanika Sharma took these discussions to a different register.

Dissertations have also explored the dynamics of civil society movements. For example Ms. Tanusree Basu in 2006 examined 'Women's Leadership in Civil Society Movements' by focusing on the Rights to Information Movement in India. Many dissertations have focused on

the changing urban landscape and media, exploring spaces as disparate as coffee shops and weekly bazaars. The same year Ms. Shivani Mathur's dissertation analysed the structure, networks and commodity circuits of the weekly bazaars in Delhi while Ms. Kanika Sharma's dissertation on the 1984 anti-Sikh riots and its continuing memories in media representation.

Journalism students of LSR have continued to show interest in exploring gender issues in the media. An interesting example would be 'Myth or Reality' which scrutinises the media representation of *Draupadi's* disrobing from a feminist perspective. Gender as a central category of analysis has looked at the relationship between moral policing, female agency and the media. Taking the debate on gender and media forward, attempts have been made to grapple with the media's fascination with the female suicide bomber, thus raising important issues related to women's role in militancy and terrorism. Ms. Tanvi Sirari's dissertation on Moral Policing and Public Spaces examined the contestations around women's bodies in public spaces like parks, streets and cinema halls by focusing on controversial cases. Dissertations have responded to contemporary questions of violence and women. Focusing on Public Sphere Debates around the December 16th 2012 rape in Delhi, Ms. Neha Lal analysed the public sphere debates on rape and its relationship to categories of caste and class. Dissertations have also examined contemporary feminist praxis like cyber feminism in the recent years. Ms. Tanya Mathan's dissertation on Subaltern Counter Publics and Journalism examined the questions of Dalit Alternate Publics in Mainstream Media.

The inter-mediality of contemporary media has been an important subject of enquiry in the dissertations. Ms. Vidyun Sabhaney analysed the emerging graphic novel in India and globally to understand its relationship to visual culture. Some of the other dissertations in this category have explored fan fiction, internet sites, social media etc. An important area of research in the recent years has been the Social Media, its effects, form and the public sphere that it constitutes. Ms. Rohini Ram Mohan's dissertation on 'Counter Publics in the Internet' in the year 2010 was a sophisticated reading of the new forms of political articulation in the Internet. Ms. Prashanti Subhramanyam studied the YouTube phenomena in the context of huge musical hits and fan culture as central to the architecture of YouTube. Subsequently dissertations have explored phenomena like Blogging, Fan Practices, Fan Fiction, Social Media like Facebook, etc. A large number of dissertations have explored various aspects of contemporary Indian cinema, focusing mostly on Hindi Cinema. These works tried to understand genres, film movements, representation of gender and religion.

Many students prefer to take up research issues that are event driven. For example, just after the Kargil war, 'Kargil: a Media Carnival?' (1999) undertook a comparative analysis of Outlook and India Today, to examine the question of whether truth was the first casualty of war and addressed the critical issue of patriotic journalism. While in 2015, Ms. Aakriti Kalra's work is an attempt to explore the coverage of the Ebola crisis in both Indian print and on-line media. Kalra's work is particularly sensitive to the transnational underpinnings of the Ebola crisis.

Another notable trend is students' abiding interest and engagement in the area of social media and the 'new media' as an ever-expanding site for citizen's initiatives. For example Ms. Sumedha Bhardwaj's research project (2014), A Domain for Misogynists and Homophobes: Is Facebook Truly an Egalitarian Platform, explores the problem of hate speech on Facebook. Ms. Meenal Thakur's project in the same year focuses on the use of on-line media by Shri Narendra Modi in

the 2014 election campaign, unravelling the cyber space as a site for hypermedia campaigns. On a slightly different register, in 2015, Ms. Trisha Ray's dissertation, 'Technology and the Intrusive rise of the surveillance' is seen as a trigger point for Japanese Science Fiction Genre in Anime as a powerful critique of the post Snowden state.

In conclusion, the projects undertaken by students at the department have sought to understand the functioning of the media in wider social, political and economic contexts and have also sought to highlight the significant role of the media in the social construction of reality. Significantly, the department has focused on various media forms and texts not just as sources of information but also as indicators of power relations and their governance of perspective. Particular attention has been paid to gender issues vis-à-vis certain assumptions and biases in media content and production. Over the years, a significant amount of attention has also been focused on children and the increasingly complex environment in which they live. Finally, it is important to assert that the department has been driven by a need to question the unquestioned assumptions and decisions that influence media production, content, publication/ broadcast and reception and use of media.

INFRASTRUCTURE AND LEARNING RESOURCES

The department of Journalism moved to the new precincts of LSR, the Bharat Ram Academic Block in 2014. It now has bigger classrooms and a well-equipped media lab. To give a slight historical overview, the department first acquired a small media lab in the college campus in 2008. Until then, the students and faculty struggled to work towards audio-visual productions through workshops, hiring equipment from private studios. With budget constraints, this meant that students got minimal exposure at hands on training. In 2008, a small space was provided to the department in the residential complex where they could use the computers for their dissertations

| S.No. | Equipment | Qty. | Purpose |
|--------------|--|-------------|--|
| 1 | XD Cam – SONY PMW 200 HD 422 camcorder | 2 | Video Production |
| 2 | Sony 64 GB SXS Memory Card- model SBS64G1A | 4 | “ |
| 3 | Batteries BPU60 Lithium Ion Battery | 6 | “ |
| 4 | Manfrotto 502 tripod (For EFP Shooting) MVK502 AM | 2 | “ |
| 5 | SONY LED Monitor HD with USB KLV 46 R452 | 1 | For Viewing of AudioVisual material |
| 6 | SONY S Card reader USB 3.0 | 2 | For Radio and VideoProduction |
| 7 | Voice Over Microphone Sure SM 58 | | |

and print production and also edit their video productions. The prized possession was an iMac computer loaded with sophisticated software that enabled students to do video and audio editing.

The biggest problem faced by the department was that the lab was located quite far from the main building. Secondly, since there was no lab attendant, the lab remained locked most of the time thus hampering students' and teachers' access to the lab.

The department is delighted that it now has access to a new a sophisticated media lab in the new academic block. Located on the same floor where the Journalism classes are held, the lab is easily accessible for both students and faculty. The department worked very hard to study the various kinds of technologies that are available in the market and came up with a list that would fulfil its requirements from the point of view of the curriculum as well as enable the students to get hands on experience on the latest media technologies. A list of equipment has been drawn up.

List of Equipment for Audio and Video Lab

In the next few years, the department would like to further enhance the media lab in terms of quality and quantity. It is also in the process of putting together a small library in the media lab where students and faculty will get a chance to refer to books, magazines, newspapers and documentary films. The dissertation projects of the students will also be kept as an important archival and resource material in this library.

STUDENT SUPPORT AND PROGRESSION

Many consider LSR College as a haven for those, who want to truly make an impact in the world around them. This statement proves true for many. The department of Journalism tries to carry forward this tradition. It constantly works together to make its students socially conscious. They are taught to question, challenge and critique what they see in the world around them. In the recent times, with growing media coverage on various social, economic and political issues, the youth of today has begun to speak out about what they feel and believe. It has, since 1995, allowed students to give women an effective voice in the world of media and reflect the genuine development needs of all sections of a society.

The work of the faculty begins at the initial level where a sense of journalistic ethos is inculcated in the students. The newly inducted students are given a detailed orientation on the first day. An e-book is prepared by the senior students and emailed to all the students of the new batch. The first two weeks in the class room become crucial for setting the pace in curriculum delivery as well as for ensuring a greater interaction between the teaching- learning community. Apart from the assignments designed for each paper, the department has also devised a number of small modular tasks as well to keep them constructively engaged. One example of this is the use of blogging by students which can be extremely empowering. Tutorials are also dealt with seriously- the objective being to increase student-teacher interaction. Students are encouraged to discuss the readings provided to them during the tutorials. Such engagements have proven very beneficial for both students and the teachers.

The department of Journalism has become a popular choice for many students. But each year the intake of students is extremely diverse. Students come from different parts of India from diverse economic and social backgrounds. The first stage starts with the pre-admission counselling for

students and parents. These sessions are aimed at providing guidance to prospective students with detailed discussions on the curriculum, structure of the course, expectations, challenges and the opportunities. The department is particularly sensitive to the needs and concerns of each student. Students who face a problem with English are especially encouraged and extra tutorial classes are held for them if required. If students are not attending classes, or look very withdrawn, then the teachers of the department make an effort to strike a conversation with them and this becomes the starting point for the student to discuss her personal problems. Several students of the department have also received fellowships from the college as their names are forwarded by the department to the fellowship committee. Students in exceptional circumstances are also given help in terms of professional counselling. The students of the department can access the representatives of the internal complaints committee to deal with issues related to sexual harassment.

Internships during the summer break is a very important part of students overall growth. The students move into diverse platforms that cover print, television and web media as well as fields like Corporate Communication, Advertising and Public Relations. Some of the students also branch out to work for CAG or public policy initiatives. In the final year, the placement cell of the college has provided excellent resources to its students in the campus for job placements. These are coordinated by student representatives of the department.

Several of the students have been selected for scholarship in the National University of Singapore under the Students Exchange Program. A recent achievement is that twelve students from the first semester of the department visited Japan under the JENESYS 2.0 program. This program involved the participation of media students from all over India. All the 12 students selected from DU were from the department in LSR. The participating students actively took part in workshops and presentation in Japan and were noted for their leadership qualities. Several of the students have also received scholarships from King's College in the UK to participate in their summer courses. In September 2015, 20 students from the department of Journalism and Communication, University of Queensland will be coming as UQ Reporters to the department for a short term course under the New Colombo Plan.

Alumnae

The Journalism course of LSR has further led students to go into other reputed institutions for their Post Graduate Degrees, such as, Jamia Millia Islamia, Indian Institute of Mass Communication, ASJ and Columbia Journalism School and TISS amongst many others. Alumni members who have been significant contributions to the field of media in recent times includes, Ms. Akanksha Banerji, who is currently the producer of CNBC, India; Ms. Sakshi Orja, co-founder and editor of Indian Compass; and Ms. Raksha Kumar, multimedia journalist and Fulbright Scholar recipient. Both Ms. Raksha Kumar and Ms. Shailaja Tripathi work with The Hindu. Ms. Raksha Kumar is well known for her contribution to long form journalism. There are also some ex-students who have gone on to do independent production while some have opted for academics. For instance, Ms. Deepti Sanjay is an Assistant Professor in the US. Ms. Aparna Sharma (1995), is an Assistant Professor in Film Studies, UCLA. Sharma, a documentary practitioner has widely published her research work on the phenomenon of multiplexes in India.

Ms. Saachi Sharma (2014) was selected by the college to spend two semesters in the National University of Singapore. She served as the Editor in Chief of Spectrum and Editor of the college magazine. Additionally, she interned at JSW, Teach for India, Lunch Box 17, Cicero Associates and NDTV. She won Model UN conferences at both Harvard and Princeton, was a finalist for the Jacinta Marie Bunnell Award for Commentary. Ms. Sharma also received the prestigious Faculty Prize of LSR in 2014. Currently, Ms. Sharma is working as a Business Analyst at Kepler Cannon, a management consulting firm.

One of our most successful alumnae in the world of television news is Ms. Shweta Rajpal Kohli who is the Economic Affairs Editor in NDTV. This is a great achievement as not many women can be seen in mainstream media doing so well in Business and Economic news. Another name that can be recalled is Ms. Yumna Hari Singh who has worked as a senior project manager in Cadbury Schweppes in their headquarters in London. Ms. Shiralie Chaturvedi who joined the New School of Social Research in New York is currently working for a think tank - Centre for Knowledge Societies from Delhi. This involves work in the project Bihar Innovation Lab which is funded by the Bill Gates Foundation. It helps in garnering innovations based for solutions to better Maternal Health Care in Bihar. Ms. Devika Menon works at *Sangat*, a South Asian Feminist Network as the Assistant Coordinator. Out of her many job roles, she handles communications and outreach for the network, including writing to members of the network, engaging with them through social media, and managing all the publicity material. After LSR, she has done her M.A. from the Institute of Development Studies in the UK. Ms. Tina Jha as a successful television anchor has become the face of Rajya Sabha Television with her weekly program, Colours of India.

Ms. Mallica Joshi, (2009) Principal Correspondent, *Hindustan Times*, covers education and child rights for the main book and has been working with the paper since 2009. She was part of the team that won the Ramnath Goenka Award for Civic Journalism (Prakash Kardaley Memorial Award) for reportage during the Commonwealth Games 2010. Ms. Suvi Dogra (2007) is an independent analyst based in London. She is the co-editor of an Adelphi series book *Power Shifts and New Blocs in the Global Trading System* published by Routledge. Until recently, she was the Research and Liaison Officer for the Geo-Economics and Strategy Programme at the International Institute for Strategic Studies. Ms. Dogra completed her Masters in International Political Economy from the S. Rajaratnam School of International Studies, a graduate school of Nanyang Technological University, Singapore, where she was the recipient of the Research Assistant Study Scholarship.

Another alumna is Ms. Poorvi Joshi (2009) who is working with *Khabar Lahariya*, a grass roots media organisation run by women that has created a stir in the northern region of India. The newspaper is brought out entirely by a collective of rural women from marginalised communities. The focus of her work in *Khabar Lahariya* is giving support to rural women journalists both in reporting and using ICTs. She also manages the news website and social media for the newspaper.

GOVERNANCE AND LEADERSHIP

Being a small department with only four faculty members, the department works by giving responsibilities to teachers in a rotational system. The Teacher-in-Charge (TIC) is usually in a

leadership position and is an important interface between the college administration and the faculty members. Meetings are held regularly for the smooth functioning of the department. The agenda for the meetings can vary depending on the time of the year or certain issues faced by the department. For example, the agenda of the meeting can be a review of internal assessment deadlines or attendance issues in some batches of students. The department also holds meetings to discuss issues related to the Annual Academic Congress, department events, special workshops or panel discussions and department newsletter. All department meetings are minuted thoroughly. Each year the department faculty meets with the Principal of the college to review the progress made in the previous academic year and to chalk out the responsibilities for the next year.

The captain of the ship is the TIC who represents the department in all important forums. This position rotates between different teachers after every two years and is therefore non-hierarchical. The TIC is an important bridge between the administration and the faculty as well as the administration and the student body. One of the important roles of the TIC is to prepare the workload of the department and ensure classroom delivery till the last mile. The faculty of the department of Journalism holds meetings regularly, and the minutes of these meetings are recorded meticulously. The agenda of these meetings can range from issues related to attendance, internal assessment, library, department events like *Juxtapose* or any other matter that may come up from time to time. These meetings are held in a democratic and cordial manner. The TIC also keeps in touch with the student body and ensures that classes are held smoothly.

At the student level, the leadership is shared between the Class Representatives (CRs) and association representatives. The latter manage department events, coming up with their own ideas for panel discussions and talks. The association in-charges also are an important link between the students union at the college level and the department student body. The CRs of the class work as an interface between the class and faculty and help getting readings circulated for different courses. The department also organises a General Body Meeting once a semester in which all the three batches of the student community can interact with each other and with the faculty.

What is indeed heartening to note is that each academic year the student body welcomes a new batch of students and makes them feel at home in the new campus and the department. Many new entrants form great bonds with their seniors and seek their help in accessing readings or completion of projects. Since a lot of projects in the department of Journalism depend on learning of enabling software, sharing of knowledge and skills comes a long way in ensuring that students can pursue their creative ideas without any difficulties.

INNOVATIVE PRACTICES

The department of Journalism has introduced several innovative practices in pedagogy, research and curriculum delivery. The students have been making short documentary films and this process has given them a tremendous experience in research, field work, handling of sources and subjects and telling a story in a coherent manner. Each of these elements can be challenging as well as exhilarating. For example, the final year students in 2013-2014 wanted to make a film on the puppeteers of *Kathputhli* colony. Their first field trip to the area was a huge revelation. The puppeteers were facing eviction and were perturbed about it. The group met the faculty and discussed their field experience. It was immediately decided to expand the scope of the film and

bring in the diverse voices of the puppeteers. This entire process was a huge learning exercise for the students and gave them a tremendous amount of training to become good professional journalists who have their ear to the ground.

In radio the students have been making exciting one minute ‘Soundphiles’. The challenge here is to tell a story in one minute through sound effects, ambient voices and music. The students are discouraged from using voice-over, dialogue or speech. This exercise helps them understand the potential of sound medium. The students have made very creative interventions through this minimalistic use of sound. Some of the interesting projects told the story of Christopher Columbus’s discovery of India, the effect of Afzal Guru’s hanging on the Kashmir valley, sexual harassment at work, the life story of a bird in the city and a day in the life of a classical dancer.

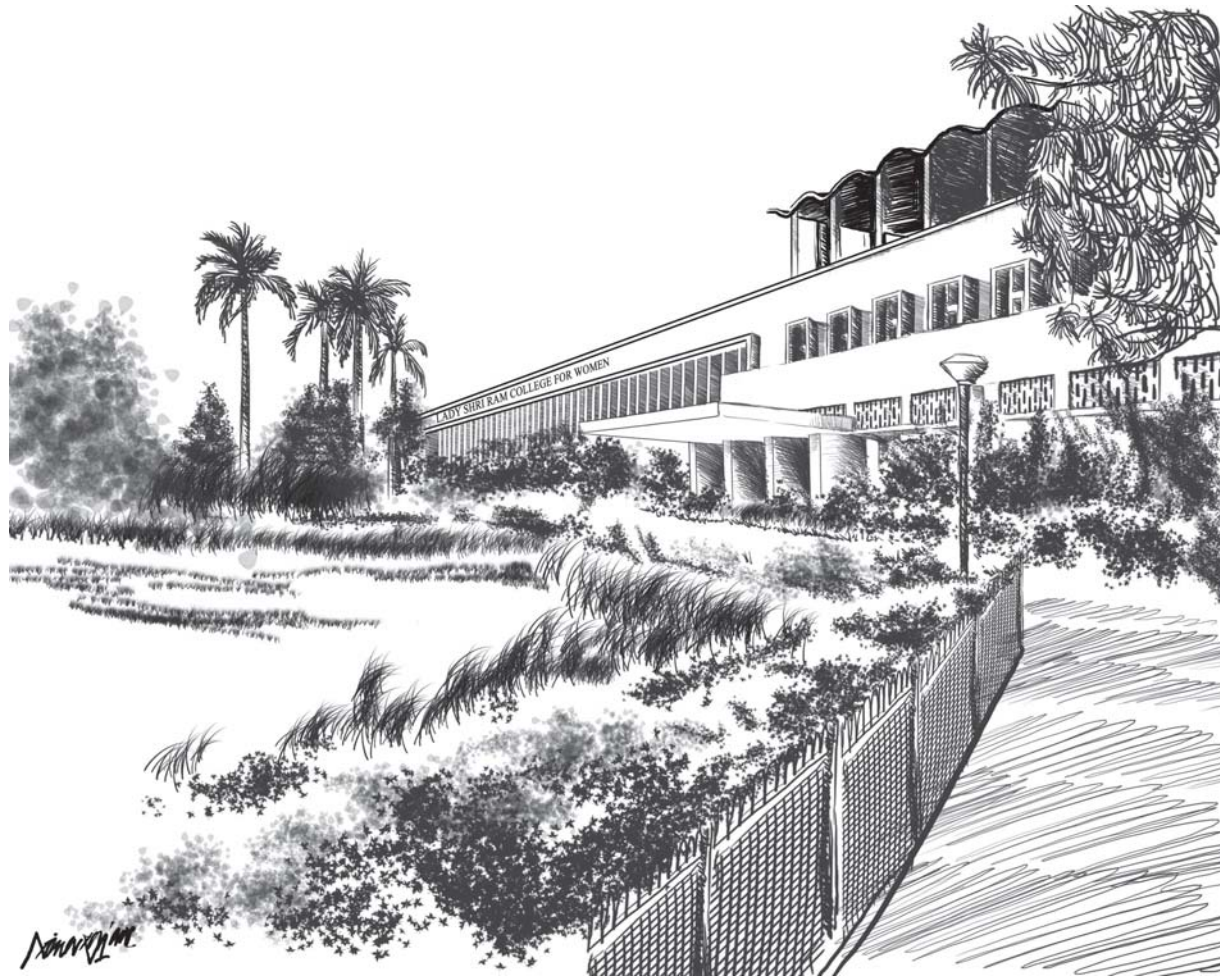
The paper Seminar in Current Issues, gives the faculty of the department a unique opportunity to plan a course, make readings available to students and in the process create an undergraduate seminar course. Each week students are asked to read and present rigorous material. For example, in 2014, the faculty chose ‘Citizenship and its Discontents’, as a theme for the seminar as the country had just witnessed the rise of the Anna Hazare movement followed by the ascent of AAP. The papers presented by students at the end of the semester covered diverse topics that included Tibetan Diaspora and Citizenship, Disability and Claims of Citizenship, Citizenship Rights of Immigrants and the Use of Social Media for Expanding the Notion of Citizenship during the Arab Spring Movement. Dr. Anupama Roy, of the Centre for Political Studies, JNU who was invited to listen to the students’ final presentation was extremely impressed with the rich papers that were presented by the students. Other themes that have been explored under this paper are Globalisation, Unpacking the City, and Religion and the Media. This paper has given a unique opportunity to the students to do original research and present papers assessed by external examiners who are well known academics in their own right.

VISION

The department of Journalism in LSR, in its last twenty years of existence has taken the gains of liberal arts education to newly expanding professional fields like Journalism and Mass Communication. While compiling their pioneering volume titled ‘Whose News?’ on gender and news, Ms. Ammu Joseph and Ms. Kalpana Sharma had grappled with the question whether more women in the profession would mean more gender sensitive reporting. We are very well aware that women’s arrival in the profession has changed the profession as well as the field in many ways. By pushing the boundaries of the course and equipping these budding journalists with a strong social sciences background, enhancing their engagement with gender studies and critical practice, the course has shaped the lives of hundreds of young women who continue to be important and conscious voices in media practice and other disciplines. In a rapidly changing field that has been shaped by forces of globalisation and global capital, women journalists have pushed and made visible questions of gender as important the world over. LSR curriculum and pedagogy has focused on the changing landscape of mass media and the role of women journalists as important political agents in changing the field.

For the future, the department’s vision is to provide to the students with an ever improving dynamic platform for critical thinking, innovation and communication. The department

of Journalism would like to be at the cutting edge of media education in which the media in the public sphere is both upheld and critically challenged. The department would like the coming generation of students to engage with the practice of journalism in all its diversity in a creative manner as well as critically engage with it.



Department Profile

MATHEMATICS

Lady Shri Ram College for Women



HISTORY

Mathematics, like music, has a language of its own. Just as musicians make music to satisfy their creative needs, most mathematicians are happy working at mathematics for its own sake. Engaging with Mathematics at the undergraduate level can therefore serve a two-fold purpose: one, providing an opportunity to explore and appreciate the power of Mathematics and, two, equipping the students with skills to match up to the inevitable changes within an ever-developing world.

The department of Mathematics at Lady Shri Ram College was established in July 1956 through the founding efforts of Dr. Sunder Mohini Luthra, who later led the college for many years as the Principal. In a primarily liberal arts college, Mathematics was then first offered as a discipline for the B.A. programme and within a year an Honours programme in Mathematics was introduced. The task of educating young women in a discipline which was not traditionally considered 'suitable or even necessary for girls' was a tough one.

The challenge was met successfully through the dedication of the founding members of the department. In fact their persistence even paved the way for a Masters programme in Mathematics. In the span of the last fifty-eight years, the faculty has grown from being a mere one-faculty one-student unit to a cohesive department of nine teachers interacting with over a hundred students.

The department of Mathematics owes its stature to the sincerity and hard work of its esteemed faculty. The first decade of the 50s witnessed the expansion of the department as Ms. Lata Singh, Ms. Snigdha Majumdar and Ms. Swadesh Bhalla joined Dr. S. M. Luthra. Dr. Luthra became the Principal of LSR in 1968, and in 1989, Dr. Bhalla, after serving LSR for thirty years went on to become the Principal of Maitreyi College. The 1960s ushered in Ms. Shashi Mangla, Ms. Saroj Bala Gupta and Mrs. Kusum Mehra; Ms. Shakuntla Singhal, Dr. Asha Mathur (both, alumnae of the college); Ms. Santosh Gupta and Ms. Sarla Gupta. Dr. Asha Mathur traversed an illustrious path even as she finely balanced her academic work with administrative duties as Bursar of the College, as Director Residence Hall and finally as the Vice-Principal of the College.

Mathematics at LSR reflects the changes that the discipline and its teaching have undergone at a global level both nationally and internationally. In the first decade or so, the components of the Mathematics syllabus being taught can best be described as classical. Although fewer subjects than at present were dealt with, students were expected to explore them in detail. A major shift in this approach came in the late 60s and 70s, when at the University level, the discipline changed radically. Many new abstract papers were introduced, bringing the Mathematics syllabus at par with the best in the world. This was a period of great challenge for the department. Most of the faculty had not received any training in the modern papers. Nonetheless, the changed situation was met with aplomb, and the teachers reoriented their teaching toward this altered paradigm of Mathematics.

Today, the approach to Mathematics is modern, with papers like Group Theory, Metric Spaces, Ring Theory and Real Analysis occupying a central position in the curriculum. Applied Mathematics is also well represented. Though the course content has undergone drastic changes over the years, the enthusiasm of the faculty and students of the department to explore the various

aspects of Mathematics beyond curricular confines has been constant. In fact this quest of knowledge and experimentation led to the inception of the Mathematics Association in 1962.

The Association provided a platform for all the members of the department to interact with eminent personalities from within and outside the Mathematics community. The frequently organised seminars and workshops added to the existing academic environment. Among these, a notable seminar was 'India's Contribution to Mathematics' in 1987, along with an international seminar in collaboration with the University in the same year. In the year 2000-01, the department organised two international seminars in collaboration with the National Board for Higher Mathematics and the department of Mathematics, University of Delhi, to commemorate the International year of the subject.

Students are constantly encouraged to present papers and participate in the inter-college competitions of the University. In 1995, the 'Anupama Dua Memorial Scholarship' was instituted to honour the memory of a former student of the department. Over the years, the Mathematics Association has established a prestigious academic event - the 'Anupama Dua Paper Presentation'. The inter-college Mathematical Quizzes hosted by the department have been a huge draw amongst the undergraduate students of the University. These paved the way for the inter-college Mathematics Meet- *Horizon*, in September 1997, which subsequently became the most sought after annual inter-college meet. The department journal, *Terminus A Quo* was launched in 2003, with the aim of introducing students to some element of research and providing basic training in writing formal Mathematics. This was succeeded by the journal *Éclat*, launched in 2009, six volumes of which have already been published. In 2007, the department issued its first newsletter *Chrysalis*, a new and improved version of which is *Quantum*, now published annually.

Having come a long way in the past fifty-eight years, today the department of Mathematics is a close-knit community of faculty members, over a hundred students and a large family of alumnae. However the department does not rest on its laurels, because excellence is not recognised as the destination but an on-going journey.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of Mathematics is given below. The details of research publications, awards, scholarships, fellowships and consultancies are provided in the college Self-Study Report 2015.



Ms. Uma Versha Kakar - Associate Professor

Ms. Uma Versha Kakar's areas of specialisation are Analysis, Computer Programming and Numerical Methods. She is the Convenor of the Attendance Committee and has an M.Phil. degree in Mathematics.

Email: umaversha.kakar@gmail.com



Ms. Jyoti Darbari - Assistant Professor

Ms. Jyoti Darbari is currently pursuing her doctoral research in the broad field of Operational Research- Mathematical Programming. She holds an M.Phil. degree in Mathematics. She has been associated with the NSS and also students' extra-curricular activities.

Email: jydr@hotmail.com



Ms. Monika Singh - Assistant Professor

Ms. Monika Singh is presently pursuing her Ph.D, following an M.Phil. in Mathematics. Her areas of specialisation are Analysis and Algebra. Ms. Singh has worked closely with several administrative aspects of the college.

Email: monikalsr05@gmail.com



Ms. Bhavneet Kaur - Assistant Professor

Ms. Bhavneet Kaur has submitted her Ph.D. thesis and her areas of specialisation are Space Dynamics and Celestial Mechanics.

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Ms. Sucheta Nayak - Assistant Professor

Ms. Sucheta Nayak obtained a Masters degree in Mathematics from IIT, Delhi and is presently pursuing her Ph.D. Her area of specialisation is Numerical Analysis and Scientific Computing. She has also been associated with the NSS at college.

Email: suchetanayakk@gmail.com, suchetanayakk@yahoo.co.in



Dr. Ranjana Jain - Assistant Professor (On Lien)

Dr. Ranjana Jain obtained her Ph.D. degree on the topic 'Operator Space Tensor Products of C^* -algebras and their Ideal Structure.' Her areas of specialisation are Functional analysis and operator status.

Email: ranjanajain@lsr.edu.in



Mr. Mahesh Kumar - Assistant Professor

Mr. Mahesh Kumar is presently pursuing doctoral research in Mathematics. His area of specialisation is Functional Analysis (C0-Semi Group).

Email: mahekumar81@gmail.com



Ms. Reema Agarwal - Assistant Professor

Ms. Reema Aggarwal holds an M. Phil. degree in Mathematics and her specialisation is in Commutative Algebra.

Email: reemaagarwal001@gmail.com



Mr. Kuldeep -Assistant Professor

Mr. Kuldeep has two Masters degrees to his credit. He holds an M.Sc. degree in Mathematics and an M.Tech. (CS) with specialisation in Cryptology.

Email: kuldeepkr09@gmail.com



Mr. Yograj Singh - Assistant Professor

Mr. Yograj Singh has an M.Sc. and an M.Tech. (CS) degree to his credit. The latter degree was a specialisation in Optimisation Techniques and Cryptology.

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CURRICULAR ASPECTS

Course structure – Annual to Semester Mode

The annual mode of examination had comprised of papers such as Vector Calculus and Geometry, Mechanics, Analysis, Differential Equations, Algebra and Probability and Mathematical Statistics, with each paper evaluated on 50 marks (38- external and 12- internal) in a 2-hour examination. However in 2010, the restructured semester programme introduced twelve papers of Mathematics and five of other disciplines; each a 100 marks-paper (75- external and 25- internal) tested in 3 hours. The practical examination is for 50 marks. Language courses of English and qualifying Hindi, along with Reading Gandhi are included in the curriculum, making the whole structure inter-disciplinary.

Approval of New Papers/Modification of Existing Papers

One of the hallmarks of the semester mode is the flexibility to introduce new papers. Among noteworthy changes, the paper of Mechanics was removed and Vector Calculus and Geometry underwent internal alterations with the practical application problems being increased. It was renamed Calculus in the semester mode. A significant change has been introduced in the Numerical Analysis and Programming paper wherein the use of the software Fortran 77 was stopped and user-friendly softwares like Mathematica/Matlab/Maple are now used.

Introduction of the Four Year Undergraduate Programme

With the introduction of the Four Year Undergraduate Programme (FYUP) in 2013-14, several structural changes were introduced, primarily the distribution of main papers over the respective semesters, apart from the introduction of several inter-disciplinary Foundation Courses. However, in 2014-15 the University reverted to the old three year semester system.

Major Papers/Topics Studied under the Three Year Undergraduate Programme

Analysis: The topics under this fundamental branch of Mathematics are covered under five papers (four pertaining to real analysis; one, to complex analysis). The broad topic areas include sequences and infinite series and related concepts, power series, Riemann Integration, metric spaces, and complex analysis (this paper has a practical component).

Algebra: Under this branch of Mathematics, the topics are distributed over five papers, broadly covering group theory, ring theory and linear algebra and include vector spaces, rings and fields, etc.

Differential equations: There are three papers under this branch, with the system of ordinary differential equations and partial differential equations covered, along with Mathematical models such as lake pollution model, and problems in mathematical physics such as vibrating string. All three papers have a practical component.

Calculus: Under this branch, there are three papers covering ordinary and partial differentiation and integration, as well as linear programming; all papers come with a practical component.

Numerical Methods: This paper introduces methods to find numerical solutions like Bisection method, Euler method, etc. This paper too includes a practical component.

Probability and Statistics: The concepts of probability and mathematical statistics are covered. This paper also includes a practical component.

TEACHING-LEARNING AND EVALUATION

Teaching-Learning

• Teaching Plans

As with all departments at LSR, the department of Mathematics prepares the teacher-wise and paper-wise teaching workload before the commencement of the summer vacation preceding each new academic session, and in the winter vacation before the new semester. The workload having been approved by the Work Allocation Committee, the time-table is prepared and displayed on the college website.

• Support Structures and Systems Available for Teachers

Laptops are given to teachers for taking classes in classrooms equipped with audio-visual technological aids. Internet facility is provided through the University of Delhi Wi-Fi network. Personal laptops of faculty members are registered for availing Wi-Fi services.

• Critical Thinking, Creativity and Scientific Temper

The department holds inter-class and inter-college paper presentations, seminars and conferences and organises workshops and exhibitions to nurture critical thinking and creativity. The department also publishes its own journal and newsletter.

• Technologies and Facilities Availed by the Faculty for Effective and Innovative Teaching

The department of Mathematics uses laboratories along with presentations to enable students to understand concepts and visualise graphs and 3-D figures in an effective way. Software like Matlab, Mathematica are also helpful in this respect. Workshops, seminars and lectures by experts are organised to ensure that students and faculty members are familiar with and exposed to an advanced level of knowledge. Besides, the faculty is encouraged to attend and participate in seminars, conferences and workshops at other institutes including foreign universities.

• Student Progression

The aim is to make the student a lifelong learner. The capacity of independent learning and team

work is evaluated through projects and communication skills, exhibited through project presentations.

• Progress and Performance of Students

Result analysis is carried out by the department periodically to review student progress and performance. Evaluation of the assignments is done by the faculty and the criterion is communicated to the students. Results of the class tests are communicated to the students and the evaluated answer scripts are also shown to them.

• Initiatives of the Department to Enhance the Social and Economic Relevance of the Course

The department of Mathematics has taken various initiatives to enhance the social and economic relevance of the course:

1. Students are encouraged to go in for summer internships to gain industrial experience and develop entrepreneurial and innovative aptitude.
2. Students are also encouraged to go in for summer workshops of national importance to build a scientific temper and motivate them for research. Many of them join higher studies and go in for research.

• Student Performance Data

The department has a two-stage data collection and analysis system with respect to learning outcomes measured by scholastic achievement of students. In the first stage collection, compilation and analysis of internal assessment is done. This data is a part of the continuous evaluation of the students and is discussed in the meetings of the department monitoring committee for internal assessment. The data is used for mid-course correction of transaction strategies, identification for the need for remedial/reinforcement teaching and greater learner-engagement. The second stage comprises of discussion of end-semester/year end scholastic achievements for department introspection. The data is used for the following semester, and the following year academic planning.

• Learning Outcomes

Learning outcomes comprise a hierarchy of learner goals starting from knowledge, understanding and application, inculcation of values and development of personality. The trends in end-semester/end-year examination, conversations with the alumnae, placement record of the students etc. provide the department with a broad understanding of how it has been functioning and what more needs to be done in this regard.

Evaluation and Internal Assessment

The department handbook and website have relevant details about the evaluation process including the distribution of marks for various components like assignments, tests, projects, attendance etc. The formative assessment involves learning through problem solving and project making. Both these have been an integral part of the department's evaluation process.

● **Internal Evaluation**

Evaluation follows the University criteria with a maximum of 25 marks awarded to a student in internal assessment; ten on theory testing, ten on presentation, and a maximum of five marks for regularity of attendance. Tests are conducted monthly to make sure that students remain up to date with what is being taught in lectures. Re-tests are conducted only if a majority of students do not perform up to the mark. The frequency of the re-tests being taken depends on the performance of the class as a whole and also the teacher concerned.

● **Records Maintained and Uploading of Marks**

Records are maintained efficiently and updated regularly. The students are required to sign the records of their assessment before it is uploaded on the college website to enable students to check for any discrepancy. The Internal Assessment Committee further regulates and guides the proper implementation of the evaluation process. The Attendance Committee ensures the monthly display of student attendance on the LSR website.

RESEARCH

Faculty members of the department of Mathematics constantly renew their passionate engagement with their discipline to enhance their capabilities as teachers. They are actively engaged in various academic endeavours including research. The department is young, vibrant, and consistently striving for academic excellence. This is evident from the fact that more than 50% faculty members of the Department are pursuing their Ph.D. in different disciplines of Mathematics viz. Functional Analysis, Operational Research, Space Dynamics, etc. Many have received grants for research projects from UGC and the University of Delhi. Faculty members are also engaged in post-graduate Teaching and collaborative research activities with institutes of National/International importance.

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Faculty Publications and Presentations

Ms. Jyoti Darbari

Papers Presented in National/ International Conferences

Darbari, J. (2015). *Optimal Allocation of SKU and Safety Stock in Supply Chain System Network* at International Conference on ‘Recent Advances in Mathematics, Statistics and Computer Science’, Central University of South Bihar, Patna, 29th -31st May, 2015.

Darbari, J. (2015). *Multi-criteria, Decision making Model for Optimal Selection of Recovery Facility Location and Collection Routes for a Sustainable Reverse Logistics Network under Fuzzy Environment* at International Conference on ‘Recent Advances in Mathematics, Statistics and Computer Science’, Central University of South Bihar, Patna, 29th -31st May, 2015.

- Darbari, J. (2015). *Multi-Criteria Decision Approach for a Sustainable Reverse Logistics Network under Fuzzy Environment*, Fifth International Conference on Industrial Engineering and Operations Management (IEOM), Dubai, United Arab Emirates, 3-5th March, 2015.
- Darbari, J. (2015). *Multi criteria Based Facility Location Model for a Sustainable Reverse Logistics Network* at National Conference on 'Recent Trends and Developments in Statistics (NCRTDS-2015), M.D. University, Rohtak, 21-23rd February, 2015.
- Darbari, J. (2014). *A hybrid fuzzy ANP clustering approaches to location routing problem for sustainable reverse logistics in supply chain network*, second International Conference on Business Analytics and Intelligence, Indian Institute of Sciences, Bangalore, 18-20th December, 2014.
- Darbari, J. (2013). *A Multi-echelon Multi product Profit Oriented Reverse Logistics Design Network*, in International Conference on Operations Research for Data Analytics and Decision Analysis (ICORDADA 2013), University of Kashmir (J&K), 21-23rd October, 2013.
- Darbari, J. (2013). *A Carbon Sensitive Multi Echelon Reverse Logistics Network Design for Product Value Recovery*, 3rd International conference on Soft Computing for Problem Solving (SOCPROS 2013) organised by Saharanpur Campus of IIT Roorkee and SIG (SAEM) \$ SIG (EMS), BISC, University of California, Berkeley, USA, Greater Noida, 26-28th December, 2013.
- Darbari, J. (2013). *Reverse Logistics as a Sustainable Value Proposition for Product Acquisition*, First International Conference on Business Analytics and Intelligence, Indian Institute of Management, Bangalore, 11-13th December, 2013.
- Darbari, J. (2012). *Procurement- Distribution Coordination in Single Echelon Two Stage Supply Chain for Multi-product*, International Conference on 'Optimization Modelling and Applications' (OPTIMA-2012), organised by Operational Research Society of India, Delhi Chapter, Department of Operational Research, University of Delhi. 29th November-1st December, 2012.

Others

- Darbari, J. (2015). *A Fuzzy Optimization Model for Decision Making in a Recovery Network* in a Workshop sponsored by NBHM on 'Indian Women and Mathematics', University of Delhi, South Campus, 2nd to 4th April, 2015.

Ms. Monika Singh

Talks Delivered

- Singh, M. (2014). Delivered lectures during the orientation program organised by SCERT, Delhi for the PGTs in Mathematics of Government Schools Zone-wise, held at RPVV, Gandhi Nagar and Civil Lines respectively, New Delhi, May 29-30, 2014.
- Singh, M. (2011). Participated as a resource person in the DEP-SSA Science Workshop for Upper Primary Teachers, an IGNOU-MHRD, Government of India Project, held at DIET Centre, Chamba, (HP), September 26-29, 2011.

Ms. Bhavneet Kaur

Papers Presented in National/International Conferences

- Kaur, B. (2015). *Robe's Restricted Problem of 2+2 Bodies with Perturbations in the Coriolis and Centrifugal Forces with a Roche Ellipsoid-Oblate System*, 11th International Conference on 'Applied and Theoretical Mechanics' (Mechanics '15), Kuala Lumpur, Malaysia, 23-25th April, 2015.
- Kaur, B. (2015). *Generalised Robe's Circular Restricted Problem of 2+2 Bodies*, Symposium on Indian Women and Mathematics, University of Delhi, 2-4th April, 2015.
- Kaur, B. (2015). *Robe's Restricted 2+2 Body Problem Revisited with the Bigger Primary a Roche Ellipsoid*, South Asian Mathematics Research Scholars Meet, South Asian University, 8-9th May, 2015.
- Kaur, B. (2013). *Robe's Problem: Its Extension to 2+2 bodies*, National Seminar for Research Scholars held in the Department of Mathematics, University of Delhi, 20-21st September, 2013.

Others

- Kaur, B. (2006). *Convergence of the Distinct: Mathematics and History*, Inter-college event *Spectrum* organised by the Department of Mathematics, LSR, 2006.

Ms. Sucheta Nayak

Papers Presented in National/ International Conferences

- Nayak, S. (2015). *A Family of Variable Mesh Methods for Solving Higher order Singular Non-linear Boundary Value Problems*, in 26th Biennial Numerical Analysis Conference, organised by the department of Mathematics and Statistics, University of Strathclyde, Glasgow, UK, 21st -26th June, 2015.
- Nayak, S. (2015). *Variable Mesh Non-polynomial cubic spline scheme for singularly perturbed singular boundary value problems (SPSBVP)* in 'International Conference on 'Recent Advances in Mathematical Biology, Analysis and Application'', Aligarh Muslim University, 4th - 6th June, 2015.
- Nayak, S. (2015). *An Exponentially Fitted Non polynomial Cubic Spline Method for Singularly Perturbed Boundary Value Problems*, International Conference on 'Emerging Areas of Mathematics for Science and Technology' in conjunction with 12th Annual Conference of The Indian Society of Industrial and Applied Mathematics, Punjab University, 30th January-1st February, 2015.
- Nayak, S. (2014). *One Parameter Cubic Spline Scheme on Variable mesh for Non-linear Singularity Perturbed two-point Singular Boundary Value Problems*, International Conference on 'Algebra, Geometry, Analysis and their Applications', Jamia Millia Islamia, 27-29th November, 2014.

Dr. Ranjana Jain

Papers Presented in National/ International Conferences

- Jain, R. (2009). *The Effros-Ruan Conjecture for Bilinear Forms on C*-algebras*, in Operator

Algebra Seminar organised by the Department of Mathematics, K.U. Leuven, Belgium, 23rd October, 2009.

- Jain, R. (2009). *Operator Space Projective Tensor Product of C^* -algebras*, during EU Review Meeting and Conference on ‘Non Commutative Geometry’ at Copenhagen University, Denmark, 30th September, 2009.
- Jain, R. (2009). *Embedding Projective Tensor Product of C^* -algebras into Second Dual*, in ‘Research Scholar Seminar’, University of Delhi, 21- 22nd January, 2009.
- Jain, R. (2008). *Ideal Structure of Operator Space Projective Tensor Product of C^* -algebras*, at ‘Research Scholar Seminar’, University of Delhi, April, 2008.
- Jain, R. (2008). *Ideal Structure of Operator Space Projective Tensor Product of C^* -algebras*, International Conference on ‘Operator Theory and Related Areas’, University of Delhi, 9-12th January, 2008.

Mr. Mahesh Kumar

Papers Presented in National/ International Conferences

- Kumar, M. (2014). *The Dirichlet Laplacian as generator on spaces of continuous functions*, 17th Internet Seminar on ‘Evolution Equations 2013/14: Positive Operator Semigroups and Applications’, at Heinrich- Fabri Institutin Blaubeuren (Germany), 22-28th June, 2014.

Research projects undertaken by faculty

- Ms. Darbari, Mr. Singh and Dr. Sardana jointly pursued an interdisciplinary Delhi University Innovation Research Project *Reverse Logistics: An Innovative approach to a Sustainable Green Environment* in 2014-2015 along with students. The objective of the research has been to understand how institutions of higher education are helping in creating a greener environment. It aims to raise environmental awareness within the university campus.

Research Opportunities for Students

• Anupama Dua Memorial Scholarship Function

Knowledge and learning overcome the limitations of human mortality, this is an empowering notion manifest in the context of the Anupama Dua Memorial Scholarship initiated by the family of Anupama, a former student of LSR, batch of 1985-88. Anupama was a brilliant student and her high standards of performance nurtured in the LSR environment, earned her respect and recognition. In December 1993, the college community along with her family was shattered by her untimely demise. In order to keep Anupama’s memory alive her parents instituted Anupama Dua Scholarship Award in 1995.

Initially the scholarship was awarded to students who had performed outstandingly both in the internal assessment and the university examination. Ms. Smiti Samant and Ms. Ruchi Gupta were the first two recipients of this scholarship. In the following years this scholarship award function was expanded to become an annual paper presentation function, making it one of the most prestigious academic events of the Mathematics department of LSR.

During the last nineteen years, students have shown tremendous enthusiasm in exploring themes and ideas beyond curriculum requirements. The paper presentations have helped the students to gain confidence, develop communication skills and learn the subject in an innovative and creative manner.

• Publications

News Letter

Chrysalis: In 2007, the department of Mathematics decided to encapsulate the Mathematics department of LSR in a snapshot; the result was the department's first newsletter *Chrysalis*. It took six weeks and loads of enthusiasm from the students and teachers for it to take shape.

Quantum: A new and improved version of the newsletter *Chrysalis* is *Quantum*. *Quantum* is published annually and is a joint endeavour of students and faculty.

Department Journal

Terminus A Quo: In 2003-2004, the department brought out the first Mathematics Journal titled *Terminus A Quo* which means an origin or a beginning. The newsletter is brought out regularly with the aim of broadening the academic horizons of undergraduate students. The editors of the first volume were Ms. Shikha Baid, Ms. Rashmi Harimohan and Ms. Shruti Panwar.

Éclat: The revival of *Terminus A Quo* in the changed avatar of *Éclat* has been a memorable experience. *Éclat*, with its roots in French, means brilliance. This journal aims at providing a platform for students to publish their ideas along with other mathematical concepts they might encounter. The publication of *Eclat* has become a regular annual feature of the department and has encouraged students to hone their skills in undertaking individual research and writing academic papers. It is an opportunity to go beyond the prescribed limits of the text and to expand their knowledge of the subject, the diverse concepts of the discipline being represented within the journal's four sections: History of Mathematics, Rigour in Mathematics, Extension of Course Contents and Interdisciplinary Aspects of Mathematics.

INFRASTRUCTURE AND LEARNING RESOURCES

LSR students and faculty enjoy state-of-the-art infrastructure facilities for optimising their teaching-learning goals, with the New Academic Block and the Aung San Suu Kyi Peace Centre as the institution's most recent additions. The Wi-Fi-enabled college campus provides its faculty and students with means to draw upon a global network of academic exchange.

The classrooms of the college are equipped each with a white or a black wall-mounted board. Almost all classrooms are technology-enabled with projectors and screens for audio visual presentations.

Tutorials are held in a separate tutorial block for smaller groups of students to facilitate closer classroom interaction. There are two computer labs in the college which are used by the department. The labs are well equipped with the latest software and programs, as well as with projectors.

The library and its reference section at LSR are well stocked, updated with the latest primary and secondary reading material useful to the department. The library being e-linked with the University

of Delhi network is of great help to the department student body as well the faculty. Air-conditioned seminar rooms in the college suitable for a conference module with large screens for projection enable the department to host invaluable and exciting presentations by visiting academicians.

STUDENT SUPPORT AND PROGRESSION

Tutorial Classes

After rigorous study hours in classes, tutorials in the department of Mathematics come as a breath of relief. These are the spaces where students can interact with their teachers, one on one and discuss not just their doubts, but also new areas in Mathematics worth exploring. The faculty of the department, being equipped with a good understanding of every field of Mathematics, encourage the entire department to go beyond their books and venture into unexplored and uncharted territory.

Mentorship Program

The first year of college is a period of a student's hesitant steps towards her first independent experience. It is a period of transition from being teenagers to becoming responsible adults. New students have many doubts, ranging from where to get their books to finding their way around campus. That is where the department's mentorship programme comes to their aid. Each first year student is assigned a mentor from the second or third year to give them tips for understanding and enjoying college life. This serves as an ice breaker and helps immensely in interactions initially within the department and then in the college as a whole. Started a year back, this program is still in its nascent stage but has received great response from all three years. With undeterred support from the teachers and the dedication of the senior students, the mentorship program is set for success.

Orientation Day

The department orientation day, the first event of the year, in reality is the culmination of month-long preparations ranging from getting handbooks published to presentations to ice breaking sessions. This is the day when first year students are welcomed with open arms into the department. The faculty formally introduces them to the procedures of the department by explaining the various aspects of the handbook, emphasising on internal assessments and strict attendance norms among many others. This formal session gives way to an informal orientation which is led by the department Students' Union. Here a free space is given to all the new and fresh faces to introduce themselves and interact with each other. Ice breakers like mathematical quizzes, narrative story games, mentor mentee competitions etc. encourage participation in the department and provide a platform for all the three years to exchange ideas with each other. A campus tour, also organised by the department for new students, helps them get acquainted with the college surroundings.

Department Board

Be it information about books or notices for trips, the department board serves as a medium to bring into notice the intra as well as inter-department happenings. Shifted recently from the tutorial block to the main corridor, it is a ritual for every Maths student to check the board for notices almost every day. It acts as a space where dissemination of information is made for the benefit of communication among the students as well as teachers and students.

Communication between Teachers and Students

The department of Mathematics can be likened to a large family in its working and relationships. This has only been made possible by the free flow of thoughts between the teachers and students. Information from the faculty passes down to the students through the Union ensuring a fair and transparent process of communication.

- **Leaflet**

Initially the department of Mathematics started the Orientation of newly joined students by distributing a leaflet. This ritual then served as a welcome of new students. A brief detail about the Department and its activities was written in this leaflet.

- **Handbook**

The leaflet has now been replaced by a well written, organised handbook which helps fresh entrants to the college understand rules and regulations. The Handbook for Students is often accompanied by a smaller booklet of the Department designed to orient them to the rich academic and social world of the department of Mathematics of LSR. It offers students information on the options available to them and the resources that can help them.

Association Activities

The department of Mathematics organises a wide range of activities throughout the year. A number of talks, quizzes, seminars, field trips and other activities are arranged. This tradition began right at the time of the department's inception. Among the many eminent speakers invited in the first decade of the department's existence were Prof. Ram Behari, former Head, department of Mathematics, University of Delhi; Prof. Shanti Narayan, former Principal, Hansraj College; and Prof. R.S. Verma, Head, department of Mathematics, University of Delhi. The department also hosted talks on 'Basic Ideas in Numerical Analysis' by Dr. Stones of St. Stephen's College and on 'Teaching of Mathematics in an American University' by Dr. M.K. Singal among others. The department continued to remain extremely active in subsequent decades. 'India's Contribution to Mathematics' was the first seminar organised by the department in 1972. Apart from this, several talks were organised, such as on the 'Role of Intuition in Mathematics' by Prof. U.N. Singh, 'Applications of Mathematics in Industrial Problems' by Prof. Kanti Swaroop and 'Finite Fields' by Dr. S.K. Jain.

In the late 70s and early 80s, the department was visited by esteemed guests including Dr. P.J. Collins of Oxford University who addressed the Mathematics Association on 'The Education System in Oxford' and Prof. Mohan Lal who spoke on 'Abstract Mathematics'. To ensure that the students make headway in the competitive environment, the department Association took an initiative to organise a talk on 'Career Opportunities after Graduation' by Shri S.M. Batra. With the advent of computers, the department Association also took the opportunity to organise lectures on 'Computers' by Prof. V.B. Aggarwal and 'Data Processing' by Shri T.N. Mishra. In 1987, a two-day seminar sponsored under the COHSSIP scheme was organised by the department with Prof. Moonis Raza, Vice Chancellor, University of Delhi, as Chief Guest. Amongst the eminent mathematicians to attend were Prof. A.R. Verma, Prof. U.N. Singh, Prof. J.N. Kapoor, Prof. K.R. Parthasarthy, Prof. M. P. Singh and Prof. Kanwar Sen. The department of Mathematics and Mathematical Statistics commemorated the birth centenary of the genius mathematician

Ramanujan, by organising a seminar: ‘Ramanujan: The Man and the Mathematician’ in 1987. Prof. U.N. Singh, Prof. M.K.Singal and Dr. Y.P. Yadav read papers in the seminar on ‘The Concept of Functions in Mathematics’ organised by the department in 1988.

The department organised an international seminar in collaboration with the department of Mathematics, University of Delhi, in 1995. Prof. K.A. Ross, President of the Mathematics Association of the United States of America, gave a talk on ‘Mathematics of Card Shuffling’ and Prof. N.H. Stetkaer of Aarhus University, Denmark spoke on ‘Differential Equations and Maximum Principle’. The department in collaboration with the National Board for Higher Mathematics and department of Mathematics, University of Delhi, had the honour of hosting an International Seminar in January 2000. This seminar was the first event in Delhi to commemorate the celebrations of the ‘International Mathematics Year’. A year later, the department again had the honour of hosting another international seminar as a mark of the completion of the International Year of Mathematics. Prof. John Holbrook from the University of Guelph, Canada, gave the inaugural lecture on ‘Tomography, Fractal Dimension and Balanced Sampling’, Prof. K. R. Parthasarthy from ISI, Delhi, delivered a lecture on ‘Euclidean Solids and their Symmetry Groups’, while Prof. Pradeep Dubey spoke on ‘The Stability of Marriage’. Between 2006 and 2008, the department of Mathematics organised a seminar titled ‘Spectrum of Mathematics’ inaugurated by Dr. Meenakshi Gopinath and the keynote address was delivered by Prof. Dinesh Singh, Director, University of Delhi, South Campus. A three-day seminar, ‘From a Life of Mathematics’, was organised in collaboration with the Mathematical Science Foundation in February 2008. Prof. Marie F. Roy (University of Rennes, France) was the chief guest for the seminar. A number of eminent mathematicians like Prof. Dinesh Singh (Director, South Campus, University of Delhi), Dr. Radha Mohan (St Stephen’s College) and Dr. Geetha Venkataraman (Institute of Life Long Learning) graced the occasion. Issues such as ‘Careers and Opportunities in and with Mathematics’ and ‘Women in Mathematics’ were addressed. A one week workshop in June 2008 was also conducted for the teachers of the department of Mathematics by Mathematical Sciences Foundation to acquaint the teachers with the mathematical software MATHEMATICA.

A two day seminar, ‘From a Life of Mathematics’ was organised in collaboration with the Mathematical Sciences Foundation in February 2009. Prof. Fitzgibbon (University of Houston, Texas, USA) was the chief guest for the seminar. There was also a seminar on ‘Career Options in Mathematics’, in which Prof. Vij (Dean, Students Welfare, University of Delhi), Dr. Parimal Mandke (Dean, Academic Affairs, NIIT), Dr. Prasad Rao (Director, National Technology Research Organization) and Dr. Vijayaraghavan (Advisor, NTRO) spoke about a variety of career options after graduation in Mathematics. The Department organised a national seminar on ‘Differential Equations and Mathematical Modelling’ on September 23 and 24, 2010. The sessions were chaired by Prof. R.K. Mohanty, University of Delhi, Prof. Pankaj Jain, University of Delhi, and Dr. Asha Mathur.

The details of events organised in the last four years have been presented below:

2011-12

- The department organised a talk by Prof. Hukum Singh, Professor and Head, department of Education and Mathematics, NCERT, on ‘Transition from School to College Mathematics’ on August 2, 2011.

DEPARTMENT PROFILES 2015

- To enhance the understanding of Algebra and also to enable the students to overcome the phobia of algebra, a talk on ‘Algebraic Equations of Arbitrary Degree’ by Dr. Maneesh Thakur, Indian Statistical Institute, Delhi on October 20, 2011 was organised.

Workshops:

- In 2012, the department took the initiative to organise a National Workshop and Training Program for teachers of different Indian Universities teaching at the undergraduate level, from February 9 to February 11, on ‘Differential Equations and Mathematical Modelling’, funded by the UGC, NBHM and CSIR. The workshop witnessed the presence of eminent Mathematicians including Dr. Sandeep K. Juneja, TIFR, Mumbai; Prof. Adimurthi, TIFR, Bangalore; Dr. Pranay Goel, IISER, Pune; Dr. Vivek Kumar, DTU, Delhi; Dr. Mani Mehra, HT, Delhi and Prof. S.V. Raghurama Rao, IISC, Bangalore. Prof. Kum Kum Dewan, Jamia Millia Islamia University, Delhi was the Guest of Honour for the workshop and chaired the lectures, along with Prof. Geetha Venkataraman, AUD. Other resource persons were Prof. Karmeshu, JNU; Prof. R.K. Mohanty, University of Delhi; Dr. Asha Mathur, former Vice-Principal, LSR and Prof. Adimurthi, TIFR, Bangalore. The aim of the three-day workshop was to develop awareness and foster the essence of mathematical modelling and also provide participants with hands-on experience of mathematical modelling under the guidance of experienced instructors.
- On the 1st and 2nd of November, 2011, a team of four students from third year including Sakshi, Manushi, Prashansa and Shefali, under the guidance of Mr. Mahesh Kumar, conducted a workshop on ‘LaTeX’.

2012-13 (National Year of Mathematics)

Workshops:

- The department organised a two day Science Academies’ Lecture Workshop on ‘Linear Algebra and its Applications’ on September 21 and 22, 2012 for Undergraduate Mathematics Students of South Campus, University of Delhi. The workshop witnessed the presence of eminent mathematicians like Prof. M.S. Raghunathan, Padma Bhushan Awardee and a Fellow of the Royal Society, London, distinguished guest professor and head, National Centre for Mathematics, IIT Bombay, Prof. Sivaramakrishnan, Department of Mathematics, IIT Bombay, Dr. Ujjwal Sen, department of Physics, Harish Chandra Research Institute, Allahabad, Prof. Debasis Mishra, Economics and Planning Unit, Indian Statistical Institute, and Prof. R.B. Bapat, Theoretical Statistics and Mathematics Unit, Indian Statistical Institute, Delhi.
- On March 6, 2013 a one day workshop on ‘LaTeX’ was conducted under the guidance of Dr. Gautam Borisagar, Assistant Professor, Zakir Hussain College.

2013-14

Talks:

- The department organised a lecture on ‘Mathematics and Politics’ on August 13, 2013 by Prof. Sudeshna Basu, George Washington University, Washington DC, USA. This talk broadened the perspective of the real-life application of Mathematics by bridging the gap between a purely scientific discipline such as Mathematics and a more subjective social science discipline, Political Science.

- On October 25, 2013, Prof. M. K. Kadalbajoo, an eminent professor in the department of Mathematics, IIT Kanpur delivered a lecture in the department on ‘Some of the Principles of Numerical Computation’. This lecture presented a very rudimentary analysis of errors that arise in numerical computations and how this can help not only in designing an algorithm in a robust manner but also in answering some questions of convergence of an iterative process.
- On October 29, 2013, Prof. Sitabhra Sinha, Professor from The Institute of Mathematical Sciences, Chennai delivered a lecture on ‘Networks, Modules and Games: Dynamics of Social Networks with Community Organisation’.
- On January 24, 2014, Prof. Kalyan Bidhan Sinha, an eminent professor from the Indian Institute of Sciences, Bangalore, a recipient of the Shanti Swarup Bhatnagar Prize for Science and Technology, the highest award in India in the mathematical sciences category delivered a lecture on ‘The Universality of Mathematics’.
- During the Academic Congress the students of the departments of Mathematics and Statistics made a short presentation on ‘Women and Sciences’ which was then followed by a talk by Prof. Geetha Venkataraman from Ambedkar University on ‘Women and Mathematics’.

Workshops:

- In the year 2013, the department of Mathematics organised the Ramanujan Mathematical Society– Under Graduate Teachers Enrichment (RMS-UGTE) Programme on ‘Number Theory and Cryptography’ on November 8 and 9. The workshop witnessed the presence of eminent Mathematicians like Prof. B. Ramakrishnan, department of Mathematics, HRI, Allahabad, Elected Fellow of the National Academy of Sciences, India in 2013, Prof. Rana Barua, Stat-Math Unit, ISI, Kolkata and Prof. K. Srinivas, Department of Mathematics, IISc, Chennai.
- On February 6 and 7, 2014 a two day workshop on ‘LaTeX’ was conducted under the guidance of Dr. Jain, Teacher-in-Charge and Mr. Kumar, Association-in-Charge.

2014-2015

Workshops/ Paper Presentations:

- The ‘Anupama Dua Paper Presentation and Scholarship Function’ was held on February 12, 2015 giving a platform for students to explore the various areas of Mathematics and to present their papers on them. The year witnessed diverse papers ranging from the ‘Application of Mathematics in the Global Positioning System (GPS)’ to the game theory in ‘The Hunger Games’ and Russel’s Paradox among many other such interesting topics. In this function, scholarships were awarded to the students scoring the first and second positions in the University examinations in the first and second year. Jasmine Bhullar and Surbhi Sood were awarded scholarships for obtaining first position in second and first year respectively and Sonam and Shruti Kaushal were awarded scholarships for obtaining second position in second and first year respectively.
- A ‘LaTeX’ workshop was held on 26th February, 2015 under the guidance of Association-in-Charge Mr. Mahesh Kumar. ‘LaTeX’ is typesetting software quintessential for writing research papers.

Academic Meet:

The department’s academic meet *Enigma* was held on 13th February, 2015.

The inaugural lecture titled ‘Crypto analysis of Enigma’ was delivered by Dr. Geetha Venkataraman. Dr. Venkataraman discussed cryptography with a special focus on Alan Turing and his work on breaking the German code Enigma during the Second World War.

‘Click-o-Math’, a Photography Competition was conducted by the department of Mathematics under Enigma. The theme for the competition was ‘Math Is All Around Us’. The event saw enthusiastic participation by students within DU; photographers from Bangalore and Chennai too demanded attention. The competition was judged by Dr. Venkataraman who has a passion for bird photography to her credit. Aastha Bhatia from LSR was declared as the winner with a stunning photograph showing rotatory motion in water particles around a spinning ball.

An inter-college quiz ‘Numerolympic’ was also organised as part of the event. The quiz involved areas of pure and applied Mathematics. The various rounds of the quiz included ‘Mathematical Puzzle’, ‘What’s the word’, ‘Tangrams’ and the concluding rapid fire round. The quiz was judged by Dr. Mathur and Ms. Kakar. The quiz was won by Arushi Jain and Jyoti Yadav of LSR.

The final event organised as part of *Enigma* was *Sherlocked*. *Sherlocked* was an event based on cryptography and involved a lot of decoding and brain storming. The event saw enthusiastic participation from colleges across the city. An online preliminary round was held to shortlist 25 teams for the event. Further rounds included ‘Break the Enigma’, ‘Race against time’ and ‘Are you the ultimate John-Sherlock?’ which was the last part of the great search. The winning team was from Netaji Subhash Institute of Technology.

- On August 22, 2014, Prof. Ashish K. Srivastava, Associate Professor, Department of Mathematics and Computer Science, Saint Louis University, USA delivered a talk on ‘Additive unit-representations in rings’. In this talk, Prof. Srivastava discussed some elementary facts about additive unit-representations of elements in rings, giving examples and application. An exciting interactive session with the students ensued.
- On October 31, 2014, the department organised a talk by Prof. Abhay G. Bhatt, Professor at Indian Statistical Institute, Delhi, on ‘Financial Mathematics and Stochastic Differential Equations’. In this talk, Brownian Motion was discussed from a Mathematical and Historical perspective. ‘Stochastic Differential Equations’ were also discussed along with connection in Financial Mathematics.

Student’s Achievement:

- Sanjana Gupta attended the Mathematical Training and Talent Search (MTTS) at the Regional Institute of Education, Mysore from May 19, 2014 to June 14, 2014.
- Aastha Bhatia and Jasmine Bhullar participated in various paper presentation events organised by different colleges of the University of Delhi, winning second position at *Origin*, the academic meet of Department of Mathematics, Miranda House; second position at *Ganitam*, the academic meet of Department of Mathematics, Shaheed Bhagat Singh College and bagged the consolation prize at *Samuchayam*, the academic meet of Desh Bandhu College.

Alumnae

Alumnae have always made the department proud through their accomplishments. Dr. Asha Mathur, alumna of the department served as Associate Professor in the department of Mathematics, LSR.

She also served as Bursar, Hostel Warden and Vice-Principal of the college. Dr. Jonaki Ghosh, also a former student is currently teaching in the department of B.El.Ed. of LSR. Dr. Kum Kum Dewan is a Professor, Department of Mathematics, Jamia Millia Islamia University. Professor Parvin Sinclair has been the Director of NCERT. Ms. Aekta Aggarwal is a Post-Doctoral Researcher, EPI OPALE Team at INRIA Sophia Antipolis Mediterranee, France. Ms. Snimer Kaur Sahni is a Development Professional and Management Consultant. Ms. Indira Kambo has been part of the Indian Council of Medical Research. Ms. Sachi Srivastava, Ms. Kaneenika Sinha, Ms. Shoba Balakrishnan Mohan, Ms. Pushkala Balasubrahmanian and Ms. Ruchi Chhabra have been other distinguished alumna of the department.

GOVERNANCE AND LEADERSHIP

When work is divided, efficiency increases, and the quality of work improves through team work, while ensuring enhanced interest and involvement.

The department creates a group context which is supportive and cooperative. There is active participation and interaction between all members, the teachers and the students alike.

The department work is divided into the following sections and is done by rotation: Teacher-in-Charge, Time table making and representation, Internal Assessment overseeing, Attendance Committee membership, Department Secretary, Library Committee membership, Association-in-Charge and Admissions.

The Teacher-in-Charge is the person responsible for the overall smooth functioning of the department on both the academic and administrative fronts. S/he becomes pivotal in all activities of the college whether it is of students or teachers. S/he also acts as the interface between the larger college administration and the teachers/students of the department. At the beginning of the academic session, plans for effective implementation of curriculum are worked out according to the expertise of teachers. The teaching work involves both classroom and laboratory teaching. The teachers assess students' achievements on a progressive as well as periodical basis based on the university rules. This is done through assignments, discussions, observations, etc. They also diagnose remedial needs for students, wherever required. The remedial action includes counselling and guiding students, encouraging slow learners to accelerate their pace, arranging special remedial classes based upon evaluation among others. The record of student attendance is maintained and those short of attendance are informed periodically.

The department Secretary keeps the members of the department informed about meetings and also keeps minutes of these meetings which are chaired by the TIC. The library in-charge looks into the requirement of books. New books are ordered and old ones are weeded out.

The Association-in-Charge guides the team of students toward the organising of academic activities of the Association which involve participation of other teachers and students. This team also maintains an association register as a record. The Association in-Charge manages every activity taking place in the department. This includes the department orientation, various workshops and talks all through the academic year. S/he coordinates the preparation of the department handbook and annual newsletter and manages funds for every event organised in the department.

The students also share a part of the responsibility of the functioning of the department. Each department in Lady Shri Ram College has a department Students' Union. The department Union has three office bearers, namely the Secretary, the Treasurer and the President who are elected annually.

The Executive Body of the department of Mathematics consists of the Union and five Committees, which work under the guidance and supervision of the Faculty. The five committees are: (i) Blog Committee; (ii) Art Committee; (iii) Cultural Committee; (iv) Alumna Cell and (v) Editorial Board.

The various committees help the Union in organising events in a systematic manner and also help in channelising student energy and engaging them according to their forte.

The Executive Body acts as a medium between the faculty and the students, and plays an important role in motivating the students to engage in different activities that take place throughout the academic session. The department runs smoothly when there is an effective division of work and it is done efficiently.

INNOVATIVE PRACTICES

The department makes special efforts to structure the undergraduate Mathematics course to make it more specialised, relevant and field oriented. The goal of the students and faculty alike, is to foster an interdisciplinary approach towards the subject. A concerted effort is made towards moving beyond the confines of the prescribed text and increasing the knowledge of students about practical applications of Mathematics in various fields. Keeping this in mind, several eminent professors and scholars in the area of Mathematics are invited to give talks and lectures to the students of the department and deepen the quality of learning. The department regularly conducts certificate courses for the enrichment of students. For example, a certificate course titled 'Mathematical Simulation and Information Technology' was initiated in 2010, conducted by the Mathematical Sciences Foundation. Students from the department of Mathematics and Economics enrolled for this course with great enthusiasm. In 2011, the department of Mathematics in collaboration with the department of Elementary Education organised an eight week certificate course on 'Modelling with Spreadsheets' with Dr. Jonaki B. Ghosh, department of Elementary Education, LSR, as the resource person. In 2011-12, the department once again collaborated with the department of Elementary Education to organise an eight week certificate course on 'Modeling and Optimisation with Spreadsheets' with Dr. Ghosh as resource person. In the next year this collaboration was continued.

VISION

Mathematics holds an important place in the history of humanity and is valuable to the future of all human beings, and this is a belief, that guides the functioning of the department of Mathematics, Lady Shri Ram College for Women. The mission of the department is to inspire, prepare, and empower students to succeed in the ever-changing world.

The department provides an environment conducive to nurturing analytical minds. **It is the endeavour of the department to offer a rich mathematical experience wherein students learn to think critically, communicate mathematical concepts effectively, and become lifelong**

learners. The intention is to promote interdisciplinary learning so that the students develop a wider perspective and equip them with the resources necessary not only for mathematical learning but to enable them to compete with confidence at multiple levels in various fields.

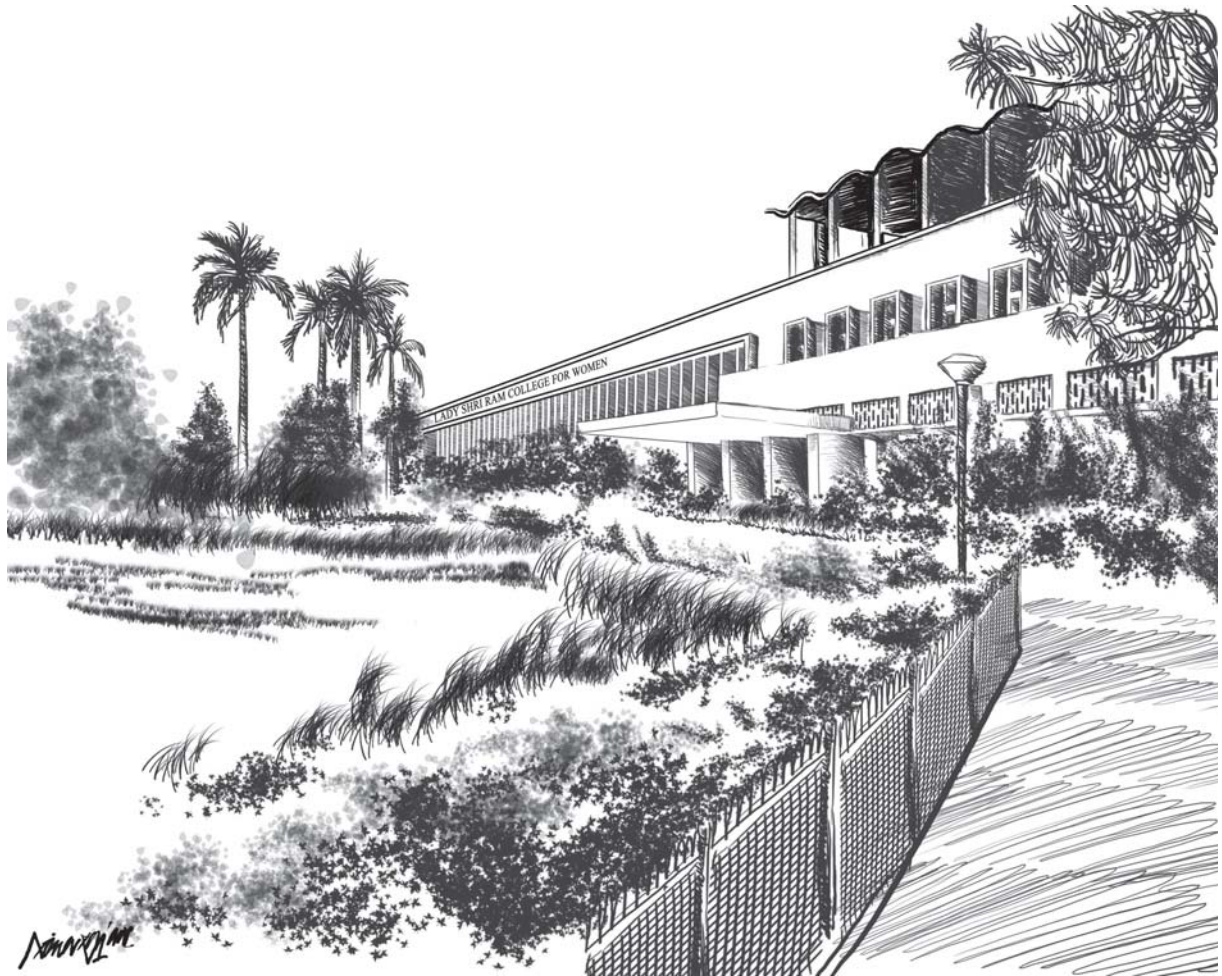
The department strives to accomplish this through its commitment to excellent teaching, a well-designed curriculum, and a supportive environment for all students. Academic rigor is sustained and innovation has a prime place in the work of the department – holding high standards and expectations for both students and faculty.

The belief is that learning is a lifelong process. The faculty is encouraged to keep alive their research interests. Towards this end, the department has been encouraging all along the faculty and their academic pursuits, and will actively support the organisation of seminars and conferences in research areas of interest to the faculty. As far as possible, the faculty will be given adequate opportunity for personal development. The faculty, with a dedication to teaching, complements one another with diverse strengths and interests in different areas of Mathematics and other related disciplines.

In this community, respect and trust are common virtues, and all are enriched by diversity and multicultural understanding. A supportive, positive, and productive working environment is maintained for a diverse faculty and staff, as well as a responsive environment in which student needs are met in a friendly, timely, and caring manner.

From abstract problems in algebra, analysis, and geometry to the design of efficient algorithms and computational simulations in scientific computing and mathematical biology, the department has an active faculty working in diverse areas of Mathematics and its applications.

The department vision is to create a reputation of the highest order in which the department of Mathematics at LSR is considered globally among the best and most reputed spaces for faculty and students alike. It has an interlocked vision for the faculty and students. Together it is sure to magically create and re-envision a glorious future.



Department Profile

PHILOSOPHY

Lady Shri Ram College for Women



HISTORY

Philosophy reflects the experiments of human reason, subsuming passion, instinct, faith and imagination, towards evolving original and objective investigations into the possibilities of human knowledge and the parameters of human conduct. The deliberations of a discipline that stems from ‘creative wonder’ form the core of the various academic pursuits: scientific and artistic. One thus finds in the history of philosophical thought, poets and mathematicians; politicians and mendicants; priests and iconoclasts engaging in speculation and debate, seeking validation variously in common sense experience and reason.

A discipline that seems to pervade the basis of human interface with the world was naturally one of the handful of courses offered to students in July 1956, at the newly established Lady Shri Ram College for Women. The Kantian quest for solutions to the following: ‘What can I know? What ought I to do? What may I hope?’ seemed crucial to the fate of a fledgling though ambitious enterprise. It was only fortuitous for the future of the department to have exemplarily engaged and brilliant academicians to steer them through the initial course of its development. Dr. Sharada Jain and Ms. Pronoti Dasgupta who form part of the earliest portraits of the college were joined by Dr. Zohra Hussaini, Dr. Archana Roy, Dr. Vimla Sena Bhagat, Dr. Ravinder Kathuria and Dr. Sujata Miri. Interestingly, most of the pioneers of this department went on to impact academia beyond LSR and in the case of some, even beyond the University of Delhi. Dr. Hussaini went on to teach at the University of Alberta, Canada. Dr. Miri moved to the North-Eastern Hill University, Dr. Jain became the principal of Janaki Devi Memorial College, Delhi. Dr. Kathuria pioneered the establishment of the department of Psychology at LSR. Ms. Shashi Bahel is now an officer with the Indian Administrative Services, Dr. Indira Mahalingam, a pre-eminent scholar at the University of Kent, U.K., Dr. Shashi Motilal, Dr. Bindu Puri and Dr. Pragati Sahni teach at the department of Philosophy, University of Delhi. Dr. Jyoti Singh, an artist and an original thinker, is currently involved in mobilising understanding among disparate communities in Kashmir.

Dr. Vimla Sena Bhagat and Dr. Archana Roy were among the pioneers of the department at the college. Dr. Bhagat joined the department in 1957 and Dr. Roy joined in the year 1959. Dr. Roy’s invaluable contribution to students across colleges has been in the form of two books: *Western Philosophy from Descartes to Kant* and *Metaphysics and Epistemology*, in which she presents a lucid and comprehensive reference to eponymous courses taught over the years. Ms. Chanderkanta Makhija was one of the earliest graduates of the department to have returned as a faculty member who dedicated a lifetime’s service to the development of the department. She was joined by Dr. S. Radha in the year 1968. Dr. Radha had majored in Sanskrit before going on to pursue a Masters and a doctorate in philosophy. Her training in Sanskrit was an invaluable asset to the department in terms of the original interpretation she brought to the study of Indian texts such as the *Brahmasûtras*, *Vedânta Paribhâcâ*, among many others. In 1969, Ms. Sheela Dalmia Agarwal joined the department after her Masters at the University of Delhi. She had come with a *Sâhitya Ratna* from Prayâg and a *Prabhâkari* in Hindi from Punjab University in addition to having pursued a *Prajana* in Sanskrit there. The intellectual ambition that spurred these remarkable women towards their highly fulfilling careers was instrumental in setting a rigorous and visionary approach to the pursuit of the subject. There has always been an attempt to involve an awareness of the larger political and social trends in addressing the abstractions latent in the discourse of philosophy, much before it became fashionable in recent years.

The academic ethos of the department has, over the years, been supported and enriched by consistent co-curricular initiatives that have involved eminent scholars from universities in India and abroad, who have delivered lectures, been panellists at discussion forums and made illustrative presentations on Philosophy and allied disciplines. A brief overview of such forays beyond the classroom yields a glimpse into the range of issues and the diversity of expertise employed therewith. A guest lecture by Dr. J.E. Bristol held in 1958 ruminated on, 'How we face our Enemies' through principles like non-violence and truth. In the year 1965-66, Prof. G. Mackenzie of the University of Columbia delivered a lecture on, 'The Philosophy of Science and its Impact on Education'; Mr. P. Gent of the British Council spoke on, 'Individualism in European Thought'. In 1970, a seminar on 'Theistic and Atheistic concept of *Nirvana* was presided over by Prof. Vahiduddin, Head of the department of Philosophy, University of Delhi. In 1977, as part of the Philosophy Week observed by the university, a seminar was held at LSR on 'Relevance of Philosophy'. The session was chaired by Dr. R.C. Pandey and the panellists were Dr. V.K. Bhardwaj, Dr. G.L. Pandit, Ms. U.J. Rana and Ms. R. Sewak. In 1986, Dr. Margaret Chatterjee, chaired a session on 'Reason and Knowledge'. An engaging discussion ensued upon the active participation of the panelists, Ms. Madhu Sarin, Mr. Shekhar Singh, Mr. J.C. Kapur and Mr. Keshav Menon. Various lectures were organised involving speakers from the Vedanta Institute and *Sambodh* Foundation. In 1992, the Association organised a guest lecture with Dr. Sudhir Kakar, the renowned psychoanalyst, on 'Mysticism'. In 1996, Prof. Arindam Chakraborty spoke on 'Rethinking Revenge'; Dr. Arvind Kahns of the University of Cambridge brought together the ideas of Western and Oriental thoughts in his lecture on, 'Orientalism, Europe and the writing of Sanskrit Grammars'. In 1998, the department organised a seminar on, 'Theory of Karma and Rebirth', and had several distinguished speakers. Dr. Wilhem Halbfass, of the University of Pennsylvania, visited the department and spoke on 'Indian Philosophy' in the same year. In 2002, the department welcomed Dr. Anupa Pandey from the National Museum, Delhi to present a slide show on Art and Architecture. In 2003, Prof. Lucinda Joy Peach, of American University, USA was invited to deliver a lecture on 'Liberalism and Communitarians-What Choice for Feminists?' Dr. Roobina Karode from the School of Arts and Aesthetics, JNU presented a slide show on 'A. Ramachandran: Locating Art in the Realm of Myth and Reality'.

With a rich and diverse amalgam of ideas, the department has been able to shape itself into a hub of philosophical exchange, and create an exciting space for critical thinking and exploration.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of Philosophy is given below. The details of research publications, awards, scholarships, fellowships and consultancies are provided in the college Self-Study Report 2015.



Dr. Lipi Saxena - Assistant Professor

Dr. Lipi Saxena received her Ph.D. from the University of Delhi for her doctoral thesis on 'Fact-value relationship with reference to Searle, Rawls and Gautier'(2006). Her research interests are in the fields of Social and Political Philosophy, Philosophy of Religion, Logic and Meta-Ethics.

Email: lipidec@gmail.com



Dr. Jitender Ram - Assistant Professor

Dr. Jitender Ram graduated from St. Stephens College, and went on to pursue a Masters at the University of Delhi. He obtained his doctoral degree from the University of Delhi, for his dissertation on the ‘Science of Consciousness: The Hard Problem’.

Email: jitendraramlsr@gmail.com



Dr. Sangeetha K.S. - Assistant Professor

Dr. Sangeetha K.S. received her Ph.D. from Jawaharlal Nehru University for her doctoral thesis on the connections between Classical Empiricism and Twentieth Century Philosophy. Her research interests include Philosophy of Language and Philosophical Logic.

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Ms. Rashmi Jayarajan - Assistant Professor.

Ms. Rashmi Jayarajan obtained her M.A. and M.Phil. in Philosophy at the University of Delhi. Her research interests areas include Aesthetics, Ethics, Existentialism and Philosophy of Literature.

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CURRICULAR ASPECTS

Knowledge of the world rests on certain settled presuppositions, common-sense beliefs or sets of axiomatic principles that define the parameters of truth and reality, which are seldom put to test. Philosophy examines such complacent application of formulaic thought patterns by forging a critical and nuanced understanding of ‘being-in-the-world’. A range of speculative insights pertaining to the composite experience constituting life are subject to deliberative refutation. The dialectical engagement that informs the philosophical method, is thus more about articulating pertinent questions rather than locating misplaced solutions to the theoretical impasses, that are countenanced as part of an education in humanities, or for that matter, in science. Predominantly iconoclastic in nature, the cogency and efficacy of language as a medium of negotiating the intellectual imbroglios is examined. The discipline thereby encompasses the logical and chronological evolution of argumentative form and content over the last two millennia in India and Europe. It involves an interface with pioneering ideas that have continued to engineer and transform the intellectual landscape across the progress of human civilisations.

Students are encouraged to hone their aptitude for original critique and analysis through interactive lectures and tutorial discussion groups. The department has also striven, since its inception, to introduce space for creative expression, unfettered by the scope of the prescribed curriculum. The department always endeavours to incorporate expertise beyond the classroom through multiple forums within the Association activities, conceived and executed jointly by the faculty and students, in the form of frequent seminars facilitating such interactions with eminent scholars from India and abroad.

The following is an overview of the manner in which principal curricular themes have evolved within the broad course descriptions prescribed by the University of Delhi over the years:

Indian Philosophy

Philosophy has mostly been introduced to students through a survey of ancient Indian systems of thought. Philosophy evolved in India as a response to the eternal quandaries of human existence, intending to influence the way of life. The introductory paper traverses the broad classification of Indian Philosophy into nine schools of thought: *Cârâvâka*, *Buddhism*, *Jainism*, *Nyâya*, *Vaiúecika*, *SâAkhyâ-Yoga*, *Pûrva* and *UttaraMîmâCsâ*.

Indian Philosophy has another component in the form of an advanced and detailed study of one or two texts and commentaries detailing the debates pertaining to specific schools. Over the years the *Brahma Sûtras (Advaita Vedânta)*, *Tarka SaAgraha (Nyâya Vaiúecika)*, *Vedânta Paribhâcâ (Vedânta)*, *Madhyamika Kârîka (Buddhism)* have been read and critiqued. There is an almost sacrosanct methodology to the writing of *Sutras*, *Kârîkas* and *Bhâúyas* which is elucidated through an interface with select examples of such texts. The chief challenge faced in teaching the subject is the reservation in people's minds about the contemporary relevance of a subject whose study is couched in archaic Sanskrit. Though knowledge of Sanskrit is not a pre-requisite to understanding a course in Indian Philosophy, students are eventually made aware of the nuances of the language and the dynamics of transliteration. It also becomes imperative to connect the debates concerning liberation to the modern day angst. Over the years the faculty has also taken recourse to contemporary practitioners living out the principles of the philosophical sects they belong to, to elucidate and vivify the abstractions dealt with in the classroom.

Logic

A study of logic is indispensable to the philosophical discipline of thought. The aim of the subject is to appropriate precision in arguments, along mathematical and scientific models, even though they may concern the abstract. Language, therefore, in which arguments are expressed, becomes subject to detailed critical analysis. Initial course structures involved theoretical explorations in definition and classifications of arguments and sentences, hypotheses and analogy, truth functions and casual connections. What used to be a single paper taught to first year students was later split into two sections, to be dealt with in the first and second year of the undergraduate programme. Elements involving problem solving were later incorporated into the syllabus, which enhanced the appeal of the subject, for now, the students could work out for themselves the implications of the theories in question. The course being followed currently has incorporated even more problem solving exercises, making the subject a veritable preparatory to a number of post-graduate competitive examinations.

Hence over the years, classes on logic have grown even more lively and interactive. A briefing on theoretical backgrounds is followed by animated sessions, involving students racing to figure out the validity/invalidity, consistency/self-contradictoriness, CNF/DNF etc. of arguments. The classes on informal fallacies, involving the location of logical errors in mostly well-known passages from novels, speeches, theatrical monologues, court rulings are especially entertaining while educating the students about the ease with which such slips are committed in common parlance.

The insights gained into valid argumentation are crucial to a critical appraisal of all forms of philosophical discourse. In addition, such a minute dissection of debates- scientific, political, and moral, equips students to critique discourses, both ordinary and specific to particular professional realms.

History of Western Philosophy

An exploration of the philosophical milestones of the enlightenment era has always been a mandatory part of the curriculum. The Cartesian dualism, human scepticism, and Kantian expositions on all facets of philosophical deliberations define and influence the parameters of contemporary debates. It is during this period that the scope of philosophical discourse was delineated through texts that were also to introduce prototypes of methods and intellectual vantage points to future philosophy. Several philosophers have been studied, either through survey or through first hand exploration of their select writings. The emphasis has been on exemplifying the broadly dual approaches to accessing the ‘real’ and the ‘true’.

It has always been a challenge to convey the significance of enlightenment as a break from scholasticism. The almost blatant individualism in thought that succeeded a period of repressive intellectual history merits a wider appreciation of the dynamic, scientific and socio-cultural milieu which it represents. It is rather interesting also for the predominance of mathematicians and natural scientists who wrest philosophy from the ‘dogmatic slumber’ that former ecclesiastical dealings had condemned it to. Arriving at the ‘axiom’ affirming God’s existence through analogues in geometry, entertaining the disturbing possibility of solipsism as a corollary of the reliability of sense-data are indeed fascinating thought-experiments capable of calling forth common-sense responses from any given set of students.

The earlier course structure devoted a significant section of the syllabus to an exposition of the main themes associated with each philosopher where students were expected to rely on the readily available compilations on the history of western philosophy. Though this course made one aware of a wider range of speculation of each philosopher, the thrill of interpreting the implications of their original works and formulating a contemporary response to it was somewhat lost. The most recent course, therefore, involves a selection of their original writings wherein the students can trace for themselves the unravelling of the Cartesian doubt, savour Berkeley’s attempt at appropriating the medium of Socratic dialogue to demonstrate the centrality of perception to the concept of being, decide for themselves whether Hume leads up to a position of nihilistic scepticism. It is a course that enables the philosophers to ‘speak’ directly to the students without the obscure and abstract commentaries that convolute more at times, than familiarise the aforementioned trajectories of thought.

Since Cartesianism, Kantianism and Positivism have in many ways informed the politics and scientific temper of the day and spurred a number of adherents to realise the implications of the respective positions in each succeeding century to his day, the debates have never really been perceived to be dated. The crux of the pedagogy involved, lies really in the ability to awaken the 'awe and wonder' with which at times, all of us behold the world and the 'starry heavens above' à la Kant.

Social Philosophy

In 1969, this was an interdisciplinary course designed to introduce students to concepts in Sociology, Social Philosophy and Political theory. Psychology and Sociology were not, till then, taught as subjects at the high school level. It was relevant for the students to begin to comprehend the social reality that confronted them in the pursuit of their goals or even constituted the condition of their existence.

There were three modules. Module one was on Social Psychology. It examined the dynamics of collective behaviour – the psychological foundations of the group, crowd, and nation. To what extent was the individual's value system governed and formulated by the media of mass communication? It suggested critical thinking about the role of propaganda in peace, in war and in international relations.

Module Two was on Sociology and students engaged with the history and evolution of institutions such as marriage and associations like the family, which till this point in their education, had not been perceived in theoretical terms. The module also looked at roles as defined in the *VarGâûrama* and the phenomenon of class or stratification of society into more or less spontaneous formations expressive of social attitudes and property as a complex set of rights.

Module Three was on Political Theory. It envisioned understanding the social principles, which underlie the procedures and practices of the modern democratic state. Rights, justice, equality, property, the justification of civil authority were some of the concepts examined.

Non-violence as a method and a goal – its psychological, ethical and political dimensions— was especially relevant in the understanding of society and the politics of colonialism. There was also a section on understanding theoretical developments in democracy, totalitarianism, theocracy, liberalism, and secularism, fascism, nationalism and anarchism.

This was an excellent introduction to social and political theory. Its main aim was to stimulate contact and exchange between different theoretical approaches. It continued to be taught in this form till 1976. However, it was felt that it was too vast and around 1977, it was revised to make it more focused and limited. The module on Social Psychology was eliminated. Sociology was confined to the Indian context. The emphasis was on concepts in Political Theory. The course was renamed 'Social and Political Philosophy'. What are the kinds of problems that philosophers try to solve and thus what kind of questions are asked by those philosophers who are interested in the natural and the social sciences? An overview of some of the methods and problems of social and political philosophy was introduced. Another section on Society and State Theories encompassing Social Contract Theory, Idealistic Theory, Liberal Theory, Marxist Theory, and Anarchism was also introduced. The course content had become circumscribed and focused but had lost the nature that it originally had.

In 1983 the course was revised again. The course was divided into two modules. Module one retained the conceptual format of the previous syllabus. Module two introduced *The Republic* of Plato as prescribed reading. Reading of *The Republic* was a valuable addition not only to become knowledgeable about the past but because of its profound attempt to comprehend the meaning of human life.

The course continued in this form till 1995. In the revised syllabus this became Paper IV to be taught in the second year. The revised syllabus once again confined itself to theoretical development in the concepts of political philosophy in the 20th century. *The Republic* was replaced by *A Theory of Justice* (Part I) by John Rawls.

Till 1977, the course was extremely diverse. Students did research and were exposed to books other than those recommended. The students wrote papers and book reviews on readings beyond the syllabus. They were enthusiastic about reviews of books like *The Medium is the Message* and *Medium as Message* by Marshal McLuhan. They were also introduced to *Gandhi's Truth* by Erik Erikson.

Greek Philosophy

This course was introduced in 1995. Alfred North Whitehead has said, 'The safest general characterisation of the European philosophical tradition is that it consists in a series of footnotes to Plato'.

The principle followed in the organisation of the course is dialectical. Each thinker studied is seen as responding to a previous one. Each thinker's criticism moved the thought process forward. Greek thinking gradually became more complex and comprehensive, and the conversation continued. Dialectical also implies progress. For this reason, Aristotle is 'the hero' of this course. He wove together the conceptual threads bequeathed to him by the two previous centuries of philosophical activity. He tied up loose ends and finally put his own stamp on what was an immense philosophical project.

This course has three sections. The first one is devoted to the Pre-Socratics and Socrates. The second section is an introduction to Plato's *Republic*. A study of *Republic* examines the concept of justice – what it means in theory and who were to be the people to administer it. It is one of the unique insights of Plato that the government cannot be left in the hands of rulers who are not also philosophers. The third section is an introduction to Aristotle. The students have already been introduced to his logic in the first year of the B.A. Philosophy (Honours) course and will again study his thinking on virtue in the third year. The present course taught in the second year is an introduction to his *Physics*.

The method followed in the teaching of this paper is threefold. Firstly the students are encouraged to discover the various facets of Greek culture, past and present, by means of films and books. Then, they are introduced to the texts prescribed. The third element is experiential and conversational. As the dialogue and the conversation progress, students are able to probe and develop their own thoughts and ask and formalise questions. 'Is the world orderly or chaotic? Is it a projection of our minds or does it exist independently? Can something come from nothing? Is anything stable or is it all in flux? In the face of death, does human life have meaning and how should we go about living it well?'

Ethics

The sphere of human conduct in society with its attendant notions of rightness and wrongness form the basis of deliberation in ethics. In the early years, Ethics was one of the papers prescribed for the first year students, perhaps keeping in mind the immediate identification with moral dilemmas which afflict the human condition. However, it was important to delineate discourse in ethics from a lay and often misinformed manner of disposing judgments on human conduct. The nature and definition of the subject has therefore formed the staple of the course content through its various revisions.

It has been claimed that Aristotelian thought forms a significant part of the realm of what we now assume to be common sense wisdom. The significance of Greek thought has therefore been duly recognised and some, if not all facets of Aristotle's analyses in ethics have been incorporated into the syllabus every year. For some time in the mid-seventies, the text *Nicomachean Ethics* was explored in detail in class. Another influential ethical story, with pre-eminent proponents like Prof. Amartya Sen who continues to defend and modify its postulation, is utilitarianism. The version attributed to John Stuart Mill has been studied in detail to date.

The students have been exposed to both the normative and the descriptive manner of addressing questions in ethics. A variety of analytic and linguistic approaches have been studied through the writings of Moore, Ayer, Hare and Stevenson. A variety of standards claiming objectivity of moral judgments was made an object of detailed study; now, since reference to moral judgments is cardinal to initiating any discussion on ethics, an examination of its nature is subsumed under debates on various ethical standpoints: deontological, consequential and that pertaining to virtue. Ethics today, forms part of the final year curriculum, and recognizes the complex nature of critical analyses it calls forth which often need to be informed by specific metaphysical and epistemological frameworks within which they are postulated.

The Indian ethical tradition is predictably represented by the *Bhagvad Gîtâ*, in addition to which the notions of *purucârthas* and *yamas* common to all systems (orthodox and heterodox) of Indian thought are examined.

To overcome the abstract axiomatic nature of a subject that is perhaps most relevant to human interface with the world, a section called Applied Ethics has been added. Here, students are encouraged to apply the wealth of theoretical insights gained in the previous section to resolve or appraise moral dilemmas involved in contemporary contentious issues concerning war and terrorism, environment and animal rights, punishment, suicide and euthanasia. The pedagogy involved in initiating students on a path of unbiased thought, informed by objective principles, has always had to take recourse to illustrations, real or contrived. Imaginative resolutions of moral dilemmas, real or fictional, contribute to a personal realisation of the challenges involved in following each theory. Through projects and presentations, students deconstruct current issues on the basis of moral principles they are appraised of in class.

Philosophy of Religion

The concerns of philosophy and religion have often intersected in the history of their development and so it is but natural for philosophers to have bequeathed a legacy of wide ranging literature concerning religion. Most, if not all, religions in the world today have either partaken of or

evolved from influential philosophical schools of their time, whether in terms of the Christian incorporation of neo-Platonist themes or Buddhism evolving out of a philosophical system antithetical to a predominantly *Vedic* system. Concerned as it is with original and fundamental questions, the deliberations on religion invariably commence with attempts to define ‘religion’ and engaging in drawing distinctions between the realms of philosophy, theology and religion vis-à-vis their nature, aim and methodology.

Further, each presupposition sustaining religion is subject to detailed examination and critique from a variety of vantage points: theistic, atheistic and agnostic. Despite the apparently ominous declaration of the death of God by Nietzsche and the development of a number of atheistic or philosophically non-committal worldviews, questions concerning religion are debated as contentiously today and this is reflected in the consistent pursuit of this subject as part of the prescribed curriculum.

The nature of debates in Philosophy of Religion has more or less been similar through the various revisions that have been made to the syllabus over the years. However, the manner in which these debates have been addressed in classrooms has over the years, been informed by the social and political reconfigurations of religions pertinent to the day. Basic assumptions of religion, in the forms of faith, religious experience and nature of God are deconstructed with ample inputs from students who are encouraged to refer to the realm of their personal experience. The library has always been updated with the latest literature on the subject. As a result, current analysis of what seems to be a subject dealing with the emotive facet of the human psyche is dealt with in the language of logic and linguistic analysis. Some of the archaic proofs for the existence of God get a new lease of life when they are re-interpreted in the light of the laws of thermodynamics and mathematical theorems. The subject is seen to be vital in its aim of enabling an objective appraisal of, what is at times, a fanatic adherence (or non-adherence, for that matter) to a set of principles.

Aesthetics

The teaching of Aesthetics was introduced by Dr. Sharada Jain at the post-graduate level. Her interest in Indian Aesthetics led to the library acquiring and building a collection of books on Aesthetics, some of which are very valuable and rare.

The teaching of Aesthetics at the undergraduate level was introduced under the enlightened leadership of Dr. V.S. Bhagat in 1992. The syllabus was designed to provide a space for dialogue between Western Aesthetics and the rich tradition of Indian Aesthetics. The first half of the syllabus had two components – an introduction to some Western theories and a comparative study of Indian Aesthetics. In the second half of the syllabus were readings to take the students directly into the areas discussed in the first half. This course examined the possibility of aesthetics as a relatively late development in Philosophy in western academics and the existence of *Saundaryâûâstra* in the form of poetics and *Nâtyâûâstra* for relatively early times in India. The course also tries to build an understanding of the nature of art and its impact on morality, its relationship with science and the difference between pure and applied art. It examines the powerful theory of Imitation in the Greek (Plato) and Indian (*Abhinavagupta*) contexts. Further, it examines and undertakes an analysis of form and content in art, aesthetic experience and the significant contribution of Indian Aesthetics to the experience of art – the concept of *rasa*.

Section Two provides cameos in Aesthetic thought in the writings C.J. Ducasse, Jeremy Stolnitz and the valuable history of poetics compiled by *Viúwanâth*. This was a very well designed course. It was introduced to the students by using Western as well as Indian resource material. To acquaint students with Indian art, visits were organised to the National Gallery of Modern Art, National Museum, and experts were invited to the college to give talks and slide shows. Students were also exposed to prints of paintings by great artists. They also listened to recordings of classical music and viewed films in the well-equipped *Projekt* Room of the college.

The syllabus was revamped in 1995. Instead of a comparative study of concepts and theories, it now has two distinct modules. Module one is a book of readings on Aesthetics edited by Harold Osbourne. This is an introduction to modern debates on aesthetic issues mainly between phenomenology and analytic philosophy. Module Two focuses on debates in Indian Aesthetics – the spiritual and the sensuous, the *Vedântic* and *SâAkhya* beliefs. Other readings closer to art history (*The Square Circle* by Dr. Kapila Vatsyayana) are also introduced.

In addition to the methods used in the teaching of the earlier syllabus, extensive references are made to Art History. Resource materials include prints of paintings by Matisse, Van Gogh, Picasso and Dali. Photographs of various architectural movements – the Gothic, the Baroque, Art Nouveau and Art Deco are also shown to the students. In the Eastern and Far Eastern section, resource materials include reading of Haiku verse and exposure to Chinese Art.

In addition to the foregoing courses constitutive of an intensive honours discipline, the University enables interdisciplinary interfaces within the undergraduate curriculum which is an opportunity to engage students enrolled for other programmes in philosophical discourse. The tenor of such courses is designed to facilitate a dialogic engagement with philosophy through its applicative dimensions in the realms of thought, society, politics etc.

The following courses are offered by the department to first, fourth and sixth semester students of Economics, English, Mathematics and Psychology:

Ethics in Public Domain

The Ethics in Public Domain course is taught to students of other disciplines such as English and Sociology. It is designed in a manner that allows intense debate and discussion on the ethical implications of some of the most important aspects of social organisation and practices. It begins by laying out a theoretical understanding of questions of morality, subjectivity, relativism, goodness etc., and then delves into its application through more concrete engagement. Some of the issues discussed within the scope of this paper are:

- a. Family, Marriage and Dowry
- b. Structures of Inequality: Caste, Hunger and Poverty
- c. Media and Ethics: Agency, Privacy, Censorship
- d. Secularism and Tolerance

The course involves getting acquainted with a variety of ideas and philosophies, such as those of Simone de Beauvoir, B.R. Ambedkar, Amartya Sen, Peter Singer, T.N. Madan etc., thereby giving students a critical understanding of issues.

Formal Logic: Discipline Centred Concurrent Course

Formal logic is the abstract study of propositions, statements, or assertively used sentences and of deductive arguments. The discipline abstracts from the content of these elements, the structures or logical forms that they embody. The logician customarily uses a symbolic notation to express such structures clearly and unambiguously and to enable manipulations and tests of validity to be more easily applied. Students from a variety of disciplines are taught the ropes of logical thinking and analysis, and trained in concepts such as truth, validity, propositions, arguments etc.

Philosophical Investigations: Readings in Western philosophy

The course is situated at the fecund intersection of philosophical and literary criticism of the multiple dimensions of human dealings with self, society, politics, religion and morality. So, the survey of ideas aptly encompasses selections from the seminal texts of philosophers from Plato to Sartre. Each text is a veritable reflection of its historical context, being reasoned and in some cases, impassioned responses to the exigencies of the day; yet the unrelenting critique, provocative and even subversive in turns, continues to be of abiding relevance. 'How does one define the dynamics of relationships based on love and friendship? Could one argue for 'enlightened' limits to the exercise of civil dissent in society? Could we afford not to be moral? Are we embodied points of view? What is the meaning of life?' These are some of the range of questions which involve and encourage students' individual deliberation. Situating these questions in the present, in addition to drawing upon literary, artistic and cinematic ruminations on the same ensure many a lively debate in classrooms.

TEACHING-LEARNING AND EVALUATION

The undergraduate curriculum for Philosophy involves an interface with the seminal texts in the Indian and European traditions, with the object of initiating novices into the formative concepts informing the logical and chronological progression of thought in the subject. The course aims to familiarise students with the core areas of the subject, whereby one would be conversant with the import and implications of engaging in a study of 'ontology', 'epistemology' and 'metaphysics'. There is scope for discriminating valid from invalid forms of reasoning and to apply such discernment to the arguments for determining cogent/inconsistent knowledge claims and the feasibility of standards informing value judgments in Ethics and Aesthetics. The course aims also, to interrogate the relation of reciprocity and discord between 'philosophical' ideas and the contexts: social, political, religious, cultural, literary, in which they are embedded. For all this and more, a graduate degree in the subject offers but a prelude to further exploration in the subject.

Also, it recognises dialogic engagement on philosophical issues to be more potent than that with the written word. Socrates, for one, deliberately refrained from writing anything for he revelled in the ability of the *elenchus* to elicit an understanding, he believed, firmly entrenched in all of us. It is also a plea for the uninhibited articulation of even seemingly implausible alternatives, for ruling out the unviable, forms an inalienable part of the 'Conjectures and Refutations' (Popper) constitutive of the discipline of philosophy.

The problem for Philosophy has not merely been comprehending life as much as the question of living well. Philosophical methods have ranged from those employed in mathematics and natural sciences to hermeneutics and common-sense. This has been the happy consequence of scholars representing a variety of academic disciplines, professional commitments and artistic inclinations staking a claim to philosophy. So where there is clarity and precision of mathematical structures sought in the ruminations of Pythagoras, Pascal, Descartes, Russell, there is also the probability entailed by the method of empirical sciences, the rhetoric and oratory of statesmen as well as literary genius in writings ranging from the Platonic dialogues to Sartre's plays and novels.

Some have sought to define a method peculiar to and definitive of Philosophy, a 'first Philosophy', as a presupposition-less inquiry. What this suggests is in essence an attitude of (Kantian) wonder and awe initiating the whole enterprise of learning, perhaps the unpretentiousness and innocence of a childlike interface with the world.

The approach to studying this subject involves an emulation of the methods espoused by the 'philosophers'. It is a challenge to the hitherto determined limits of language and understanding. It involves mental calisthenics whereby one questions the obvious, doubts commonplaces and critiques settled convictions. Thought experiments, or, the 'free imaginative variation of examples' (of phenomenology) wherein one engages in a play of contending ideas almost like fitting the pieces of a jigsaw puzzle through a method of hit and trial are crucial facilitators to the discipline. However the aspiration for a resolution to such intellectual unrest is naive and pre-emptive, the dialectical process is an education in itself. This allows for the freedom to deny, disagree and to remain unconvinced at the culmination of any discussion, as Wittgenstein put it.

Events

Prof. Dhruv Raina spoke on 'The History of Philosophy of Science' on January 30, 2015. Prof. Raina, currently teaching at JNU, was the first Heinrich Zimmer Chair for Indian Philosophy and Intellectual History at the Ruprecht-Karls-Universität Heidelberg, Germany.

The Association also started a department Blog, 'No Matter, Never Mind', featuring poetry, diary entries, philosophical prose etc. Another achievement was the setting up of a Philosophy Club to provide an informal forum for students to share and challenge philosophical ideas. This year also saw the second issue of the philosophy journal *Noesis*.

On March 27, 2015 the Association organized *Alethia: The Philosophy Symposium*. Its theme, 'Being-with-in-the-World: Everydayness and World-hood' facilitated a dialogue between philosophers and the sciences, films, art, and the world into which we are 'thrown', to emphasise the need to situate human existence in order to understand it. The symposium featured two panel discussions: the first, on 'Being-with-in-the-World: Everydayness and World-hood' had three panelists — Prof. Rukmini Bhaya Nair, Prof. Bijoy Baruah and Prof. Raj Iyer. The second panel, on 'The Future of Philosophy' also had three panelists — Prof. Aakash Rathore, Dr. Kranti Saran and Prof. Sanil V. This was followed by *Photosynthesis: The Photography Competition*. The symposium also saw an on-going Exhibition which creatively brought together the idea of 'everydayness' and 'world-hood'.

In July 2014, the department hosted Prof. Purushottam Bilimoria for an engaging and interactive talk on his paper titled 'Of Virtue, Emotions and Ethics, Indian and Comparative Thinking',

where he compared aspects of Gandhian philosophy to the psychology of emotions. A series of lectures were also conducted by Geshe Dorji Damdul on Nâgârjuna's *Madhyamikakârika*. Chapters 1 and 25 of the text were decoded by him into simpler terms for students to understand the complexities and nuances of this classical Buddhist text.

In March, a lecture by Dr. Kanchana Natrajan on 'Transcending Boundaries: the 'Advaitic Songs of *Shenkottai Avudai Akkal*' took place as part of the LSR Academic Congress themed 'Gender' and was moderated by Dr. Vibha Chaturvedi. The lecture focused on the role of women in the *Vedântic* tradition and was further substantiated by some very insightful reflections and insights by Dr. Chaturvedi. An inter-college debate was organised on the issue of 'If the self is defined through a virtual choice of gender', which engaged students on a philosophical discussion about the issue of gender and sexuality.

The inaugural volume of the department journal titled *Noesis*, edited by students, was also published in 2014, and it engaged with a range of philosophical themes such as Buddhism, Cartesian Philosophy, and Philosophy of Language etc.

The film *Agora*, at the crossroads of philosophy and feminism, featuring a female philosopher, Hypatia of Greece, was screened on February 16, 2014. The movie encouraged students to engage in discussions concerning the humanity of all perspectives and how they meet in a battle over issues of science, religion, gender and truth.

In 2013, the department of Philosophy, in association with the International Research Network on Religion and Democracy (IRNRD) and supported by the Indian Council of Social Science Research (ICSSR), organised an international conference, 'Are We Post-secular? Contesting Religion and Politics in Comparative Contexts' on 13-14 December, 2012 at LSR. The conference afforded a unique forum, facilitating dialogue and debates across the academic disciplines of philosophy, theology, politics and literature on emergent ideological deliberations comprehending the aspirations and realities of contemporary social contexts. The speakers, panellists and discussants included representatives from universities across Europe, West Asia and America, in addition to research groups and university departments across India. Issues ranging from fundamentalism, liberalism, secularism were examined both as academic dialectic as well as reflective of contemporary political compulsions and religious expediency. The papers presented and critiqued involved generous references to classical, modern and post-modern political philosophers including Immanuel Kant, John Rawls, Jürgen Habermas, and Gandhi, as well as novel insights into reading classical authors like Herman Melville. The keynote addresses that engagingly initiated the proceedings each day ranged from a frank exposure of the presumptuousness of the claims to the secular in 'The Myth of Secularization' by Prof. Graham Ward of Oxford University, to an emphatic situation of the religious in Indian polity by Prof. Ranabir Samaddar of the Calcutta Research Group in 'The Religious Nature of Our Political Rites'. Innovative spaces for exchanges amongst scholars were created by means of 'Paired Conversations' wherein two pairs of participants presented and discussed each other's work. Prof. Rajeev Bhargava of the Centre for Study of Developing Societies (CSDS), Delhi and Prof. Maeve Cooke of University College, Dublin formed one such pair and Prof. Gurpreet Mahajan of JNU, and Prof. Veit Bader of the University of Amsterdam discoursed on each other's papers on 'Are we Post-secular?'. A workshop on 'Fundamentalisms' was chaired by Prof. Sandra Wallenius-Korkalo of Lapland University, involving Prof. Kanchana Mahadevan of Mumbai

University, Dr. Hilal Ahmed of CSDS, Prof. Andrej Zwitter of the University of Groningen and Dr. Michael Hoelzl of the University of Manchester. Among the other notable presentations, were those made by Prof. Sebastiano Maffettone of the Luiss University, Rome, on 'What Matters is Liberalism, Not Secularism', and, 'Diagnosis (and therapy?) of the Post-secular Disease' by Dr. Walter Van Herck of the University of Antwerp. Both the disenchantment with the secular as well as the practicability of the post-secular, sharply scrutinised in both local and global contexts, recalibrated mutual understanding and perhaps, stimulated a new turn in reflective deliberations informing cross-cultural dialogues with political underpinnings and implications.

As part of the College initiative to optimise the audio-visual aids and internet resources at the reference library, an interactive session amongst the students and faculty of the department was organised on September 14, 2012, wherein a web lecture on 'Atheism, Secularism, Humanism: Three Zones of Argument' by Prof. A.C. Grayling of the Oxford University was screened and discussed. On October 30, 2012, a team from the Ramakrishna Mission at Delhi spoke with the students on the life and works of *Swami Vivekananda*, commemorating his 150th birth anniversary. On February 27, 2013, the Association hosted a talk by Dr. Vijay Tankha of St. Stephen's College, on 'Plato, Poets and Censorship in *The Republic*'.

A seminar titled 'Philosophy Goes to Films' was organised by the department on 16 March, 2012. The event was initiated with a panel discussion by Prof. V. Sanil and Prof. Bijoy Boruah of the Faculty of Humanities and Social Sciences at IIT, Delhi and Ms. Jigyasa Taneja of 'Writers' Bridge'. This was followed by the screening of the documentary *Bant Singh Project* and an interface with the Film maker Mr. Taru Dalmia. Students of the department also presented papers on the topic, rounding off a multi-faceted discussion on the issue. The department also organised a lecture on 'How *Vedanta* does things with words' by Mr. Dhruv Raj Nagar on the 24th of January, 2011. A talk by Prof. Vibha Chaturvedi on 'Wittgenstein and Religious Beliefs' was also held in the month of March.

In 2010 Prof. Mandipa Sen from JNU presented her paper on 'Self knowledge, Narrativity and Memory' as part of the inaugural address to *Prasanga*. A paper presentation competition was held on the topic 'Dissent'. The students also debated on the implications of the Dostoevsky's proposition, 'If God does not exist, everything is permitted'. An inter-college academic meet, *Prasanga*, was organised in November, 2009. Prof. Bhagat Oinam, JNU, delivered the keynote address. A paper presentation by students was held on the topic 'The Inconvenient Truth: Philosophy and the Claims of Political Correctness'.

The Association initiated the calendar of events for the year 2008 with workshops on 'An Interface with Philosophy: Critical Quests and Future Prospects'. The aim of the workshop was to initiate a dialogue between the students and a panel of eminent academics in order to introduce the nature of questions posed and processes of critical analyses involved in the pursuit of this discipline. What emerged was the wide ranging impact of the discipline in the other spheres of human engagement, both intellectual and social. Students also got a sense of the kind of research being undertaken in the various sub-disciplines of philosophy and the contemporary dynamism of the discourse. Those attending left with an idea of the present situation of the discipline and its possible future trajectories. The panel consisted of Prof. Vibha Chaturvedi and Dr. Enakshi Mitra from the Department of Philosophy, DU, and Mr. M.A. Devasia from Hindu College.

In September, 2008, Dr. Vijay Tankha of St. Stephens College delivered a lecture on Plato with special reference to *The Phaedrus*. This academic session also witnessed a collaborative endeavour with South Campus, DU. A lecture by Dr. Hans Gunter Dosch on ‘The Un-noticed Perceptions of Leibniz: A Basis for a Metaphysics of Neuro-physiology?’ was organised. For a presentation at the mid-morning assembly the same year, the students represented the quest for the meaning in life through explorations in faith and creativity. The final year students were taken to an art exhibition on ‘Gandhi and the Freedom Struggle’ held at the India Habitat Centre. The Department assembly, on the theme of Sufism was remarkably well received.

The session of 2007 commenced with the Association organising an interactive lecture by eminent academician Prof. Mary E. John, Director of the Centre for Women’s Development Studies, who spoke with the students on various contentious issues around media ethics. Prof. Nirmalangshu Mukherjee, Head of the department of Philosophy, University of Delhi, initiated novel perspectives on the parallels between Philosophy and Literature. Dr. Saugata Bhaduri from JNU introduced the students to Nietzsche. A two-part lecture on the *Kenopanicad* by Dr. Kanchana Natrajan was organised. Prof. Rajeev Bhargava was invited to discuss secularism with the students. The students were taken on a guided tour of the National Gallery of Modern Art for an international exhibition of contemporary Indian art titled ‘Edge of Desire: Recent Art in India’. For the assembly, that year, the department presentation involved poems, songs and discussions on the theme of ‘Freedom’. In 2007 the department successfully revived its annual inter-college academic meet, *Ekâgra* which consisted of two components: a symposium on ‘Imagination and Critical Thought’ and a ‘Philosophy Marathon’ featuring three rounds (‘Whose line is it anyway’, Pictionary and a Philosophy Quiz).

In 2006, the Association calendar began with a presentation of female foeticide by Dr. Sunita Mittal, Head of the department of Gynaecology and Obstetrics, AIIMS. Mr. Rajesh Talwar, a lawyer and an author of a number of publications on legal issues spoke on aspects of Euthanasia. The department assembly in the session of 2006 was conceptualised around the existentialist school of thought, with the students striving to make the intricacies of existentialist thought accessible to a wider audience through the existentialist poetry of Tom Green and by enacting a scene from a play by Sartre.

The effectiveness of pedagogical strategies for engaging with curricular details needs to be carefully scrutinised to turn it into collaborative learning as well as to secure the relevance of any academic engagement. The approach towards evaluating progression in terms of inspiring interest in the discipline, spurring independent explorations into the subject, enabling articulation with conviction and clarity, is situated within the broad parameters of evaluation set by DU. At LSR, the guidelines are interpreted in a manner accommodative of the creative aspirations and varied potential of students.

There is a conscious attempt to negotiate a fine balance between addressing preparedness for the end of the semester examinations while challenging the constraints associated with an exclusively syllabus-oriented engagement with the discipline. The internal assessment component of the overall evaluative score, therefore, allows for innovative and individualised research ventures. These attempts underscore the need for spaces, affording the free exercise of imagination and the validation of intellectual convictions unique to the contextual situation of each student.

Given the ethos of a holistic undergraduate education at college whereby students are offered an array of avenues to explore various levels of personal and social commitments to authenticity and excellence, a uni-dimensional evaluation of academic 'output' cannot be allowed to overwhelm a fair assessment of the comprehensive educational aims sought to be realised by them. A measured flexibility in terms of the choice of themes and time frames for submission is duly factored into the scheme of assignments/class-tests/projects scheduled during the course of each semester.

This, however, does not entail any mitigation of the acuity and rigor which the submissions and presentations are subjected to, so as to provide the student with a detailed feedback with suggestions for further research and exploration into the field of inquiry. It has also not kept students from acing the University examinations time and again, with a significant number graduating with first division scores every year.

RESEARCH

Please refer to the Evaluative Report of the Department in the College Self Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Faculty Presentations

Dr. Sangeetha K.S.

Papers Presented in National/ International Conferences

- Sangeetha, K.S. (2014). *Culturally Relative Morality: Some Thoughts*, International Interdisciplinary Conference on 'Language, Culture and Values: East and West' organised by Centre of Arabic and African Studies and School of Language, Literature and Culture Studies, JNU, December, 2014.
- Sangeetha, K.S. (2013). *Spirituality in the Context of Morality*, International Interdisciplinary Conference of Institute of Cross-cultural Studies, University of Illinois at UC, Chicago, USA, October, 2013.
- Sangeetha, K.S. (2011). *Can essential human spirituality be the standard of morality?*, American Philosophical Association, Washington D.C, USA, December, 2011.
- Sangeetha, K.S. (2004). *Euthanasia: Issues and Challenges in India*, International Conference on 'Euthanasia', India International Centre (IIC), New Delhi, December, 2004.
- Sangeetha, K.S. (2001). *United Human Family*, World Philosophy Congress, New Delhi, January, 2000-2001. (Published in CSC Journal).
- Sangeetha, K.S. (1998). *The relation between David Hume's Ontology and Causation*, Conference organised by the Department of Philosophy, Jawaharlal Nehru University, 1998.
- Sangeetha, K.S. (1998). *Russell's Theory of Knowledge*, Conference on 'The Problems of Philosophy', Department of Philosophy, JNU, 1998.

Others

- Sangeetha, K.S. (2004). Discussant, Critical discussion based on Prof. Priyedarshi Jaitley's paper *Verbs, Relational Core and Ontological Status of Relations in Russell's Principles of Mathematics*, National Seminar on 'Language Meaning and Text', JNU, 2004.
- Sangeetha, K.S. (1999). Discussant, Critical discussion based on Prof. A.D.P. Kalansuriya's book *Perception-Language-Game made explicit*, 1999.

Student Research

The students of department of Philosophy are initiated and trained in the academic method at the undergraduate level. Writing academic papers is now an aspect of each discipline of study, and as part of their course requirements, they write at least four research papers before they graduate. The theme for the research papers for every semester is broad-based but is set within the scope of ideas emanating from their learning in class and their readings. At the same time they are allowed maximum creativity and flexibility in terms of how they engage with the idea, relate and present it.

In the third semester, having read Descartes' *Discourse on Method*, as part of their History of Western Philosophy course, students critically engage with themes like rationality, certainty, doubt, travel, consciousness, meditation etc. Some works are comparative in nature, while others are application based – but all are innovative. In the fourth semester, when the students are initiated into the tradition of the Empiricists, they write about the insights, as well as problems that relate to their reading of Berkeley and Hume, by drawing on ideas such as perception, causation, God, knowledge etc. Through the fifth and the sixth semester, the emphasis for the research papers turns to Indian Philosophy and students write papers based on their understanding of Ācārya's *Advaita Vedānta* and Nāgārjuna's *Madhyamikakārika*, by picking out concepts such as multi-valued logic, perspectivism, relativism, absolutism, dialectics, method, oneness-plurality, truth and reality.

These papers, written by the students are then scrutinised and selected, based on the treatment of an idea and its presentation, to be published in the department's journal *Noesis*. The journal features eight to ten of the best papers and showcases their philosophical creativity and acumen. The papers are also often reworked for this purpose to make them jargon-free and more accessible to a larger audience.

INFRASTRUCTURE AND LEARNING RESOURCES

The department of Philosophy lectures are scheduled in rooms that can comfortably seat the number of students admitted to a given batch. The classroom instruction makes use of the board for graphic display of conceptual connections, as well as for clarity of philosophical terminology. Chalks and markers are optimally supplied by the college for this purpose. Most rooms are equipped with screens and projection facilities enabling power point presentations, screening of films and live streaming of lectures. The tutorial rooms are smaller, accommodating 10-15 students and are apt for a more personalised interaction.

The department regularly screens films/documentaries pertinent to the course content. Laptops are made available and prompt technical assistance is provided for setting up the system and to

redress any technical glitches. The college also provides Wi-Fi access to net resources routed through the University of Delhi server.

For hosting talks or lectures by guest speakers and scholars from the field, there is a range of venues available to suit the requirements of the occasion. There are seminar rooms to host panel discussions, structured so as to encourage round table deliberations among the visiting scholars and students. These rooms are adequately equipped with sound arrangements, enabled with recording features that facilitate transcription of significant lectures and debates. Public lectures by eminent scholars on issues of inter-disciplinary interest are held in the auditorium affording simultaneous access to a large number of students. Arrangements have also been made when the need has arisen, for live streaming of lectures evoking widespread interest, in pre-designated classrooms. Other venues such as the common room and certain classrooms have also been earmarked for co-curricular events and their use is rationalised through prior intimation of the same to the Students' Welfare Office. The provision of set hours for ECA and Research and Reference in the time-table allows easy and regular scheduling of such events. The foyers in College besides the new exhibition halls, have periodically been made available for the more cultural pursuits of students, such as the mounting of installations, photographs, collages etc. The college cafe provides refreshments on order for such events.

The college library is a repository of a large number of primary as well as secondary philosophical texts. There is a department specific budget that includes a stipulated provision for books in Hindi, and is improved with additional grants, facilitating a regular updating of the resources. Being over fifty years old now, the library can now boast of possession of rare classics along with the latest literature on the discipline. While there is an attempt to stock up enough copies of prescribed texts, which are also made available to the students for the duration of the respective course through the book bank, the library hosts a remarkable collection of books offering insights into the vastness and depth of contemporary research trajectories of the discipline. The library houses about 5000 titles under Philosophy currently and the following journals are subscribed to in addition to the journals available online through Delnet: *Journal of Philosophy*, *The Philosophical Review*, *International Journal of Applied Philosophy* and the *Journal of the Indian Council of Philosophical Research*. In addition to the resources available, the library offers ample space for intense research and general reference by way of reading rooms and cubicles available to faculty and students alike. The college book shop stocks some books that are part of the Philosophy curriculum while addressing the stationery requirements; other assorted material are Xeroxed for distribution in class in order to facilitate access.

STUDENT SUPPORT AND PROGRESSION

In addition to the institutional devices catering to the myriad concerns related to the student life at college (REACH, Students' Welfare Office, Alumna cell etc.), the department has always reiterated its commitment to respect and realise the varied competence of students. Since the discipline is largely unheard of in high school, allaying the apprehensions of perplexed graduate students has called for patience, sensitivity and inspiration among faculty and students alike. The nurturing of informal (and now formal social media) networks amongst the alumnae posits reassuring possibilities for progress post college.

Graduates in Philosophy have gone on to pursue careers in law, e-governance, film-making, human resource management, international design and communication management, fashion merchandising, civil services, journalism, advertising, and a range of emerging professional profiles in the corporate sector. They have been accepted into universities such as the London School of Economics, University of Warwick, School of Oriental and African Studies, Jawaharlal Nehru University for post-graduate programs in philosophy, management, development studies, art & aesthetics etc. Pratibha Singh (2011), won the DAAD scholarship to pursue M.A. in Public Policy, Willy Brandt School of Public Policy, Erfurt, Germany; Pallavi Karnatak (2011), won the NFP Scholarship for Erasmus Mundus Program 2015-17 to pursue a Masters in Development Studies from ISSS, Hague and a Masters in Public Policy and Management, University of York, UK; Vrinda Dalmia (2011), won the Global Leadership Fellow Scholarship, Brandeis University (2012-14), and was also awarded the Hassenfeld Fellowship to study the business and economy of Cuba; Niharika Chopra (2011), won the Chancellor's International Scholarship at the University of Sussex, and was also awarded the 'Cathy Urwin Prize for the work with greatest impact' for her dissertation on 'Vulnerability of the Girl Child to Rape in India: A Socio-cultural Study'; Divya Phadnis (2011) who was awarded the Dr. Shankar Dayal Sharma gold medal for best all-round student at the University of Delhi, recently won the UM High Potential Scholarship to pursue a Masters in Arts and Heritage: Policy, Management and Education at the University of Maastricht, The Netherlands; Nazia Khan won the All India Post Graduate Scholarship (2011-13) to pursue Masters in Political Science at the University of Delhi.

Alumnae

- Indira Mahalingam (Batch of 1972) did an M.A. in Philosophy at DU and B.Phil. at the University of Liverpool, UK. She taught Philosophy at LSR for a brief period and went on to become senior lecturer in Law at the University of Exeter and special lecturer in Indian Philosophy at the University of Nottingham. She co-founded and co-edits *Asian Philosophy* with Brian Carr and has written widely in both Law and in Philosophy. She is a fellow of the 'Royal Asiatic Society' and a member of the 'Royal Institute of International affairs'. She edits the journal *Information and Communications Technology Law* and is currently the head of the Centre for Legal Research at Middlesex University.
- Dr. Bindu Puri (1987) is on the faculty of Philosophy at South Campus, University of Delhi. Her areas of research interest are Moral Philosophy and Gandhian studies. She has authored a book on *Gandhi and the Moral Life* and has also edited a volume, *Mahatma Gandhi and His Contemporaries* for the Indian Institute of Advanced Studies at Shimla. She has guest edited a special issue of the *Journal of Peace Studies* on 'Conflict Resolution: A Gandhian Perspective.' She has published several papers in professional journals.
- Kumud Singh (1990) went on to pursue her LLB from Campus Law Centre, DU. She trained under Mr. Shankar Vaidyalingam at the Delhi High Court for Civil Law and Mr. R.D. Mehta at Patiala House Courts for Criminal Law. Kumud Singh has handled bank cases, matrimonial cases, M.R.T.P. matters and all kinds of research work from firms and individuals. She is currently practicing at the Delhi High Court.
- Dr. Pragati Sahni (1990) graduated from the Department of Philosophy, DU and taught at LSR till 1999. Later she was awarded a Commonwealth scholarship for pursuing Ph.D. in London. She has been teaching at the Faculty of Arts since 2005.

DEPARTMENT PROFILES 2015

- Dr. Gayatri Singh (2000), a Rhodes scholar, went on to pursue a Senior Status Bachelors (Honours) in Philosophy, Politics and Economics at Oxford University and followed it up with a Masters in Forced Migration Studies. She has a Ph.D. from Brown University and is currently Urban Development Specialist at the World Bank.
- Kinjal Singh (2002) cleared the civil services examination, and is currently DM of Lakhimpur Kheri, Uttar Pradesh.
- Aayushi Jain (2007) completed an M.A. International Design and Communication Management (Warwick University) and is currently self-employed as an Interior Designer at Concept Rooms.
- Ayesha Gautam (2007), after an M.A. in Philosophy from DU worked as a University Teaching Assistant, and has recently submitted her Ph.D. thesis. She has joined the department as Assistant Professor this year.
- Ayesha Lal (2007), after a Masters in Applied Psychology from Jamia Milia Islamia University, is currently working with Grant Thornton as consultant-HR Advisory and Consulting.
- Lavanya Behl (2007) did an M.Sc. in Corporate Brand Management from Brunel University, London. Presently she is working on an e-commerce venture and also managing Networks & Alliances at Amarchand Mangaldas.
- Priyanka Katewa (2007) did an MBA in Human Resource Management from IIPM New Delhi, worked with Next Electronic (Videocon Group) as Executive HR and is currently the administrator of the Metis Group of Institutes (Education Institutes).
- Puneet Sikka (2007) completed a Masters in Mass Communication (MMC) in Audio-Visual Production, Symbiosis Institute of Media & Communication (SIMC), Pune. She worked as an Advertising Copywriter, and is currently an Artist in professional theatre.
- Shreeja Sukhani (2007) after an M.A. in International Journalism (Cardiff University) worked with CNBC TV18 (Network 18) in Noida and then ET Now (Times Group) in Mumbai as a research analyst. She is currently heading branding and marketing for ISBF- an affiliate centre of the University of London ~ London School of Economics & Political Science.
- Satvika Gulhati (2007), an MBA in retail from IILM, worked with Medanta- the medicity hospital as manager, medical administration (Kidney, urology and renal transplant unit).
- Shruti Sodhi (2007) worked with Zee News as a producer and anchor and then worked with News X as an anchor-Producer. She did an M.A. in Mass Communication. In addition, she has anchored a travel show for Travel Trendz and CNN-IBN post NewsX. She also acts professionally in movies.
- Ila Bose (2009) graduated with a Masters in Sociology from Delhi School of Economics, DU. She is currently Project Coordinator at the Centre for Urban and Regional Excellence.
- Vasudha Agarwal Garg (2009) graduated with an M.Sc. International Employment Relations & Human Resource Management from LSE. She is currently Assistant Manager, HR at Bharti Infratel.
- Ambuja Tewari (2009) completed a PGD in Urban Environment Management and Law from NLU Delhi in collaboration with WWF India. She is pursuing a Master's programme in Human Resource Management at La Trobe University, Melbourne.

- Tanisha Puri (2009) completed a Masters in Fashion Marketing and is currently a BDM for MEPL (provides outsourcing services to advertising agencies and telcos).
- Seep Srivastava (2009) did an M.A. in Producing Film & TV, Bournemouth University and is currently the Channel Manager - NBC Universal and ESPN / Freelance producer - BBC documentaries.
- Kartika Singh (2010) completed a Masters in Film and Television Production from the University of Bristol, UK. She is now working as an independent documentary filmmaker, and non-fiction television content creator. She is also a Kathak dancer.
- Divya Viveka (2010) worked for two years at NDTV. She completed a Masters from Jamia Millia Islamia Film School and is currently working for Sesame Street.
- Chahat Sahni (2010) completed a Management and Marketing Diploma from La Trobe University, Australia and a Diploma in Diamond Graduation from Gemmological Institute of America. She is currently working for sales and designing in a family run jewellery business.
- Harshita Rathore (2010) did an M.Sc. in Philosophy of Science from London School of Economics. She is presently Guest Faculty at Aishwarya College of Education. She has applied for a doctoral programme at Columbia University.
- Ayushi Kasliwal (2010) went on to do an MBA in Finance from ICFAI Hyderabad. She then worked in Gurgaon at Evalueserve as senior business analyst.
- Anisha Saigal (2012), Filmmaker/Research scholar in cinema enrolled at the School of Arts and Aesthetics, JNU. She pursued a Masters in Mass Communication from AJK MCRC, Jamia Millia Islamia. *Srinivas*, a 16mm film directed by her was screened at the International Film Festival of India, Goa. *Start Somewhere* (2013), a documentary, was screened at Ansari Auditorium, Jamia Millia Islamia.

Exchange Students

Philosophy is among the disciplines frequently opted for by students visiting the college under the various exchange programmes of LSR with Universities abroad. By far, it is the Indian Philosophy component of the curriculum that the students evince most interest in. Depending upon the duration of their sojourn and the seniority of their tenure at their parent institutions, they usually enrol into the fifth and sixth semester courses called Texts of Indian Philosophy I and II. The department has had students from Middlebury, and Brown University in the US. The department has had an exchange student from the National University of Singapore (NUS) who chose to do Contemporary Philosophy during her exchange tenure at LSR for six months (2007-08). All exchange students undergo three evaluations within the scope of a semester. This usually involves one research paper and two assignments (class test and class presentation).

There has always been scope for improvisation to accommodate such students in terms of scheduling lectures and devising courses sensitive to their eclectic interests within the given time-frame. Thus in the year 2006 two LSR-Brown exchange-programme students were assigned to the department under the Independent Study Project whereby they were offered courses in Indian Philosophy and Indian Aesthetics catering to their interests in the orthodox traditions in Indian thought. Their course entailed the submission of a dissertation constituting the evaluative component of their interface with the discipline. A detailed report justifying the grades awarded was submitted at the conclusion of the program.

Pre-Admission Counselling

The task of committing to an undergraduate programme of study that is seen to determine future career prospects could be daunting for students fresh out of school and overwhelmed with a choice of disciplines, some of which, philosophy included, seem alien and forbidding. The department therefore has always been represented at LSR's pre-admission counselling initiative to alleviate the anxiety and address the curiosity of aspirants. Queries related to aptitude, curriculum and career prospects are addressed so as to mitigate misgivings around the discipline and invite enthused participation.

Mentors' Programme

Acknowledging the multitude of challenges necessarily encountered by new entrants into the course, of adapting themselves within a novel academic paradigm, compounded for some by the travails of adjusting to life away from home, the department has diligently implemented the mentors' programme instituted by the college. This entails the involvement of volunteers among the senior batches of the department in building a rapport with a small group of first year students per volunteer, group size being determined by the relative students' ratio, with a view to provide guidance related to the academic pressures of a semester system and succour in distress. Given the range of avenues available in college for self-expression and advancement, the mentors help in intimating these possibilities to their juniors and in encouraging effective participation. This has also proved successful in subverting the possible menace of ragging.

GOVERNANCE AND LEADERSHIP

The administrative functioning of the college relies on a due delegation of responsibilities across departments, which ensures a comprehensive representation of student-faculty interests while securing accountability at every procedural level. Such commitments, being integral to the membership of the college/department, are judiciously partaken of by the faculty in a voluntary and mutually accommodative manner.

The following is a description of the various posts instituted among the members of each department to facilitate the conduct of administrative tasks in tandem with the institutional calendar:

Teacher-in-Charge

The Teacher-in-charge represents the department at the college committees for academic affairs, internal assessment and work allocation/timetable and in many ways functions as a vital link between the head of the institution and the department. The TIC is instrumental in leading deliberations among members of the department on institutional proposals and tabling the consensual positions forged therewith at the forums as the representative of the department. The TIC also leads discussions on the allocation of academic, co-curricular and administrative responsibilities among the members and presides over the recruitment of faculty members to the department after a due consideration of the work requirements of the department subject to contingencies such as faculty on leave or the introduction of new courses by the University.

Department Secretary

The minutes of the meetings thus conducted at the department are duly recorded for validation and future reference.

Time-table

Each department is expected to finalise the schedule of lectures and tutorials for every semester in accord with the guidelines set for the same by the work allocation/ time-table committee. The department representative to the committee does so with due sensitivity towards the specific concerns of the faculty and students.

Attendance

The college has always been diligent about monitoring students' attendance at lectures/tutorials as an effective measure to secure serious academic engagement. The department representative to the attendance committee is responsible for presenting the data for students who default on the attendance requirements with a due assessment of circumstances that could mitigate such lapses.

Internal Assessment

Scrupulous maintenance of internal assessment records of students has been an inalienable part of the curricular transaction at college, much before DU made it a mandatory component of final graduate scores. The representative to the internal assessment committee is currently responsible for ensuring timely uploading of the class test/assignment scores and attendance for the students on to a website maintained by the college for the same, redressing of anomalies in the grant of scores and undertaking the verification of the scores as they are sent to the University.

Admission

Since students are admitted to specific departments in deference to their choice and eligibility, representatives of every department are collectively involved in facilitating admissions to college every year. The eligibility criteria within the broad guidelines set by the University of Delhi for the same are finalised in intra-departmental meetings and ratified in the staff council meetings. Members of the faculty are present throughout the months of May, June and July and participate in settling cut-off percentages, facilitating the submission of applications while counselling the aspirants.

Association

One member of the faculty is responsible for the co-curricular initiatives of the department and is the designated consultant to the students' association led by its office bearers. Other than whetting proposals for guest lectures, seminars, other cultural events and excursions, the association-in-charge facilitates and clears the finances for these endeavours in conjunction with the accounts office at college.

Library

A representative from the department to the library committee ensures the requisitioning of books required for the course by the library. A sanctioned amount of funds is judiciously utilised

through a financial year to stock enough copies of texts per course per student while including contemporary publications with the potential for piquing students' interest for research. Every attempt is made to provide for more than adequate material for reference and additional reading widening the scope of academic engagement beyond the classroom and the syllabi.

Students' Association

The Students' Union of the department of Philosophy, LSR endeavours to provide the students of philosophy with significant opportunities and engagements for an impactful college experience. The Union is an elected body, which comes into being as a result of a fair democratic process. Potential candidates for their respective posts are required to submit their agendas to the previous union. All other students are required to be thorough with the agendas of the candidates to avoid any sort of information asymmetry. An electoral debate is held within a week of submission of the agendas, where the candidates are scrutinised by the students to gauge the practicability and the rationale behind their proposed agendas. The voting takes place through a secret ballot, soon after. The votes are counted in the presence of a neutral student representative and a teacher representative. The student body is led by 4 office bearers.

INNOVATIVE PRACTICES

The knowledge endeavour at LSR has never been defined by the narrow demands of the curriculum. The department of Philosophy has also therefore, been sensitive to the need for widening the scope of engagement with the subject beyond the classroom. The Philosophy Association, a forum comprising all students and faculty steered by an elected student body has been actively initiating such explorations into the vast and dynamic sway of the subject. There has been a consistent effort over the years to keep abreast with contemporary and alternative ways of addressing philosophical debates and analysis. On many an occasion, scholars and researchers from universities abroad have added new dimensions to conventional perspectives on age-old questions. Other than the nature of issues, which form the staple of the Association initiatives, the manner in which they are conducted also offers an avenue for generating democratic expression, redefining the traditional teacher taught role-play.

The seminars organised by the Association are impactful and marked by immaculate organisation. Themes are finalised after rounds of brainstorming involving the faculty and students, care being accorded to issues befitting grave and pertinent deliberation. This forum has worked consistently, avoiding trivialisation of debate, encouraging the students to participate in erudite discourse. There have been instances where student presentations were organised as a prelude to the event involving academics and renowned research scholars.

Since the objective of the Association includes facilitating novices to the discipline of rigorous analyses, a number of innovative alternate pedagogical experiments have been put to the test through some of the activities. The 'Speak Your Mind' Forum allowed students to voice their concerns in a non-intimidating and liberal format informed by their engagement with the discipline. Different genres of creative expression have also been explored as media for stimulating interest in philosophical debates: theatre, photography, poster making, wallpapers seem to form the staple in-house association activities. Films, which used to be more an excuse for avoiding philosophy, have been gradually assimilated into the realm of academic discourse. Often used as vivid illustrations of moral dilemmas as part of discussions on Applied Ethics, the suggestion latent in

films seems now to permeate the realms of metaphysics and epistemology. Films like *The Matrix Trilogy* and the ensuing reflections in the print media drawing parallels between the imagery in film and thought representative of various philosophical schools, Indian and Western, have contributed to increasing interest among students and faculty alike. Moreover, detours into literature, music, dance, paintings and sculpture have been an inalienable part of clarifying concepts in Aesthetics. The Association derives its significance mostly as a unique space where limits of curriculum defined discourse are constantly challenged, offering new and exciting avenues and incentives for the pursuit of philosophy.

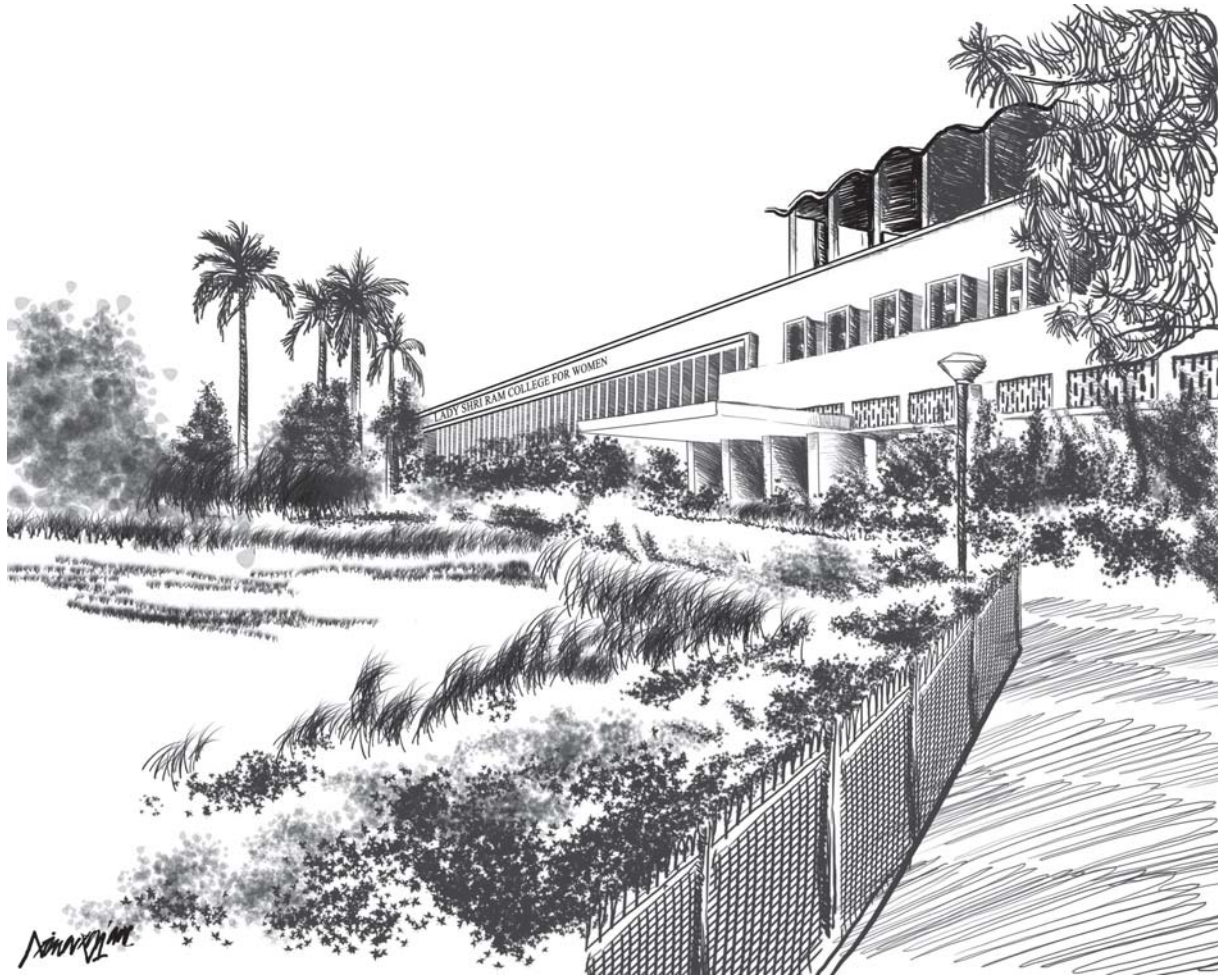
VISION

If our quest is really for questions, unpretentious and discomfiting, then the scope of philosophy holds as much promise as the imagination and ingenuity of every succeeding generation. There never is a sense of closure in the pursuit of this discipline that however does speculate an ideal even if it is done in its negation. The challenge is then constituted of the possibility of aligning such a discourse to the indeterminateness of contemporary ideological forays into the issues concerning existence. Evolving through the dialectical process of criticism and poised as it always is, at the brink of another refutation, intellectual complacency is denied to it by the very nature of the subject.

The contemporary crisis in calibrating the aims of an educational policy amidst the apparently conflicting demands of *techné and noesis* i.e. between a pragmatic skill-based training and a quest for knowledge that is its own reward, misconstrues the significance of wholesome academic engagement to the political, moral and cultural life of an individual. Nevertheless, the onus of positioning the deliberations and debates of the discipline with dynamism, characteristic of the context, lies within academia. A revision of the content and method is called for, wherein the research expertise of members of faculty is brought to bear upon attendant discussions while providing for ample opportunities for updating technical know-how that could be employed optimally to simultaneously widen and intensify pedagogy.

The institutional academic aspirations could be met only by way of greater opportunities for devising post-graduate programmes and scope for research guidance. To animate the relevance of critical reflection, to facilitate forums for argumentative engagement, to instill a keen awareness of and considered responsiveness to the multi-layered contextual situation in a freely explorative academic paradigm, would inform the focus of a disciplinary engagement with Philosophy. The ambitions for innovation could be helped by the induction of more faculty members into the department that is otherwise weighed down by the constraints of transacting a ubiquitous syllabus.

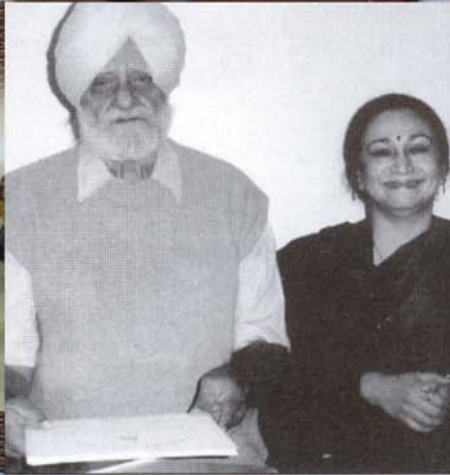
An interface with Philosophy should enable enterprising initiatives in thought and articulation with the potential to enrich, enlighten and influence the way in which students conduct themselves through life, constitutive of a realisation of the Socratic dictum that ‘an un-examined life is not worth living’.



Department Profile

POLITICAL SCIENCE

Lady Shri Ram College for Women



HISTORY

The history of the department of Political Science in LSR registers and reflects the struggles and aspirations of women in post-independence India. The history of the department is inextricably linked with the larger context of the democratic aspirations of the people of India. The curricula, the pedagogy and the research interests of the department faithfully echo the struggles and milestones in the building of democratic India.

Established in 1956 as a part of the college curricula of B.A. Programme, the department today offers its own Honours degree. The department enriches the Journalism (Hons.) and Elementary Education degree programmes, along with offering a variety of courses to the B.A. Programme. The department also plays an instrumental role in organising and running the Conflict Transformation and Peace-Building diploma programme.

The post-colonial framework was the immediate context in which the department carved itself out and emerged as a critical space where notions of culture, nationalism, growth and development were vigorously studied and debated. The political landscape of India was focused on nation building as universities set up by the state were seen as partners in this process. Colleges of the University of Delhi were expected to shoulder this task of nation-building along democratic lines. Lady Shri Ram College located within the University of Delhi saw itself as an active participant in the process of nurturing and strengthening democratic movements and struggles.

The Honours degree programme in Political Science was started in 1961. The founding faculty included Ms. Bimla Luthra, Ms. Aparna Mehta, Ms. Mohini Sajnani and Dr. Nirmal Gupta. In 1960 Dr. Bimla Nangia, Dr. Leela Gurugunta joined the department. Ms. Yashi Bala Tandon came in 1961 followed by Ms. Pushpa Taneja and Dr. Susheela Kaushik in 1963. The pioneering efforts of the teachers and students in the early years shaped the contours of the department. Democratic orientation, commitment to excellence and the strong bonds between the teachers and students are some of the outstanding features of the department.

Deep commitment to the Nehruvian consensus and an optimistic faith in the ability of the Indian Constitution to bring about change marked the broad ethos of the department in the 1960s. The emergence of post-behaviouralism in the discipline of Political Science found reflection in the pedagogy and values espoused by the department. Many of our outstanding alumnae joined the department during these intense and decisive years of nation building including Ms. Nirmal Khanna, Prof. Neera Chandhoke, Ms. Komal Nair Anand, Ms. Jasbir Mohindroo, and Ms. Bhanu Devi. Ms. Sarah Joseph's appointment was like a breath of fresh air as she came in from the outside. The appointments of students like Ms. Rena Sewak, Dr. Meenakshi Gopinath, Ms. Kiran Bhasin, followed by Ms. Pamela Batra, Dr. Renu Behl bore rich fruits as the department and the college worked in tandem to bring fresh concerns into the mainstream of teaching-learning. This is a context to reiterate the contributions of other stalwarts who were part of the department albeit for short durations such as Zohra Clifford, Rama Puri, Sudha Dhar, Sita Sue and Zoya Hassan, each of whom enriched the department by contributing to the academic discourse. Many of the names recounted here have today become eminent political scientists whose work and research is often the benchmark in scholarship. Prof. Neera Chandhoke's work on areas as diverse as politics in Africa and debates on the concept of civil society and the Indian state, have now acquired an almost iconic status. Dr. Sarah Joseph's nuanced understanding of

power, multiculturalism and the overall domain of political theory is highly regarded. Dr. Meenakshi Gopinath's scholarship in the realm of political theory, politics in Pakistan, the new and evolving area of conflict transformation and peacebuilding is noteworthy. Prof. Zoya Hassan's name is inseparable from any scholarly account of Indian politics in general, and political parties in particular.

Through all these years, Ms. Bimla Luthra remained as Head of department – a position she held till 1977 when the department was nearly two decades old and succeeded in setting high standards of scholarship. The tumultuous seventies, saw not only an onslaught on democratic functioning but also a triumphant return to it. This no doubt impacted the University. Many significant changes were introduced during this period including a move towards rotational in-charges of the departments both at the University as well as the college level, based on the principle of seniority. This practice brought to the fore the leadership skills and managerial capabilities of different members of the faculty. Department in-charges began to be selected for a period of two years and the trend continues till date.

The later part of the 70s was also marked by significant changes in the syllabus of Political Science. New papers including Area Studies, International Organisation, and Comparative Studies were introduced. As the focus shifted from facts and description to theoretical and analytical skill building, the discipline of Political Science became a more critical discourse. At the international level, the boundaries of Cold War rhetoric and realist presumptions and later the neo-liberal notions of politics were pushed by critical academic spaces in the country and the department of Political Science at LSR became a crucial contributor.

A lot of new faces now became part of the department bringing with them fresh insights and a new and critical pedagogy. Dr. Veena Ravikumar was one of the earliest in this long and illustrious list. The 1980's was marked by many new appointments such as that of Dr. Niraja Gopal Jayal, Dr. Vanita Sinha, Dr. Gurpreet Mahajan, Dr. Nivedita Menon, Dr. Madhulika Banerjee, Dr. Vidhu Verma, Dr. Rajshree Chandra, Dr. Vasanthi Srinivasan, Dr. Krishna Menon and Dr. Anita Bagai.

Most of these new faculty members were students of the new academic curricula introduced in the 1970's and brought with them a radical dynamism marking a generational shift. They combined commitment to teaching, research and activism and are all well known in their areas of specialisation. Dr. Niraja Gopal Jayal's understanding of issues of development, state and governance is characterised by great scholarship. Dr. Gurpreet Mahajan is today one of the leading political theorists especially in the area of multiculturalism and rights. Dr. Vidhu Verma's examinations of the ideas of justice and democracy have enriched the ongoing debates on these themes. Dr. Madhulika Banerjee's very fascinating area of research seeks to understand power and marginalisation in the world of medicine, pharmaceuticals and healthcare.

Dr. Vasanthi Srinivasan's sharp understanding of politics and strong theoretical grounding makes her work in the domain of political theory unique. Dr. Vanita Sinha's areas of interest have been Indian politics and political philosophy. Dr. Rajshree Chandra is widely published and is today a well known authority on the rather contentious issue of intellectual property. Dr. Nivedita Menon's scholarship, politics and activism continues to inspire the department as it did when she was a student here and later a faculty member.

The end of the eighties marked a change, with Dr. Meenakshi Gopinath becoming the Principal of the college in 1988, taking on the role of being an inspirational leader for the institution as a whole. Having served the institution in the capacity of the Principal for twenty-six years, she retired in August 2014. During her tenure as Principal, the college saw many spectacular changes, emerging as the top ranked college in DU and is today one of the best known spaces for academic learning – both nationally and internationally.

In the late 1990s, Ms. Rina Kashyap and Ms. Jaya Sharma joined the department and enriched it with their expertise in international relations and political theory. At the turn of the century, Dr. Shweta Singh, Ms. Pooja Satyogi, Dr. Sunalini Kumar and Mr. Mahesh S. Panicker joined and brought diversity in frameworks of analyses as well as expansive research interests in the department. Ms. Nila Mohanan, Ms. Ankita Pandey, Ms. Ambar Ahmad, Ms. Sruthi Muralidharan, Ms. Lakshmi Radhakrishnan, Ms. Smita Singh, Ms. Shivani Kapoor, Ms. Vijaya Dixit and many others have been a part of the faculty over the last one decade. The new entrants to the faculty include Mr. Siddharth Tripathi, Ms. Priyanka Banerjee, Dr. Abhiruchi Ojha and Mr. Suvaidd Yaseen. Each of these faculty members with their areas of specialisation have brought diversity and dynamism to the department.

The history of the department of Political Science thus reflects not only its illustrious faculty members' past and present, but also the ethos that the faculty members and students nurtured with great commitment and dedication. The decades since its inception have seen the department emerge as a nodal point of deconstruction, reconstruction and vibrant debates in the discipline.

The department seeks to be a space for joint exploration of new ideas and themes by students and the faculty. It has been at the forefront of a cross-section of political issues, academic initiatives to understand these issues and finally activist intervention wherever possible.

Apart from familiarising students with contemporary academic debates, the department since its inception has emerged as a training ground for in-depth research and reference work. In this regard, the department has developed crucial linkages with research institutions, international organisations and public institutes in India and abroad, opening up interactive platforms for students to develop long term research interests.

Over the years, the department of Political Science has developed critical thinking, activism, advocacy as well as leadership in the fields of Political Theory, Gender Studies, Culture Studies, International Studies, Public Policy and Public Administration. The Political Science graduates from the department have established careers in higher academics, law, bureaucracy, international relations, gender studies and media among many other fields.

Thus the efforts of the department have been a reflection of LSR's commitment to nurturing and creating cosmopolitan citizens who espouse a democratic celebration of diversity. It is within this overarching ideal that the department has been facilitating explorations in knowledge, continuously engaging with humanist concerns by creating a liberating pedagogy. Through the last six decades, the department has continuously endeavored to contribute to critical and creative thinking, sustaining democratic spaces, broadening access and inclusivity in quality education and consistently working towards the empowerment of women. It has provided a context of learning that enhances professionalism, humanism and social responsibility.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of Political Science is given below. The details of research publications, awards, scholarships, fellowships and consultancies are provided in the college Self-Study Report 2015.



Ms. Pamela Batra – Associate Professor

Ms. Pamela Batra did her post-graduation from the University of Delhi. Her areas of specialisation have been Colonialism and Nationalism, United Nations and International Politics. She has been the faculty advisor of many co-curricular and extra-curricular student activities and has been the Bursar of the college as well. Ms. Batra has also been associated with the NSS.

Email: pamelabatra@lsr.edu.in



Dr. Renu Bahl - Associate Professor

Dr. Renu Bahl pursued her post-graduation education, including her doctoral research from the University of Delhi. Her areas of interest are Indian Political Philosophy and Thought. She specialises in Gandhian Studies and is interested in the themes of violence and non-violence, which she also teaches as part of the one-year diploma in Conflict Transformation and Peace Building, a course coordinated by the department of Political Science. She has also been associated with the *Dhyana* society at college.

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Dr. Veena Ravikumar - Associate Professor

Dr. Veena Ravikumar has a Masters in International Relations from Columbia University, New York, and completed her M. Phil. and Ph.D. from the School of International Studies, Jawaharlal Nehru University. She has contributed her expertise and advice to various student activities such as public speaking and academic writing.

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Dr. Anita Bagai - Associate Professor

Dr. Anita Bagai's doctoral thesis was on Japanese politics. Her areas of interest include issues of governance and public policy. She has been teaching courses ranging from Colonialism and Nationalism in India to Political Theory and Public Administration. Dr. Bagai has been a very important part of crucial administrative aspects of the college.

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Dr. Krishna Menon - Associate Professor

Dr. Krishna Menon obtained her Masters and M.Phil. degrees from the Centre for Political Studies, JNU and her Ph.D. from the University of Delhi. Her areas of specialisation include Political Theory, Indian Government and Politics and Feminist Theory and Politics. Dr. Menon has taught post-graduate courses on Development Politics in India at the South Campus, University of Delhi and Indian Politics at SIS, Jawaharlal Nehru University. She is currently Director of the Aung San Suu Kyi Centre for Peace in the college. She is a trained classical dancer and has worked as the classical dance critic with *The Indian Express*, New Delhi.

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Ms. Rina Kashyap - Associate Professor

Ms. Rina Kashyap is interested in the themes of International Security, Colonialism and Gender. She teaches courses on Political Theory, Global Politics and International Relations, and Indian Politics. Apart from steering the Journalism Department in its early years, she has taught courses on Conflict Transformation and Peace Building Programme. Her current research is a critical examination of the institutionalisation of human security in International Organisations.

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Ms. Pooja Satyogi - Assistant Professor

Ms. Pooja Satyogi has trained in Political Science and Socio-Cultural-Legal Anthropology. Her initial work was on understanding the state's discourse about women in India through an in-depth analysis of plans, policies, and laws. She is pursuing doctoral studies at Johns Hopkins University and is currently writing her dissertation titled, 'Intimate Public Spaces: Policing 'Domestic Cruelty' in Women's Cells, Delhi', which studies the implementation of dowry laws by the Delhi Police.

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Dr. Shweta Singh - Assistant Professor

Dr. Shweta Singh is currently on lien to the South Asian University. She engages with interdisciplinary synergies between International Politics and Peace and Conflict Studies. Her core research interests include: intrastate armed conflicts in South Asia, mediation, peace education, conflict transformation and peace-building, particularly foregrounding a South Asian lens in theory and praxis. The focus of her doctoral research has been: 'Why does mediation in some intrastate

armed conflict end with agreement and succeed in ending conflict whereas others fail, with a focus on Northern Ireland and Sri Lanka.’ She has also been involved with the Conflict Transformation and Peace Building Programme in college.

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Dr. Sunalini Kumar - Assistant Professor

Dr. Sunalini Kumar has a Masters in Social and Political Sciences from Cambridge University. She earned her M.Phil. from the Centre for Political Studies, Jawaharlal Nehru University. She received her doctoral degree from the University of Delhi. Her inter-disciplinary doctoral work spans across the fields of political economy and urban studies, and looks at the politics of planning the National Capital Region (NCR). She has served as Reviewer, *Economic and Political Weekly*, 2013. She is also contributing member, www.kafila.org- a collaborative weblog on contemporary South Asian politics, culture and the media.

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Mr. Mahesh S. Panicker - Assistant Professor

Mr. Mahesh S. Panicker is currently pursuing his Ph.D. from the Centre for Political Studies, Jawaharlal Nehru University. His areas of interest include Contemporary Liberalism, Theories of Social Justice and Inclusion, Disability Studies and International Relations. He has been actively engaged with the initiative of *Swavalamban* at the college.

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Mr. Siddharth Tripathi – Assistant Professor

Mr. Siddharth Triparthi completed his Masters in International Relations and M.Phil. in European Studies from Jawaharlal Nehru University. He is currently pursuing his Ph.D. at the School of International Studies, Jawaharlal Nehru University. He also represented India in the first SAARC Youth Camp in Bangladesh. His areas of interest include Norms in International Relations, Security Sector Reform, Comparative Regionalism, Non-Traditional Security Issues, Politics of Development Aid and Humanitarian Intervention. He is associated with the Aung San Suu Kyi Centre for Peace at LSR where he teaches various courses on Conflict Transformation and Peacebuilding.

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Dr. Abhiruchi Ojha - Assistant Professor

Dr. Abhiruchi Ojha has a Masters in Political Science from Jamia Millia Islamia. She completed her M.Phil. and Ph.D. from Jawaharlal Nehru University. Her doctoral thesis is titled 'Socio-political Dynamics of Gender and Citizenship in South Africa, 1994-2010'. Her research interests include African Studies, Gender Studies, Indian Government and Politics.

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CURRICULAR ASPECTS

As a discipline, Political Science deals with the theory and practice of politics. The concerns and focus of the discipline have changed over the decades in response to the changing socio-political landscape both at the national and international level. Thus, course revisions have been initiated by the department of Political Science, DU from time to time keeping in view the changes in the discipline and the questions that it seeks to answer.

With the belief in the state led education for social change, the department of Political Science at LSR has been an active partner in democratic change in the country. While remaining within the larger framework provided by DU, the attempt of the department has been to enable students to engage with issues beyond the curriculum and initiate young women into careers and lives based on sensitivity, courage, excellence, and the desire to respond creatively to all new challenges.

The Honours programme for Political Science was introduced in 1961. Since then the courses have changed considerably. The curriculum was descriptive in nature and there was little emphasis on critical engagement. The focus area remained on institutional understanding of politics. The readings were derived from the western scholarship and reflected the concerns of the same. The course on Political Theory, for instance, relied largely on the western canonical traditions with no stress on theoretical abstractions from Indian experiences. The approaches to the discipline during the sixties were limited and binaries dominated the political discourse. The reflection of this trend can be seen on the course structure of the subject as well.

In the mid seventies came the first radical change in the curriculum, making the courses more in tune with the political developments. By the 1970's many countries from the global South were decolonised and there was a wave of democratic change. The Political Science curriculum responded to this with an added emphasis on comparative studies. There was now an increased stress on interdisciplinary learning and techniques of research. Similarly, the local politics changed with glimpses of authoritarian state in India and emergence of new political actors in the democratic movement. A reflection of this can be seen in courses like Indian Government and Politics which began to move away from its obsessive focus on institutions and details of Constitution to a more complex and nuanced understanding of politics in India. It was finally acknowledged that the study of social structures as well as the working of economy is significant for Political Science. Learners were, therefore, offered choice of an optional paper: they could opt for a course of their choice among the optionals. The choice set offered included papers like- General Sociology; History of China/Japan/Africa; Social Philosophy; United Nations; and Political Geography.

The seventies and the eighties were also decades marked by an expanding human rights discourse, feminist theoretical interventions and the very real spectre of a debt-trap that threatened to engulf the countries of the global south. As ideas of liberalisation and globalisation gained prominence, accompanied by a shift from a bi-polar to a globalised world, a second course revision took place in the 1990s. The courses started incorporating issues which re-examined the institutions of state and society in a globalising world. At the same time, domestic politics came to be dominated by new social and political coalitions, diverse social movements, new regional players, greater decentralisation, and rise of Hindu nationalism. So, the department responded with course changes where two additional papers –Indian Political Thought and India’s Foreign Policy were added to the Ist and IIIrd Year syllabus.

Revisions were introduced in the content of other existing papers as well. For instance, the paper on Colonialism and Nationalism introduced Subaltern Studies to broaden the scope of the course. Contemporary concerns of citizenship and equality in the context of multicultural societies came to inform the tenor of the new course on Political Theory. The paper on Comparative Politics saw the introduction of new area studies which focused on the dynamics of politics in countries like Pakistan, Nigeria, Iraq, Iran, Tanzania, and institutional practices in the same. The voices and experiences of countries from global south and marginalised sections in India thus gained entry into the curriculum. The course on International Relations adapted itself according to the changed international order. The course on Public Administration too sought to re-evaluate the conventional notions of administration and governance in the light of the rapidly changing world order with the exploration of the emerging concern of development administration.

The new millennium saw the emergence of new concerns in the discipline such as international terrorism, environmental challenges, expansion of civil society as an influential actor in politics, gender based studies, limits of right based politics, issues of governance in a developmental state, reorganisation of federal units in India based on economic backwardness among others which were incorporated into the existing curricula. The syllabus was revised once again in 2010 making it more vibrant and dynamic.

A brief examination of the content of various courses would better highlight the dynamic nature of the syllabus. The paper on Colonialism and Nationalism in India helps students understand India’s colonial past and the unfolding of the national movement. Integral to the course is the understanding of the ideas of democracy and freedom with corresponding social relations and institutional practices that took shape in the context of anti-colonial struggles. The paper on Political Theory examines the contested terrains of equality and liberty in a changing world, dynamics of political obligation, limits of universality in the human rights discourse, and accommodation of diversity in pluralistic societies. A marked shift in the course content of two papers –Indian Government and Politics and Comparative Politics — has been a shift away from the critical understanding of only institutions, and a move towards the study of non-state actors and their impact on politics. Similarly, the course on International Relations and Global Politics gives the students a comprehensive overview of the major international political developments and familiarises them with the key contemporary issues and problems. The paper on Public Administration provides an introduction to general theories of public administration with special reference to India. Issues of governance and developmental change have also been incorporated. The paper on Indian Foreign Policy has tried to incorporate the dynamic changes in Indian foreign policy in the changed political context post the end of the cold war with increasing focus on the

growing relationship between India and the global economic regime. The political economy approach to understand international relations has also been included in the new course design. The course titled Traditions in Western Philosophy has been revised to cover twelve major thinkers chronologically in the history of ideas starting from the classical tradition represented by Plato and Aristotle to the feminist thinkers Mary Wollstonecraft and Carole Pateman. The inclusion of feminist thinkers is due to active feminist interventions in social and political thought both internationally and in India. The paper on Indian Political Thought used to be taught with reference to the selected treatises of representative thinkers such as Kautilya's *Arthashastra*, Ziauddin Barni's *Fatwa-e-Jahandari*. Now the focus has shifted from purely text based study to a more thematic approach so as to introduce the students to issues of political philosophy such as Kautilya's theory of state, Barni's theory on Indian polity and so on.

The new optional courses which are offered have been designed keeping in mind the changed socio-political landscape. These papers provide students with the opportunity to work closely with mentors and enrich their understanding about politics. The optional papers offered by DU are: Understanding South-Asia; The African Experience: Polity and Economy; Contemporary Political Economy; Public Policy in India; Dilemmas in Politics; State Institutions and Civil Society Organisations; Feminist Thought and Practice; Feminist Issues in Indian Politics and United Nations and Global Conflicts.

At LSR, Feminist Theory and Practice, Understanding South Asia, the UN and Global Politics and Feminist Issues in Indian Politics are offered as optional courses to students. The courses on Feminist Theory and Feminist Issues in Indian Politics aim to explore the history of feminist struggles across the world and the contemporary debates in the feminist movement, both at international and local levels. Guided by the idea of theory and praxis, at LSR, students are encouraged to take up various initiatives in the form of small research projects to link classroom debates with contemporary developments outside. The optional paper titled United Nations and Global Conflicts is a comprehensive introduction to the organisation and international dynamics of the United Nations as a world body and its operation in the changing terrain of international politics and conflicts. It provides a detailed account of the organisational structure, political processes and the major changes that have come about in the organisation since its inception in 1945. It also deals with major global conflicts and their ramifications for international society. It prompts students to reflect on the role that negotiations and peace building can play in transformation of conflict. The course on Understanding South Asia introduces students to the historical and socio-political dynamics of the region in a comparative framework. The stress of the paper is to locate common challenges and strategies adopted by the South Asian countries to deal with various conflicts, both in earlier times and in the contemporary period.

Guided by the principle of interdisciplinary studies, the department offers a wide variety of papers to various other departments as well. Two papers – Indian State and Democratic Politics and International Relations - are offered by the department of Political Science to the department of Journalism. The department also offers different courses on Indian Politics and Political Theory to the department of B. A. Programme, the Bachelors in Elementary Education and the Conflict Transformation and Peace Building programmes. Concurrent and inter-disciplinary courses that seek to address issues of democratic governance, citizenship and globalisation are also taught by the members of the department to students enrolled in the other disciplines.

The department has always been a vital part of the syllabus and curriculum committees of the University. The skill, understanding and expertise of our department is highly regarded and valued and many of its members are often invited to be on similar committees in other leading educational institutions of the country.

Thus the department has always tried to incorporate a strong interdisciplinary emphasis in the structure and design of the curriculum. It attempts to encourage learners to think critically, and broaden their understanding. The courses are drawn from a variety of philosophical, historical and interdisciplinary traditions with diverse approaches. The undergraduate program offers several new perspectives alongside introducing theoretical knowledge in the study of political science, making the curriculum intellectually diverse.

TEACHING-LEARNING AND EVALUATION

Teaching-Learning

The department of Political Science uses the curriculum as a stepping stone to initiate students into a world beyond the prescribed course and books, examinations and the library.

The year 2012 stands out in the history of DU because it saw the introduction of semester system which replaced the five decade old annual mode. While the major courses broadly remain the same, they have been adopted to fit into the semester mode. Students are required to take 20 courses over a period of 6 Semesters. Besides these, students are required to take one language (credited), one interdisciplinary and two disciplinary courses over the course of their graduation degree. LSR under the guidance of the department in DU uses methods and techniques such as referring to original texts, archival documents, government records in addition to secondary sources such as books, scholarly journals, articles, working papers and research papers. Students are encouraged to read beyond the compulsory and additional reading list provided by the university. They are expected to undertake short researches under the mentorship of faculty members. The emphasis is on critical thinking, exploring the unfamiliar, re-examining the familiar, making meaningful connects, engaging with diverse perspectives, learning and unlearning. The department also makes use of documentaries, films and performances to reinforce the curriculum. Leading scholars, academics, journalists, researchers and activists are often invited to speak to the students and faculty at regular intervals. These lectures offer a new perspective to the students as well as familiarise them with contemporary themes and debates.

The syllabus is vibrant and the readings make it truly dynamic. The department is of the firm belief that what is taught in the classroom is as significant as how it is taught. A democratic and participatory milieu is essential for effective teaching-learning to happen. With this in mind, the department takes great care to be as inclusive as possible. Students and faculty members from diverse backgrounds bring different talents and concerns into the classroom. The department makes a special effort to make it possible for all students and faculty with special needs to participate as effectively as possible. Students from different cultural and social backgrounds are encouraged to be part of the department activities and engagements. Special classes are often organised to address the learning requirements of students who may start with certain constraints.

Therefore, the department on the basis of the courses it offers has become one of the most vibrant departments in the college by drawing students from various parts of the country and abroad.

Evaluation

The department of Political Science has always viewed itself as an instrument or agent of democratic change. In the administration of each of its responsibilities and functions, the department has always tried its best to fulfill its commitment to the stated principle. The evaluation methodology employed by the department therefore has tried to strike the right balance between following established norms yet customising it in a way that takes into account the different capabilities and needs of our highly heterogeneous student body.

The department of Political Science follows the evaluation pattern laid down by the University of Delhi. The department has a clearly laid down, well established internal assessment model in place, which aims at developing both: a theoretical grasp over the subject matter, as well as superior cognitive and analytic skills. For each course, students are expected to present two assignments which are then evaluated by the faculty. One assignment is usually in the form of a written test where students are tested on their understanding of a specific portion of the syllabus. The second assignment aims to challenge students to look beyond their syllabus and critically engage with issues of socio-political relevance in the form of either oral presentations or written projects or research papers. The larger purpose behind this exercise is to enable students to develop a skill set that would be useful for future research. Teachers often take periodic class tests as well to keep the students on their toes.

The evaluation system followed by the department aims to ensure that while rules laid down are followed, yet a certain degree of flexibility is maintained so that the different capabilities and needs of different students are respected. The established practice in the department is therefore to look for progression.

The departmental model of marking or assessment is not absolute but relative scoring. While evaluating or scoring, teachers are encouraged to take into account individual differences between students in terms of command over language, level of improvement shown over a period of time or, social or any other form of disadvantage that a student may have faced. Importantly the marks given by teachers are not final and open to change and modification. Students are always encouraged to approach their teachers with marks related doubts or discrepancies. If the doubt expressed by the student is found to be justified, evaluation is reviewed by the teachers. Re-tests are also often held so as to give students a chance to improve upon their earlier performances. In general evaluation is not limited to correction of answer scripts or projects but is followed by an interaction and discussion between the students and teachers. The entire system is open to review and teachers are also expected to provide justifications for a set evaluation. Thus the evaluation system is customised to meet the specific requirements of students, while maintaining the larger structure of rules and norms laid down by the University of Delhi.

The college is fully equipped with the internal assessment software through which all teachers, at the end of each semester upload the marks that have been given to the students. This is done in accordance with the guidelines laid down by the University of Delhi and ensures that the entire process is given the right touch of transparency and accountability. The students can easily check the marks that have been uploaded and can point out any discrepancy which can then be corrected. The marks are also accessible to anyone who wishes to check. Thus the entire exercise becomes transparent. Also, the college provides printed tutorial sheets that mimic that of the University.

The college is also a part of the external evaluation system of the University of Delhi. Teachers from the department are regularly invited to be part of committees that set question papers for the final end semester examinations that are conducted by the University. Paper setting is usually through committees that comprise of teachers from different colleges from the University to make the process representative and transparent. Question papers are set keeping in mind the interests and capabilities of the widest section of students possible. Teachers from the department also take an active part in the evaluation of the end semester examinations. The entire process of evaluation is carried out in a democratic manner based on discussion and setting of common rules on the basis of which marks are given. This ensures that discrepancy in allotting marks is minimised to the greatest extent possible.

Given the transparent and democratic process by which evaluation is carried out, both internally and externally, the academic performance of our students becomes all the more creditable and praise worthy. Students of the department of Political Science have always performed exceptionally well in University examinations, securing top positions consistently. A large majority of our students have also been able to secure first divisions in University exams that adds to the overall credibility of our evaluation process. Evaluation in the department is not a one way process, students are encouraged to give feedback on the classes and tutorials held by the teachers. Some members of the department do give out an assessment and feedback form to their students and benefit greatly from this exercise.

The larger purpose of evaluation is of course not just to grade students and create a hierarchy based on marks. Evaluation is in reality a test of teachers, that is, how much have teachers been able to impart to the students through class discussions and contribute to the overall personal evolution and growth of each student. Constant evaluation is a valuable instrument also for the students for it trains them well for the challenges and pressures of adult life. Taking periodic tests enables them to learn how to manage time, prioritise and balance different activities as well as learn how to cope with both successes and failures.

RESEARCH

Faculty Publications and Presentations

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Dr. Veena Ravikumar

Papers Presented in National/ International Conferences

- Ravikumar, V. (2012). *Global War against Terror and Sovereignty: A Case Study of Pakistan*, Annual Convention on 'The Dawning of the 'Asian Century: Emerging Challenges before Theory and Practices of IR in India' by the Indian Association of International Studies in collaboration with Institute for Research on India and International Studies, 11th December, 2012.

- Ravikumar, V. (2012). *Rising Asia, Anxious Europe: The Problem of Security*, Conference organised on 'Changing Security Dynamics' by the Asia Dynamic Initiative, University of Copenhagen, Denmark, 2-3rd May, 2012.
- Ravikumar, V. (2012). *Perception Management of the Indian Army in Kashmir*, Seminar at Centre for Land and Warfare Studies (CLAWS), 21st February, 2012.
- Ravikumar, V. (2004). *Pathways to Peace in Kashmir: The Significance of Diplomacy, Democracy and Development in South Asia*, 18th European Conference on 'Modern South Asia', Lund University, 6th July, 2004.
- Ravikumar, V. (2004). *India-Pakistan Relationships: Strategic Imperatives and Policy Implication*, International Symposium, Humboldt University, Berlin, 2nd July, 2004.
- Ravikumar, V. (2004). *Globalisation and Terrorism: The Case of Iraq*, National Seminar on 'Globalisation and Emerging Issues in the Gulf', organised by Gulf Studies Programme JNU, 26th March, 2004.
- Ravikumar, V. (2003). *The Transatlantic Relationship: EU and the United States*, International Seminar, JNU European Union Studies Programme, New Delhi, 22nd May, 2003.
- Ravikumar, V. (2002). *Fallout of Nuclear Confrontation: Peace in South Asia?*, South Asian Conference, Heidelberg, 11th September, 2002.
- Ravikumar, V. (1999). *Kashmir in the Global Context*, Seminar on 'Intra and Inter State Conflicts in South Asia' organised by the Department of Political Science, University of Hyderabad, Hyderabad, 15-18th February, 1999.

Others

- Ravikumar, V. (2012). *Rising Asia, Anxious Europe: The Problem of Security*, Bangalore International Centre, 21st June, 2012.
- Ravikumar, V. (2011). Discussant for Senior Fellow's Seminar, Institute of Defence studies and Analysis (IDSA), Dr. Raja Ram Panda: Japan's Nuclear Energy Dilemma Post-Fukushima, 14th October, 2011.
- Ravikumar, V. (2011). Moderator for Youth Forum and Foreign Policy (YFFP) session entitled, *India's Neighbourhood: Challenges and Opportunities*, with Ambassador Shyam Saran, YWCA, 30th September, 2011.
- Ravikumar, V. (2011). *Indian Foreign Policy: Challenges and Prospects*, talk given at Christ College, Bangalore, 29th June, 2011.
- Ravikumar, V. (2011). *Indian Foreign Policy: Security Perceptions*, talk given at St. Josephs College, Bangalore, 1st July, 2011.
- Ravikumar, V. (2010). *Politics of Terrorism*, India International Centre (IIC), February, 2010.
- Ravikumar, V. (2009). *Indian Foreign Policy: Implications and Consequences*, Poovaya and Company, Bangalore, 2009.
- Ravikumar, V. (2009). Member, Panel, India-NATO conference on security, USI, January, 2009.

DEPARTMENT PROFILES 2015

- Ravikumar, V. (2007). *Pathways to Peace and Kashmir*, talk given at Academic Staff College, Jamia Millia University, New Delhi, 3rd August, 2007.
- Ravikumar, V. (2007). *Towards Détente in South Asia*, talk given at Academic Staff College, Jamia Millia University, New Delhi, 1st February, 2007.
- Ravikumar, V. (2006). *Methodologies and Theories in International Politics*, talk given at Refresher Course, Jamia Millia University, New Delhi, 1st November, 2006.
- Ravikumar, V. (2006). *Democracy and Terrorism: Case of India*, talk given at Freiburg University (ABI, Germany), 22 June 2006, and Heidelberg University, 3rd July, 2006.
- Ravikumar, V. (2006). Panel Chairperson, *Détente in South Asia? Will it Hold?* (Panel No. 10), 19th European Conference on Modern South Asian Studies, Leiden (Netherlands), 27th June, 2006.
- Ravikumar, V. (2005). *Internal Security of India with Special Reference to J&K*, talk given at Internal Security Academy, Mount Abu, 2005.
- Ravikumar, V. (2005). *Globalisation and Terrorism*, talk given at Internal Security Academy, Mount Abu, 2005.
- Ravikumar, V. (2004). *Globalisation and Terrorism: The Case of Iraq*, talk given at United Service Institute, New Delhi, 8th September, 2004.
- Ravikumar, V. (2004). *The Problem of Kashmir: Can it be resolved?* talk given at the Arnold-Bergstraesser Institute, Freiburg University, 30th June, 2004.
- Ravikumar, V. (2004). *Indo-Pakistan Relations after the Indian National Elections of 2004*, talk given to the Pakistan Working Group at the University of Heidelberg, 28th June, 2004.
- Ravikumar, V. (2004). *Globalisation and Terrorism: The Case of Iraq*, JNU, West Asia Centre, 18 March, 2004.
- Ravikumar, V. (2004). Discussant on ‘Globalization and Terrorism-US Foreign Policy’, for Dr. Robert Hathaway at the Centre for American and West Europe Studies, JNU, 13th May, 2004.
- Ravikumar, V. (2000). Chaired the session on ‘Air Power and National Security’, Aero India Seminar, 2000.
- Ravikumar, V. (1999). Panel Discussion on: ‘Kosovo: Can NATO Replace the UN?’ And reported on it in the India International Centre Diary, March-April, 1999.
- Ravikumar, V. (1999). Discussant on ‘Intelligence and its Restructuring in a Democratic Framework’, USI National Security Seminar, November, 1999.
- Ravikumar, V. (1998). Discussant in a Seminar ‘Restructuring Intelligence Agencies’, United Service Institution, New Delhi, 19th November, 1998.
- Ravikumar, V. (1998). *Kashmir and Indian National Security Concerns*, for South Asian Centre for Strategic Studies, 7th November, 1998.

- Ravikumar, V. (1998). *Human Rights and National Security*, Jamia Hamdard University, New Delhi, 27th April, 1998.
- Ravikumar, V. (1997). *Implications of India's Foreign Policy on Dual-Use Technology-Transfers*, talk given at National Institute of Advanced Studies, Bangalore and at the Indian Institute of Management, Bangalore, 1997.
- Ravikumar, V. (1990). *Indo-German Perspective on Development Co-operation*, Freidrich Ebert Stiftung, Bonn, Germany, 1990.
- Ravikumar, V. (1983). *Foreign Policy Implications of US Sale of AWACS to Pakistan*, Aeronotics Development Agency, Bangalore, 1983.

Dr. Anita Bagai

Papers Presented in National/ International Conferences

- Bagai, A. (2011). *Revisiting Public Administration: Perspectives and Challenge*, UGC Sponsored National Seminar held in Dayal Singh College (E), University of Delhi, 20-21st April, 2011.
- Bagai, A. (1994). *Japan and the US in Asia*, Seminar on 'Japan in Asia' organised by the Department of Chinese and Japanese Studies, University of Delhi, India International Centre and the FICCI, India International Centre, 24-25th January, 1994.

Others

- Bagai, A. (2013). *Public Finance*, in a workshop on 'Teaching Public Policy', Arts Faculty, South Campus University of Delhi, 14th February, 2013.

Dr. Krishna Menon

Publications in newsletters

- Menon, K. (2012). 'Mohiniyattam', *India International Centre Diary*, 2012.
- Menon, K. (2003). 'South Breeze', *India International Centre Diary*, 2003.
- Menon, K. (2000). 'Secularism Re-examined', *India International Centre Diary*, 2000.
- Menon, K. (1999). 'Annual Visit', *India International Centre Diary*, 1999.
- Menon, K. (1998). 'Community Health as in Kerala', *India International Centre Diary*, 1998.
- Menon, K. (1990). 'Inequality and Democracy', *India International Centre Diary*, 1990.

Paper Presented in National/ International Conferences

- Menon, K. (2015). *The Temple, The Stage and The Bar*, International Conference Association of Asian Studies Chicago, USA, March, 2015.
- Menon, K. (2014). *Free Speech and Censorship in India*, International Conference on 'Public Deliberation and Global Affairs', Arctic University, Norway, June, 2014.
- Menon, K. (2014). *The New Middle Class and Gender in India*, International Conference on 'Locating gender in the new middle class in India' IAS, Shimla. Indian Institute of Advanced Study, Shimla and Women's Studies and Development Centre, University of Delhi, March, 2014.

- Menon, K. (2013). *Understanding Dalit Feminism: A Passage To India*, Seminar for Winston Salem University, USA, and Lady Shri Ram College, August, 2013.
- Menon, K. (2013). *Feminism and the Exclusion of Women with Disabilities*, International Conference on 'Social Exclusion: Meanings and Perspectives', Centre for study of Social Exclusion and Inclusive Policies, Central University, Hyderabad, March, 2013.
- Menon, K. (2013). *The Question of Gender in the Teaching of Political Science*, at 'Teaching Gender: Problems and Prospects in Different Disciplines' organised by Institute of Lifelong learning, Lady Shri Ram College and Women's Studies Development Centre, 2013.
- Menon, K. (2013). *Women's Only Educational Institutions*, National Seminar 'Feminist Spaces or Bastions of Patriarchy?' All India Seminar on 'Women and Higher Education: Challenges and Prospects', University Women's Association, University of Delhi, 2013.
- Menon, K. (2012). *Revisiting Harm, Humor and Humiliation*, National Seminar 'The State of Hurt: Sentiment, Politics, Censorship', Sri Venkateswara College, University of Delhi, September, 2012.
- Menon, K. (2012). *The Politics of Sex-Selective Abortion in India*, at 'Awareness and Training Programme on State of Gender and Rights of Women: Focus on Deteriorating Female Sex Ratio, Foeticide and Infanticide in Gwalior Chambal Region of M.P.', National Conference at Jiwaji Rao Universtiy, Gwalior March, 2012.
- Menon, K. (2012). *Dalit feminist notions of rape and violence*, International Conference 'Feminism and The Law', ILS Law College, Pune and University of New South Wales, and University of Technology, Sydney, February, 2012.
- Menon, K. (2012). *Ethics of Sex-Selective Abortion*, UGC sponsored National Conference on 'Ethics and Politics', Jesus and Mary College, University of Delhi, February, 2012.
- Menon, K. (2012). *Gender and Democracy*, International Conference on 'Gender, Democracy and Peace building in South Asia', Ninth Annual Conflict Transformation Workshop, WISCOMP, New Delhi, January, 2012.
- Menon, K. (2011). *Creative Uncertainty of Political Theory*, International Conference on 'Forum on Contemporary Theory. Transcending Disciplinary Decadence Exploring Challenges of Teaching, Scholarship and Research' in the Humanities and the Social Sciences Temple University, USA and Baroda University, and IIS University, Jaipur, December, 2011.
- Menon, K. (2011). *Dalit Feminist Understanding of rape and violence*, International conference 'Other Indias: The Richness of Indian Multiplicity', University of La Laguna, Spain, November, 2011.
- Menon, K. (2011). *Understanding Development and Democracy in India*, UGC sponsored National Seminar on 'Contextualizing Democracy in 21st Century: Perspectives and Challenges' in Kalindi College, University of Delhi, February, 2011.
- Menon, K. (2011). *Development Debates in the Context of the North-East*, National Conference North-East India Political Science Association, XIX Annual Conference, Rajiv Gandhi Central University, Itanagar, Arunachal Pradesh, February, 2011.
- Menon, K. (2011). *Dalit Feminism and the Question of Violence*, International Seminar on 'In the Name of Honour: A Dialogue on Andocentric Matrimonial practises and Women's

Subjugation in South Asia', Women's Studies and Development Centre, Academic Research Centre, University of Delhi, February, 2011.

- Menon, K. (2010). *Dalit Women Speak*, conference on 'Breaking Boundaries Shared Spaces' organised by IAWRT, New Delhi March, 2010.
- Menon, K. (2010). *Can the Dalit Women Speak*, at 'International Women's Day at Challenges', UGC sponsored National Seminar at Lakshmibai College, University of Delhi March, 2010.
- Menon, K. (2010). *Philosophy and the Value of Dance: Why Do I Dance*, at World Dance Day organised by UNESCO, Ministry of Culture, IIC and Natyavriksha, New Delhi, 2010.

Others

- Menon, K. (2015). *Feminist Research Methodology*, lecture given at Qualitative Research Methodology workshop, NUEPA, 27th July-14th August, 2015.
- Menon, K. (2015). Chair at Panel Discussion on Gender, Conflict ICSSR National Seminar on 'Gender, Identity and Migration in India', Department of Political Science, University of Delhi, August, 2015.
- Menon, K. (2015). *Socialist Feminism and Feminist Political theory*, lectures given at Centre for Women's Development Studies, University of Delhi, April, 2015.
- Menon, K. (2015). *Gender and Music*, lecture given at Refresher course organised by JNU Academic Staff College, March, 2015.
- Menon, K. (2014). *Decoding Democracy*, lecture given at the Foundation Course of the Lal Bahadur Shastri National Academy of Administration, Mussoorie, September, 2014.
- Menon, K. (2013). *Feminist Understanding of Equality, Freedom, Dignity and Equality for Women*, Justice Sunanda Bhandare Memorial Seminar, Justice Sunanda Bhandare Memorial Trust and WDC, Lady Shri Ram College, October, 2013.
- Menon, K. (2012). *Human Rights: An Introduction to the Concept of Gender*, at the UGC sponsored one day sensitization conference on 'Human Rights' for the department of Public Administration, Jamia Mila Islamia, 21st March, 2012.
- Menon, K. (2004). 'Origin and Development of the Concept of Human Rights' at the Refresher Course on Human Rights, Gender and Environment CPDHE, University of Delhi, 6th October, 2004.

Ms. Rina Kashyap

Papers Presented in National/International Conferences

- Kashyap, R. (2013). *Underwriting Security 'Responsibly' in the Neoliberal Age: Implications of Responsibility to Protect (R2P) for Key UN Doctrines on Security and Development*, International Studies Association's Annual Conference, San Francisco, 2013.
- Kashyap, R. (2013). *A Geneology of the Responsibility to Protect*, International Studies Association's Annual Conference, San Diego, 2013.
- Kashyap, R. (2012). *Conceptualizing Order: Normative and Critical Perspectives*, International Studies Association's Annual Conference, San Diego, 2012.

DEPARTMENT PROFILES 2015

- Kashyap, R. (2011). *Examining R2P through the lenses of Biopolitics and Governmentality*, the Global Insecurities Conference, University of Leeds, 2011.
- Kashyap, R. (2009). *The Subversion of the Colonial System of Shame and Humiliation: A Case Study of the Gandhian Strategy*, International Studies Association's Annual Conference, New York, 2009.
- Kashyap, R. (2008). *Exploring the Narrative of Truth: A Feminist Critique of the South African Truth and Reconciliation Commission*, International Studies Association's Annual Conference, San Francisco, 2008.
- Kashyap, R. (2007). *International Communication as Pedagogy*, Indian and Pakistani Women's Colleges, International Studies Association's Annual Conference, Chicago, 2007.
- Kashyap, R. (2005). *The Subversion of the Colonial System of Shame and Humiliation: A Case Study of the Gandhian Strategy*, Human Dignity and Humiliation Studies Conference, Columbia University, 2005.
- Kashyap, R. (2004). *International Communications: Problems and Possibilities*, Intercultural Communications Seminar, organised by the Kinnaird College in partnership with the British Council and the American Center, Lahore, Pakistan, 2004.

Others

- Kashyap, R. (2006). *The Concept of Humiliation as a Critical Issue in Restorative Justice: An Exploration*, Women in International Security (WISS) Workshop, at Georgetown University, 2006.

Dr. Shweta Singh

Papers Presented in National/ International Conferences

- Singh, S. (2014). *Where are the Women in the Security and Governance agenda in Northern and Eastern Province?: Feminist Interventions on Post War Sri Lanka and the State*, presented at the 'Fourth Global International Studies Conference' organised by WISC, Frankfurt, Germany 6-9th August, 2014.
- Singh, S. (2014). *The Politics of 'Othering' through a Plate of Food: Critical Perspectives on Halal certification, 'Muslim' factor and Post War Sri Lanka*, European Conference on 'South Asian Studies' organised by ECAS, Zurich, Switzerland, 23-26th July, 2014.
- Singh, S. (2014). *Women, Post War Sri Lanka and United Nations Security Council Resolution 1325: Agents or Controlled Actors?*, International Conference on 'Sri Lanka in World Affairs' organised by the University of Colombo, Sri Lanka, 3-4th July, 2014.
- Singh, S. (2013). *Interreligious Understanding and Peacebuilding: Dialogical Spaces for Research*, Conference on 'Interreligious Understanding and Peacebuilding' organised by the Universitas Kristen Duta Waca (UKDW), Yogyakarta, Indonesia, 1-5th July, 2013.
- Singh, S. (2013). *You Propose, We Decide: Role of Contextual Facilitators vs. Inhibitors as Determinants of Mediation Success and Negotiated Peace*, Conference on 'International Studies Convention: The Politics of International Diffusion; Region and Global Dimension', organised by the International Studies Association, San Francisco, California, USA, 3rd April, 2013.

Others

- Singh, S. (2014). *Mapping Conflict Transformation and Peacebuilding in Asia*, invited lecture given at the University of Kashmir, 9th March, 2014.
- Singh, S. (2013). *Peace Education: Critical Challenge*, talk given at Regional Centre for Strategic Studies (RCSS) in collaboration with Global Partnership for the Prevention of Armed Conflict (GPPAC), Trincomalee, Sri Lanka, 20 -22nd May, 2013.
- Singh, S. (2013). Discussant on 'Insurgency in the North East' organised by the Rajiv Gandhi Institute for Contemporary Studies (RGICS) 1st March, 2013.
- Singh, S. (2012). Discussant and Participant at 'Gokarna Dialogue: Strengthening Women's Contribution to Peace in Asia', Centre for Humanitarian Dialogue (HD Centre/Geneva), Kathmandu, Nepal, 2012.
- Singh, S. (2010). Core Faculty, CONTACT (Conflict Transformation Across Culture) conducted Peacebuilding Training and Education for SAARC Emerging Leaders in Kathmandu, Nepal, February, 2010.
- Singh, S. (2010). *Politics of Mandate and Mediation: A Comparative Framework of Analysis for Northern Ireland and Sri Lanka*, Poster presentation at National Centre for Peace and Conflict Studies, University of Otago, Dunedin, New Zealand, 2010.
- Singh, S. (2009). Conducted training sessions on 'Peacebuilding: Theory and Praxis' at the WISCOMP Annual Conflict Transformation Workshop, 2009.
- Singh, S. (2009). Designed and organised trainings on 'Education for Peace: A tool for Conflict Transformation and Peacebuilding in North Eastern India', for Centre for Development and Peace, Guwahati, 2009.
- Singh, S. (2008). Resource Person for Curriculum design workshops on 'Peace, Development and Security', organised by University of Peace, Costa Rica at Kathmandu, Nepal, December, 2008.
- Singh, S. (2008). Conducted an interactive workshop on 'Conflict Transformation and Experiential Learning' for school students at Nehru Memorial Museum and Library, June, 2008.
- Singh, S. (2008). *Education for Peace: Dialogic Exploration*, lecture given at the WISCOMP organised National Workshop on 'Education for Peace and Multiculturalism for Teacher Educators', 2008.
- Singh, S. (2006). Conducted training on 'Training for Peace: Cooperation and Coordination', at United Service Institution of India – Centre for United Nations Peacekeeping, New Delhi, 2006.

Dr. Sunalini Kumar

Papers Presented in National/ International Conferences

- Kumar, S. (2014). *The Changing Indian State in urban Development: Collaborative Suburbanization in Delhi-NCR 1980s to 2000s*, on 'Contradictions on Development in the Globalizing South; Socio-Spatial Perspective', interdisciplinary ICCSR National Seminar organised by Department of Geography, Mumbai University, 25-26th February, 2014.

DEPARTMENT PROFILES 2015

- Kumar, S. (2014). *Urban Entrepreneurs and Collaborative Suburbanization in Delhi-NCR; Revisiting the State-Society Debate of the 1980s*, International Seminar 'Frontiers of Political Theory', Jawaharlal Nehru University, January, 2014.
- Kumar, S. (2011). *Chronicle of a Death Foretold: The Lethal Geographies of Delhi's Periphery*, International Conference 'Human Rights Beyond the law: Politics, Practices, Performances of Protest' organised by Jindal Global Law School, Sonapat, September, 2011.
- Kumar, S. (2008). *On feminist pedagogy*, at the Silver Jubilee Conference on the Indian association of Women's Studies, Lucknow, February, 2008.
- Kumar, S. (2007). *Global City: Local Protest*, Conference on 'Globalizing Urban Histories' organised by the Centre for Research in the Arts, Social Sciences and Humanities (CRAASSH), Cambridge University, UK, December, 2007.
- Kumar, S. (2006). *Gender and Space*, National Conference 'Justice is Divided Societies' organised by the Calcutta Research Group in collaboration with Lok Niti, CSDS, Bhubaneshwar, 2006.
- Kumar, S. (2004). *In This Greedy Roughhouse of Politics: Issue, Class and the Public Sphere in the CNG controversy in Delhi*, Seventh Subaltern Studies Conference at the Center for Study of Developing Societies (CSDS), Delhi, 6-9th January, 2004. Also, presented at the 'Urban Environments Workshop', organised by Sarai-CSDS, Delhi November, 2004.

Others

- Kumar, S. (2014). Discussant, Young Scholars' Seminar, Centre for Historical Studies, Jawaharlal Nehru University, 2013 and 2014.
- Kumar, S. (2010). *Humanities for post-Humanist World*, lecture delivered at Faculty of Humanities and Linguistics, Addis Ababa University, Ethiopia, May 2010.
- Kumar, S. (2006). Participant and discussant in Seminar on 'Globalisation' organised by Leftword Publications, Jamia Milia Islamia University, Delhi, 2006.

Mr. Mahesh S. Panicker

Papers Presented in National/ International Conferences

- Panicker, M.S. (2013). *Disability and Theories of Distributive Justice*, National Seminar on 'Distributive Justice and Marginalised Sections in Kerala', Maharaja's College: Ernakulam, Kerala, 4th December, 2013.
- Panicker, M.S. (2011). *The Conception of the Person in Rawl's and Dworkin: A Critique from a Disability Perspective*, National Seminar on 'Exploring Disability experience in Social Science Research,' Center for the Study of Social Systems, JNU, 25-26th March, 2011.
- Panicker, M.S. (2009). *Disability and the Rights Discourse*, National Seminar on 'The Human Rights Discourse in India: Challenges for Theory and Action', Jamia Millia Islamia University, 2-3rd December, 2009.
- Panicker, M.S. (2009). *Beyond medical dogmatism and Constructivist Orthodoxy: The Capability Framework for Understanding Disability*, National Seminar on 'Disability and Disenchantment: New Challenges and Evolving Directions', JNU, 2-3rd March, 2009.

- Panicker, M.S. (2009). *Has Conventional theories of Justice misrepresented the issues of Disability?*, National Seminar on 'Social Justice in India: Theory, Movement, Institution and Policy', Centre for Political Studies, JNU, 15-17th January, 2009.

Others

- Panicker, M.S. (2015). *The Capability Approach and Disability: Some Emerging Questions, in the Nirman Foundation workshop*, 'Reading Texts by Martha Nussbaum', Centre for Political studies, JNU, 23rd March, 2015.
- Panicker, M.S. (2014). *Legal Conception of Disability in India: An Evaluation of Disability Legislations*, in the ICSSR Project Workshop on 'Discrimination, Difference and Legal Justice in India', Centre for Political Studies, JNU, 14th October, 2014.

Mr. Siddharth Tripathi

Papers Presented in National/ International Conferences

- Tripathi, S. (2014). *Does the EU learn? A Comparison of Police Missions in Bosnia-Herzegovina and Afghanistan*, WISC International Conference, Goethe Universitat, Frankfurt, 6-9th September, 2014.
- Tripathi, S. (2013). *The EU and Norms Promotion in Security Sector Reform: A Comparative Study of Bosnia-Herzegovina and Afghanistan*, Department of South Asian Studies, Humboldt University, Berlin, 6th December, 2013.
- Tripathi, S. (2010). *The EU and Security Sector Reform in Afghanistan*, International Conference on 'EU Engagement in Afghanistan' organised by Centre for European Studies, Jawaharlal Nehru University, 22- 23rd November, 2010.

Others

- Tripathi, S. (2015). Delivered a series of lectures on *Perspectives on International Relations*, Institute of Diplomacy, Kabul, 6-10th June, 2015.
- Tripathi, S. (2014). *India's Foreign Policy: Continuities and Changes under Modi*, lecture given at Department of Political Science and Law, Kabul University, 13th October, 2014.
- Tripathi, S. (2013). *Determinants of India's Foreign Policy*, lecture delivered at Government Law College, Mumbai, 12th October, 2013.

Research Opportunities for Students

The department of Political Science at LSR prides itself in having a highly competent and dynamic faculty who in addition to teaching the prescribed curriculum, also bring insights from their research into the classroom, guiding students onto an exciting intellectual journey of thoughts, ideas and new practices of the discipline and beyond. Students are encouraged to relate the concepts that they learn in the classrooms to the world around them, and not just think of them as mere abstractions.

The research interests of faculty at the department of Political Science cover a wide range of topics within the field and beyond into the increasingly recognised interdisciplinary realm of social sciences. Young women students have much to learn from the expertise and newer arenas of research in gender studies, women's movements and contemporary debates in feminist theory

as well as practices. The understanding of the mainstream institutions of politics, of what is popularly referred to as the field of everyday political practices, is complemented by the insights from the world of social movements, dalit studies and contemporary political movements. With the guidance from the faculty, students are trained to think for themselves beyond the formal, and learn the art of critique and struggle for its actualisation. Democracy is understood as a process that requires constant engagement and struggle, and not merely an institutional set of rules as a one-all solution. There is also a focus on engaging and trying to understand the sociological reality of religion and forms it takes in the popular practices in the field of politics, to understand the relationship between norms and practices; engaging with various practices, while upholding a secular ethos.

Our students are encouraged to undertake a brief research project every semester. They are free to use innovative and creative research methodologies as well as presentation tools. Very often students have put together very striking photo collages, video films and short plays and even a puppet presentation. They employ the survey, questionnaire and interview techniques very well and with a great measure of confidence. Meeting government functionaries, journalists, senior academics are some of the other things that they learn to do as part of the research projects that they are encouraged to undertake. The department has conducted research methodology workshops from time to time. Some of the students have also participated in the University of Delhi sponsored interdisciplinary Innovation Projects with the faculty of Psychology and Elementary Education departments.

The faculty also co-ordinates the Conflict Transformation and Peace Building programme. Students have much to learn from the expertise of the faculty to develop their understanding of the concepts of peace, conflict, violence and non-violence.

INFRASTRUCTURE AND LEARNING RESOURCES

The intention of the department has been to cater to the interests of the widest possible group of students to enable them to maximise their academic potential. In order to realise this goal, the department has tried to provide the best possible infrastructural facilities to the students.

The department has always been committed to the idea of making the teaching-learning process as interactive and engaging as possible. Keeping this in mind, the College has provided for common spaces and separate rooms for holding tutorial classes that allow greater and more personalised communication between the teachers and students.

Of course, the department and college would like to provide better facilities to the students. Given the fact that LSR is a part of the University of Delhi and is a public funded institution, the resources available are limited. However, LSR takes great pride in being a part of the public education system in India and our endeavour has been to provide the best possible facilities to the students at subsidised rates to make the learning process truly inclusive and egalitarian.

STUDENT SUPPORT AND PROGRESSION

The success of any institution of learning depends largely on how well it is able to cater to the needs and interests of its student body. The department of Political Science in LSR is no different. The larger intention of the department has been to provide our students with proper guidance

and the best possible opportunities so that their abilities and capabilities are adequately respected and nurtured. Our credibility as a department also depends on our ability to recognise and nurture the individual differences and talents of our highly heterogeneous student body, and providing an inclusive socio-cultural ethos that allows them to come together as a collective student body.

One of the most important responsibilities of the department has been to ensure that all students are able to properly develop and maximise their academic potential. As mentioned above, LSR has a highly varied student community. Students join the department from very different parts of the country, speaking different languages as well as operating within highly diverse socio-economic contexts. Also many students find it difficult to cope with the new found pressures, both academic and otherwise, that college brings with it. Some students may take more time to successfully make the transition to college life. The goal of the department has always been to ensure that as far as possible, the impact of these differences are minimised when it comes to academic learning. Keeping this in mind, the department provides students with counselling facilities, so that they find it easier to acclimatise themselves to the changed environment. The department organises sessions of pre-admission counseling. These sessions are aimed at providing prospective students with proper information regarding the course structure, curriculum, and meeting their general queries regarding what to expect in college. This helps them in making the right choice on the basis of all available information.

Once admitted to college, students are provided with the guidance and assistance of counsellors. Counsellors are accessible to the students in college. Teachers also take these challenges very seriously and are always available to students, as mentors and guides so that the varied needs of the students can be addressed. Tutorial classes are taken very seriously by the department and regularly conducted so as to ensure that there is regular student teacher interaction. This allows the students to interact with the teachers on a more intimate level. Students often find it easier and less intimidating to address their doubts or concerns in smaller groups to teachers and thus the focus of the department to conduct regular tutorials is kept with this in intention in mind. Regular tutorials also allow teachers to move beyond the course and discuss issues of social relevance with the students. Mentoring and counselling is very often also provided after college hours.

To address the concerns of students who wish to study in Hindi, the department takes care to ensure that remedial classes are organised. The department tries to bring on board an additional lecturer specifically to take classes for the Hindi speaking students every semester, so as to ensure that their academic progress is not halted or stunted due to the language barrier. Very often the regular faculty also hold extra classes for these students, with a view to making the teaching-learning process as productive and valuable as possible.

Students also come from very diverse socio-economic backgrounds to college. Many students, due to financial constraints, often find it difficult to achieve their full potential or contribute fully. The department works with the aim of accommodating the diversities of its student body, and thus creating special programmes for the development of the underprivileged remains an important priority for the department. In order to assist them, the college provides a range of freeships and scholarships with the aim of ensuring that the principle of education with social responsibility is fulfilled.

The department also believes that the interests and needs of the differently abled students should be recognised and respected. The faculty remains sensitive to the concerns of these students by providing them with special facilities. During the writing of assignments and exams writers are provided to students, as per their requests. Extra classes are also regularly organised for them. The Swavlamban Unit of the college offers study material in an accessible format for the students registered under the visually challenged category. The unit also provides time to time orientation of students about the usage of the new softwares and library facilities. Also marking or evaluation is never absolute. It is done keeping in mind the special requirements of these students.

Keeping in mind the need to ensure that students get the best possible opportunities to maximise their academic potential, LSR has a full-fledged student exchange programme with a number of world renowned international universities and the department of Political Science has worked in the capacity of a facilitator ensuring that students of the department also get an opportunity to benefit from these programmes. Many students of the department have been accepted as a part of these exchange programmes and have benefited from the experience and exposure received in these universities.

The department also takes its responsibility of raising consciousness around issues of gender hierarchy and inequalities with great seriousness. In accordance with the guidelines laid down by the Vishakha judgment, the college has established a Committee against Sexual Harassment, through which it has attempted to handle these cases with the right balance of sensitivity and strictness. Keeping this broad principle in mind, the department has been very active with the college committee working against sexual harassment. Both, students and faculty members from the department are members of this committee and have been working very hard to sensitise the larger student community on the need to fight against both the visible and invisible forms of harassment that women often face.

The outstanding achievements of our alumna body bear testimony to the processes that have been put in place to address the needs and interests of the student body. Their contributions to a wide array of fields reflects the all round development which is possible in an institution like LSR. Some of their contributions have been listed below.

Alumnae

The department of Political Science has always worked with the sole intention of moulding and nurturing the unique capabilities of all students who come to be associated with the department. Needless to say each and every alumna of the department has contributed immensely to the building of this great institution. Thus the department views the achievements of each of its alumna as its own success story and values it immensely. This is just an attempt to highlight some of those contributions.

• Aung San Suu Kyi (Batch of 1964)

Aung San Suu Kyi is one of LSR's most distinguished alumna. She is a well known Burmese political personage who had been under house arrest for almost 15 of the 21 years from 1989 till she was released in 2010. She is the chairperson of the National League for Democracy (NLD) in Myanmar.

Among the numerous awards Suu Kyi has received, the most famous is the Nobel Peace Prize in 1991 apart from the Rafto Prize and the Sakharov Prize for Freedom of Thought in 1990. In 1992 she was awarded the Jawaharlal Nehru Award for International Understanding by the Government of India and the International Simón Bolívar Prize from the Government of Venezuela. She was also presented with the Congressional Gold Medal, which is, along with the Presidential Medal of Freedom, the highest civilian honour in the United States.

On 6th June 2013, Suu Kyi announced on the World Economic Forum's website that she wants to run for the presidency in Myanmar's 2015 elections. Suu Kyi is prohibited, however, from becoming president within the current constitution. As of 2014, she is listed as the 61st most powerful woman in the world by Forbes.

Meenakshi Gopinath (Batch of 1969)

Meenakshi Gopinath truly epitomizes the spirit of the department and this magnificent institution. She has tirelessly striven to mould the institution as a center of excellence, which seeks to educate women to assume positions of leadership and change in society.

After graduating in Political Science from Lady Shri Ram College, she completed her Masters from the University of Massachusetts, USA and subsequently her doctorate from the University of Delhi. Her post doctoral work, as a Fulbright scholar was at Georgetown University, USA. She returned to her alma mater, first as a teacher and then served as the Principal from 1989-2014(August). A strong believer in the principle of 'Leadership with Social Responsibility', she led the institution with finesse and exuberance and made the institution synonymous with the values of democratic governance, inclusivity, celebration of diversity and gender sensitivity.

The Founder and Honorary Director of WISCOMP (Women in Security Conflict Management and Peace) in 1999, she was also the first woman to be a part of the National Security Advisory Board of India from 2004 to 2006. She has been attached to a range of research and educational institutes, think tanks and NGOs in important capacities, such as the International Academic Council; University of Peace, Costa Rica; International Steering Committee of the Global Action for the Prevention of War, USA among others. She is a recipient of several honorary awards such as the Padma Shri, Indira Priyadarshini Gandhi Award, Celebrating Womanhood South Asian Recognition Award for Social Harmony to name a few.

In her 48 year old liaison with the institute, she has illuminated and inspired those around her, effortlessly, with her charming and vibrant aura. She greatly encouraged the introduction of Conflict Resolution studies at the University of Delhi and set up the Centre for Peacebuilding at LSR which is the first of its kind at the undergraduate level in India. She is the author of a book titled 'Pakistan in Transition' (1975), and co-authored several other books such as 'Conflict Resolution: Trends and Prospects' (2003), 'Dialogic Engagement' (2005) among others.

Dr. Gopinath remains an active participant in national and international civil society initiatives on fostering coexistence between communities, women's engagement in building peace and sustained dialogue processes.

Minoti Nag Chatterjee (Batch of 1969)

Minoti Nag Chatterjee, alumna of LSR, completed her doctoral research and has worked with

the All India Radio. Former Principal of Kamla Nehru College, she continues to take keen interest in debating and dramatics.

Renuka Prasad (Batch of 1969)

Renuka Prasad is a shining example of the high quality of academic endeavor epitomized by the department. Pursuing her M.Ed. she went on to top the university. She also completed her M.Sc. in Environmental Studies and now heads the Cancer Sahyog of Indian Cancer Society. She got married quite early and pursued her education along side. After suffering from breast cancer herself, she took to counselling cancer patients.

Rena Sewak (Batch of 1969)

Rena Sewak was one of the more popular teachers in the department. She joined the department in 1971 and was a part of the faculty till her retirement in 2012. She described her teaching years in LSR as a satisfying and stimulating experience. Not only did she handle her teaching responsibilities within the department superbly, she was also the coordinator of the newly formed department of Journalism in 1995. She had also served as a Staff Advisor to the Students' Union for a long period. She was also deeply involved in a range of extracurricular committees such as the English Debating Society in College.

Raj Kamini Mahadevan (nee Jain) (Batch of 1970)

Raj Kamini Mahadevan (nee Jain) is a Managing Editor at Pearson Education. She recollects her time in LSR as intellectually stimulating.

Malti Sen (Batch of 1970)

Malti Sen was an academically gifted student and secured the first position in the DU examinations for two successive years. She was also awarded a scholarship by the college. She credits her professional and personal development to the three years spent in college and believes that her time in LSR formed the basis of her development as an individual and as a professional.

Anuradha M. Chenoy (Batch of 1973)

Anuradha Chenoy is recognised as one of the best known academicians in the country today. A professor in the School of International Studies, at Jawaharlal Nehru University, Anuradha Chenoy has a credible body of work. She has done a brief and an honorary consultancy for UNESCO. She has also worked with Unifem, Oxfam, Action Aid etc. She has been associated with the United Nations through a variety of different assignments, such as a specialist at the Expert Group Meeting of the United Nations Division for the Advancement of Women, in October, 1996; the role of Gender Specialist and Consultant for the UNESCO Conference on 'Women and a Culture of Peace' in Vietnam on 6-9, December 2000 and Key Note Speaker at the 56th DPI NGO Conference of the United Nations, in 2003. She was also a consultant at Santo Domingo, Dominican Republic, on 'Conflict Resolution'.

Vanashree Rao (Batch of 1974)

Vanashree Rao is best known for having redefined the classical dance form Kuchipudi. Academically gifted, she completed her Masters in Political Science from LSR and M.Phil. from DU. She served in the capacity of a faculty member in the Department of Political Science

before freelancing as a writer with the Voice of America. Her first love however always remained dance and after having acquired individual acclaim with her mastery of the classical dance form Kuchipudi, she collaborated with her husband Jayaram Rao to redefine its form. Their performances have always been marked by grace and virtuosity. For her outstanding performances she has been awarded the Sangeet Natak Academy Award, Sahitya Kala Parishad Samman and Natya Ratna Award among several others. She also runs the Kuchipudi Dance Academy in Delhi.

Nilanjana Dalmia (Batch of 1974)

Nilanjana Dalmia completed her Masters from the University of Virginia, USA in Government and Politics before entering the teaching profession. After working in the capacity of a teacher for over ten years at two of the best known schools in Delhi: Mater Dei and Springdales, she also made a successful transition to college teaching, working in LSR, Maitreyi and Zakir Hussain College, in DU. She was also given the opportunity to teach Hindi in the Department of Oriental Studies at the University of Virginia. She has worked as a senior advocate and then later as a legal adviser in the family business. She has been a partner in several businesses run by her husband, V.N Dalmia including tourism, real estate development and international trade. She has also served as a chairperson of the Women's Committee of the Indo-American Chamber of Commerce in 2003-04. In 2001 she undertook a project to establish an ICSE affiliated school in Gurgaon which brought her closer to the field she loves most – education.

Niraja Gopal Jayal (Batch of 1975)

Niraja Gopal Jayal pursued her Masters in Political Science at JNU post her undergraduate study in LSR. She further went on to complete her M.Phil.in Politics from University of Oxford followed by her Ph.D. in JNU where she is now a Professor at the Centre for Study of Law and Governance. Dr. Jayal is a recipient of several Fellowships and laurels and has held various posts in prestigious institutions and committees, from being the Vice President at the American Political Science Association (2011-12) to being a member of the Central Advisory Committee, Ministry of Panchayati Raj, Government of India (2004-09) and the Director of the Jawaharlal Nehru Institute of Advanced Study, JNU. She remembers LSR fondly and credits the institution for her first insight into the field of Political Science and recalls the College library to be a trove of unexpected treasures.

Rumki Basu (Batch of 1976)

Rumki Basu is a professor in the Department of Public Administration at Jamia Milia University. Academically bright, she secured the first position within College in her graduation year and the third position in the University. She excelled in extra curricular activities as well, being a part of the English Debating Society and Quiz Club, representing College in a host of inter-college events. She was also associated with the College journal and the poetry club, participating in many inter-college poetry reading sessions.

Gargee Mehta (Batch of 1976)

Gargee Mehta credits the College and the department for giving her the confidence to not just excel academically but also participate in a wide range of extra curricular activities. She was deeply associated with the National Social Service Scheme, the Dramatics Society as well as being a key member of the hockey team in College.

Geeta Luthra (Batch of 1977)

Geeta Luthra was the President, both of the department of Political Science as well as the National Sports Organisation in College. Recipient of the prestigious Principal's Award in the final year of her graduation, Ms. Luthra played a key role in organising various departmental and other extra curricular events. Illustrious and erudite, Ms. Luthra today is a senior Advocate in the Supreme Court of India.

Suman Sharma (Batch of 1979)

Suman Sharma is an example of perseverance and determination which has catapulted her to great heights. Having done her Ph.D. in South Asian Studies, from SIS, JNU, she has risen from an Associate Professor at Motilal Nehru College (DU) to Principal, OSD, Dyal Singh Evening College and in March, 2015 she took over as Principal, Lady Shri Ram College. She has won numerous awards, honours and fellowships. She is a very able administrator.

Geeta Menon (Batch of 1989)

Geeta Menon is another shining example of academic excellence, currently working with the Indian Audit and Account Services as the Principal Director North Western Railway Audit. She credits the College and the department for her constant quest to seek excellence and widen her horizon of knowledge. She recollects that her three years in College enabled her to seek the political in apolitical spheres and develop an entirely new world view that required constant questioning and reasoning.

Anusuya Mathur (Batch of 1995)

Anusuya Mathur is today a Senior Sports Producer and anchor with the television network NDTV. She acknowledges the profound influence of the institution in shaping and stimulating her personality that has contributed immensely to her professional achievements.

Vasudha Chhotray (Batch of 1995)

Vasudha Chhotray completed her undergraduate studies and Masters in Political Science from LSR, after which she pursued her doctoral research in Development Studies at the School of Oriental and African Studies, University of London. A Lecturer at the School of Developmental Studies, University of East Anglia and formerly Research Associate, Institute of Political and Economic Governance, University of Manchester, Dr. Chhotray fondly recounts her association with LSR and the role played by the faculty who instilled both analytic rigor and intellectual curiosity in their teaching methodologies.

Manjari Chatterjee Miller (Batch of 1997)

Manjari Chatterjee Miller completed her Masters from the University of London, after finishing her graduation from LSR. She then went on to pursue her doctoral research from Harvard University, and is an Assistant Professor of International Relations. Her area of specialisation includes foreign policy and security issues with a focus on South and East Asia, security policies of India and China, ideational influences on International Relations. In her book, 'Wronged by Empire: Post-Imperial Ideology and Foreign Policy in India and China', Miller argues that the bitter history of colonialism till date affects and influences the foreign policy behavior of India

and China. She has written extensively for international and national publications such as the Foreign Affairs, the New York Times, Asian Security, Foreign Policy, the Indian Express and the Christian Science Monitor. Her research has been supported by grants from the East-West Center, the Weatherhead Center for International Affairs, the South Asia Initiative, the Fairbank Center, the Woodrow Wilson School and, the US Department of Education. She was on leave from Boston University until September 2014 and is currently a research fellow at the Belfer Center for Science and International Affairs, Kennedy School of Government, Harvard University.

She describes LSR as not a girl's college but a women's college where students are trained to become self reliant and independent. At LSR, she adds, if you want chair moved, you do it on your own. Women at this College are completely capable of getting things done on their own, without the 'protection of a male friend'.

Nila Mohanan (Batch of 2003)

Nila Mohanan, an academically brilliant student was associated with the department of Political Science as a faculty member before joining the Indian Administrative Services. She is currently posted in the capacity of a Collector in North Goa.

Neha Kirpal

Neha Kirpal is the Founder and Fair Director of India Art Fair which she started in 2008. She has over ten years of experience in the creative industries, marketing and event management both in India and the United Kingdom which has helped her gain an understanding of different markets and a global perspective for her current and future businesses. Over the last five editions, she has grown the India Art Fair to new heights, expanding it both in scale and scope. Under her direction, India Art Fair continues to be one of the world's most attended art fairs, with over 300,000 people attending it over 5 editions. She currently lives and works in New Delhi.

GOVERNANCE AND LEADERSHIP

As a discipline, Political Science also concerns itself with practices of governance which is understood as critical to success of an institution. Governance is stabilised through law and set procedures. The practice of law itself is open to several contestations and it is for this purpose that upholding democratic principles is important for the very existence of concerned institution. The department at LSR focuses on several contemporary issues in teaching and learning related to governance such as the reform of public institutions, innovation of institutional practices, inclusive governance for efficiency of the system and practices of law. Law, as understood in political science is embedded in socio-political processes and placed inside a system where actors are both influenced by law and in turn influence it. Set procedures can be moulded and laws can be made in the interest of dominant classes or by state. Several such examples exist in both the domestic and international context. Be it a phase of emergency or interventions in the name of 'humanity' or for securing patriarchal order, there are examples when the terrain of law is shaped to subvert democratic and just voices.

It is in this context that the department of Political Science locates democracy, governance and leadership. The department of Political Science is placed within the distinctive part of the intellectual landscape of DU and along with academic rigor we believe in applying our cherished

principles to the working of the department in day to day conduct. The department of Political Science at LSR upholds principles of democratic participation, deliberation and representation. A non-hierarchic environment is seen as the key to free and meaningful interaction both inside class room and at the level of the college.

It is in this regard that office of Teachers-in-Charge (TIC) is rotated from time to time in accordance with the established procedure. Similarly, the faculty is part of the staff council where they share administrative responsibilities pertaining to various departments of college. The department faculty also actively participate in the staff association which is essential both for articulation of interest and also for creating a sense of community.

The department has an active Political Science Association which has the responsibility to conduct various department events such as seminars, workshops, film screenings, lectures, exhibitions and others. The students of the department elect their representative to the Association. The student representatives work with faculty advisors towards organising these events. The department students also participate in Students' Union elections at college level. Election of both the Students' Union and the Political Science Association takes place in a free and fair manner upholding the ethos of democratic representation both in principle and practice.

The department meetings are an important part of the governance framework. The meetings are held at regular intervals. The agendas of the meeting are circulated in advance and the minutes of the meetings are recorded. The faculty meetings are an avenue for democratic decision making and equitable distribution of department responsibilities.

The department also has representation in important committees such as attendance, evaluation and library. It is through these committees that transparent working of teaching and learning is assured.

INNOVATIVE PRACTICES

The department has also introduced additional courses in order to make the teaching-learning process more dynamic. A Certificate Course on Women Studies offered by the department to students across courses was one such initiative by the department. Conflict Transformation and Peacebuilding (CTPB) is another such initiative. CTPB is a post-graduate diploma recognised by the University Grants Commission and conferred by the University of Delhi. It is a one year integrated programme that is offered not only to under-graduate students but also to graduates, NGO workers and media practitioners. The strength of the course lies in its interdisciplinary nature and pool of educators from diverse backgrounds. This course too engages both with theory and praxis. Students are encouraged to take up short research and internship with organisations involved in peace building.

With the engagement in the classroom and outside, new horizons are explored and new interventions made. The teaching and learning of the discipline of Political Science has therefore evolved since the inception of the department and so has the curriculum. Some members of the department have been specially recognised by the Vice-Chancellor's award for teaching, an award which was based on a survey conducted by the University.

The department has taken two commendable recent initiatives in an attempt to understand how the overlapping of socio-economic and political circumstances can have varied outcomes in the everyday lives of people. 'Health and Gender in Zamrudpur' is the title of the community initiative taken up by the department of Political Science in September 2014, with Ms. Vinita Shah, alumna of LSR, as mentor, to focus on the serious issue of women's health particularly of adolescent girls in the neighbouring urban village of Zamrudpur. The department also organised a workshop with Ms. Vinita Shah to share the survey experience with the Zamrudpur project, identify the key problem areas and come up with innovative solutions.

The PARI project, People's Archive of Rural India, an initiative by renowned journalist Mr. P. Sainath, where everyday lives of people in rural India are documented and archived, has inspired the members of the department of Political Science to literally look beyond the boundary of LSR. The students of the department have been divided into sub-groups and each such group has taken up a specific set of people including the Saturday Market workers, sanitation workers in Kailash Colony and migrant domestic help to highlight their day to day concerns.

VISION

The department of Political Science of LSR locates itself within the context of the Indian society and its quest for democracy, freedom and justice. It prides itself in being a department that tries to work with young women on the difficult enterprise of understanding complex societies and their politics: in other words the world that they live in-from the large global context to the most intimate but equally politically significant personal context. The department understands education to mean more than a degree. It sees its role as providing a context for young women to engage in critical thinking and share their views, a space where they could interrogate their own deeply cherished values and understand beliefs that are not their own. It seeks to create a context where young students learn to think analytically and reflect critically. The department of Political Science partners the multitude of democratic voices and struggles that dot the country and does so by initiating debates and discussions within the classroom that often lead to mature and well-reasoned academic papers and eventually even some activist work.

The department of Political Science has enjoyed pre-eminent status within LSR, due in no small measure to its illustrious faculty and students, and to being the parent department of perhaps its best known and certainly its longest-tenured Principal Dr. Meenakshi Gopinath, herself a student of the department and a former Students' Union President at LSR.

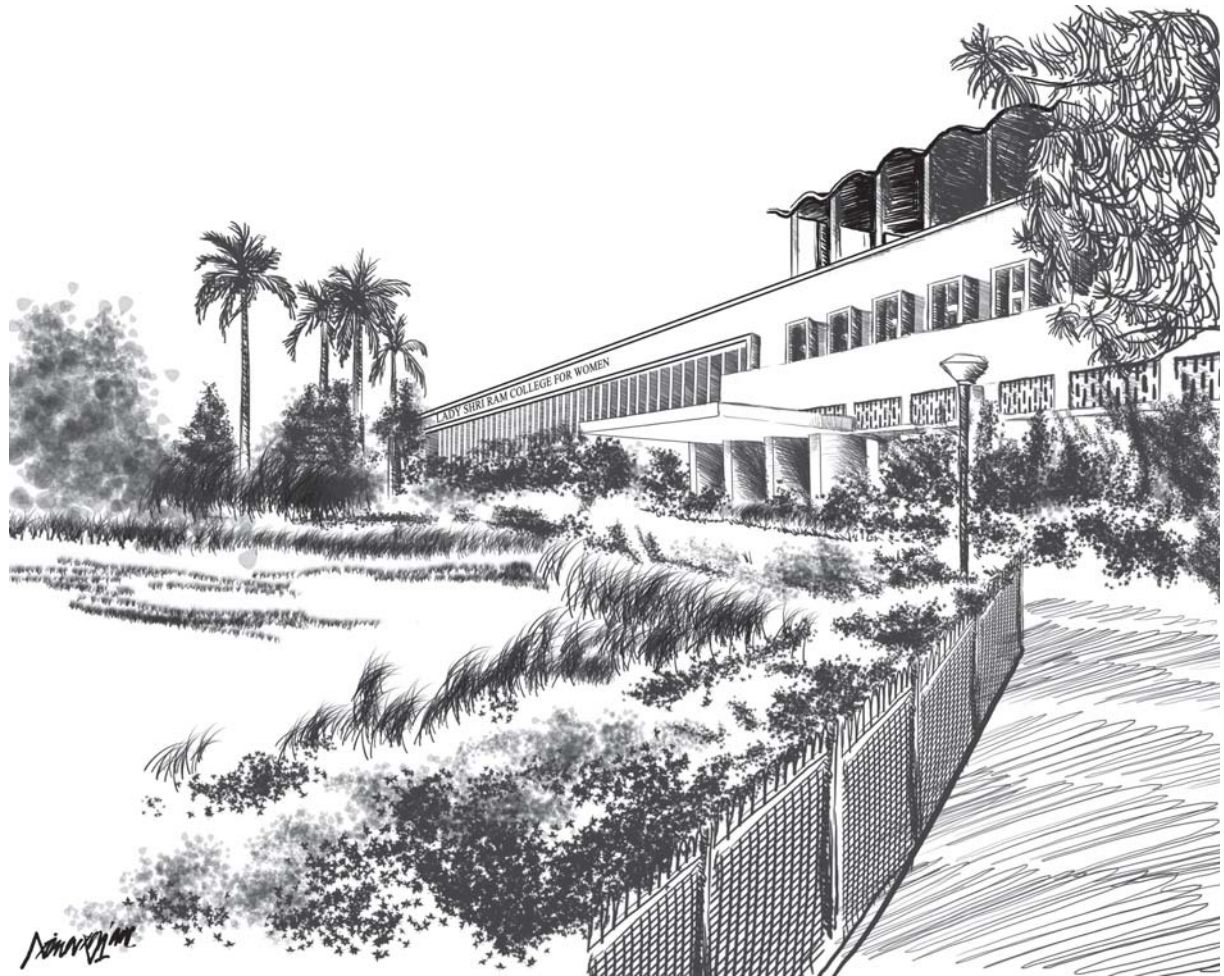
But the appeal of Political Science as a discipline goes beyond institutional or contingent factors. In a large, diverse, post-colonial democracy like India's, Political Science attends through its disciplinary and theoretical prowess to matters of critical urgency – from the task of 'nation-building' in the Nehruvian period to the challenges of the Emergency and post-Emergency subsequently; from the crisis of old leadership in the national parties to the dramatic rise of identity politics in the 1990s – a phenomenon that scholars are still attempting to capture with their theoretical and empirical tools. In the current, somewhat cynical post-national historical moment, India remains prone to jingoistic outbursts and cycles of violence, thus telling us that globalisation does not mean the end of history, for better or for worse.

The significance of a women's higher education institution such as Lady Shri Ram College in a country like India cannot be overstated. The arrival of women in the field of education has changed education as much as it has changed women themselves; marking new disruptions and renegotiations around the public-private divide, the division between intellectual and manual labor, and between masculine and feminine roles. Feminism itself has of course created ripples in the landscape of mainstream social science and even other disciplines, and it has revolutionised the study of politics. LSR has always provided both a haven and a conscience-prick for thousands of young women who have the potential to intervene decisively in their environments, but need the skills, training and imagination to do so.

Political Science brings an urgency to the study of society that Social Sciences undertake, and explains why LSR undergraduates have been involved in almost every movement, institution and practice that has reshaped the contours of our democracy – from the Mandal Commission agitation to the Free Tibet protests; from field trips undertaken to remote tribal areas by VAPP, to social audits during the MNREGA and RTI or Right to Food Campaigns.

It is also not coincidental that these monumental, life-changing discoveries about the self, others and the wider community, about the real life and career of a postcolonial democracy, about the borders of the nation-state, region and the world are made within the institutional structure of state-funded public education.

It is only public education that, through ensuring diversity in classrooms forces us to confront alterity and difference – caste, class, community and belief. By constantly challenging the insularity that settled middle-class or upper-class existence can foster in a divided polity like India's, the LSR department of Political Science – students as well as teachers – bring out the best in the active practices of citizenship, and influences everybody who is touched by that process.



Department Profile

PSYCHOLOGY

Lady Shri Ram College for Women



TEDx LSRCollege

x = independently organized TED event

**Mirror Mirror On The Wall...
I'm Sexy, Damn You All
Dr Kanika K Ahuja**



HISTORY

Understanding the mind had long been considered the domain of philosophers pursuing their search for knowledge through careful reasoning. Scientific progress in the 18th and 19th centuries led many to believe that this search required reason backed by empirical findings. This growing conviction combined with the experimental methods offered by the field of Physiology, gave rise to what one calls Modern Psychology. At the time of its emergence, Psychologists worked meticulously to give the discipline a unique identity, independent of its parent disciplines. Several parallels can be drawn between the founding of the discipline and the establishment of the department of Psychology at Lady Shri Ram College in 1970. Although LSR was teaching courses in Psychology even before this, the courses were taught to students pursuing an undergraduate degree in Philosophy or those studying the B.A. (Pass) course. It was only in 1973 that the first batch of students graduated with an Honours degree in Psychology.

Till 1970, department of Psychology existed only in two other colleges of the University of Delhi- Indraprastha College for Women and Zakir Husain College. Hence, only a handful of students had the chance to pursue Psychology, a field by now recognised as crucial for addressing the myriad challenges facing humanity. LSR decided to address the existing lack of opportunities through the establishment of this department and was fortunate enough to have Dr. Kathuria take the reins as Teacher-in-Charge. Dr. Kathuria was a student of the first batch of the college and had graduated from the department of Philosophy in 1959. She joined the department as a teacher in 1961 and taught a Psychology course to the undergraduate students of Philosophy. She proceeded in 1965 to pursue a Ph.D. in Educational Psychology at the University of London and upon returning conceptualised Psychology as a stand-alone department. Dr. Kathuria always acknowledged the unstinting support provided by the then Principal Dr. Koshi in the founding of the department. In later years, Dr. Kathuria moved on and retired as a faculty member of the School of Humanities/Social Sciences and School of Medicine, University of Zambia.

The key tasks facing Dr. Kathuria as she set out on her mission were securing a laboratory and the recruitment of staff. Given the experimental nature of the discipline at that time, the first General Experiments Laboratory was set up in 1970 itself, followed by the Mental Testing Laboratory, a year later. During these years, much needed assistance was provided by the Laboratory attendants, Mr. Bachchan Singh and Mr. Devraj. Mr. Amarnath Sinha, the first Laboratory assistant joined LSR in 1973. The initial years were spent procuring laboratory equipment from Pune, Agra, Benares and importing psychological tests from the United States.

In its infancy, the department admitted a far smaller number of students than it does today. While today there are 50-60 students in each class, the first batch consisted of 17 young women, admitted on the basis of academic merit. Ms. Renu Mittal, from the first batch recalls, “I got a post card at home saying that I had been selected. My strongest memories are of the extremely hopeful, warm teachers, some of them also new to LSR.” Among the founding members were Dr. Anuradha Das and Ms. Arvinder Ansari. Within two years Dr. Swarsha Kapoor, Dr. Sarla Jawa, Dr. Prem Sahajpal and Dr. Vasanta Patri joined the department. These earnest and determined women went on to devote their entire teaching careers to the department. Dr. Jawa was an avid researcher and published extensively. She also authored a book titled ‘The Path to a Healthy Mind: The *Bhagwad Gita* Way’ (2004). Dr. Kapoor’s gentleness, Dr. Patri’s vitality and Dr. Sahajpal’s ability to convey complex concepts easily made them very popular among the students. Arti Jerath (Batch of 1974) reminisces, ‘Dr. Patri was the first teacher in LSR to ride a scooter to work,

dressed in blue jeans! She invited us to her flat for lunch and introduced us to her boyfriend, later to become her husband. That was pretty radical.' Since her retirement, Dr. Patri has been running the Indian Institute of Counseling in Delhi and continues to visit the department for workshops with students. She is also the author of several books such as *Education in India – Programmes and Policies* (2000) and *Counselling Psychology* (2001).

In the mid-seventies, Dr. Ashum Gupta and Dr. Shanti Auluck joined the department. Dr. Gupta later moved to the department of Psychology at North Campus where she has enjoyed a long fulfilling career. After teaching at the department for almost three decades, Dr. Auluck decided to devote all her time to working at *Muskaan*, a vocational centre she had established for persons with intellectual disabilities. Dr. Auluck's passion has enabled *Muskaan* to win numerous awards, including the prestigious National award from the Ministry of Social Justice and Empowerment for 'Outstanding Work in the Field of Welfare of Persons with Disabilities'. Dr. Auluck's dedication to the field of disability has motivated the department to maintain an ethos of inclusivity and democracy. Dr. Nimmi Hutnik who joined the department in 1977, is now based in the UK as a Senior Lecturer at the University of Surrey.

The 1980s were a vibrant time for the department, the syllabus was revised for the first time since 1970 incorporating the expansion that had taken place in the field. As the course turned more intensive, faculty members recognised the need to open new vistas of student learning. Subsequently, the department organised its first UGC supported seminar in February 1982. It dealt with the popular theme of 'Stress in Contemporary Life and Strategies of Coping'. Research in earlier decades had identified stress and coping as important variables affecting mental and physical health. Several students and faculty members of other colleges participated in it, making it the first ever inter-college event of the department.

As the number of the students and teachers grew- a testament to the course's rising popularity- so did the department's infrastructural requirements. The college responded to these needs by creating a separate wing for the department in 1984. Motivated even further, the department organised its second seminar in 1987, titled 'Psychologists at Work.' Several eminent speakers including Dr. Bindu Prasad, Ms. Geeta Peshawaria and Dr. Neerja Sharma, were invited. The faculty's efforts at this time were ably supported by lab assistant Mr. George, from 1988 till 1990, and Ms. Saroja Ramanathan, from 1983 to 2004.

Two new faculty members joined the department in the second half of the decade. These included Dr. Rachana Johri who is presently teaching at the School of Human Studies, Amdedkar University. Dr. Johri's interests included developmental psychology and gender. She inspired many students to engage with the feminist paradigm and understand the social construction of gender. Dr. Renu Narchal joined the department subsequently. After teaching at LSR for over 15 years, she migrated to Australia and is currently a Senior Lecturer at the University of Western Sydney. The decade drew to a close on a high note with a UGC sponsored workshop on 'Transactional Analysis', conducted by Dr. Oswald Summerton and Dr Pearl Drego in 1989.

Dr. Priti Dhawan joined the department in 1995. Keenly interested in clinical psychology and developmental psychology, she soon immersed herself not just in teaching, but being a confidant to the students. She has been involved in counselling students and has nurtured each student with affection and advice. This was also the year the department published its first newsletter

based on the recognition that the students needed opportunities to share their views with their peers. They also needed to hone their writing skills and engage creatively with the discipline. Over the years the department maintained this excellent practise and presently publishes an annual magazine and an annual academic journal. This was also around the time the India Today survey ranked Lady Shri Ram's department of Psychology as the best in the country, which was a matter of great pride for the department and the college.

The first member to join the department in the new millennium was Dr. Kanika K. Ahuja (2001). Dr. Puspita Behera joined a year later followed by Dr. Parul Bansal in 2004. The new faculty members added new dimensions to students' learning. The developments of the time including the rise in 'Islamophobia' following the attack on the World Trade Centre in the U.S. and the increasing popularity of cross-cultural psychology led to several illuminating discussions. Renowned speakers like Dr. Alan Rolland, Dr. Sudhir Kakar, Prof. Giriswar Misra and Dr. Shobana Sonpar facilitated students' voyages of discovery.

The celebration of the Golden Jubilee of college in 2006 occasioned a complete overhaul of the department's infrastructure. After the renovation, the teaching methods at the department evolved to feature newer technologies and experimental apparatus. Movie screenings, power-point presentations and the use of computers for presenting experimental stimuli were incorporated intensively in addition to field trips, role plays and case studies, which had always been critical components of the teaching process.

In 2009, Ms. Sentsungla Longchar joined the department. At this time, the faculty was a wonderful mix of experienced minds and young, energetic women ready to elevate the department to new heights. In the ensuing years, faculty members continued to bring laurels to the department through research and scholarship.

The present decade has been a significant one for the department with the inclusion of four new faculty members: Dr. Megha Dhillon in 2010, Dr. Bhawna Devi, Ms. Siksha Deepak, and Ms. Ngashangva Pamyaphy in 2015. These faculty members have diverse interests and backgrounds, but share the common goal of imparting education in a manner that fosters a thirst for knowledge. The laboratories are presently managed by Laboratory attendant, Mr. Kuldeep and Laboratory assistant Mr. Sanjay Misra.

Looking back, the department has come a long way. Over time perceptions about Psychology have changed drastically. From being thought of a discipline of the elite or only meant for those who lacked ambition, it has transformed itself into a discipline that provides exciting career opportunities for students. The time when teachers had to reach their classes much before their commencement to draw diagrams of the brain on the blackboard have long passed. Experimental apparatus such as the memory drum, once indispensable for conducting experiments has now been replaced by computers. Yet much has remained the same. We continue to encourage young women to seek knowledge and carve a niche for themselves.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of Psychology is provided below. The details of research publications, awards, scholarships, fellowships and consultancies are given/provided in the college Self-Study Report 2015.



Dr. Priti Dhawan – Associate Professor

Dr. Priti Dhawan's post-graduate and doctoral degrees are from the University of Delhi. Her doctoral thesis was in the area of metacognition. Her research interests lie in Child Development, Mental Health and Counselling. She is presently the Bursar of college, and has also held the post of Vice-Principal at LSR (2011-2014).

Email: pritudh@hotmail.com



Dr. Kanika K. Ahuja – Associate Professor

Dr. Kanika K. Ahuja received her Doctorate degree from the University of Delhi in the area of Organisational Behavior. Her other areas of interest are social psychology and psychometry. She provides soft skills training to schools and corporates, and career counselling to students. She also serves as the media co-ordinator for college and is presently the Convenor of the Placement Cell of the college.

Email: kanikakahuja@gmail.com



Dr. Puspita Behera – Assistant Professor

Dr. Puspita Behera currently teaches papers on Physiological Psychology, Statistics and Psychological Testing. She was awarded her Doctoral degree in the area of Organisational Behaviour from IIT, Bombay. Her areas of interest include social psychology and biopsychology.

Email: puspita.behera@gmail.com



Dr. Parul Bansal – Assistant Professor

Dr. Parul Bansal received her Doctorate degree from the University of Delhi. Her Ph.D. is a psycho-social study of Identity in the Indian Youth. Presently, her interests are in the Psychology of Self and Identity, Critical Psychology and Psychoanalysis. Dr. Bansal's skill sets include mental health consultation and insight-oriented clinical work, curriculum development and qualitative research.

Email: parulintouch@gmail.com



Ms. Sentisungla Longchar – Assistant Professor

Ms. Sentisungla Longchar completed her M.Phil. in Clinical Psychology from the Central Institute of Psychiatry. Her in-progress Ph.D. from the University of Delhi is in the area of Autism. Her interests also include Peace and Conflict Studies and the indigenous psychology of people from North-East India.

Email: sentilongs@gmail.com



Dr. Megha Dhillon – Assistant Professor

Dr. Megha Dhillon completed her Ph.D. titled ‘Development of Conflict Resolution Strategies in Children’ from the University of Delhi. Her areas of interest include gender, and child/adolescent development. Her research work has focused on the qualitative investigation of women’s experiences in the area of body image and street harassment. At LSR, she has been associated with many committees on co-curricular and extra-curricular student endeavours.

Email: meghadevdhillon@gmail.com



Dr. Bhawna Devi – Assistant Professor

Dr. Bhawna Devi received her Doctorate degree from the University of Delhi. Her work explored the experiences of menstruation among adolescent girls. She also pursues her research interests in Positive Psychology and Adolescence.

Email: bhawnamalik111@gmail.com



Ms. Siksha Deepak – Assistant Professor

Ms. Siksha Deepak is currently pursuing her Ph.D. titled ‘Explorations into the experiences of love in young adults’ from the University of Delhi. Her areas of interest include positive psychology and qualitative research.

Email: siksha.siksha@gmail.com



Ms. Ngashangva Pamyaphy – Assistant Professor

Ms. Ngashangva Pamyaphy obtained her M.Phil. in Medical and Social Psychology from the Central Institute of Psychiatry, Ranchi. She has worked with various rehabilitation institutes providing services to persons with mental illness. Her areas of interest include developmental disabilities and cultural studies.

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CURRICULAR ASPECTS

When the undergraduate course in Psychology was introduced at LSR, the curriculum consisted of six papers: General Psychology, Schools of Psychology, Child Psychology, Psychometrics, Social Psychology and Abnormal Psychology. These papers addressed several broad fields of psychology including cognitive phenomena, social processes and mental disorders. The paper on Psychometrics covered a variety of Statistical concepts. While the title of the paper has changed several times, statistics has remained a vital part of the syllabi structured through the years. Accompanying these papers were two practicums (General Experiments and Mental Testing). The practicum component of the syllabus was extremely rigorous culminating in a six hour long practical examination at the end of the academic year. The various papers constituting the syllabus at that time reflected the strong inclination of the discipline towards the positivist paradigm and its emphasis upon experimental and other quantitative methods of research. This was in line with the larger need of Psychology to establish itself as an empirical discipline separate from Philosophy.

The syllabus was comprehensively revised in 1981, while still maintaining its positivist orientation. Faculty members of the department including Dr. Das, Dr. Jawa, Dr. Kapoor, Dr. Patri, Dr. Gupta and Dr. Auluck played key roles in the revision process. The syllabi for papers like General Psychology and Abnormal Psychology which form the bedrock of the discipline were modified mainly through the addition of new topics. Some papers were also added to the course structure, like Physiological Psychology. By this time progress in fields like neuropsychology had created the need for students to focus on the connections between brain and behaviour, necessitating this paper. Several optional papers were also added. These included Industrial Psychology, Educational Psychology, Counselling, Developmental Psychology and Applied Psychology. A component on the trends of psychology in India was added to the syllabus in acknowledgement of the fact that the discipline had by now existed in Indian academia for almost 70 years. Students in the final year of their degree programme were now given a choice between writing dissertations and taking up a practicum. The opportunity of writing a dissertation at the Bachelors level was a worthy addition as this proved to be an excellent preparatory ground for the research and writing work that students are required to do at the Masters and Doctoral levels.

The next major revision took place in 1999. A separate theory paper was introduced on Research Methods and Psychological Testing. Given that the practicum on mental testing had focused mostly on administration and report writing, this new paper aimed to provide students more extensive information on the processes of constructing sound psychological tests. Developmental

Psychology was now offered as a compulsory paper, although no longer restricted to the study of child and adolescent development. With the study of Developmental Psychology becoming mandatory, the optional papers were reduced and now included Organisational Psychology, Counselling and Self and Personality.

In the following years further changes were made to certain papers. Dr. Dhawan was part of the committees formed for restructuring courses. The next major revision occurred in 2011 with the introduction of the semester system at the University of Delhi. The syllabi for the semester system were reconceptualised to reflect the evolution that had taken place within the discipline over the last ten years in India as well as abroad. With an increasing acceptance of the qualitative research tradition, theory and practicum papers were modified to include the study of non-experimental research methods. Another welcome change was indigenisation of the course. Due to the origins of Modern Psychology being in the West, Psychology courses had tended to overemphasise Western concepts and research. In revising the curriculum this need to draw upon indigenous concepts was duly attended to. The paper presently taught on the history of Psychology now incorporates an intensive study of Indian schools of thought and stimulates students to identify how the wisdom of these schools may be used to ameliorate the psychological problems of contemporary existence. Papers on Industrial/Organisational Psychology, Child and Adolescent Development and Foundations of Psychology also include Indian components.

Some changes in the curriculum were motivated by the shifting economic, social and psychological landscapes of the nation. While earlier, students of the undergraduate program had to select either a paper on Counselling Psychology or on Organisational Behaviour, the new syllabus allows the study of both. Further an optional paper on Human Resource Management/Health Psychology has been added. The liberalisation of the Indian economy in the early 1990s and the subsequent entry of multi-national corporations have made Organisational Behaviour an extremely attractive subject. On the other hand, the rise in the prevalence of mental illnesses and the reduction of stigma associated with consulting mental health professionals has meant that Counselling and Psychotherapy can be excellent vocational options for students to pursue. It was thus felt that Organisational Behaviour and Counselling Psychology should be offered as compulsory papers to allow adequate exposure to both. This decision was strengthened by several students expressing the desire to study both subjects.

The papers currently taught to students during the course of the six semesters are briefly discussed below:

The papers of the first semester are directed towards helping students acquire the basic concepts of the discipline. The first paper Statistical Methods for Psychological Research I covers the techniques of descriptive statistics. The second paper 'Foundations of Psychology, introduces students to concepts such as learning, personality and intelligence. These topics re-emerge with differing emphases at several points in later semesters. Conceptual clarity is therefore strongly emphasised.

In the second semester, students move on to the study of Physiological Psychology. The nervous system, the role of hormones and the methods of Physiological Psychology are covered. Students are also introduced to a practical paper on Psychological Testing which equips them with skills needed for the administration and analysis of different tests.

Learning about research methodology is the central focus of the third semester. Students study a paper on Research Methods and Psychological Testing (covering quantitative and qualitative research) and a practicum involving five exercises using qualitative research methods. The practicum is transacted with the goal of creating an understanding of the constructivist paradigm, subjectivity, immersion and reflexivity in research.

The fourth semester exposes students to three different branches of psychology. An important paper studied at this juncture is the Emergence and Growth of Psychology. Here students learn about the history of the discipline and its various schools of thought including Behaviourism and Psychoanalysis. The other paper taught during the semester is Social Psychology. This paper has tremendous contemporary significance and covers topics ranging from prejudice to leadership and aggression. This paper also allows for connections to be developed with other social sciences. The third paper Statistical Methods for Psychological Research-II is a continuation of the Statistics paper students study in Semester I. It covers the techniques of inferential statistics.

Subsequently students move on to studying one of the most popular courses of the undergraduate programme-Abnormal Psychology I. Students study only one part of this paper during the fifth semester. The paper begins with the definition, criteria, classification of abnormality and moves on to covering the clinical pictures of various psychological disorders. The other paper studied during semester V is Industrial/Organisational Psychology. This paper is critical for students seeking to work in the corporate world. The syllabus covers a rich variety of themes including organisational culture and work-life balance. The third paper is Child and Adolescent Development. Major periods of development and different domains of development are extensively covered. The practicum for this semester Practicum-III, requires students to complete one experiment and one psychological test. Both must involve the analysis of quantitative data.

In the last semester, students study the second part of the paper on Abnormal Psychology through which they continue to learn about the clinical pictures of major psychological disorders. In addition they study about Biological, Psychoanalytic and Cognitive-Behavioural interventions for the disorders. Counselling Psychology is also taught during the sixth semester. Counselling concepts and their application for helping clients is the main thrust of the paper. The third paper offered in the semester is optional in nature. Students can choose to engage with the Psychology of Health and Well-Being (covering topics like stress and health enhancing behaviours), Human Resource Management (covering topics like human resource practices and international human resource management), Field work or a Research project culminating in a dissertation.

In 2013, the introduction of a Four Year Undergraduate Programme (FYUP) by the University of Delhi necessitated a restructuring of courses developed earlier. After deliberations in 2014, the course was again modified into a three year format. This programme requires students to study twenty discipline centered papers. In addition to reviewing the course content of existing papers, several additional courses were added to the curriculum. Some of these are Community Psychology, Media Psychology and Cultural and Indigenous Psychology. Imbued in the revision process was the goal of fostering in students the abilities needed to meet the challenges of the world. With this in mind, it was decided that each theory paper would be accompanied by a practicum paper, thereby providing students the opportunity to apply the concepts they learn in class. Several faculty members played an integral role in developing the FYUP syllabus. Dr. Ahuja was involved in the revision of two application based courses and three discipline centered

courses, the latter three being Foundations of Organisational Behaviour, the practicum on Organisational and Counselling Processes and Selection and Training. Dr. Bansal was the convenor of the committee for Research Methodology and was a member of committees for three papers, Foundations of Psychology, Emergence and Growth of Psychology and Abnormal Psychology. Ms. Longchar served as the Co-Convenor for the syllabus formulation of the Biopsychology paper. She also played an integral role in the development of papers on Counselling Psychology, Community Psychology and Abnormal Psychology.

With a field that progresses as swiftly as Psychology, it is imperative to update syllabi constantly. However without the correct pedagogical approach, curriculum can be rendered largely ineffective. The teaching-learning process through which the contents of the curriculum are delivered to students shall be discussed next.

TEACHING-LEARNING AND EVALUATION

Every year when a new batch of students enters the precincts of the department of Psychology, they are asked to reflect on questions such as ‘What brings you to the study of Psychology?’, ‘What is your imagination about Psychology as a discipline?’. The responses include ‘Psychology is fascinating, It delves into complexities of mind, It tells us why we do what we do?, Study of Psychology will help me know myself better, It will allow me to help others overcome their problem, It is an upcoming field and there are career opportunities in it’. These varied responses help the faculty members to mould their teaching styles and methods to meet students’ aspirations and needs. The endeavour is to create a learning environment for students in which the excitement of learning psychology is enhanced, complexities of and debates within the discipline are rigorously interrogated and its unique relevance in understanding human subjectivity as shaped by social, historical and political forces is dwelt upon.

Guiding Aims of Teaching-Learning

The teaching of the discipline opens the question of ‘What is Psychology’ for inquiry. It impels the students to explore the boundaries between commonsense and popular Psychology, on one hand and the systematic study of psychological knowledge, on the other hand. Through the three years of their study, students come to appreciate how Psychology can be a social science, how it can also be a part of life sciences and how it can overlap with literature. The curriculum is transacted with an explicit objective of familiarising students with diverse methodological and theoretical traditions in psychology and helping them find their own questions and interest areas. The department seeks and pursues an active dialogue and cross fertilisation of ideas amongst Psychology, Anthropology, Sociology, Philosophy, Literature and Neuroscience in order to expand the horizons of psychological imagination. Another important endeavour in the department is to promote amongst students awareness of self as well as of social realities. Students are encouraged to develop psychological and social sensitivity so that they can respond empathically to human subjectivity and critically to social institutions.

Pedagogical Methods

Teaching practices include both discussion and lectures along with power-point presentations to help students grasp psychological concepts and methodological nuances. Since psychology is largely an empirical study, research studies are emphasised while teaching. Examples from real

life, films and fiction are frequently drawn upon to make concepts come alive and resonate with the lives of students. Ample use is made of case studies which are illustrative of significant psychological events and processes.

Far from being one-sided, class room interactions are interspersed with deep probing by teachers and discussions to understand deeply and critique thoughtfully. For a discipline like Psychology, it is critical that classroom context allows for different kinds of subjectivities to emerge, to be expressed, attended to, listened and held. Within the lectures and more so in the small group interactions in tutorials and practical classes, a reflective and reflexive process is nurtured for self introspection, for cultural rediscovery, for engaging with and embracing difference, for self transformation, of not just the students but also the teachers. Simulation exercises (for e.g. to learn assertiveness), role play (for e.g. to learn interviewing skills) and diary method (maintaining a journal about own emotions, thoughts and desires) are important tools used by teachers and students of the department. Teachers and students, both are co-learners in this journey. The non-judgmental and inclusive learning environment enables all stakeholders to bring in their life experiences for reflection and to make meaningful connects between life and theory. It is here that divides of class, caste, region and language are revealed and negotiated in an empathic and respectful manner.

Students are encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the ‘psychological’. The curiosity and interest kindled in them through classroom lectures and discussions motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, express creatively (write/paint/sing/dance). The psychology laboratory area is lined with boards adorned by students’ creative accomplishments. Field trips, talks, on-line courses, documentary screenings and the department’s academic journal are some of the many ways by which student learning is constantly enriched. To foster an appreciation of application of psychological knowledge, the department has run campaigns to keep the college campus neat, designed experimental interventions to reduce prejudice against mentally ill persons and constructed a test specifically for the Indian population to assess attitudes towards homosexuality, to name a few.

The small size tutorial class serves multiple, useful teaching-learning purposes. It allows an informal space for personal disclosures and discussions that help create non-hierarchical relationships in addition to academic deliberations. Tutorial classes have seen a great variety of interesting presentations on topics like myths of mental illness, paranormal experiences, false memories, love and sexuality, etc.

Practicum and Research Activities

Psychology proudly claims to have a strong practical component built in the curriculum. Students are imparted a variety of skills such as how to conduct a psychological experiment ensuring controlled conditions, how to select an appropriate psychological test and administer it under standardised conditions, how to listen and respond within an interview situation, how to make behavioural observations, how to formulate a case, how to do job analysis and identify training needs, how to analyse social programmes etc. These practical exercises are taught in smaller groups of 10-15 students. Each class is divided into smaller practical groups and works under the supervision of teachers. In the practical classes, students are closely monitored and taught the necessary know-how of designing a sound research study which entails several skills –

reviewing research, framing research objectives and questions, deciding and using the appropriate methods of data collection, selecting and communicating with participants, analysing data, interpreting and discussing the findings. It is a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one's findings for analysis and learns from other students' work, with the teacher helping each student to relate her findings to theory and research literature.

In the tutorial classes, many students opt to review research papers or design small research studies. Such exercises facilitate analytical abilities in students. These classes often serve as incubation spaces for students to formulate, design, conduct and receive feedback on their nascent research ideas that help shape their research acumen.

Selected final year students of Psychology have the opportunity to conduct a full fledged research on a topic of their interest under the supervision of a teacher of the department.

Evaluation

The department of Psychology follows the evaluation pattern laid down by the University of Delhi.

Evaluation is understood as a two way process – not just of the students' performance but of the teachers' performance as well. Students' performance is assessed on the basis of the centralised evaluation scheme laid down by the University of Delhi: 25% of marks for internal assessment and 75% of marks for semester-end exam for each theory paper. A few teachers systematically collect students' feedback of their teaching styles through a proforma at the end of the semester. 5% of marks in the internal assessment are reserved for attendance to ensure academic discipline and regularity. 10% of weightage is assigned to projects/presentations. The learning outcomes on which students are evaluated include the comprehensiveness of information and argument presented, the clarity of thought, review of past literature, critical reasoning and presentation skills. Teachers have also made use of peer evaluation for projects to make the process of assessment more participatory and transparent. The remaining 10% of marks are given for class/written assignments, including open book tests, class tests, home assignments, quizzes, objective type tests, oral tests/viva voce etc. The idea is not to have the same technique of gauging learning of all students. Since different students learn and can express their learning best in different ways, these diverse evaluation scenarios allow all students to achieve their best potential.

The department has evolved its own methodology to assess students' performance in practicals, since the university does not provide specific guidelines. The practical papers have an internal assessment component that ranges from 20% to 60% of the total marks. This component includes regularity of attendance, class participation, administration of the test/tool to the research participant, quality of review of literature, timely submission of reports, and written report. This helps in assessing the learning outcomes, confident participation in group contexts, analytical abilities, coherence and comprehensiveness of written work. In order to maximise objectivity and transparency in evaluation, teachers share and explain their marking scheme with the students.

Evaluation is geared in a way so that students are helped to attain their best potential. Students are given regular feedback and suggestions for improvement for their practical reports, assignments and other kinds of evaluation scenarios in the class. Improvement tests are often arranged for the

students to help them prepare well for the exams and better their writing skills. In evaluation of academic performance, two criteria are kept in mind – (a) relative differences in performance of students in a class and (b) absolute improvement in performance over time. To evaluate students sensitively, faculty tries to take into consideration their differing abilities and learning backgrounds. There is tremendous diversity in students enrolled in the college. While some are first generation learners, others are from international school boards, foreign educational backgrounds, there are also students with learning disabilities and physical challenges, students with linguistic disadvantages etc. To use a ‘one size fits all’ method is to ignore different learning styles and underrate their potential. Thus, teachers of the department pay special attention to the students’ learning curve over a period of time. The department also recognises the efforts and endeavours of such third year student(s) who have shown noteworthy growth in their academic performance and confidence over three years and acknowledges them by giving them a merit certificate.

Students’ achievements in various arenas are recognised and awarded by the faculty. Evaluation is not restricted to narrow academic oriented learning outcomes. Rather, it also gives credit to involvement of students in co-curricular and extra-curricular activities, for courteous and helpful behavior to peers and teachers, for sincerity and hard work, engagement with social issues and for showing initiative and leadership in organising departmental activities. At the end of the third year, teachers of the department collectively decide which students of the graduating batch should be awarded merit certificates.

RESEARCH

The department of Psychology at LSR boasts of a strong research culture, with both the faculty and students passionately pursuing research, projects and consultative work, often working hand-in-hand.

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Faculty Publications and Presentations

Dr. Priti Dhawan

Articles in Newspapers/Magazines

- Dhawan, P. (2007). ‘Dodging Careers’. *India Today Aspire*. October, p. 47.
- Dhawan, P. (2004). ‘Ask The Expert’. *Parenting*. October, p. 96.
- Dhawan, P. (2002). ‘To Combat Disagreements’. *Parenting*. September, p. 48.
- Dhawan, P. (2002). ‘Gender Stereotypes’. *Parenting*. April, p. 37.

Papers/Posters Presented in National/International Conferences

- Dhawan, P. (2014). *Why investigate Metacognition?* at Faculty Research Forum, Lady Shri Ram College for Women, New Delhi, 1st August, 2014.

- Dhawan, P. and Khandelwal, K. (2012). *Gender gap in mathematics: Real or imaginary*, Key note paper in 'Gender Issues in Higher Education: Global and Local Experience', Women's Education Worldwide Conference, Ginling College, Nanjing, China, 8-10th June, 2012
- Dhawan, P. and Dhillon, M. (2010), *Experience of Weight Dissatisfaction in Indian Adolescent Girls and Young Women*, NAOP conference at JNU, New Delhi, December, 2010.
- Dhawan, P. and Dhillon, M. (2010). *But....it's the weight.....I am fat: Body Dissatisfaction in Indian Female Adolescents*, 36th National Annual conference of The Indian Association of Clinical Psychologists, NIMHANS, Bangalore, 2010.
- Dhawan, P. and Chopra, N. (2009). *Patterns of Moral Judgment: Developmental and Gender variation in Indian Adolescents*, International Association for Intercultural Research Conference held in Honolulu, Hawaii, 15-19th August, 2009.
- Dhawan, P. and Ameesha (2009). *Perception of social support and coping styles of HIV+ individuals: A Psychosocial study*, the European Congress of Psychology held in Oslo, Norway, 7-11th July, 2009.
- Dhawan, P. and Ghosh, S. (2008). *The relations of Psychological Adjustment to college students' Personality factors*, 32nd Indian Social Science Congress held at Jamia Millia Islamia, New Delhi, 18-22nd December, 2008.
- Dhawan, P. and Gupta, A. (2008). Poster presented titled *Neuroticism in Adolescents and Young Adults: Role of Perceived Parental Rejection*, at XVIII Conference of National Academy of Psychology, IIT, Guwahati, December, 2008.
- Dhawan, P. and Bhardwaj, S. (2006). *Effect of Gender and level of participation on motivation and anxiety scores of sportspersons*, at the National Conference on 'Holistic Paradigms in Psychology: Problems and Prospects' Zakir Husain College, University of Delhi, 11th March, 2006.
- Dhawan, P. and Raina, A. (2005). *Emotional Stability and Cognitive Styles of Kashmiri Children*, at the second National conference on 'Mental Health Challenges 2020- A vision for the Future,' Amity Institute of Behavioural and Allied Sciences, New Delhi, 2005.
- Dhawan, P. (2005). *Depression: Gender Differences and the use of Defense Mechanisms*, at the National conference on 'Recent Trends in Mental Health in India', Amity Institute of Behavioural and Allied sciences, New Delhi, 2-4th May, 2005.
- Dhawan, P. and Khandelwal, K. (2003). *Life skills development for adolescents: Action plan* at SHAHN, Safdarjung Hospital, New Delhi, September, 2003.

Dr. Puspita Behera

Papers Presented in National/International Conferences

- Behera, P. (2002). *Essential Hypertension and Cognitive Impairment*, International Congress of Applied Psychology, Singapore, July, 2002.
- Behera, P. and Ghadially, R. (2007). *Occupational stress and Turnover Intention, Burnout and Job Satisfaction among Software Professionals: The Effect of Telecommuting*, ICAP, USA, May, 2007.

- Behera, P. and Ghadially, R. (2006). *Occupational stress and Turnover Intention among Software Professionals: The Effect of Flexitime* NAOP, IIT Bombay, December, 2006.

Dr. Kanika Khandelwal Ahuja

Articles in Newspapers/Magazines

- Khandelwal, K. A. (2009). Course Profile: Psychology. Getting psyched is a good thing *Hindustan Times*, p. 4, 10th June 2009.
- Khandelwal, K. A. (2008). Coping with 'Indian-ness'. *India Today Aspire*, p. 56, September, 2008.
- Khandelwal, K. A. (2008). Course Profile: Psychology. It straddles both science and arts stream *Hindustan Times*, p. 4, 8th June, 2008.
- Khandelwal, K. A. (2008). "Campus Column. Cracking the language barrier" HT City, *Hindustan Times*, p. 4, 21st May, 2008.
- Khandelwal, K. A. (2008). Gender-bender metropolis. *Hindustan Times*, p. 6, 6th January, 2008.

Papers/Posters Presented in National/International Conferences

- Ahuja, K., Kalyani, A., Papneja, D., Dhillon, M (2014). *The Imprisoned Dove: Schools as propagators or inhibitors of peace in India*, presented by the first author at the 28th International Congress of Applied Psychology, 8-13 July 2014, Paris, 2014.
- Khandelwal, K., Kalyani, A., Papneja, D., Dhillon, M. (2013) *Salient identities of adolescents in peace and conflict areas*, presented by the first author at a seminar on 'Social Representations of Identity in India: An Interdisciplinary Dialogue', IIT-Delhi, 18-19th March, 2013.
- Khandelwal, K., Kalyani, A., Papneja, D., Dhillon, M. (2013) *Transcending conflict and building cultures of peace*, presented by the first author in the session Experiences from the field in a Roundtable on 'Equity, Access and Quality in Education: Challenges before Jammu and Kashmir', organised by WISCOMP, New Delhi, 13-14th January, 2013.
- Sharma, S. and Khandelwal, K. (2010). *Does love last forever? Effect of gender and life stages on love styles of dating and married couples*, poster presented by the first author at XXth Annual Convention of the National Academy of Psychology (NAOP), JNU, New Delhi, 12-15th December, 2010.
- Khandelwal, K. and Satija, A. (2009). *Who is afraid of success and why? Exploring cultural context of fear of success in Hindu Indian and Muslim Arab college men and women*, presented by the first author at 6th Biennial Conference of International Academy for Intercultural Research on 'World Peace Through Intercultural Understanding', Hawaii, USA, 15-19th August, 2009.
- Khandelwal, K. (2009). *Is beauty in the eyes of the beholder or media? Impact of thin idealized images on body dissatisfaction and affect among young college women in India*, 11th European Congress of Psychology, Oslo, Norway, 7-10th July, 2009.
- Khandelwal, K. and Sachan, N. (2009) *Life satisfaction revisited: Intimate partnership between work and family?*, 8th Biennial Conference of the Asian Association of Social Psychology,

Asian Association of Social Psychology, IIT, Delhi, and NAOP, New Delhi, 11-14th December, 2009.

- Khandelwal, K. (2009). *The making of a terrorist: Myths versus Realities*, UGC National Conference on 'Understanding Violence in Contemporary India: Issues and Trends', Delhi College of Arts and Commerce, New Delhi, 17-19th March, 2009.
- Khandelwal, K.A. and Mohendra, N. (2008). *Values of an organization: Espoused, Practiced and as Expressed in the Company's Corporate Social Responsibility*, presented by the first author at the XXXII Indian Social Science Congress, held at Jamia Islamia University, New Delhi," 18-22nd December, 2008.
- Khandelwal, K. and Dhillon, P.K. (2005) *Socio-cultural determinants of health at the workplace*, presented by the first author at the National Conference on 'Recent trends in mental health in India', Amity Institute of Behavioural (Health) & Allied Sciences, New Delhi, 2-4th May, 2005.
- Khandelwal, K. and Karkun, K. (2004). *Emotional intelligence and transformational leadership as determinants of leadership effectiveness*, presented by the first author at the National Seminar on 'Enhancing human potential', department of Psychology, D.E.I., Dayalbagh, Agra, October, 2004.
- Khandelwal, K. (2007). *A Critical Incident Job Analysis of University Lecturers: Students' Perspective*, International Conference on 'Psychological Assessment in Personnel Selection', DIPR, DRDO, New Delhi, 23-25th November, 2007.
- Khandelwal, K. (2001). *Organizational Health in a small enterprise*, International Seminar on 'Health Psychology: A Dynamic interface with working environment', AASTHA foundation for Welfare and Development, March, 2001.
- Khandelwal, K. (1996). *Need identification: A private sector organization*, National Conference on 'Recent Trends in HRD', Department of Psychology, University of Delhi, November, 1996.

Workshops/Talks delivered over the past four years:

- Ahuja, K. (2015). Nursery orientation for parents (lecture cum interaction) in various branches of Amity School- Noida, Saket, Vasundhara, Gurgaon, May 2015.
- Ahuja, K. (2015). *Future beckons*, career counseling session, Parents and Students of Class XI, Bluebells School, 20 December 2014 and 18 January 2014.
- Ahuja, K. (2015). *Campus Calling* (lecture cum interaction), a seminar organised by Hindustan Times for admission seekers, June 2015, 2014 and 2013.
- Ahuja, K. (2015). *Are you suffering from decidophobia?* career counseling session for parents and students of Class XI, Birla Vidya Nikaten, 12 April 2014.
- Ahuja, K. (2014). *Starting school on the right foot* (lecture cum interaction) in various branches of Amity School, Noida (4-5 April 2014); Gurgaon (1 April 2014), Vasundhara (4 April 2014).

DEPARTMENT PROFILES 2015

- Ahuja, K. (2014). *Behind the teen smoke screen*, workshop for parents, Amity Gurgaon Sector 46, 21 July 2013.
- Ahuja, K. (2013). Delivered the Inaugural Address on *The New Age Teacher*, a two-day Professional Development workshop for In-Service Teachers of schools in Delhi-NCR organized by Amity Institute of Education, Amity University, 14 May 2013.
- Ahuja, K. (2013). *The New Age Professional Teacher*, workshop for teachers, The Air Force School, 11 May 2013.
- Ahuja, K. (2013). *Nursery orientation* for parents (lecture cum interaction) in various branches of Amity School, Noida (5-6 April 2013); Saket (30 March 2013), Vasundhara (4 April 2013), Pushpa Vihar (2 April 2013)
- Ahuja, K. (2013). Class V Orientation for parents (4 May 2013), Class X Orientation for parents (20 April 2013), Amity Gurgaon Sector 43 (April 2013)
- Ahuja, K. (2013). *Conscious parenting*, workshop for parents, DPS Rajnagar, 13 April 2013
- Ahuja, K. (2013). *Career Choices: The difficulty of choice* (lecture cum interaction), Parents and Students of Class XI, Bluebells International School, 2 March 2013,
- Ahuja, K. (2012). *ABC of parenting*, Workshop for parents, DPS Rajnagar, 29 December 2012
- Ahuja, K. (2012). *Professionalism and introspection: Looking through the looking glass*, organized by WISCOMP in Presentation Convent School, Srinagar, 1 November 2012
- Ahuja, K. (2012). *Choosing the right stream* (lecture cum interaction), Parents and Students of Class XI, Bluebells School, 3 March 2012
- Ahuja, K. (2012). *Professionalism and introspection: Looking in the looking glass*, workshop for teachers, GD Goenka World School, Manesar, 14 January, 2012
- Ahuja, K. (2012). *Communication for active citizenship*, talk delivered in Springdales School Dhaula Kuan, Staff Seminar, 9-10 January, 2012
- Ahuja, K. (2011). *The Ins and Outs of Parenting Teens*, talk delivered in Amity Ghaziabad, 12 August, 2011
- Ahuja, K. (2011). *Facilitative communication in the classroom*, workshop for teachers, The Air Force School, 30 July 2011
- Ahuja, K. (2011). *Unleashing potential*, workshop for Class XI students, The Air Force School, 15 July 2011 & 18 July 2011
- Ahuja, K. (2011). *Life skills training*, workshop for Class XII students, Springdales School Dhaula Kuan, 26 April 2011
- Ahuja, K. (2011). *Nursery orientation* for parents (lecture cum interaction) in various branches of Amity School, Noida (5-6 April 2011); Saket (2 April 2011), Vasundhara-I (4 April 2011), Vasundhara-VI (7 April 2011), Gurgaon Sector 43 (25 March 2011)
- Ahuja, K. (2011). *Parenting a tween: Tackling internet abuse and swearing* (lecture cum interaction), 21 April 2011, Class V Orientation Programme for Parents, Amity International School, Noida

- Ahuja, K. (2011). *Life skills training: Formulating vision and goal setting*, workshop for Class XII students, DPS Maruti Kunj, 28 April 2011
- Ahuja, K. (2011). *Life skills training*, workshop for Class XII students, Springdales School Dhaula Kuan, 26 April 2011
- Ahuja, K. (2011). *Effective parenting skills* (lecture cum interaction), for Parents of students of class I, Amity International, Mayur Vihar (29 March 2011), Noida (15 April 2011)
- Ahuja, K. (2011). *Parenting a tween* (lecture cum interaction), Class V Orientation Programme for Parents, Amity International School, Noida, 21 April 2011
- Ahuja, K. (2011). *Career Choices: The difficulty of choice* (lecture cum interaction), Parents and Students of Class XI, Bluebells School, February 2011

Others

- Ahuja, K. (2014). Delivered a talk titled *Mirror Mirror on the wall....I'm sexy, Damn you all*, TEDxLSR College, an independently organised TED event under free license from TED talks lead and organised by the department of Psychology, Lady Shri Ram College, 13th September, 2014.
- Ahuja, K. (2013). Session on *Conflict Resolution*, Seminar on 'Innovations to Inspire Young Minds', organised by Centre for Innovations in Public Systems in association with Jubilee Hills Education Society, Jubilee Hills Public School, 7th December, 2013.
- Khandelwal, K. (2013). Key note speaker *Best Practices of Lady Shri Ram College*, Two Day Workshop on 'Innovations in Education, Urban Governance and e Governance', Centre for Innovations in Public Systems, Hyderabad in association with Commissionerate College Education, Government of Andhra Pradesh, 26th July, 2013.
- Khandelwal, K. (2013). Key note speaker *Making excellence inclusive: The LSR way*, 2-Day Workshop on 'Innovations in Education, Urban Governance and e Governance', Montessori Mahila Kalashala, Vijaywada, 27th July, 2013.
- Khandelwal, K. and Dhawan, P. (2012). *Gender gap in mathematics: Real or imaginary?*, Key note paper in 'Gender Issues in Higher Education: Global and Local Experience', Women's Education Worldwide Conference, Ginling College, Nanjing, China, 8-10th June, 2012
- Khandelwal, K. (2012). Key note speaker *Stakeholders as partners*, Tenth Edition of Regional Summit on Quality in Education, Coimbatore, 23-24th November, 2012.
- Khandelwal, K. (2011). Panel discussant on *Approaches to Teaching Health and Well-Being Teaching Globally*, International faculty conference 'Teaching Globally' organized by Women's Education Worldwide, Smith College & Mount Holyoke College, USA, May 2011.
- Dhawan, P. and Khandelwal, K. (2003). *Life skills development for adolescents: Action plan* at SHAHN, Safdarjung Hospital, New Delhi, September, 2003.

Dr. Parul Bansal

Papers Presented in National/International Conferences

- Bansal, P. (2015). *Mapping Fatherhood: Tasks and Dilemmas*, at Indo-French Second Annual Psychoanalytic Conference in Gurgaon, February, 2015

DEPARTMENT PROFILES 2015

- Bansal, P. (2010). *Narrative Study of Lives: Evolving an alternative methodological approach*, XXth Annual Convention of NAOP held in Zakir Hussain Centre for Educational Studies, JNU, Delhi, 2010.
- Bansal, P. (2007). *Social Change and Youth Identity*, XXXI Indian Social Science Congress held in SNDT Women's University, Mumbai, 2007.
- Bansal, P. (2004). *Continuities and Change: Some Reflections on Identity in Youth*, National Seminar on 'Identity in Youth: Socio-Cultural Perspectives' held in Centre for Advanced Study in Psychology, University of Allahabad, 2004.

Others

- Bansal, P. (2013). Speaker at TEDx LSR. Talk on *Are we Free? Images of Individuality*, hosted by TED channel at Youtube. (www.youtube.com/watch?v=BxukMpZXsZ0)

Ms. Sentisungla Longchar

Articles in Newspapers

- Longchar, S. (2007). What is Clinical Psychology? *Nagaland Post*, September, 2007.

Papers Presented in National/International Conferences

- Longchar, S. (2012). *Eriksonian Perspective: contextual to Nagaland*, National Seminar on 'Identity Assertion and Development: Situating Nagaland', Zunheboto Government and Immanuel College, 24-25th August, 2012.
- Jamir, L. and Longchar, S. (2009). *The use and efficacy of coping strategies and coping styles among the north east students in Delhi and controls*, presented by first author National Conference, Christ University, Bangalore, 2009.

Dr. Bhawna Devi

Papers Presented in National/International Conferences

- Devi, B. and Bhatia, H. (2013). *Capturing Dynamics of Identity Statures in Career Choices*, International Conference, at Manav Rachna International University, NCR, India, 27-29th March, 2013.
- Devi, B. (2011). *Effect of Meditation on stress: An overview of various spiritual leaders*, International Conference on 'Psychology in Contemporary Context: A Positive Approach', organised by ICDA and WPHR, at University of Delhi, 21-22nd May, 2011.
- Devi, B., and Biswal, R. (2010). *Awareness about Menstruation and Psychological Distress among School Going Girls*, XIX Annual Conference of National Academy of Psychology. (NAoP), at the department of Psychology, Bangalore University, Jnana Bharathi, Bangalore, India, 6-9th March, 2010.
- Devi, B. and Kumar, S. (2008). *Does Religiosity influence Anxiety and Depression in Nurses?*, National Seminar on 'Positive Psychology', Department of Psychology, MD University, Rohtak, India, 1-2nd February, 2008.

Dr. Megha Dhillon**Papers/Posters presented in National/International Conferences**

- Dhillon, M. and Babu, N. (2010). *Peer conflicts and theory of mind: A study within the school setting*, paper presented by the first author at the XXth Annual Convention of NAOP and International Conference on 'Mind, Culture and Human Activities', Jawaharlal Nehru University, New Delhi, December, 2010.
- Dhillon, M., and Dhawan, P. (2010). *The experience of weight dissatisfaction in Indian adolescent girls and young women*, paper presented by the first author at the XXth Annual Convention of NAOP and International Conference on 'Mind, Culture and Human Activities', Jawaharlal Nehru University, New Delhi, December, 2010.
- Dhillon, M., and Bakaya, S. (2012). *Street harassment: A qualitative study of the experiences of young women in Delhi*, paper presented by the first author, XXIIth Annual Convention of NAOP, Christ University, Bangalore, December, 2012.
- Dhillon, M. and Babu, N. (2012). *Children's perceptions of peer and student-teacher conflicts in the school setting*, poster presented at the 30th International Congress of Psychology, Cape Town, South Africa, July, 2012.
- Datta, R., and Dhillon, M. (2014). *Perceptions of the mother-child relationship of adolescents having siblings with Autism*, paper presented by the first author at the International Conference on Developmental Disability, University of Calcutta, Calcutta, March, 2014.

Research Projects undertaken by Faculty

The vibrant research culture at the department of Psychology enables both faculty and students to undertake research projects of enormous value to the society. Dr. Dhawan and Dr. Ahuja were recipients of the Lady Shri Ram College research grant (of Rupees thirty five thousand) for a project titled 'Factors influencing students' performance on mathematics: Does gender gap really exist?' in 2010-2012. Three student research associates also worked closely on the project. This study aimed to study both the attitudes towards mathematics and performance on mathematics amongst male and female undergraduate students majoring in mathematics from co-educational colleges. Results showed that while there were no differences between males and females on subject proficiency, females viewed mathematics to be a masculine domain. Organising mathematics from a feminist perspective could be the key to reducing gender gap in mathematics.

Dr. Dhawan, Dr. Ahuja and Dr. Dhillon recently concluded an interdisciplinary Innovation Research Project titled '*Vasudhaiva kutumbakam: Creating sustainable global partnerships in higher education*', funded by University of Delhi (grant of Rs. three lakhs), 2013-2015. This project was done with two other faculty members from the department of English and ten student associates from the departments of Psychology and English. This project investigated the impact of international students on the classroom and the experiences of Indian students who have studied abroad. The study outlined the areas that need to be improved for the better practice of internationalisation in Indian universities.

Dr. Ahuja and Dr. Dhillon were principal investigators of another Innovation Research Project titled *The Imprisoned Dove: Transcending conflict and building cultures of peace*, (grant of Rs. ten lakhs), funded by University of Delhi, 2012-2013. This project sought to study the primary

actors in the classroom – the teachers and the taught, through an inter-disciplinary lens, involving two other faculty members from the department of Elementary Education and ten student research associates from the departments of psychology, elementary education and political science. The Kashmir Valley has been witness to violent conflict and investigating the role of schools as microcosms of larger conflicts that play themselves out on the canvas of the nation is imperative for finding solutions. This research explored attribution styles, religious stereotypes, dominant identities amongst adolescents, and teachers' notions about peace in Kashmir and Delhi. The results indicated that despite growing up in a region troubled by chronic conflict, Kashmiris held more positive perceptions of people. Both overt and hidden curricula served as sources of conflict in the classroom. The findings of the study have implications for peace building in educational institutions.

Dr. Dhawan and Dr. Dhillon were also recipients of a UGC grant for Minor Research Project titled *Body Dissatisfaction in Female Adolescents and Women: A Developmental Perspective of the Origins and Outcomes* 2009-2010. This project attempted to explore experiences of body dissatisfaction in Indian adolescent girls, its perceived implications and desired supports. The findings revealed body dissatisfaction to play an important role in shaping these young women's sense of self. The participants believed that reducing weight would lead to better life opportunities and greater acceptance from others.

Ms. Longchar along with a researcher worked on a field and qualitative research project in 2008 titled *Stigma and Discrimination towards people living with HIV/AIDS* funded by the BBC World Service Trust (WST) (grant of Rs. forty thousand). This project entailed travelling to three districts of Nagaland- Dimapur, Kohima, and Wokha to interview patients of HIV/AIDS. Deep seated stigma and discrimination towards HIV/AIDS patients was found in all the three districts of Nagaland. The patients were regarded as morally sinful not accepted by the society and by family members. Ms. Longchar, Ms. Saikia, and Ms. Kawilam (2014) also worked on a self-financed project titled *Racism and its psychological effects in India*. This study was done on people of North-East India living in Delhi. Findings showed that 67% had personally experienced it. Psychological problems such as sense of insecurity, anger, and depression were also found, underlining the need for intervention in this area.

Research Opportunities for Students

Sustained efforts are made at the department of Psychology in developing a scientific temper, spirit of enquiry and research aptitude among students. Selected students are trained as research associates for projects like the University of Delhi funded Innovation Projects. These serve not only as an important step towards understanding the nuances of original research and field work, but also provide a space for students to review theories and models. The fieldwork that it entails, such as travel to remote parts of Kashmir and interacting with school children has been described as life-changing and transforming by some students. Issues which seemed distant and less relevant became a part of their daily reflections, such as AFSPA and its influence on the school and the psychology of children.

As per the curriculum, students are encouraged to undertake small research projects in each semester. In the final semester, a few students (strictly on merit basis) are given the option of taking up a field-based research project in lieu of practicum to qualify for an honours degree.

Interested students have been carrying out research under the close supervision of one faculty member over the past forty years. While it is not feasible to present the range of issues and themes on which the students have conducted research, broad areas within which projects have been undertaken in the last ten years may be identified.

Given the rising popularity of Cognitive Psychology since the 1960s, many research projects have focused on concepts such as mental maps, spatial representation, memory deficits, creativity and emotional intelligence. Interpersonal relationships, family variables and parenting have been other popular choices for students. Considering the changes taking place within the family structure, students have studied phenomena such as stress among working women and the experiences of single children. Effects of parenting styles on the autonomy of children, parental rejection and a comparison of relationship satisfaction among dating and married couples have been some of the other themes covered. The largely feminist orientation of the college has led many students to acquire an interest in the broad area of gender. They have conducted research on depression and gender, sex roles, the fear of success, maternal influences on vocational choices of women, body dissatisfaction and eating disorders. Students have also taken much interest in comprehending the experiences of populations who have endured exceptional circumstances. In this regard, students have studied the coping patterns of persons diagnosed with HIV/AIDS, the adjustment patterns of migrants from Bangladesh and Tibet and the experiences of cancer survivors. One project also examined individuals with possession experiences in rural Rajasthan. Students who pursue Organisational Behaviour have researched on topics such as job satisfaction, commitment, burnout, leadership, work-life balance, corporate social responsibility, organisational values, occupational stressors and work place aggression. Students have not shied away from those domains of the discipline that are relatively new in India, like Sports Psychology and Environmental Psychology.

Such researches have benefited the community by addressing important psychological issues that are often not addressed. Some research has been intervention based, for instance, puppet intervention with mentally challenged female adolescents, art therapy as tools of self-expression and self-description on emotionally disturbed children, intervention programmes for college students with body dissatisfaction, directly helping the affected populations.

Every effort is made to create awareness about the findings of research done by organising seminars and providing opportunities to students for presenting papers and/or posters both within college through the annual festival *Zeitgeist* and outside college. As an example of the former, a seminar titled *The Flight of the Dove: Building Cultures of Peace in the Classroom* was organised to disseminate the findings of the Innovation Research Project named ‘The Imprisoned Dove: Transcending Conflict and Building Cultures of Peace’. Further, students are also encouraged to publish their research findings in the departmental academic journal, *The Learning Curve* (On-line ISSN number: 2321-7057). This journal publishes empirical and review papers after an extensive three-tier review, including internal reviews by the department editorial board, a double-blind peer review, and reviews by experts. Another avenue for students to publish their work is the department magazine *Zeitgeist*.

Additionally students take up internship assignments, volunteer work on a variety of research projects with organisations and work as independent scholars during the semester breaks. Approximately 15%, 36% and 34.5% of current first, second and third years respectively have

interned with NGOs/Schools/Hospitals/Industry etc. This includes start-ups like Discountkar.de, FitNut; PSUs like Oil India Limited; leading corporates like Ernst & Young, Tata Power, Microsoft; and Psychiatry and Clinical Psychology wards of Max hospital, VIMHANS, Lady Hardinge Medical College, Sir Ganga Ram Hospital, Moolchand hospital, etc. A vast majority of students volunteer with a variety of outreach initiatives with NGOs like Unmeed, Rahi, Koshish-TISS, Amar Jyoti Research and Rehabilitation Center, Make a Difference, Shanti Sahyog, Nanhi Kali, Indian Cancer Society, Muskaan, Action for Ability Development and Inclusion (AADI) on varying issues like the differently-abled, girl child, autism, slum dwellers and movements like Becoming I Foundation, Teach for India. Faculty members are also actively involved with extension activities organised by College societies such as NSS, NCC, VAPP, REACH and Swavalambam.

INFRASTRUCTURE AND LEARNING RESOURCES

Prior to 1984, the department of Psychology was housed in two large classrooms of the College. A part of the space served as a laboratory while a smaller space was used as the office. Since then the infrastructure available to the department has grown manifold. Today the department operates in a separate wing within the main building. The Psychology wing consists of four laboratories-cum-classrooms. The fourth laboratory was added as recently as 2014 in response to the increasing number of students who join the department each year. Practicums often require students to collect data from respondents. In many cases the data is collected in group settings. The spacious and well lit laboratories serve as the ideal physical space for such exercises. The three older labs are equipped with large tables suitable for arranging the materials required for a practicum and still providing enough space for respondents to work on the tasks presented to them. The new laboratory contains some circular tables to facilitate peer interaction and small group work. Apart from the laboratories there are two tutorial rooms, one office, one faculty room and a store room in the Psychology wing. Rooms in the new building of the college are also allotted for classes when required by the department.

The department maintains several kinds of apparatus meant for experiments and many psychological tests. Stock verification of the same occurs at the end of each academic year. New tests are purchased annually and the department is provided with separate funding for the same.

Teachers of the department employ a variety of media in transacting the syllabus. Apart from white boards, the laboratories have been equipped with three projectors, six sound systems to facilitate audio-visual screenings and six computers. This technology has allowed power point presentations and documentary screenings to become an integral part of the pedagogy. Students also have access to the SPSS software package, the most frequently used software for quantitative analysis of large amounts of data.

The Psychology section of the college library supplies students an extensive list of over 3000 books and access to three Psychology journals. Several journals can also be accessed online. The department also has its own library with 120 book titles. Both libraries are frequently updated.

STUDENT SUPPORT AND PROGRESSION

In the last few years, the demographic profile of classrooms at the University of Delhi has changed significantly. This change is even more dramatic at Lady Shri Ram College. Today, students from diverse social and economic backgrounds and from different parts of the country- and even the world-pursue their academic ambitions. Together, the college and the concerned department strongly believe that this diversity is an asset for the institution. Diversity while enriching, requires teachers to remain perceptive and malleable in their pedagogical styles. At times, it also poses challenges in terms of student adaptation. Hence, there is a need to remain vigilant in providing support for a diverse set of students during their journey at LSR.

In terms of academic needs, the department provides pre-admission counselling aimed at giving prospective students information on the course structure and career options after graduating in Psychology. Additional assistance is extended to anyone who misses classes due to illness, family problems or extra-curricular commitments.

Student mentoring is another system through which support is provided to students. The department assigns each new student, a senior whom they can contact in case of any problem. Mentors who feel unable to assist their mentee can refer her to teachers in the department. There have been many instances where faculty members have used their training in the discipline to understand the problems of concerned students and provide means of dealing with the same. In certain cases, the students have been referred to the College counsellor. In 2015, the department launched its 'Peer Support Program' directed at addressing the psychological needs of students across College. A first-of-its-kind initiative, the program aims to provide students the possibility of talking about their difficulties with empathetic and sensitive 'peer supporters.' These peer supporters are students of the department of Psychology selected and trained in listening and responding skills to help others reach constructive solutions to their problems.

The department considers it extremely important that all students enjoy equal access to opportunities and spaces. Changes in time tables and classrooms are made to enhance access when required. Students who face physical, social or economic challenges are assisted by teachers and peers in the department. Those who require assistive technologies or special training are provided the same through REACH. A need-cum-merit scholarship has been instituted in the name of Dr. Matthew Whoolery, Brigham Young University, Idaho, USA for one bright psychology student in need of financial assistance.

The Students' Association endeavours to organise a wide range of activities through the course of each academic session aimed at expanding students' knowledge of the discipline. A recent addition to the department activities has been the Book, Documentary and Reading (BDR) Club. This club organises various kinds of activities including the screening of films/documentaries and book discussions. Talks with experts, workshops and seminars are arranged at regular intervals. Over the years, the department has hosted many distinguished academicians, thinkers and authors including Dr. Giriswar Misra, Vice Chancellor of Mahatma Gandhi International Hindi University, Dr. Nimesh Desai, Head and Dean of the Institute Of Human Behaviour and Allied Sciences and Dr. Manas K. Mandal, Director General (Life Sciences), DRDO, Ministry of Defence, Government of India and Dr. Sudhir Kakkar, India's most celebrated psychoanalyst. Several other experts including Ms. Geet Oberoi, Founder and President, ORKIDS Multidisciplinary Clinic (2010),

Dr. Anurag Mishra, Psychiatrist (2011), Dr. Achal Bhagat, Psychiatrist (2012), Dr. Rukmini Bhaya Nair, Professor of Linguistics and English at the department of Humanities and Social Sciences at IIT (2013), Dr. Amit Sen, Senior Child and Adolescent Psychiatrist (2014) and Dr. Shalini Anant, Psychotherapist (2015) have also been invited. Talks by speakers representing diverse Non- Government Organisations like RAHI (working with survivors of child sexual abuse) and Sanjivani (addressing the needs and treatment of patients with schizophrenia) have been an almost permanent fixture on the department's list of activities.

Visiting speakers have come from countries as wide-ranging as the Netherlands, Australia, the United States of America and England. Some of these reputed academicians/practitioners include Ms. Dolly Bailes (1989) who shared her views on sex therapy, Dr. Helen Ulrich (1992) who spoke on cross-cultural manifestations of neurosis and noted American psychoanalyst Dr. Allan Roland who discussed dream interpretation (1991; 2005). In 2012, the department hosted Dr. Nicola Pitchford, Associate Professor at the School of Psychology, University of Nottingham, UK. Dr. Pitchford discussed the cognitive processes that underpin scholastic progression. In 2013, Dr. Matthew Whoolery, a Fulbright scholar and a visiting faculty member organised a ten-week long lecture series on 'Critical Thinking in Psychology'. The course raised many existing debates in the discipline and was deeply appreciated by the student body.

In 2013, the department was involved in organising a seminar titled 'The Flight of the Dove: Building Cultures of Peace in the Classroom.' The seminar attempted to equip important stake holders with the requisite skills needed to create a peaceful society. Workshops to impart pedagogical training in education for peace to teachers and cultural diversity training to school students were held. In January 2015, the department organised a National seminar titled 'At the Edge of Psychology: Exploring Issues and Themes at the Margins.' This seminar, attended by over 250 participants was funded by the Indian Council of Social Science Research (ICSSR). The seminar was an attempt to build bridges between Psychology and other social sciences over issues like modernity, conflict, gender and sexuality. Dr. Ashis Nandy, renowned Psychologist and Sociologist was the key note speaker. Other eminent speakers included Dr. Honey Oberoi Vahali, Dean and Professor of Psychology at the School of Human Studies, Ambedkar University, Dr. D. Suba Chandran, Director at the Institute of Peace and Conflict Studies (IPCS) and Dr. Rosemary Dzuvichu, Associate Professor, department of English, Nagaland University. In the year before, the department organised the first ever TEDx event in College called TEDx LSR College. After a thorough licensing process, the department was granted a license by TED (an international organisation) for a University Type TEDx event to give an international platform to diverse ideas in the local community that have a potential to bring about change. The event took place in the College auditorium and was attended by a select audience. The talks delivered during the event have now been uploaded on the Youtube channel for public viewing. Two of the six speakers—Dr. Ahuja and Dr. Bansal -are faculty members of the department.

A number of workshops have been held over the years on a host of issues. An illustrative list is as follows: Transactional Analysis (Dr. Pearl Drego, 1984; 1989); Adult Survivors of Childhood Sexual Abuse (Ms. Ellen Klein, 1997); Family Therapy (Dr. Jasmeet Kaur & Indra Kanra, 1998); Laughter style of meditation (Dr. Sutorius, 2000); Personality Development and Time Management (Ms. Lotty Alaric, 2003), Understanding Sexuality (Resource persons from IFSHA, 2006) and Trauma Counseling (Dr. Pulkit Sharma, 2011). More recently the department has conducted

workshops on Counselling (Dr. Vasantha Patri, 2013), Dance Therapy (Ms. Rashi Bijlani, 2014) as well as on Sexuality and Gender (Ms. Shreena Thakore and Ms. Sandhya Devesan, 2015).

A significant event in the academic year of the department is the Mental Health Awareness Week (MHAW), an initiative first taken in 2011. It entails a weeklong series of events aimed at generating awareness about mental health through mediums such as interactions with experts, movie screenings and performances in the College assembly. The students of the department also stage a play entirely scripted, directed and performed by them. Since 2012, each MHAW has been based on a different theme, such as 'Mental Health and Gender', 'Being Young: Peers, Pressure and Passion' and 'Living with mental illness: A Closer Look.'

An applied field like Psychology demands that students remain aware of the complexities of working with clients in field settings. Therefore a concerted effort has been made to organise student trips to the Psychiatric Wards of various hospitals, like A.I.I.M.S, R.M.L. Lady Hardinge, etc.; National Brain Research Center (NBRC), Maruti Factory, Gurgaon, to name a few.

Given that distance is no longer a barrier to learning, on-line courses have become the newest addition to the department's modes of learning. The Book, Documentary and Reading Club of the department has screened online course videos created by Coursera, an education platform that partners with top universities and organisations worldwide. Videos were screened every week for 6 weeks in 2013 and 2014, followed by sessions with faculty members. The course witnessed the participation of students from other departments in the College as well. Certificates were given to successful students at the end of the course.

Some students of the department, such as Ms. Shradha Kaur and Ms. Mohana have been selected as a part of LSR's Student Exchange Program to study at the National University of Singapore and have immensely benefited from their experiences. The department also welcomed students from Mauritius, Tibet, Nepal, Mongolia, Dubai, Abu Dhabi, and Australia. This year Ms. Gabriela Fuentes from Middlebury College, USA studied the Human Resource Paper with students of the Psychology department. The department extends all possible support to students who come from other countries in the form of mentoring, taking assignments best suited to the needs of the foreign student. Foreign students are especially encouraged to share their experiences and opinions in class to aid mutual learning.

For at least the last two decades, the department has attempted to provide its students forums to publish their work. For several years the department published an annual newsletter, although its name has varied from time to time: Never Mind (1995-1996), Psychlopedia (2000-2001), Never Mind (2002-2003), Insight (2002-2003), Psychobabble (2004-2005 and 2005-2006); Psynopsis (2011-2012). In 2013, the department decided to replace the newsletter with an annual magazine titled *Zeitgeist*. The magazines have touched upon themes like gender, sexuality, psychopathology, stigma, and personal narratives. The magazine also contains a section called 'Since You Asked' in which faculty members answer questions by students in areas such as self esteem, career, relationships and mental health. Students submit these queries anonymously if they desire, and teachers ensure that the answers are provided as comprehensively and sensitively as possible.

Another annual feature is the release of the department's journal *The Learning Curve* which has also been accredited with an online ISSN number (ISSN: 2321-7057). The journal printed

regularly since 2011, publishes empirical and review papers. Inter-disciplinary research work is prioritised for publication. Papers from professors teaching in foreign universities have also been received and published in the journal. All manuscripts undergo an extensive three-tier review, encompassing internal reviews by the department editorial board, a double-blind peer review, and reviews by experts. The department's editorial board consists of 15 students (2 chief editors, 2 assistant editors and 11 correspondents) guided regularly by the teachers.

The department has regularly organised Paper Presentations during its annual festival *Zeitgeist*. In 2013-14, the department organised a National Paper Presentation event which saw the participation of students from different parts of the country including Christ University, Bangalore, Ambedkar University, Delhi and the University of Delhi. Owing to its success, the department organised a second National Paper Presentation event in 2015 as part of its National Seminar. Winners of both competitions were provided the opportunity to have their papers published in the academic journal.

While students participate with great fervour in the events described above, they remain extremely diligent about their academic work. The reputation of being one of the best department of Psychology in the country rests partly on the strong academic performance of the students who have often obtained positions at the university level. Many pass their examinations with flying colours and bring great prestige to the department.

Student progression is a priority at the department. Educational and career guidance is provided to students regularly. Former students are invited to talk about the preparation required for entrance exams and their own experiences of pursuing post-graduation degrees. Young people who have established themselves in different fields are also invited to talk about their journeys. For instance, in 2013 young entrepreneur Mr. Kartik Aneja, founder of *Nayi Disha* Studios was invited to share his views on the collaboration between technology and psychology. He also informed students about the internship opportunities available at his organisation.

A large proportion of students who graduate from the department go on to pursue post-graduate degrees. Students gain admission in reputed institutions like IIM, XLRI, TISS, Christ College, LSE, Oxford, Cambridge, King's College in wide ranging courses. Several students have been recipients of prestigious scholarships. Ms. Ambika Satija (2006) and Ms. Sonavi Chopra (2005) received the Rhodes scholarship to study at the University of Oxford. Ms. Neha Jagtiani was awarded the Commonwealth Scholarship to study in the UK in 2013 and Ms. Shraddha Kaur was awarded the Gates scholarship for pursuing a Doctoral degree at Cambridge University in 2015. Some students pursue their passions in sports or the performing arts and work as professionals before returning to academics. A current student Pavithra Chari has recently released her new single *Shadow and Light* which is doing wonders in the music industry. About 10 to 15% students pursue M.Phil and Doctoral degrees after completing their post-graduation.

Many students have cleared the National Eligibility Test (NET) and are teaching at colleges and universities. Recently, Ms. Ayesha Saha in 2014, Ms. Akanksha Dochania, Ms. Shweta Sharma, Ms. Namrata Sharma and Ms. Rashbha Dochania in 2013 and Ms. Soumya Sharma in 2012 have cleared NET. Ms. Mahek Mahajan, Ms. Annie Baxi and Ms. Khushbeen Sohi cleared the NET with entitlement to the Junior Research Fellowship in 2013. Psychology students have also cleared Civil Services examinations, for instance, Ms. Ann Hao Kip passed the examinations conducted by the UPSC in 2012.

Some students choose to pursue careers immediately after they graduate. Several find placements through campus selections and are placed in settings like consultancy for market research and human resource development. Others have found placements through means outside College. In the recent past, students have opted for social initiatives like Teach for India, The Youth Parliament (YP) Foundation and the Gandhi Fellowship. A few also find placements in the corporate sector and other mental health organisations. Some students set up their practices as psychologists/counsellors/life skills trainers.

Alumnae

The Alumnae of the department are an important asset. They include academicians like Late Dr. Nalini Ambadi (1982), distinguished Professor at Stanford University, Dr. Nimmi Hutnik (1974), Senior Lecturer (Clinical) at the University of Surrey, Prof. Leena Chatterjee (1976), Professor, Behavioural Sciences, IIM-Calcutta, Dr. Shuchi Sinha, Assistant Professor, Human Resource Management and Organisation Studies, IIT-Delhi, Ms. Deepthi Sachdev (2001), Assistant Professor, AUD. Three of the current faculty members have also studied in the same department. Some other notable alumna include Ms. Priti Kapoor-Savage (1977), Senior Vice President, Capital One, Ms. Mala (Dodeja) Desai (1980), Executive Director, Northern Queens Health Coalition, a Non-profit Organisation in New York, Ms. Sadhana Rana Ramachandran (1975), Advocate, Supreme Court of India, Arjun Awardee professional golf instructor Ms. Nonita Lall Qureshi (1980), Ms. Nira Anand (1976), Head, Human Resources, World Bank, fashion designer Ms. Poonam Bhagat (1980).

GOVERNANCE AND LEADERSHIP

The department of Psychology believes in the values of democratic participation, autonomy, free deliberation and egalitarianism in decision making. For smooth functioning of the department, several administrative roles have been divided, decided democratically by rotation. The various administrative roles are that of Teacher-in-Charge, Timetable-in-Charge, Association-in-Charge, Attendance and Internal Assessment-in-Charge, Admission-in-Charge, Library-in-Charge, Laboratory-in-Charge and Examination-in-Charge, and Departmental Secretary.

The responsibility of the Teacher-in-Charge is to coordinate and manage all departmental activities. He/she is the official channel of communication from the principal and the university. He/she also coordinates departmental affairs like selection of new teachers, formulating work load and plans for the effective implementation of course curriculum according to the expertise of the teachers in consultation with them. The time-table in-charge makes the time table of all the faculty members, ensuring that the time-tables are student-centric and follow fair norms. The Association-in-Charge is responsible for the co-curricular calendar of the department and organises talks, workshops, seminars, and extra-curricular events like student orientation and farewell. She also looks into the two department publications- the annual magazine and journal.

The Attendance-in-Charge is responsible for ensuring that students' attendance is uploaded monthly by each faculty member and also keeps track of students who might be falling short of attendance. S/he counsels such students and calls their parents for meetings, if necessary. S/he also supervises the maintenance, compilation and submission of students' performance records (internal assessment) in prescribed format required for academic-administrative purposes. S/he also ensures that discrepancies, if any, are sorted out at the earliest. The Admission-in-Charge is

involved with pre admission counseling for interested admission seekers and their parents, decides the cut-off for admission and admits students in the psychology course.

The Library-in-Charge is responsible for procuring new books and journals both prescribed by the curriculum and for keeping abreast with new developments in the discipline. The Laboratory-in-Charge supervises purchase of test materials and other equipment. S/he is also responsible for annual stock taking. The Examination-in-Charge is responsible for conducting psychology practical examinations every semester. This entails correspondence with the University, external examiners, and providing logistical support. The department secretary keeps the members of the department informed about meetings and also keeps minutes of these meetings.

In the annual meeting with the Principal, similarly, college-level responsibilities are also allocated. The faculty of the department of Psychology is enthusiastically involved in the activities associated with the institution. Many faculty members have been convenors and/or co-convenors of committees at the college level, like admissions (Dr. Dhawan and Dr. Ahuja), time table (Dr. Ahuja), international programmes (Dr. Ahuja), attendance (Dr. Dhawan), examination (Dr. Dhawan), to name a few. Dr. Dhawan was the vice-Principal (2011-2014) and also officiated as the Principal last year. She was also Public Information Officer, 2011 onwards. She is currently the Bursar, Lady Shri Ram College. She also served as treasurer, staff council (2008-2009). Dr. Ahuja is the media coordinator of the College since 2003. Dr. Bansal served as convenor of the B.A. Programme department in 2006-2007. Ms. Longchar has been appointed as the Nodal Officer for the North-East Cell. The teachers also hold the positions of various society advisors and contribute to the efficient organisation of extra-curricular activities.

Before the start of each academic session, the various roles decided for each individual teacher are communicated to the Principal. Each member in turn is a part of the college committee for that role, for instance the attendance in-charge is a part of the college attendance committee and participates in all meetings held for the same. The convener for each committee is decided from amongst these members at the Staff Council.

The students also share a part of the responsibility of the functioning of the department. Each department in Lady Shri Ram College has a department Students' Union. The union has three office bearers, which include the President, Secretary and Treasurer. These students are elected through free and fair elections held annually under the supervision of faculty members. The Union acts as a medium of communication between the Faculty and the students, and plays an important role in motivating the students to engage in different activities that take place throughout the academic session. In addition to the Union, the Psychology association consists of six teams, viz. the Publicity team (in charge of publicising department events within and outside College through various off-line and online mediums), the design team (creating the boards in the department, decorating event venues and making invites for the events), the Logistics team (responsible for arranging the venue and infrastructure requirements for each event), the Photography team, Editorial Board, and the recently added Book, Documentary and Reading (BDR) Club. At the beginning of each semester, the union develops a calendar of co-curricular events keeping in mind the demands of the academic schedule through frequent meetings with the Association-in charge.

Meetings are also held regularly by the students' union for the benefit of the student body. These are called 'General Body Meetings' where information regarding upcoming events is disseminated and feedback is taken on the work already done. Most notifications regarding major events are circulated to the faculty and students via email and WhatsApp messenger. Reports and details about major events/workshops are also shared on the department's facebook group.

These policies and practices, evolved over a period of time ensure accountability of both students and teachers, delegation of authority and operational autonomy. A continuous monitoring of its proper implementation reinforces the culture of excellence at the department of Psychology.

INNOVATIVE PRACTICES

In an endeavour to pursue the twin aims of achieving academic excellence and furthering self and social awareness, the Department is striving to innovate in the domains of teaching-learning and student support.

Classrooms are simultaneously spaces for deconstruction of existing truths, rediscovery of old perspectives and formulation of new realities through introspection, reflection and dialogical interaction amongst teachers and peers. The curriculum is engaged with creatively to help students explore their selves as well as their social worlds. Through the research projects that students undertake, they are able to come close experientially to the life-worlds of populations that are usually 'othered' such as of poverty stricken children, people with mental illnesses, people with alternative sexuality, juvenile delinquents, survivors of terminal illnesses, folk healers, single parents, to name a few. Such encounters expand the minds of young people and in a few of them deepen their feelings of social responsibility. This is witnessed in an increased engagement of students with the development sector for internships as well as for jobs. A few students have chosen to work with organisations like Young India Fellowship, Teach India and Gandhi Fellowship after graduation.

Classroom exercises, practical work, talks and workshops, specially designed / chosen by teachers help students deepen their understanding about the selfhoods. Filling up questionnaires on emotional well-being, writing gratitude letters to an adversary, practicing yogic exercises and meditation, keeping a journal, interacting with a person with schizophrenia, penning a letter to 'statistics' detailing one's feelings towards the subject, participating in a workshop on body image, exploring and analysing one's dreams – are all examples of activities that Psychology students engage in through the course of their study.

Enabled by the inward journey encouraged in the classes as well as skill sets imparted by the course, many students feel ready to take on the responsibility of providing a helping hand to fellow students who are facing psychological problems. Making use of this readiness, teachers and students of the department have worked intensively to put together a Peer Support Program in which selected students have been given special training in counselling practices. A departmental outreach initiative launched in March 2015 is first of its kind to use the in-house capabilities of faculty and students to provide reliable psychological help to the college student community at close quarters. It has met good response and in the near future, efforts will be made to scale up the efforts to meet the mental health needs of the larger world outside as well.

DEPARTMENT PROFILES 2015

The highly motivated students of the department wanting to have the best learning experience initiated a blended learning model by using the online platform of Coursera (an educational technology company that offers open online courses) with face-to-face instruction by the department faculty. So well received was the initiative the first time around that the second coursera course discussion forum had students' enrolment from other departments as well. Discussion sessions between teachers and students have been organised for two coursera courses – Social Psychology in collaboration with Wesleyan University, USA (in 2013) and Understanding Violence, offered by the Ohio Wesleyan University, USA (in 2014). The curriculum and reading and visual aids provided by coursera was augmented by consultation and support provided by the department teachers.

Another very spirited initiative of the students was to organise the TEDx event in College, the first ever TEDx event at LSR in September 2014. Many reputed universities abroad have held such events to deepen dialogue and conversations about relevant issues. The idea was sparked off by the frequent usage of TED videos by teachers of the department to aid teaching. Two of the final year students applied and were granted a TEDx license. The TEDx LSR event was a meticulously planned event with a high level of intellectual calibre as evidenced by the profile of live presenters drawn from academia, activism and visual arts sharing ideas worth spreading to a rapt audience. The event received wide publicity and the videos of all the six presenters have been uploaded on Youtube for the world audience to watch and give a feedback on. This event showcases the department's zeal to maximally benefit from the use of digital technology and to forge networks with a wider audience for knowledge enhancement.

The unsaid, the unheard, the subdued and the silenced are the grist of Psychology. Department of Psychology put together a ICSSR sponsored National Seminar 'Psychology at the Edges' in January 2015. It was in pursuance of the deconstructive as well as the restitutive endeavours of the department to expand the psychological imagination. The invited speakers and audience were students, faculty and experts drawn from varied disciplines making the seminar truly interdisciplinary, a rarity in psychology.

A search for Psychology at the margins had also led the department to organise a certificate course on consciousness by Indic psychologist Lady Shruti Rana in 2007. The course was received with enthusiastic participation by the College students of different departments. It was a pioneering move at the time when even the curriculum of psychology at the undergraduate level had scant regard for *Indic* psychological traditions.

A sustained enquiry of the premises of the discipline culminated in organising a 10 week long lecture series titled 'Critical thinking in Psychology' delivered by a visiting Fulbright scholar to the department Prof. Matthew Whoolery. Students of Psychology were exposed to a variety of debatable topics in the discipline like – is mental illness a myth? Does responsibility come before choice?, Is a need for self-esteem a recipe for unhappiness? Students of the department gained immensely through a sustained dialogue with an academician from a different culture and academic milieu.

VISION

For over 45 years, the department of Psychology at Lady Shri Ram College has been the site of synergistic efforts of committed faculty and a motivated student body to achieve academic

excellence and further the boundaries of what the discipline of psychology can mean and accomplish. The department with almost five decades of energetic history has at present, a faculty with an average age of less than forty years. It is indeed an exciting space to be in where teachers and students have the chance to uphold the foundational values of academic rigour and personality development as well as to generate new and creative vistas of professional growth which will benefit all the stakeholders. **The collective vision of students and teachers of Psychology seeks to absorb the best practices and values of the changing trends of higher education endeavours to meet the aspirations of a new generation of learners while retaining the chief goal of strengthening and expanding psychological knowledge.**

The department endeavours to simultaneously deconstruct and reconstruct the subject matter of Psychology to help students grasp the unique nature of the discipline and its relevance in deepening the understanding of human subjectivity shaped by external forces. The primary aims of the teaching learning process are to debate the assumption, provide a firm grounding in diverse traditions and a knowledge of the thinkers of the discipline, enable comprehension of the various subfields of psychology and build practical skills. In order to accomplish these aims, the department hopes to continue to engage in curriculum development process at the university level, find spaces to bring creative content within the prescribed structure and utilise innovative teaching methods. In the near future, the aim is to develop short term certificate courses based on faculty skills and students' interest to be taught to all interested in the subject. The department also strives to build bridges with other social scientific disciplines and are eager to undertake multi-disciplinary teaching, collaborative research and policy formulation initiatives.

An important pillar of the vision is to strengthen the position of Psychology with in academia as well as the world outside. The aim is to recover and showcase the potential of the subject for a more comprehensive understanding of social realities and redressal of larger concerns of identity conflicts, globalisation, modernity, violence, colonialism, to name a few. To this end, the department would like to intensify its research and consultancy efforts. Recognising that academia cannot be insulated from other organisations and institutions and hence, the department would very much like to build networks with developmental agencies, research organisations, corporate houses, government bodies and other educational institutions providing prospects for collaborative research projects, consultancy to faculty and internships for students. Such opportunities of interface with external agencies will nurture professional growth of both teachers and students. The department wishes to prepare students not only as professional psychologists but also as academicians trained in psychological know-how that meets not just market demands but also societal needs.

Yet another key feature of the agenda for the future is to expand the role of the department in developing student potential in college. Making use of disciplinary resources, the aim to address the mental health needs of the youth population of the college and build on their life skills. Growing up in a highly competitive world with no clear markers of 'right' and 'wrong' can be a highly stressful experience for many young people. The department endeavours to extend mentoring and counselling facilities to all those students of college who are facing psychological difficulties. For this, The aim is to train students beyond the department of Psychology in life skills of sensitive listening and responding to fellow beings so that a supportive peer environment can be created in college. Blending academic excellence with humanism and developing appreciation of human diversity and differences are two important mission goals of college. The

DEPARTMENT PROFILES 2015

department of Psychology, would like to meet them as much as possible through involvement with the student body using workshops, exhibitions, film screenings, book reading sessions, academic meets and seminars. By organising workshops for addressing dominant concerns of youth like peer pressure, handling competition, self esteem, leadership and team work, value clarification, managing emotions, sexuality etc. The department hopes to contribute in building resilient and world ready young women and ultimately to try to offer psychological services to staff in college and society beyond college.

Infrastructural constraints are endemic to academic institutions. In the efforts to enhance the professional growth of students and teachers, the aim will be to redesign department space better. With more computers, internet connectivity, projectors, updated and wide ranging psychological assessment tools and specialised physical spaces (such as counselling cabins, observation rooms, neuro-psychological examination centre).

The visionary goal of the students and teachers of the department of Psychology is to create a work ethic which includes insightfulness, inclusivity, imagination and to nurture the growth of discipline, faculty, students and college, not at the cost of each other but together.



Department Profile

SANSKRIT

Lady Shri Ram College for Women



दिल्ली संस्कृत अकादमी
 (दिल्ली सर्वकारः)
संस्कृतश्लोकसंगीत-प्रतियोगितासमारोहः (२०११-२०१२ वर्षीयः)
 स्थानम्- लाजपतनगरस्थलेडी श्रीराममहाविद्यालयसमागारम्, नवदेहली - ११००२४
 दिनांकः १२.९.२०११ सायं. ५.०० वाजसम्

HISTORY

Sanskrit has the honour of being one of the subjects introduced as a discipline right from the inception of the college in 1956, along with subjects like English, Mathematics, Hindi, History and Political Science. Sanskrit is now poised to play an important role in modern, independent India.

In the formative years, about 20-25 students, largely those with a modest score opted for Sanskrit. In fact, the students were invited to join the college and were admitted after an interview by the Principal Dr. Homai Dastoor herself who had the reputation of being a dynamic administrator. As the image of the college grew to occupy a certain niche, the interest of the students also showed a marked improvement within 3-4 years. The department's success can be attributed to the Principal, the faculty and the chairperson of the college, Sir Shri Ram who was keenly interested in the activities of the department.

The department of Sanskrit has been consistently achieving 100% results with university distinctions and top positions in the annual exams. The department has received the best results award twice from the Delhi Sanskrit Academy and Ms. Kusum Vidyaratna was awarded the Best Teacher Award and Lifetime Achievement Award in the year 2000. The department won laurels for the college when it was awarded a trophy and a citation from the DSA for best results at the post-graduate level also.

The faculty members of any department play an important role in the overall development of students whether it is academically, artistically, intellectually or personally. Apart from imparting education, teachers make students confident, knowledgeable, aware and ready to face the world outside the college. The department of Sanskrit has been privileged to have had faculty members who have endeavoured ceaselessly to impact the world outside with their scholarship.

Ms. Kusum Vidyaratna (1956-1996) is one of the eleven founder faculty members of Lady Shri Ram College. She joined the college at the time of its inception in 1956. She nurtured the department and helped it to establish a unique identity of its own. She is the only member who has worked with all six Principals before her retirement, in the late 1990s. She has the distinction of being the last founder member of this college to have retired after completing her term of service.

The late 1950's and 1960's saw the entry of Dr. Urmil Trikha. She was followed by Dr. Indu Rao, and Ms. Kaushalya Mittal, both of whom had specialised in the study of *Darshan Shastra*. Soon after, Dr. Raj Rani Goel, specialising in *Veda* and Linguistics, Dr. Saroj Bharadwaj, specialising in Grammar and Dr. Ratnam G. Nair joined the department. All these distinguished members contributed to the growth of the Sanskrit department and made valuable contributions to the college. For a few years Ms. Aruna Karandikar, an alumna came back to serve the department.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of Sanskrit is given below. The details of research publications, awards, scholarships, fellowships and consultancies are provided in the college Self-Study Report 2015.



Dr. Manjula Bhandari - Associate Professor

Dr. Manjula Bhandari was awarded a Ph.D. by the University of Delhi in 1979 for her research work on the ancient lawgiver, Manu. Her specialisation is Grammar and *Dharmashastra*. She has been involved with post-graduate teaching in South Delhi campus of University of Delhi. She has steered key committees on co-curricular student endeavours at college, in the capacity of faculty advisor and has shouldered significant administrative responsibilities at the institution.

Email: mbhandari@lsr.edu.in



Dr. Vandana S. Bhan - Assistant Professor

Dr. Vandana S. Bhan completed her Ph.D. on '*Vishwanathdevkrit Sahityasudhasindhuka Samalochanatmaka Adhyayana*' from the University of Delhi with Sanskrit Poetics being her field of specialisation and Sanskrit Grammar as her area of interest. At LSR, she has been associated with NSS.

Email: vandanasbhan@lsr.edu.in



Dr. Pankaja Ghai - Assistant Professor

Dr. Pankaja Ghai completed her Ph.D. from the University of Delhi. Her areas of specialisation are *Dharmashastra* and Kautilya's *Arthashastra*.

Email: pankajaghai@lsr.edu.in

CURRICULAR ASPECTS

The department of Sanskrit is one of the primary departments initiated at LSR and promotes the appreciation of the rich and scientific language, Sanskrit, which is considered the repository of all knowledge in India - lingual, cultural, philosophical, political, legal, economic, social, scientific, spiritual and religious wisdom. The department of Sanskrit has been doing its share in encouraging the study of this ancient language highlighting its contemporary aspects at both the graduate and post-graduate levels. The syllabus committee of the department of Sanskrit at the University of Delhi has tried to ensure that various branches and streams of the vast literary and scientific heritage of Sanskrit become a part of the curriculum. When the undergraduate programme in Sanskrit was introduced at LSR, eight papers were included in the course i.e. Literature (poetry, prose, and drama), Philosophy, Epics, Grammar, *Vedic Literature* and *Upanishads*. In the early years of the course, University examinations were held only in the second and third year. One

interesting paper called History of Sanskrit Literature provided comprehensive information of various treatises compiled in Sanskrit and their respective authors. For a long period of time there was no major change in the syllabus as such except for some cosmetic changes like the replacement of cantos of particular texts in poetry and prose papers.

First Year

- Paper I- Poetry: Two *Mahakavyas* of Kalidasa, i.e. ‘*Raghuvansham*’ and ‘*Kumarsambhavam*’, Bharavi’s *Kiratarjuniyam*, Bhartrihari’s *Nitishatakam*.
- Paper II- Prose: *Shukanasopadesha* of Banbhatt, Dandi’s *Vishrutacharitam*.

Second Year

- Paper III – Sanskrit Drama: Three prominent dramas of Sanskrit literature i.e. *Abhigyanshakuntalam* of Kalidas, *Mudrarakshasam* of Vishakhadut and *Swapnavasavdattam* of Bhasa.
- Paper IV- Epic and *Dharmashastra*: *Mahabharata*-2nd Chapter (*Bhagavad Gita*), Valmiki’s *Ramayana*- Sunderkand, *Manusmriti*-2nd and 7th Chapter (*Dharmashastra*)

Third Year

- Paper V- Vedic *Vanmaya*: Vedic Literature and Grammar. Various hymns from all the four Vedas and their different branches, Two Upanishads i.e. *Kathopanishad* and *Mundakopanishad* with significant topics of Vedic Sanskrit Grammar.
- Paper VI- History of Sanskrit Literature: Comprehensive information of various treatises compiled in Vedic and Classical Sanskrit and their respective authors.
- Paper VII- Philosophy and Grammar: Introduction to Indian Philosophy and Panini grammar with studies of *Tarksangrah* of *Vaisheshik Darshan* and *Laghusiddhantkaumudi* from *Ashtadhyayi*.
- Paper VIII- Essay, Translation and Rhetoric: Through this paper students were trained to enhance their writing skills in Sanskrit. A brief introduction of Sanskrit poetics is given through *Kavyadarsha*.

In the year 2005, subsidiary papers were renamed as concurrent papers. The structure of the concurrent papers included one qualifying paper, one Credit Language paper and one Interdisciplinary paper in the first year and a Discipline Centred paper in the second year.

The department of Sanskrit prepared and offered papers for all the components of the concurrent courses. Sanskrit as a qualifying language was not offered to students other than those of Sanskrit but in lieu of the credit language paper, the paper Nationalism and Sanskrit Literature was selected and taught to students of first year B.A. Honours Sanskrit. Sanskrit Literature as a discipline centred course was taught to students of Hindi honours second year. The B.A. programme course also got a new structure of language papers in its curriculum. Sanskrit was now introduced both as a language course and a discipline course separately.

During this period of transition, one additional Paper IX was included as an optional paper, and two options were offered: Modern Sanskrit Literature and Indian Epigraphy and Archaeology. At LSR, Indian Epigraphy and Archaeology was chosen. This paper deals with the nature of

epigraphy, some inscriptions engraved in Sanskrit, important features of archaeology and leads to visits to archaeological sites at Mathura and some of the Indus valley sites. The main objective of this paper was to prepare students of Sanskrit for archaeological and epigraphical studies.

Soon after the implementation of the semester mode in the University of Delhi, the syllabus was changed drastically. An entirely new structure was introduced with the inclusion of new papers based on new texts. The biggest change was in the paper on Panini Grammar Studies. Unlike the earlier system where Panini Grammar was introduced in the third year, now it commenced in the first year of the course and was divided into three segments, one in each year as Proficiency in Sanskrit Language I, II, and III. In the paper on Epics, studies of *Srimad Bhagavad Gita* were transformed to Self-management or Conflict Resolution in the Gita. The paper titled A Critical Survey of Sanskrit Literature covered more significant treatises and authors than the paper titled History of Sanskrit Literature. New papers introduced included Indian Scientific Heritage, Linguistics and Indian Philosophy of Language, Aesthetics and Indian Theatre, and Mathematics and Astronomy with the objective of including these papers in the curriculum was to make students of Sanskrit aware of other disciplines and branches of knowledge. These papers also gave first-hand knowledge of India's ancient heritage and paved the way for further research in these areas.

With the implementation of the Four Year Undergraduate Programme (FYUP) by the University of Delhi and introduction of Foundation Course papers, the teaching-learning process became both challenging and interesting, especially because of the inter-disciplinary nature of the Foundation Course papers. Teaching the Sanskrit language to students of other departments was taken up with much enthusiasm by the faculty throughout the year. Suggesting topics for the students' projects, which would have relevance to not only Sanskrit but also their parent disciplines, e.g. Economics or History and initiating a group discussion after the project presentation was an altogether new and exciting experience for teachers as well as students. To deal innovatively and efficiently with the newly introduced Foundation Course programme, Dr. Manjula Bhandari and Dr. Vandana S. Bhan attended a two day orientation programme organised by CPDHE, University of Delhi.

TEACHING-LEARNING AND EVALUATION

Teaching-Learning

To make learning a multi-sensory experience it is important to explore innovative ways of instruction. A discipline like Sanskrit is mainly related with the study of ancient text books. In order to understand the overall nature of the text apart from a study of the text, a reference to its context in space and time and an understanding of the sub text become almost imperative. Along with this students are encouraged to read Sanskrit magazines and journals. In order to enhance the understanding of different dimensions of discipline, the department conducts talks and lectures which expose students to a variety of perspectives. The department of Sanskrit at LSR has always been proactive and has managed to invite eminent scholars to disseminate their knowledge and their expertise through seminars, panel discussions and talks. Seminars on Vedic Mathematics, Kinship and Social Justice in Ancient Hindu Legal System, panel discussions and talks on Archaeology and Sanskrit are some of the popular and memorable ones.

Questions and queries from students regarding syllabus are regularly addressed in tutorials. For each of the years, tutorials are divided into two groups to make it possible to attend to each and every student's problems or correct their presentation or written work. Monthly student faculty meetings have proved to be a good platform to discuss all issues regarding teaching methods, attendance, performance of students etc.

Benjamin Franklin says 'Tell me and I forget, teach me and I may remember, involve me and I learn.' Keeping this in mind, the department of Sanskrit has constantly endeavoured to go beyond routine text book teaching. For papers like Epigraphy and Archaeology, academic trips to ancient sites at Mathura, Nalanda, Vaishali, Varanasi, Sarnath, and National Museum have been organised. Through these trips, students are engaged and involved with their subject and this helps them to comprehend their papers better.

In order to develop Sanskrit language skills, the department of Sanskrit has been organizing Sanskrit conversation camps. A weekly class was also allocated in the timetable to further this endeavour. In this class an open forum is provided to the students, where they can come forward and express their views in Sanskrit. Regular Sanskrit conversation classes help the students to overcome their inhibitions and develop a flair for speaking in Sanskrit. This endeavour has been very useful in enhancing students' reading, writing and speaking skills of the language in which they graduate with an honours degree. In fact this commitment to speaking the language has encouraged students to perform plays in Sanskrit which has helped in taking Sanskrit out of the enclosed domain of the classroom and onto the stage whereby a larger audience is tapped. This has also helped the students in their Translation paper. Vedic chanting is a unique feature of this department in LSR. Under the wise guidance and training of Dr. Subhadra Desai (Sanskrit scholar and a well-known Hindustani classical vocalist) students learn how to chant Vedic hymns with their prescribed diacritical marks called *Saswarapatha*. This weekly class helps in making Vedic hymns more interesting and develops better understanding towards Vedas. *Saswarapatha* (Vedic chanting) is a unique activity which is not being taught in any other college of University of Delhi.

Evaluation

The department of Sanskrit follows the evaluation pattern laid down by the University of Delhi. Evaluation plays an important role in the students' academic growth and performance in university exams. In the earlier years, small weekly tutorial-groups consisting of 4 or 5 students were met by each teacher and this proved helpful as more attention could be paid to each student in these small groups. Written work is given to the students routinely. In recent years, things have changed considerably and according to university rules, the tutorial groups now consist of 10-12 students and even as this has enhanced group activities, social skills and eager debates and arguments in the tutorials, it has taken little away from the personalised care that had earlier been the hallmark of the department. Project work has encouraged students to work as a group. Projects are presented paper-wise in the class. As mentioned earlier, students (and teachers) have to be really innovative to select topics for the projects which can bring into its ambit not just the ancient language of Sanskrit but conjoin it with more modern theories of race, gender etc.

External Evaluation

Both Dr. Manjula Bhandari and Dr. Vandana Bhan have been closely involved with work at the Sanskrit department of the University. Dr. Bhandari has been a member of the departmental Research Committee and Board of Research Studies (Arts), University of Delhi.

Examination work is another important field of responsibility. Dr. Bhandari has been working as head examiner and Dr. Bhan as the co-examiner.

Question paper moderation is another important responsibility where Dr. Bhandari has made a contribution. Apart from the university examination work, the college also has an examination committee where Dr. Bhandari has been working as a member. For the last two years Dr. Bhan also joined as a member of the committee.

Dr. Bhandari contributed to the Question Bank of the Four Year Undergraduate Programme by sending a set of 50 questions to the University Question Bank. The questions included not only the matter related to the syllabus but current topics also. Old texts, their relation to the issues of medicine, astrology, palmistry, environment etc. were included in the ambit of Sanskrit studies.

The department of Sanskrit of Lady Shri Ram College was assigned the special task of arranging cluster classes for those students who were unable to attend regular classes because of the changes introduced by the University.

RESEARCH

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Faculty Publications and Presentations

Dr. Vandana S. Bhan

Papers Presented in National/International Conferences

- Bhan, V.S. (2015). *Sanskrit Vanmaya mein Nihit Naitik Mulya – Desh ki Unnati ke Pariprekshya Mein*, National Seminar organised by the department of Sanskrit, Pali and Prakrit, Guru Nanak Dev University, Amritsar, Punjab, March, 2015.
- Bhan, V.S. (2014). *Kavyarachanaevam Kavyashastriya Tattva- Sahityasudhasindhuke Pariprekshya Mein*, National Seminar organised by department of Sanskrit and Pali, Punjabi University, Patiala, March, 2014.
- Bhan, V.S. (2014). *Naitik Mulyonke Punarutthan main Sanskrit Patrikaonka Mahattva*, National Seminar organised by department of Hindi, Babu Shobharam Government Arts College, Alwar, December, 2014.
- Bhan, V.S. (2014). *Vedic Vanmaya mein Adarsh Rashtraki Parikalpana*, National Seminar held by department of Sanskrit and Pali, Punjabi University, Patiala, November, 2014.
- Bhan, V.S. (2013). *Varna-Vyavastha: Vartman Stithi ewam Swaroop*, National Seminar, organised by Chandigarh Sanskrit Academy and department of Sanskrit, Punjab University Chandigarh, November, 2013.
- Bhan, V.S. (2013). *Vivaah: Badalti Mansikata, Swaooop evem Uska Prabhava*, National Seminar, organised by Babu Shobharam Rajkiya Mahavidyalaya, Alwar, October, 2013.

- Bhan, V.S. (2013). *Sanskrit evam Anya Bhashaon mein Shabdhasmya*, National Seminar, organised by department of Sanskrit, Guru Nanak Dev University, Amritsar, September, 2013.
- Bhan, V.S. (2013). *Geeta ka Karm yoga tatha Vartman mein Uski Prasangikata*, International Sanskrit Conference, organised by Delhi Sanskrit Academy, Delhi, August, 2013.
- Bhan, V. S. (2012). *Bhog tatha Yog ka Praspar Sambandh- Shakuntala tatha Parvati ke Vivah ke Pariprekshya Mein*, 46th All India Oriental Conference, University of Kashmir, Srinagar, October, 2012.
- Bhan, V.S. (2012). *Kalidasa Dvara Nirupit Sashakt Nari- Pativaran Ke Priprekshya Mein*, UGC Sponsored National Conference on 'Women's Empowerment and Sanskrit Vanmaya' at Hindu College, University of Delhi, February, 2012.

Dr. Pankaja Ghai

Papers Presented in National/International Conferences

- Ghai, P. (2015). *Purandhripanchake purandhreenam vividh pakshah*, National seminar on 'Akhil Bhartiya Sanskrit Vidushi Sammelanam' organised by Sanskrit Academy, Delhi, 29th February-1st March, 2015.
- Ghai, P. (2012). *Law of Evidence in Smriti Literature and in Modern Indian Legal System: An Analysis*, 15th World Sanskrit Conference, New Delhi, 2012.
- Ghai, P. (2006). *Dharmashastra mein narivishayak dandavyavastha*, National seminar organised by St. Stephen's College and Kalidasa Academy, New Delhi, 2006.
- Ghai, P. (2005). *Smritiyon mein sakshyasidhanta*, National seminar organised by St. Stephen's College and Kalidasa Academy, New Delhi, 2005.
- Ghai, P. (2001). *Mahabharata mein prashasan ke mukhya sutra*, at World Association for Vedic Studies (WAVES), New Delhi, 2001.
- Ghai, P. (2000). *Mahabharatsya Kautilyarthshastrasya cha acharyanam arthashastra paraka sidhantah*, International Symposium on 'Kautilya's Arthashastra', organised by Oriental Research Institute, Mysore, 2000.

Others

- Ghai, P. (2005). Reviewed *Vedkumari ki kavya rachnayon ki smikshatmaka paricharcha*, National Seminar on 'Adhunik Sanskrit sahitya' organised by department of Sanskrit, University of Delhi, 2005.

INFRASTRUCTURE AND LEARNING RESOURCES

The success of the teaching learning process depends on various infrastructural facilities. Firstly, the classrooms are of varying capacities and many of them are equipped with audio visual equipment to facilitate classroom presentations. The Seminar Room is utilised on a regular basis at the time of the department Academic Meet-Sanskriti. Likewise the auditorium is used frequently for purposes of holding department assemblies. Common spaces like the gazebos and back lawns are also used for many students' activities like the Sanskrit Sambhashan Camp, Vedic Chanting Practice, Association Election, Annual Photograph and Theatre Practice Sessions.

The college has a rich library. There are about 9000 books on the discipline of Sanskrit and there is an endeavour to constatly add to this extensive collection.

Student diversity is celebrated and encouraged and special attention is paid to students who need help. Even after teaching hours, the faculty is always available to help the students in any matter. For students who need financial aid, there is provision of freeships and other scholarships. Merit scholarships are also given each year by the Delhi Sanskrit Academy to the meritorious students.

STUDENT SUPPORT AND PROGRESSION

The outstanding research, scholarship and creative activities of the faculty have had a lasting impact on the students. The students live up to this standard as they probe, enquire, contemplate and analyse ceaselessly.

The department, since its inception has to its credit some record-breaking achievements in terms of University positions. In 1966, the department of Sanskrit, LSR achieved all university positions from II to IX (except VI), Ms. Anju Kapoor broke all the records by getting 5 gold medals in 1981, and in the year 1977-78, the department garnered all the five top positions from 1st Year to the M.A. (final) examination. In 1964 all the first ten positions in the University (with the exception of the second) were taken by the students of LSR, Sanskrit department.

The association of the department was inaugurated in 1956 and has been very active since its inception. It takes care of organising events, conducting meetings and talks etc., with the guidance of the faculty advisor and consists of a student President, Secretary and Treasurer elected by the students of the department. A brief calendar of events organised is given below:

- The first event is to organise a farewell for the outgoing batch of students.
- After the re-opening of the college (in the month of July) the department orientation for the freshers is arranged after the college orientation.
- After the freshers party, from the month of August, the intra-college competitions like *Gadya-Path*, *Shlokavritti*, *Mantracharan* and *Bhashan Pratiyogita* etc. are organised.
- GBMs (General Body Meeting) of the student and the faculty members are organised at least once every semester where the students are encouraged to speak without any fear or favour. The students' problems concerning issues like attendance, library, syllabus etc. are resolved by the faculty members.
- The association organises inter-college events like debates and recitation competitions. In the latter half of the year, the department organizes its annual function- *Sanskriti* – an inter college academic meet with paper presentations, talks etc.

In the college magazine published annually by the college, the department of Sanskrit has a separate section where the students of the department present their articles, poems etc. to show their creative skills. Also, as and when required the union can request for a student-teacher-meet to resolve any problem or to seek any information regarding new syllabus or any kind of change in the day-to-day working.

Students and faculty are active members of the Delhi Sanskrit Academy and *Rashtriya Sanskrit Sansthan* also.

NCC

Many students of the department of Sanskrit have participated in the Republic Day parade by being part of the NCC. During national calamities many students from the NCC have volunteered with great alacrity to help out.

NSS

The National Service Scheme has made many inroads in the volunteering sector and the department of Sanskrit has contributed by making cards in Sanskrit with Helpage India till 1980. Since a considerable number of students who are visually challenged need help in reading, writing and recording lessons in Hindi and Sanskrit, a large number of the students from the department offer their unstinted efforts to help.

NSO

The students of this department have not lagged behind in Sports. Ms. Rekha (Batch of 2004) was the National Karate champion and brought honours for LSR in Martial Arts. At the All India Open Martial Arts competition in Orissa, she was awarded gold medals both in Karate and weapons. She also attended the Inter-national Black Belt Advanced Weapon and Advanced Karate Camp in Mumbai. She had been on scholarship from the Jharkhand Government and along with her studies, she had been taking classes in Martial Arts in school and got the championship trophy in Martial Arts. The department has the honour of producing a champion in chess also. Ms. Priyanka Tiwari was given the certificate of Merit for Excellence in chess. Students have also excelled in Judo and Karate.

The Sanskrit department has been contributing to:-

- Teaching underprivileged children from the nearby village Zamrudpur, helping them in various extra-curricular activities and celebrating festivals with them.
- The faculty members and students alike have taken active part in Yoga workshops and cross country races to celebrate 50 years of Indian Independence.
- Sanskrit *Sambhashan Shivir* from *Lok Bhasha Prachar Samiti* has been organised at regular intervals. The department has been in contact with several members of Sanskrit Bharati.
- Regular participation and contact with the Delhi Sanskrit Academy also enables the Department to keep in touch with other organisations to exchange ideas and notions of changing values.
- A publication by the department - *Vibhuti: (Sanskrit Sukti Sangraha)* during the golden jubilee year deserves a special mention.

Apart from traditional classroom teaching, many educational field trips are organised by the department. Trips to Qutub Minar, Damdama Lake, Agra, Jaipur, Varanasi, Kurukshetra, Mathura, Vrindavan, Sarnath, Nalanda, Vaishali, Patna, Rajgir and Udaipur greatly augmented the understanding of the students. Even within the city of Delhi trips were organised. For instance a trip to the National Museum was a much enriching experience for the students.

Last but not the least, seminars, conferences and lectures are invaluable to help students widen their knowledge. Important seminars organised by the department include:

DEPARTMENT PROFILES 2015

- Seminar on 'Vedic Mathematics.'
- Seminar on '*Sanskrit Vanmayamein Ishwar Ka Swaroop.*'
- National Seminar on 'The Notion of Kinship, Family and Justice in India.'
- A panel discussion on 'Confluence of Archaeological Evidence with Sanskrit Literature.'

Alumnae

The achievement of some of the distinguished alumnae of the department are given below:

- Dr. Nirmal Trikha was a student of LSR from 1962-1967. She did her Ph.D. from the University of Delhi and taught at Daulat Ram College. She held important administrative positions including that of Bursar and Vice Principal of the College. She has presented 42 research papers in National and International Conferences. Apart from her thesis, she has published 16 research papers. She was awarded the Sanskrit *Samaradhaka Samman* (2003-2004) by the Delhi Sanskrit Academy.
- Ms. Narayanan did her graduation and post-graduation from LSR. She was awarded the prestigious Vidyaratana medal for all round excellence in her final year of graduation. She also got the Principal's Special Prize. Later she made the college proud when she was selected to the Indian Audit and Account Service. She has worked as Accountant General, West Bengal.
- Dr. Deepali Bhanot, Associate Professor in the department of Sanskrit, Janki Devi Memorial College, DU, did her M.A. (Sanskrit) in 1970 from Lady Shri Ram College and Ph.D. (Sanskrit) from the University of Delhi in 1976. She has also been the Coordinator of the Women's Development Centre in JDMC, convener of a short term course in Women's studies, JDMC and Honorary Jt. Secretary, Guild of Service, New Delhi. She presented a number of papers in National and International Conferences and conducted a study on the Widows of Vrindavan for the National Commission of Women, 1996.
- Dr. Urmil Rustagi joined the college in 1961. She did her M.A. in 1966 and Ph.D. in 1973 from the University of Delhi. She has been Associate Professor (department of Sanskrit) Miranda House, DU. She has also been Bursar, NSS Programme Officer, Vice-Principal and officiating Principal (2000-02) of Miranda House College. She has to her credit- 12 books and 29 research papers published and 33 papers presented in various seminars and conferences.
- Dr. Anju Seth is working as Associate Professor in the Department of Sanskrit, Satyawati College, DU. She did her B.A. (Honours) and M.A. in Sanskrit from LSR. She completed her M.Phil. and Ph.D. from the University of Delhi. She brought laurels to the college by winning five gold medals. She has several research papers to her credit.
- Dr. Chanchal Mishra is from the 1975 batch and did her M.A. in 1977 from LSR. She obtained an M.Phil. in 1978 and Ph.D. in 1984 from the department of Sanskrit, University of Delhi. She worked as Associate Professor and Head, department of Sanskrit, Dyal Singh College, University of Delhi. She has published two books and presented many papers in seminars and conferences.
- Dr. Saraswati Bali is from the 1964 batch of LSR. She joined the teaching profession in Kalindi College, University of Delhi.

- Dr. Shashi Chaddha completed her B.A. (Honours) Sanskrit in 1965 and M.A. (Sanskrit) in 1967 from LSR. She had a University position in both the exams. She has been an Associate Professor in the department of Sanskrit, Kamla Nehru College, University of Delhi. She is the author of a number of books.
- Ms. Naresh Manchanda passed her B.A. (Honours) Sanskrit in 1971 and M.A. (Sanskrit) in 1973. She rose to the position of Manager, UCO Bank, Parliament Street. She looked after all the workings of the Hindi department of the bank. She cleared CAIIB-Part I and XI, in the Hindi Medium.
- Dr. Anita Sharma passed her B.A. in 1964, M.A. in 1985 and her Ph.D. in 1993. She is working as an Associate Professor, department of Sanskrit, Lakshmibai College, University of Delhi. She has presented many research papers and published numerous papers.
- Mrs. Amla Thukral graduated in 1975 and completed her M.A. in Sanskrit in 1977 from LSR. She obtained her M.Phil (Sanskrit) in 1978 from the University of Delhi and B.Ed. (1986) LBS Vidyapeeth Sanskrit University, New Delhi. She joined Delhi Public School, R.K. Puram, New Delhi as P.G.T. in Sanskrit. She was awarded the *Vidyalaya Sewa Samman* Award and Sanskrit *Samaradhak Samman* by the Delhi Sanskrit Academy.
- Dr. Santosh Dewan has the honour of belonging to the first batch of LSR College. She completed her graduation with Sanskrit Honours in 1960 and her Masters in Sanskrit in 1962. She was awarded Ph.D. Degree (department of Sanskrit, University of Delhi) in 1974. She retired as an Associate Professor from the department of Sanskrit, Kalindi College, DU.
- Dr. S. Radha belongs to the batch of 1965 of B.A. (Honours) in Sanskrit. She did her M.A. in Philosophy in 1967 and Ph.D. in 1986. She taught philosophy at Janki Devi College (1967-68) and later joined the department of Philosophy, LSR in 1968. She retired as an Associate Professor from the department of Philosophy, LSR.

GOVERNANCE AND LEADERSHIP

Each department of the college is headed by a member of the department as Teacher-in-Charge who looks after all the academic and administrative matters of the department. The senior-most member of the department used to hold this position permanently but since the 1980s, the university rules changed and the position of the Teacher-in-Charge is now held by all faculty members for a period of two years on the basis of rotation. The Teacher-in-Charge is responsible for holding the department meetings before taking important decisions related to various activities of the department. Apart from heading the department, the Teacher-in-Charge automatically becomes a member of certain college committees like the Academic Affairs and Workload Committee. In fact, each faculty member plays a very important role in administrative matters of the college by joining various committees such as the committees for Time Table, Attendance, Internal Assessment, Library, Magazine, Staffroom, Freeships and so on. By joining these committees on a rotation basis, every member gains new experiences and develops expertise. Through these committees, the problems and requirements of the department are addressed. Further, the department has been actively participating in various societies such as NSS, REACH, and has a representative in the Placement Cell as well.

A record of the proceedings of a department meeting and the important decisions taken therein is maintained by the secretary of the department. The Attendance-in-Charge is responsible for keeping a complete and consolidated record and calculating the attendance of all the students of the department. This procedure has now been computerized. All the members of each department give these records to the Administration Office and also upload the data on the website so that this data is in the public domain. However, the teacher-in-charge of attendance from each department is also involved in this work to keep a record of attendance shortage cases.

Similarly, a record of Project work and internal assessment is also maintained and also uploaded so that the whole process becomes a transparent one.

Students' Association

Departmental elections for the posts of office bearers (President, Secretary and Treasurer) are held after the college union elections, in the month of March so that the student representatives can be elected. For department elections, the candidates display their agenda on the department notice board a few days before the elections. The agenda which is basically pertaining to the development and welfare of the department is presented by the candidates for discussions before all the members of the department. The results are announced after the casting of the votes and the new department union gets elected for a term of one year.

The department Union has the power to take decisions for the smooth working of the department. They are also involved in the organising of events according to the college calendar and they learn to budget these activities within the amount stipulated and sanctioned by the LSR Accounts section.

INNOVATIVE PRACTICES

In today's commercialised world, people choose their subjects from the point of view of employment, profitability, reputation, job security and so on. The study of Sanskrit requires dedication and hard work. To make Sanskrit teaching more interesting and attractive, many innovative practices are undertaken. In the Sanskrit Honours curriculum, apart from teaching the texts of eminent Sanskrit writers, there are papers which go beyond the traditional syllabus, to name a few, Linguistics and Indian Philosophy of Language, Aesthetics and Indian Theatre, Mathematics and Astronomy and Indian Scientific Heritage. Teaching these papers from a new and diversified perspective implies that different methodologies and innovative pedagogical techniques are encouraged. This purpose is fulfilled in many ways such as assigning the students projects relating to topics of contemporary and social relevance. In addition to consulting the traditional books, other sources such as journals, dictionaries and online material are also recommended so that students can have knowledge of the expanse of the subject. Vedic *Vanmaya* is a vital part of our syllabus as it is instrumental in helping to teach the students how to pronounce the text of the Vedic Mantras in the proper way. Vedic Chanting classes have been regularly organised in which students enthusiastically take part.

Students are always encouraged to participate in various competitions organised by different colleges of the University of Delhi and the Delhi Sanskrit Academy. In this way, they develop the practice of speaking Sanskrit. Sanskrit *Sambhashan Shivirs* have been organised regularly by

the department. Academic seminars, talks and panel discussions are other ways for students to be aware of the recent developments in the field of Sanskrit studies.

VISION

Sanskrit is a historical Indo-Aryan Language, the primary liturgical language of Hinduism and a literary and scholarly language for Jainism and Buddhism. It is also one of the oldest languages to emerge from India and can boast of a rich tradition of literature and scientific, philosophical, spiritual and technical texts as well. The sheer volume of Sanskrit Literature is immense and is largely unexplored. Hence, there is much scope for research work in the areas of astronomy, philosophy, medicine, history, music, astrology, palmistry, yoga, architecture and *Vastu*. The vast reservoir of Sanskrit ought to be explored.

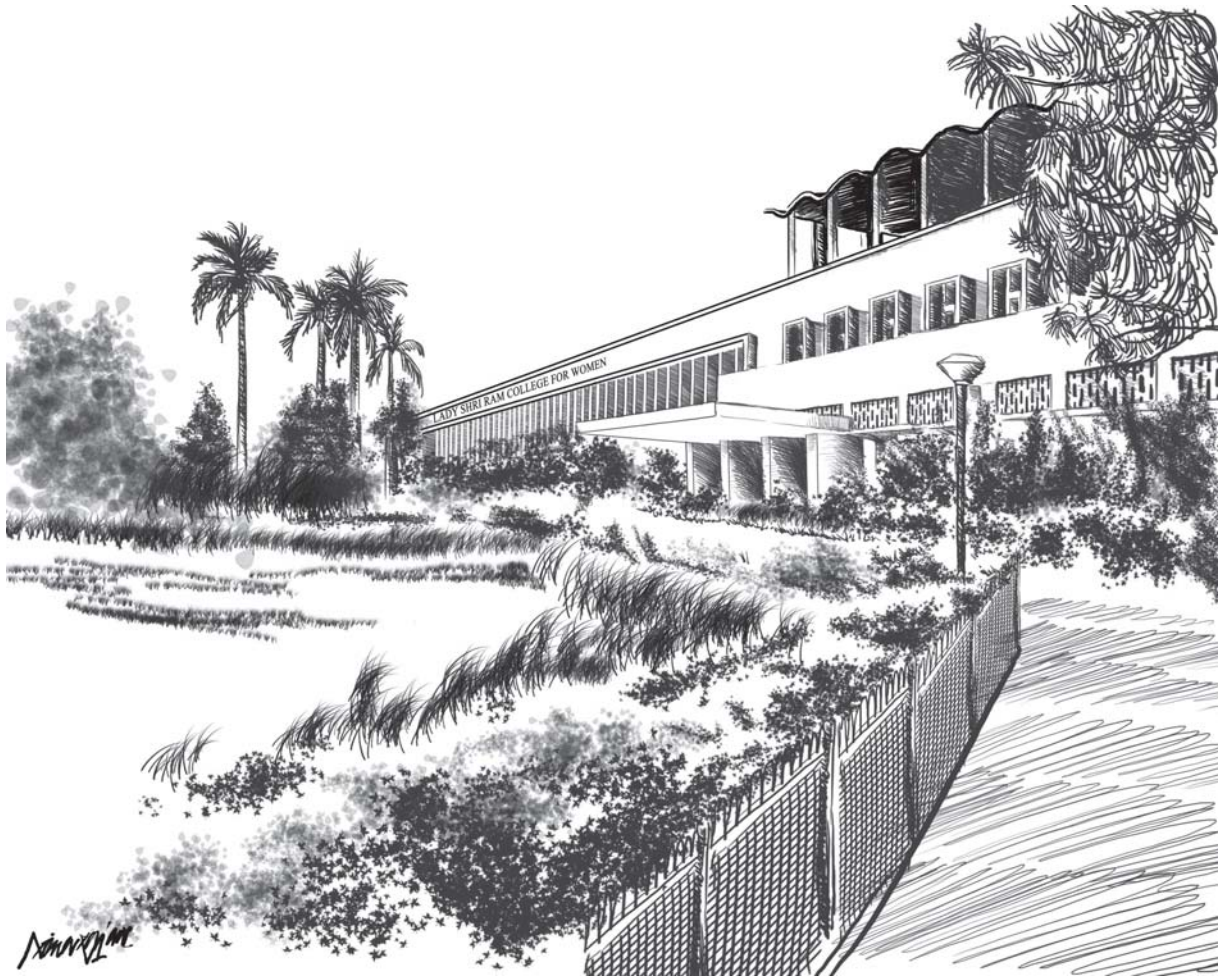
The department would like to ensure that students who decide to take this subject are aware of the immense potential therein so that the pursuit of this discipline is beneficial to both the student in particular and to society in general. It endeavours to provide its students necessary skills to appreciate the richness of the language and celebrate the rich cultural diversity that our country has to offer.

The trajectory of the future depends on the direction given to it in the present day. Students of Sanskrit are today very much in demand in libraries where archival manuscripts abound, museums, banks, teaching, alternative medicine, therapies, architectural concerns which deal with *Vastu*, and in Yoga schools. Many new career options are emerging in the fields of Stress Management, Climatology, Arts and Aesthetics and Environment Management.

It is a well-known fact that Sanskrit and many European languages, namely French, German, Latin and other languages such as English and Persian have numerous words which are similar in pronunciation and meaning. A person fluent in Sanskrit can learn these languages with ease. So, the department can explore possibilities in this direction by integrating the teaching of Sanskrit with other languages through exchange programmes, additional courses, etc.

For the promotion of Sanskrit language study some thought provoking suggestions include encouraging basic research in the linkages that exist between Sanskrit and Science, encouraging the application of Sanskrit in the development of computer software for Language processing, use of electronic media to telecast programmes in simple Sanskrit. For the revival and promotion of Sanskrit efforts are required at various levels-personal, social and administrative. The department is highly optimistic about its future scenario and hopes to see it become a medium that inspires the heart, brain, mind and soul of the next generation.

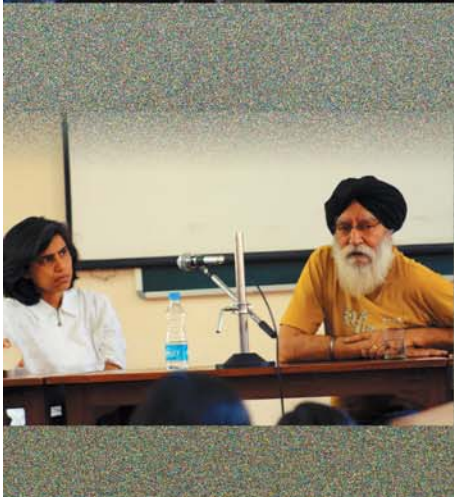
The department of Sanskrit endeavours to provide its students necessary skills to appreciate the richness of the language and celebrate the rich cultural diversity that our country has to offer.



Department Profile

SOCIOLOGY

Lady Shri Ram College for Women



HISTORY

The history of the department of Sociology which was set up in 1993, is a history of the coming of age of a nascent department, in terms of student strength, faculty strength and sociological imagination. It owes its growth to the vision, enthusiasm and labour of many people.

The story of the department of Sociology, Lady Shri Ram College for Women, starts with the coincidental appointment of Prof. B.S. Baviskar, at the department of Sociology, Delhi School of Economics, as the University nominee on the Governing Body of Lady Shri Ram College for Women sometime in 1988. Already on a mission to expand the number of sociology departments in the University of Delhi, Prof. Baviskar, impressed by LSR, mooted the idea of starting a department of sociology at LSR to his distinguished colleagues Prof. André Béteille and Prof. Veena Das.

In Professor Baviskar's words:

'Even when the University recommended Sociology programmes in some colleges, this was not approved by the UGC...I became the Head in 1985 for a three-year term. I decided to tackle the issue with determination...Luckily, I was appointed as the University's representative to the LSR governing body. I came in close contact with the dynamic Principal of LSR, Dr. Meenakshi Gopinath. At the opportune moment, I approached her with the proposal, and she welcomed it with enthusiasm....'

The department of Sociology started in the academic year 1993 with the appointment of Dr. Gopa Sabharwal who had completed her doctoral fieldwork in South India and had vital teaching experience with a new department of sociology at Janaki Devi Memorial College. In the first year, Dr. Sabharwal was the lone faculty member who besides teaching the scheduled courses mentored the first batch of students. There was some nervousness as to how this first batch would fare. However, when this batch graduated, the success of the programme was self evident with excellent results.

In the summer of 1994, not only was the second batch of students recruited, but Dr. Anuja Agrawal who had just completed her M.Phil. from the University of Delhi was appointed as faculty in the department.

As the department moved into its third year, Dr. Anjali Bhatia, with an M.Phil. from the Jawaharlal Nehru University and prior teaching experience, was inducted as the third faculty member.

By this time, the department was fully functional. With a strength of 75 students and 3 faculty members, it was the smallest department in LSR: three faculty members sharing between them the full quota of teaching eight courses. But size did not dampen their enthusiasm or intellectual ambitions and very soon the Sociology department was on track to being the only undergraduate department of sociology at the University where all faculty had a doctoral degree.

On the student front, the department had the good fortune in those early years of attracting dynamic youngsters who were willing to venture into a 'new' subject and be part of an experiment. The first batch of final year students pioneered fieldwork which has since become an inalienable part of a sociological education. They went to Silvassa (Dadra and Nagar Haveli) where they

were exposed to tribal life and its variety, and were humbled, to say the least, by life in the forest villages. They were also encouraged by the department to be involved with the world around them in various ways. Within college, visibility seemed to become a hallmark of sociology – the students were involved with almost everything that happened in college and could be counted upon to pitch in whenever required. Extra-curricular activities have been an essential component of the sociological enterprise. To this day, both students and faculty have been involved with college activities and not just academic work.

Till about 2005, the constant trio was Dr. Gopa Sabharwal, Dr. Anuja Agrawal and Dr. Anjali Bhatia. Others, who came in as replacements as and when anyone was on leave, shared the excitement of the discipline. Among other faculty, who have taught at our department, for various lengths of time during the leave of absence of the permanent faculty on study leave to finish their doctoral degrees, mention must be made of those who spent full academic years in the department. These include Ms. Ranu Jain, Dr. Rajyalakshmi, Dr. Geetika De and Dr. Jyoti Dar Sapru.

In February 2005, Dr. Anuja Agrawal was appointed Associate Professor at the department of Sociology, Delhi School of Economics and hence moved on to a new innings.

In her place, Ms. Bhawana Sharma Jha, who had completed her M.Phil. from the Jawaharlal Nehru University, was appointed as the third permanent faculty member.

Since 2005, the University of Delhi has been in throes of restructuring the undergraduate programme. In 2005, new curricula with an interdisciplinary orientation came into operation. But, soon after the undergraduate programme which had been in the annual mode of evaluation, was changed to the semester mode. Also, new courses in various sub-fields of Sociology were introduced. On the heels of this, the Four Year Undergraduate Programme was introduced.

These winds of change augmented the faculty strength from three to five. However, Dr. Gopa Sabharwal moved on to steer the Nalanda University Project.

In 2010, two new members, Dr. Saswati Bhattacharya who had completed her doctoral degree from JNU, and Ms. Nivedita Ghosh, who had obtained an M.Phil. from the department of Sociology, Delhi School of Economics, joined the department. Since 2012, Mr. Ravindra Karnena with an M.Phil. from Jawaharlal Nehru University, has been intermittently associated with the department.

Since 1993, cut-off marks for entry into Sociology have been progressively increasing indicative of the growing recognition of the contemporary relevance of the subject; there is a pronounced impetus among students to imagine and engage beyond the prescribed syllabus; the joy and satisfaction afforded by teaching has only compounded for the faculty.

The crowning achievement has been the award of the Rhodes Scholarship India in 2015 to Mayanka Dave Mukherjee, a student of the department.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of Sociology is given below. The details of research publications, awards, scholarships, fellowships and consultancies are provided in the college Self-Study Report 2015.



Dr. Gopa Sabharwal - Associate Professor

Dr. Gopa Sabharwal is currently on lien as Vice Chancellor, Nalanda University. She completed her Masters, M.Phil. and Ph.D. from the University of Delhi. Her doctoral research was on the topic 'Concept of Ethnic Groups and Ethnicity with respect to India: a Case Study of Belgaum District, Karnataka'. Her areas of specialisation are History of Society, Contemporary India and Ethnic Identities. Dr. Sabharwal is the founder faculty member of the Sociology department.

Email: gopasabharwal@gmail.com



Dr. Anjali Bhatia - Associate Professor

Dr. Anjali Bhatia obtained her Ph.D. from Jawaharlal Nehru University in 2008. Her topic of dissertation was 'Food and Identity: A Study of Select Culinary Practices'. Her areas of interest are Sociology of Food, Family, Childhood, Youth and Middle Class. She has been actively associated with the implementation of the Choice-Based Credit System in the college.

Email: anjaliBhatia6@gmail.com



Ms. Bhawana Sharma Jha - Assistant Professor

Ms. Bhawana Sharma Jha completed her M.Phil. in 1993 from Jawaharlal Nehru University. Her dissertation was titled 'State and Violence in Contemporary India – A Sociological Review of Select Civil Liberties Reports'. She has specialised in the Sociology of Violence and Terrorism. Her areas of interest are Economic Sociology, Political Sociology, Sociology of Environment and Sociological Theories. She has been invited to speak at many school forums.

Email: bhawana.s.jha@gmail.com



Dr. Saswati Bhattacharya - Assistant Professor

Dr. Saswati Bhattacharya completed her Ph.D. from Jawaharlal Nehru University on the topic 'Murtikaras (Idol-Makers) of Bengal: A Sociological Study of their Caste, Occupational Mobility and Market'. Her other interest areas are Social Stratification, Sociology of Gender, and Sociology of Arts and Aesthetics. She has worked as a faculty advisor to the National Service Scheme and has been associated

with the cultural life of the college. Dr. Bhattacharya has worked as a senior researcher with resource groups in the areas of gender mainstreaming, women's political participation, sex workers movement and reproductive health rights in the context of Assisted Reproductive Technologies and new Reproductive Technologies.

Email: saswati.bhattacharya@gmail.com

CURRICULAR ASPECTS

The undergraduate course of Sociology was designed and adopted in 1970 with the curriculum consisting of eight papers: Introduction to Sociology, Sociology of India, Sociology of Religion, Economic and Political Systems, Sociology of Kinship, Urban and Industrial Sociology, Social Stratification and Sociological Research.

The process of revising the syllabus was initiated in the mid-1990s by Prof. Anita Minocha. Her untimely demise continues to be a painful moment in the history of Sociology departments across the University of Delhi. Eventually, this process was brought to fruition in 2005 under the coordination, supervision and expertise of Prof. Rajni Palriwala and Dr. Anuja Agrawal. This mega exercise took several workshops, rounds of meetings, discussions, debates and a total of eight years. In the revised course structure, students were required to clear eleven papers to obtain a B.A. (Hons.) degree in Sociology. The department offered the following thirteen papers (nine compulsory and four optionals): Introduction to Sociology, Sociology of India, Sociology of Religion, Economic Sociology, Political Sociology, Sociology of Kinship, Social Stratification, Sociological Theories, Introduction to Sociological Research, Urban Sociology (optional), Industrial Sociology (optional), Sociology of Gender (optional) and Environment and Society (optional).

Dr. Sabharwal and Dr. Bhatia participated in this exercise as convenors of committees on more than one course. They contributed very importantly towards the revision of Sociology of Kinship and Sociological Research and towards the introduction of Sociology of Gender.

The committee of courses focused on presenting a synthetic picture of what has been analytically separated. Dr. Bhatia, a member of this committee drafted a proposal on themes that could elicit connections between individual papers. She suggested five themes viz. 'way of seeing', 'object of study', 'types of societies', 'composing the social' and 'nature, culture and society' which could be employed as categories for structuring the syllabus. This proposal was in view of the fact that the first year Sociology students were not a homogenous category; hence introductory lectures were needed to give a sense of direction to the students. This entailed making linkages between papers salient. This was necessitated by the questions students would ask and their tendency towards identifying readings only for specific papers and the inability to collate issues across papers.

This exercise was a small step that aimed to execute a giant leap in the direction of a contemporary curricula and choice of courses for students. The vision driving this effort emerged from concerns about the articulation of the discipline of Sociology and engaging with the debates within the

discipline and the world we inhabit in a systematic and coherent manner. The syllabus sought to widen the horizons of students by introducing them to new theoretical perspectives, concepts and researches in the subfields of Sociology.

This vision was achieved by addressing issues at three levels:

Offering New Courses:

Two new courses, Environment and Society and Sociology of Gender were formulated to address the emerging concerns of the late 20th century. The course on Gender owes its orientation to the third wave of feminist struggles that focused on the multiplicity of gender experiences. Accordingly, the syllabus aimed to capture these through a variety of case studies from different societies across the globe. Presented as optional courses, these papers were designed to recognise and enable students to specialise in different fields that open up career avenues of one's choice.

Introduction of New Themes and Perspectives in the Existing Courses:

Introduction to Sociology included themes like interpretive Sociology and interactionism; Sociology of India included a new section on social movements, contemporary issues on tradition and modernity; Sociology of Kinship included a section on Kinship and Gender; Economic Sociology addressed issues of poverty, consumption and globalisation; Political Sociology included citizenship and civil society; Introduction to Sociological Research factored in the 'problem' of a researcher's position by bringing in reflexivity; Urban Sociology included a section on how popular culture captures the emerging urban culture as a macro-reality.

Striking a balance:

The existing topics across papers were made more comprehensive and balanced in terms of a representation of theoretical perspectives and monographs, and classics and contemporary literature.

Soon after, another revision of courses was undertaken in 2011 in the wake of the transition of the undergraduate programme from an annual to a semester mode. Faculty members of Lady Shri Ram College for Women participated in this exercise in full measure of their time, energy and expertise. Dr. Bhatia and Ms. Jha were convenors of the courses Sociology of Kinship, Sociology of Gender and Sociological Theories respectively. Dr. Bhattacharya and Ms. Ghosh participated in the process as committee members for the courses Sociology of Contemporary India, Sociology of Religion, Environmental Sociology and Urban Sociology.

To facilitate a grip over the course in the semester mode of evaluation, it was deemed that instead of full-length books, journal articles and excerpts of readings were preferable. Courses like Sociological Theories, Social Stratification, Sociological Research, and Sociology of India were bifurcated into two independent courses in order to maintain the integrity of the papers without compromising the comprehensiveness of the view. It was stressed that a variety of pedagogical techniques should be employed for transacting the course; special attention was to be paid to interactive teaching and learning. Student initiative by way of independent learning and researched projects was touted as the key to the success of this programme. Inter-disciplinarity, a hallmark of this makeover, brought in the visual component in a big way in the form of film screenings and discussions. With regard to teaching the revised syllabus, time management

assumed centre-stage: the syllabus had to be organised week-wise in terms of the quantum of time that could be apportioned to the teaching of a particular topic.

The introduction of a Four Year Undergraduate Programme (FYUP) in 2013 by the university pushed yet another revision and restructuring of the courses in 2012. The thrust was on a 'more' inter-disciplinary flavour in the disciplines. In order to equip students for a full-fledged career, the new courses which were introduced were guided by the imperative of imparting of skills and practical knowledge.

The course structure under the FYUP required a curriculum comprising twenty major courses, six minor courses and four application courses for the award of an Honours degree. This necessitated the devising of several new courses besides a substantial revision of the existing courses. The readings had to be selected in accordance with the mandatory requirement of a maximum of three hundred pages of reading material per paper.

The entire faculty of LSR was part of this process as convenors of the following courses- Sociology of Kinship, Sociological Theories, Techniques of Social Research, Agrarian Sociology, and Ethnographic Filmmaking. Simultaneously, they were members of other course committees: Reading Ethnographies, Urban Sociology, Introduction to Sociology, Economic Sociology, Political Sociology, Sociology of India and Sociology of Gender. This was an exciting venture for the department as new courses like Sociology of Media, Reading Ethnographies, Agrarian Sociology, Gender Sensitization and Ethnographic Filmmaking were developed specifically with the initiative and vision of the LSR faculty. In general all courses were revised with a thrust towards inter-disciplinarity and exploring new vistas to ensure the integrity of the teaching-learning process. The application courses on Gender Sensitization and Ethnographic Filmmaking were offered to address the issues of skill building appropriate to the emerging job market.

The unique element of the course that has been retained through all phases of revision is the component of fieldwork as part of the Sociological Research paper offered in the final year. At LSR, the department has woven this into the formal system of internal assessment, wherein it is mandatory for every student to undertake a two-week long field trip. This component of learning, a practicum, provides a valuable opportunity for students to live and experience a field outside the classroom and beyond the text. Students are encouraged to undertake independent research, whereby they choose a topic, understand the role of concepts and hypothesis formulation, develop tentative hypotheses and explore the same through particular research. For many students this has proven to be a turning point; not the least by triggering a research interest and pursuing higher studies in the social sciences by stretching cocooned parochial visions.

TEACHING-LEARNING AND EVALUATION

Teaching-Learning

At one level teaching could pass off as a 'personal' experience. However, it is essential to recognize and iterate its relationship with the wider context. Teaching is situated in a space of the relationships between the classroom on the one hand, and the institutional context of a specific college or University of Delhi, the national capital of post-independent India, and a global milieu, on the other hand. Thus, when speaking about the nature of the classroom, one must visualise a space where myriad currents flowing from the encompassing contexts converge.

Consequently, diversity in ways of thinking and seeing, give a classroom its distinctive character. In accordance, the first lesson to be inculcated in students is a consciousness of diversity of access, culture and capabilities, and to foster reciprocity of diversity in terms of exchange of ideas, peer support and critique.

If the classroom engenders a specific type of society, then one may raise the question that in the context of contemporary India, what are the possibilities of politics therein? Undoubtedly, there is awareness of the larger society; of the problems plaguing the Indian society: especially their gendered dimensions. The acute challenge, is to safeguard this awareness from aspirations fomenting aggressive competition and narrow parochial self-interests. The possibilities of political engagement must contend with the perception of education as a means to coveted careers and material wellbeing.

As regards the teaching and learning of Sociology, it is discussed under four analytical heads: a) teacher-student relationship b) nature of the discipline c) type of student and d) modes of instruction: text and context.

● **Teacher-Student Relationship**

The institutional structuring of the relationship between teacher and student is hierarchical and formal. However, an informal, egalitarian interaction between teacher and student generates creative possibilities. Hence the endeavour is to encourage students to scrutinise, critique and challenge. This element renders the teacher-student relationship meaningful.

● **Nature of the Discipline**

Teaching Sociology is equally about identifying that which is *not* sociology. This mission entails the following challenges:

- a. Given that the entire subject matter of Sociology pre-figures in our social experience as common sense, it is an imperative that the sociological perspective be differentiated from common sense.
- b. Another challenge, is by way of contending with proxies for sociological knowledge in journalistic writings or pop Sociology masquerading as sociological findings on the internet, print media and visual media.
- c. Given that Sociology theorises or generalises from the particular, questions pertaining to the contemporary relevance of Sociology or of such and such theory abound. In order to render Sociology relevant, the faculty endeavours to kindle not just a sociological imagination, but a historical imagination as well.
- d. Given that students view reality from the vantage point of their everyday life as well as their present, everyday life and popular culture are domains from which one is constantly drawing in order to get across a general theoretical point. To be able to relate theory and fact in this fashion, one has to be on one's toes to be 'in' or be where the students are. A fall-out of this is that terms and phrases such as 'for example', 'for instance', metaphors, analogies are our vital tools for teaching Sociology.

● **Type of Student**

The students of the department are not homogenous in terms of class, caste, region, community or language, since they are drawn from different parts of India and because this College offers residential facilities. Further, this category must be qualified in terms of its female gender.

A few students are admitted into the Sociology programme on basis of extra-curricular activities and sports as well. These students may not have a prior acquaintance with Sociology, as it is not taught in most schools. Most of them had English as a medium of instruction in schools; however, increasingly, there are a good number of students who are taught with Hindi as the medium of instruction. It is thus vital to cater to the needs of these students i.e. of making available the course material in Hindi. Even though the department has taken resolute steps in this direction, there is still a long way to go.

Today's student is a young woman who aspires to be financially independent and to have a sound career. It is a matter of immense satisfaction for the department that it continues to be a part of many a young woman's journey towards empowerment.

● **Modes of Instruction: Text and Context**

Sociology as a subject for classroom instruction demands special skills mainly due to the unique nature of its subject matter, which combines abstract ideas with the real world in fascinating ways. The use in the sociological perspective of the comparative method and the shift from the particular to the general viz. the key methodological tools, means that classroom teaching must proceed through instruction, discussion and a constant challenging of common assumptions about life garnered from experience. As teachers, one is acutely vigilant lest one loses attention of students, given the component of an abstract subject matter.

The classroom interaction is not a one-way talk down experience with a lecture being delivered and accepted as gospel truth. Instead it aims at being a dialogue where points of view can be debated and questioned. The space of this dialogical interaction is lectures as well as tutorials. The goal in the lecture class is not simply to transact the syllabus; but to kindle curiosity, stretch imagination and generate an interest. For teachers, it is immensely gratifying when these goals come to fruition in the space of the tutorial where students, in discussion, discover their potential to make connections and reflect upon the 'taken for granted' reality.

What do students get from the classes? By nature, training and temperament, the discipline demands that students question. What is imparted to students – different faculty members will describe this in their own way, but there would be broad agreement on the fact that the biggest gift that the sociological perspective would credit its followers with, is a respect for all cultures and an acceptance of differences. With these meagre yet powerful ideas, students of the department have embarked on a whole range of careers with success.

● **Peripatetics**

While Sociology may not subscribe to the Aristotelian method of discourse, the students and faculty are in many ways peripatetic, in that, travelling or being itinerant is integral to sociologists.

What is a sociologist without fieldwork? Field observations are the basic tool in the trade of sociologists and anthropologists. At LSR, given the commitment to providing the total sociological

experience, one consciously aims to expose students to different parts of the country and introduce them to the ways of life prevalent in these regions. The field trips are not weekend affairs, but require residence in the field for a period of a minimum of two weeks. The overwhelming success of this initiative is apparent since the department has since its inception undertaken annual field trips-arduous yet richly rewarding. In the last five years, students have visited diverse parts of the country such as Puducherry, Gangtok, Bhuj, Ajmer-Pushkar, Palampur and researched and presented papers on different aspects of life in these areas. In addition to these long field trips, the department also organises one-day trips to expose students to village life, food cultures and festivals.

The department looks at teaching and learning as a collective, cumulative and continuing endeavour. The teaching learning process is enriched through a number of activities such as seminars, panel discussions, paper presentations by students, invited lectures and film screenings. Eminent sociologists and anthropologists such as Prof. Andre Beteille, Prof. Dipankar Gupta, Prof. Avijit Pathak, Dr. Rabindra Ray, Prof. Satish Deshpande and Prof. David McDougall were invited to talk to the students on topics ranging from 'Sociology and Common Sense' to 'Visual Anthropology'. Prof. Shohini Ghosh gave a thought provoking lecture on 'Is the Portrayal of Women in Popular Culture a Degradation of Morality or a Celebration of her Sexuality?' while Madhu Kishwar questioned the 'Rape Culture in India'.

Interesting panel discussions have been organised regularly. Eminent panelists such as Prof. Mary E. John, Prof. Rajni Palriwala and Prof. Ravinder Kaur discussed the issue of 'Gendering in South Asia' while Dr. Rita Brara, Prof. Deepak Mehta, Mr. Kavas Kapadia and Prof. Dunu Roy presented their views on Delhi in a session titled 'Windows to Delhi – A City at 100.'

In the year 2014-15, a riveting seminar on 'The Cartoon Times of India' was organised which included an exhibition, paper presentations by students, panel discussion and a keynote address. The films screened during the last five years include *White Robes*, *Saffron Dreams* by Teena Gill, *Devi and Ghare Baire* by Satyajit Ray, *Fahrenheit 9/11* by Michael Moore, *Metropolis* by Fritz Lang, *Salaam Bombay* by Mira Nair, *Words on Water* by Sanjay Kak, *Activists, Mothers, Libbers* by Vanessa Engle, *Please Vote for Me* by Weijun Chen, *Sita Sings the Blues* by Nina Paley, *Delhi-Mumbai-Delhi* by Saba Dewan and *Cosmopolis - A Tale of Two Cities* by Paromita Vohra. These were followed by animated discussions.

Evaluation

• Internal Evaluation

From the day of its inception in 1993, the department of Sociology has been following the methodology of continuous evaluation both formally and informally. The students have to go through a whole repertoire of evaluation devices like class tutorials; declamations; discussions; project conceptualisations; operationalisation; writing and finally paper/project presentations in class. They are also tested on theoretical and empirical aspects. There are sociologically relevant film screenings and discussions. Guest lectures and panel discussions are an integral part of exposing students to the novel ways of thinking about the world in which they live. Over the three years, resources are channeled to sensitise students, culminating in the annual field trip, undertaken by the final year students as part of the University Curriculum.

In addition, the formal disciplinary requirements set by the University are fulfilled, which is a minimum of one assignment and one project per semester. Re-tests are conducted if considered necessary by the teacher concerned, after a discussion with the students. The teachers discuss test scores in great detail with the students.

Apart from this, teachers diligently maintain all records. Marks are uploaded to facilitate students to keep track of their internal assessment.

• External Evaluation

All the teachers of the department are now involved in the setting of question papers and evaluation. The students of the department tend to be excellent performers in the University examinations. All the teachers of the department contribute diligently towards the conduct of examinations either as invigilators or examination committee members.

RESEARCH

Faculty Research and Publications

The faculty has ungrudgingly prioritised teaching and the interest of students. Even though running an entire department despite the faculty's strength has been challenging and demanding, the faculty members endeavour to pursue their research interests in earnest by way of organising and participating in conferences, presenting research papers at various forums, or undertaking short term courses to keep themselves abreast of the developments in their areas of specialisation.

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Dr. Anjali Bhatia

Papers Presented in National/International Conferences

- Bhatia, A. (2012). *Eating Out and the Lifecourse: Childhood in Globalizing India*, 2nd ISA Forum of Sociology, International Sociological Association, Buenos Aires, Argentina, 1-4th August, 2012.
- Bhatia, A. (2012). *Constitution of Youth in Fast Food Culture: An Inquiry into Global-Local Dynamics in Contemporary India*, 2nd ISA Forum of Sociology, International Sociological Association, Buenos Aires, Argentina, 1-4th August, 2012.
- Bhatia, A. (2012). *Constitution of Youth in Fast Food Culture: An Inquiry into Global-Local Dynamics in Contemporary India*, 53rd Annual ISA Convention, San Diego California, USA, 1-4th April, 2012.
- Bhatia, A. (2012). *Women and Food in Femina: The 'New Woman' in Liberalized India*, 53rd Annual ISA Convention, San Diego, California, USA, 1-4th April, 2012.
- Bhatia, A. (2009). *Middle Class Motherhood in Contemporary India*, ISA Annual Convention, New York, 15-18th February, 2009.

Others

- Bhatia, A. (2014). Part of the team that on the basis of a survey in LSR, produced a report titled *Gender Perceptions among College Students: A Report of a Survey in LSR*, which was presented at the Gender Congress organised by LSR, 2014.

Dr. Saswati Bhattacharya

Papers Presented in National/International Conferences

- Bhattacharya, S. (2012). *Mritsilpis of Kolkata-Urban Craftsmen in Search of Identity and Livelihood*, 6th Biennial International Conference of Indian Association for Asian and Pacific Studies, 17-19th December, 2012.
- Bhattacharya, S. (2009). *Women's Educational Discourses in Politics in India and Canada: Gendered Differences or Indifference to Gender?*, Congress of Humanities and Social Sciences, organised by the Canadian Association for Study of Women's Education (CASWE), Ottawa, Canada, 23-31st May, 2009.
- Bhattacharya, S. (2009). *Women learning Politics and Politics of Women's Learning: Preliminary Findings of an International Study in India and Canada*, Canadian Association for Studies in Adult Education (CASAE) at the Congress of Humanities and Social Sciences, Ottawa, Canada, 23-31st May, 2009.

Others

- Bhattacharya, S. (2004). While working at SAMA, she published booklets and training manuals with N B Sarojini et al, viz. *Women's Right to Health*, National Human Rights Commission, 2006 and *Tolakari: A Training Manual on Women's Health*, 2004.

Research Opportunities for Students

As per the curriculum students are encouraged to undertake small research projects in each semester. As mentioned above, in the final year, it is also mandatory to take up a field-based research project to qualify for an honours degree. Additionally students take up internship assignment on a variety of research projects with organisations and independent scholars during the semester breaks.

Within the space of this report, it is not feasible to represent the range of issues and themes on which the students have conducted research for their class projects and presentations. The following is an attempt to broadly identify about 12-13 categories within which we have mapped the projects undertaken by students in the last three years:

- a. Differently-abled Issues - Challenges Faced by Physically Challenged Students in Academic and Extracurricular Activities, Problems of Mentally Challenged Students.
- b. Sociology of Youth - Drug Abuse, Youth and Spirituality, Life in a PG, Music as I; Counterculture, Obsession with Fair Skin: Trends among Youth, Consumer Culture.
- c. Social Theories – Symbolic Interactionism through War and Conflict; Audience Reception of Media through Uses and Gratification Approach, Analysing Pride and Prejudice through Feminist Literary Theory.

- d. Sociology of Globalisation – Global Culture, Local Manifestations: Hauz Khas Village, Changing Food Culture, Terrorism, Relationship of State and Civil Society: Examining the Arab Spring, the Palestine Question.
- e. Gender Issues – Gender Bias in Work and Work- Life Balance, Wicca and Witchcraft, Hijra Community, Life of Eunuchs in Delhi, Domestic Violence in Naga Society, Women and Legal Reform, Prostitution, Honour Crimes, Women and Micro Finance, Social Construction and Trading of the Ideal Notion of Beauty for Males and Females, Women in the Armed Forces, Lullabies of Assam and Socialisation of the Girl Child, Women Characters in Amar Chitra Katha.
- f. Pro-choice Movements – Assisted Reproductive Technology, Euthanasia.
- g. Work and Work Culture – MNREGA, Occupational Sexism in India, Labour Laws in India, Rickshaw-pullers in Delhi: the Case of Marginal Workers, Domestic Helpers in CR Park: Migration and Kinship.
- h. Kinship-Comparison of Punjabi and Bengali Marriage and Kinship, Cross-Cultural Marriages, ‘Illegitimate’ Child in Gujarati Kinship: A Study of TV Serials, Power Relations in Intra-Familial Context, Understanding Incest: Siblings in India.
- i. Village Tourism, Eco Tourism.
- j. Contemporary Issues in India: the Challenge of Language, Conversion to Christianity and Religious Conflict between *Panas* and *Kandhas*, Revisiting *Babri-Masjid*, Westernisation in Imphal, Ethnic Conflict, Fasting as a Socio-Religious Ritual.
- k. Subaltern Issues: *Mahabharata*: A Subaltern Reading, Hair, Masculinity and Liminality, *Na Ithe*, *Na Uthe*: A Case of Sikh Migrants, *Bhakti* Movement, The Other ‘*Sita*’.
- l. Analysis of books, plays, films, TV serials, cartoons, folk songs, lullabies.

Over the years, depending on their area of interest, students in the department have enrolled in intensive summer internship programmes, volunteer work and research assignments. For many these forays have translated into a full-fledged career; and for everyone without exception, these have been valuable in terms of experience and a testing of the application of sociological insights. In every batch, at least 50-80% of students have worked either as interns with prestigious organisations like National Human Rights Commission, State Human Rights Commission, National Commission for Women, Delhi High Court, TISS-CSR, Delhi Food Walks, or as editorial assistants with publications: Indian Economist, Economic Times, Youth Magazines etc. Many of them have worked on research projects with faculties at Jamia Milia Islamia and Jawaharlal Nehru University. The bulk of students choose to volunteer, in addition to NSS, with NGOs like *Muskaan*, INTACH, Missionaries of Charity, *Ashadeep*, Ecosphere, Bluecross, *Prayas* etc., engaging issues of child rights, animal rights and environmental degradation. They have also worked with various UN bodies like UNESCO, UNODSP, and UNICEF.

INFRASTRUCTURE AND LEARNING RESOURCES

The Classroom

Over the last five years, LSR has witnessed a considerable rise in the number of students applying for Sociology. In view of more students being drawn towards the discipline, the college has

come to allot to the department, two rooms (instead of one) for lectures and two rooms for tutorials. While the lecture rooms (30 and 22) have a capacity to accommodate 50 and 45 students respectively, each tutorial room (51 and 52) can seat about 14 students. A bigger classroom space is conducive to ensuring a comfortable seating of students during lectures as well as well as interaction with invited guest speakers; this is a welcome measure for, till the year 2010, the room allotted to Sociology could merely accommodate 30 students. Presently however, each of the three batches enrolled in the department have strength of about 47 students, and the classroom size accordingly is appropriate. Further, with the construction of the new building, the college reserve of larger classrooms has increased. In this augmented pool of classrooms, the department's share, so far, are rooms G01, G03 and 101, and each of these spacious rooms can comfortably accommodate about 70 students.

AV Facilities

Both the lecture rooms used by the department have Sony overhead projectors installed in them. White screens are also installed for visual projection. In addition, room 30 has the facility of a mike, a podium and an audio system with speakers.

Library Resources

The Sociology section in the library houses an impressive mix of must-read-classics and relevant contemporary sociological texts.

Common Spaces

The Sociology department room: In 2013, upon forwarding a requisition to the Principal, the department was allocated a room in Flat No. 5 to be used as an official workspace by the faculty. Since then, this department room has become an absolutely essential part of faculty work organisation. This room is equipped with an HP laptop and LAN Internet facility. It is the primary space for department meetings, faculty research work and administrative work.

INNOVATIVE PRACTICES

The thrust of the teaching in the department has been to link ideas and their understanding to real-life examples. Movies, fashion, politics or fiction can and have been utilised to help get ideas across. Faculty members have appropriated as teaching aids a variety of media: film, documentary, music, food, painting and sculpture. Annual calendars over the years have been replete with a record of seminars, paper presentations, panel discussions, debates, declamations and exhibitions. The guiding principle in many ways has been the urge to get students to develop a critical sociological imagination and to think for themselves.

With an emphasis on learning both within and beyond the classroom, field trips are increasingly being seen as an integral tool of experiential learning. The Sociology department is unique in the University of Delhi for being the only Sociology department to have made the two week field trip a mandatory course requirement as part of the Sociological Research Paper. The members of the department publish a fieldwork journal to record and share their experiences with the academic community. The department now publishes its on-line weekly and *The Sociologist's Manifesto* is the journal brought out by the department.

The students of the department also worked on an innovation project titled ‘The Successful Professional Woman: Work Life Balance and Well Being’ that focused on the issues of work-life balance faced by the faculty in institutions of higher learning, and the consequences and meanings of such day-to-day struggles. Findings of the innovation project were presented during the Annual Academic Congress 2014.

VISION

The department of Sociology at Lady Shri Ram College for Women is nearly two decades old. In its relatively brief existence it has managed to forge a distinct identity and acquired a reputation for rigorous disciplinary training and commitment to the ideals of liberal education. Today the faculty and students associated with the department are poised to make a real difference in society. Evidence suggests that a stint at the department makes a difference not only to life chances of students but to their overall quality of life and their ability to participate in affairs of the community. The department hopes to build on this strong legacy in the coming years. The attempt here is to chart a tentative map for the next decade and a half that helps navigate the fast changing landscape of higher education without losing sight of our core disciplinary mandate while remaining true to the core pedagogic commitment to engaged learning.

A key feature of the vision of the department of Sociology for the future is to consolidate disciplinary fundamentals while exploring the possibilities for applications of disciplinary knowledge. Interdisciplinary and reliable knowledge with practical utility flow from strong grounding in the fundamentals of the discipline. Hence, the department hopes to further shore up the emphasis on classics of the discipline and its diverse theoretical traditions in the coming years through semester-long discussion circles devoted to a thinker, theory or an emerging area of research. Faculty members hope to continue their engagement with the University to revamp the existing curriculum structure to offer more application-oriented courses such as Sociology of Development, Sociology of Education and Sociology of Law.

With the twin objectives of readying the next generation of academic sociologists and industry-ready researchers the department plans to place renewed emphasis on learning through doing and using active interface with external organisations by way of internships, sponsored research and endowed lectures. The department also has plans to secure funding and locate a few long-term research projects in it so that it could provide hands on research experience to its students while contributing to the expansion of infrastructure of the college and sociological knowledge.

At a pedagogical level the hope is to increase the intensity of interaction by bringing down the teacher-student ratio, making classrooms more diverse socially, culturally and linguistically and infusing a global and comparative perspective into learning. The faculty is in the process of devising extramural courses to augment reading and writing skills of students. Having an intense mentoring program during the first two semesters, to make the transition from school to the university smooth, is also envisioned, once there are enough human resources.

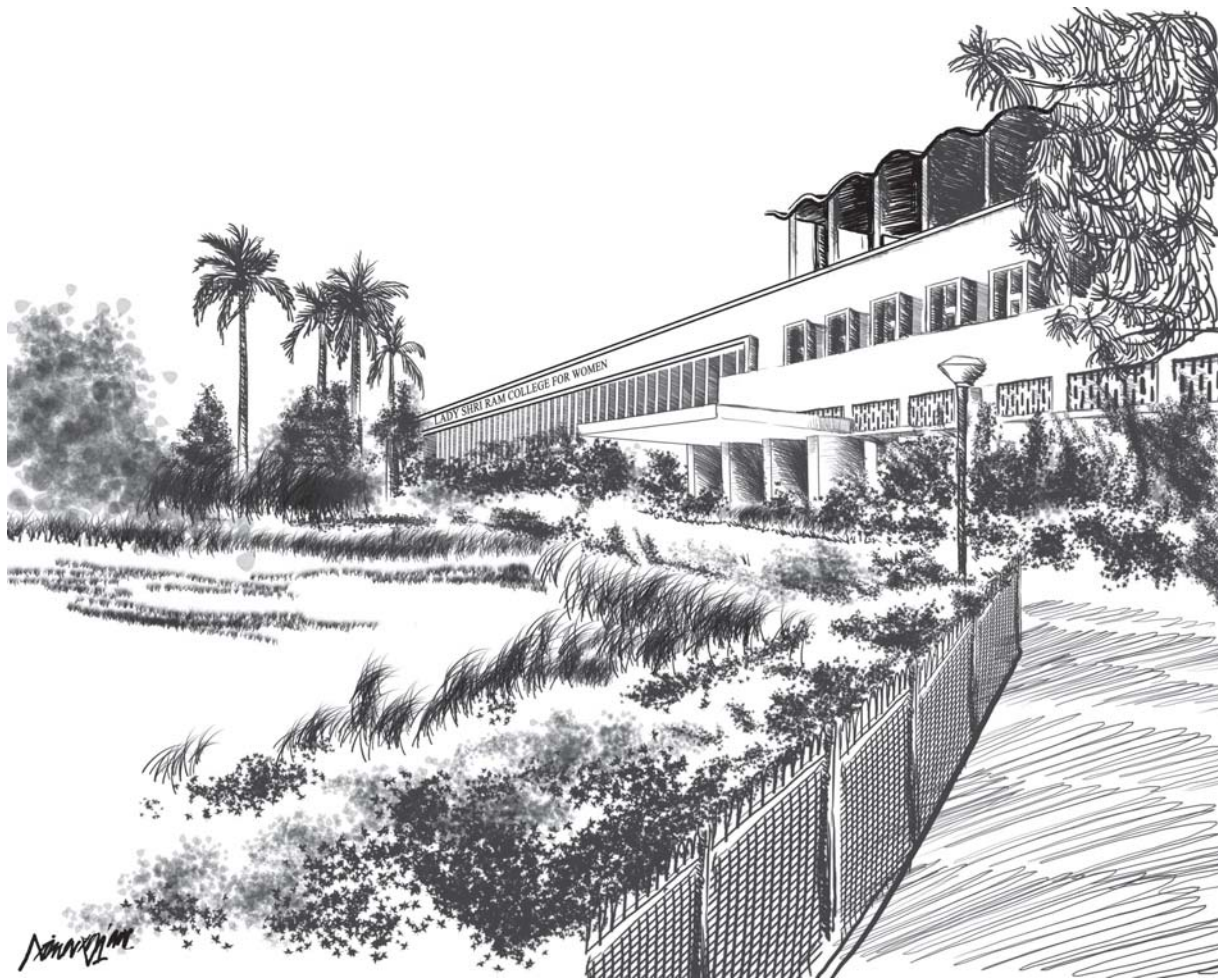
The department has already developed a considerable reputation for its creative deployment of audio-visual resources as part of its pedagogic efforts and its student’s abilities to generate sophisticated audio-visual material of sociological interest. In the coming years, the department hopes to consolidate this niche with specialised training programs and acquisition of equipment and expansion of audio-visual resources.

The department also hopes to intensify academic rigor by having two endowed lectures and institutionalising a rolling scholar-in-residence program. Of the two proposed lectures one shall be with an interdisciplinary emphasis. It also hopes to galvanise the digital interactive technologies to make virtual interaction possible with established scholars and the students.

Finally, the department has identified certain thrust areas for research, keeping in view the emerging trends in the discipline at the global and national level and an assessment of the changing social realities:

- a. Family as a social institution is receiving renewed attention in sociological research. Given the fundamental transformations in this core institution of society, particularly in the context of emerging gendered discourses, the intent is to concentrate on this research agenda for the next ten years.
- b. Critical Economic Sociologies and New Sociologies of Work and Industry are relatively underdeveloped areas of research in India. This absence is even more glaring in the context of the fundamental transformation that Indian society has undergone in the last twenty five years. The hope is to address this absence by evolving a body of work and producing a set of researchers oriented towards work in this area in next ten years.
- c. Emergence of networked society, digital inequalities, new media regimes and the overall rise of the visual to new commanding heights in society is an important and established trend in contemporary India. Hence, this is identified to be a fundamental focus of research attention.
- d. Urbanisation and new urbanisms and attendant issues will remain enduring concerns. Refocusing the disciplinary attention of urban sociology from the current preoccupation with the spectacular metropolis to smaller urban scales is important; that is likely to be the new object of attention for the developmental discourse.
- e. New sociologies of politics and public institutions at the confluence of political and social theory, sociology of law and political anthropology.
- f. Sociology of art, aesthetics and literature.
- g. Critical Theory and Public Sociology.

The department also recognises the renewed emphasis on interdisciplinary thrust in undergraduate education and hopes to build on interdisciplinary interests. This is evident in the thrust areas identified above.



Department Profile

STATISTICS

Lady Shri Ram College for Women



HISTORY

A qualitative understanding of the world has to be supplemented with a quantitative one as well. An increasing number of professions depend on data and numerical reasoning. Statistics is used in a variety of disciplines including the natural and social sciences, engineering and technology, management and economic affairs, literature and art. People also use Statistics for taking decisions in their daily lives and for making future plans and investments. Some amount of statistical knowledge is required for an adequate understanding of available information and to guard against misleading claims and advertisements. Statistics is not only about facts. It combines formal science and a practical theory of scientific inquiry. Statistics however has much to do with evidence-based reasoning, particularly with the analysis of data. Similar to the disciplines of Psychology and Chemistry, Statistics education is akin to 'hands-on' experimentation. Statistics also deals with inductive reasoning and a deductive process. As a discipline it is concerned with the collection, analysis, and interpretation of data, as well as effective communication of the findings reached. The need for statistical literacy in our modern age dominated by science and technology has been recognised by academia across nations.

Statistical knowledge is required in several domains including economic surveys, medical cases, studies in astronomy, social networking sites, and psephological statistics during elections. Knowledge of Statistics provides the necessary tools and conceptual foundations in quantitative reasoning to extract information from vast amounts of data. The University of Delhi perceived this need and laid the foundation for the department of Mathematical Sciences at the postgraduate level in 1958. LSR was one of the first women's colleges to introduce the study of Mathematical Statistics in 1979.

LSR started the undergraduate honours programme in Mathematical Statistics in 1979, in collaboration with the department of Mathematics, LSR. Faculty members included Dr. Swadesh Bhalla, Dr. Shashi Mangla, Ms. Kusum Mehra, Dr. Shakuntala Singhal, Dr. Santosh Gupta and Dr. Asha Mathur. Along with Ms. Urmil Batra who left the department and joined NITTE, Bombay, as an Associate Professor in 1990, the department of Mathematical Statistics moved away from the parent Mathematics department, after traversing an eleven year old journey with it and the department of Statistics found its place under the sun.

The first batch of the department comprising 13 students graduated in 1982. The department exhibited a 100% pass result with Ms. Gayatri R (93%), Ms. Minni Dani (93%) and Ms. Sharmila Gupta (92%) bagging the first positions in the University of Delhi.

In subsequent years, the appointments of Ms. Savitri Gupta, Ms. Gurpreet Nair, Ms. Jaswinder Kaur, Ms. Ritu Gupta, Ms. Mausmi Chakraborty, Ms. A.K. Bhavani, Ms. Vibha Singh and Ms. Anuradha Rajkunwar in the faculty enriched the department. Ms. Bhavani and Ms. Anuradha Rajkunwar were very active in the extra-curricular activity during their time at LSR and when they returned as faculty members they began to look after the dance and music societies. However short may be their sojourn in this College, all of them brought their unique touch to the department. Dr. Sanjoy Roy Chowdhury joined the department in 1992 followed by Dr. Anuradha in 1993. Dr. V. Ravi and Dr. Kailash Kumar joined the department in 2006.

The department has evolved from strength of 13 students in 1982 to more than 93 students over the 3 years.

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of Statistics is given below. The details of research publications, awards, scholarships, fellowships and consultancies are provided in the college Self-Study Report 2015.



Dr. Madhu Bala Jain - Associate Professor

Dr. Madhu Bala Jain successfully pursued her doctoral research on on ‘Non-parametric Methods In Life Testing and Reliability’. Her areas of interest are Statistical Inference and Statistical Methods.

Email: mbjain@lsr.edu.in



Dr. Sunita Gupta - Associate Professor

Dr. Sunita Gupta worked on ‘Markov Renewal Process and Its Applications’ in pursuit of a doctoral degree. Her areas of interest are Probability, Statistical Methods, Sampling Theory, and Stochastic Processes. Dr. Gupta is actively involved with important aspects of the college administration.

Email: sunitagupta@lsr.edu.in



Dr. Renu Kaul - Associate Professor

Dr. Renu Kaul holds a Ph.D. degree that was awarded to her for her research on ‘Design of Experiments and Linear Algebra’. Her areas of interest are Design of Experiments, Linear Algebra and Applied Statistics. She is faculty advisor to Students’ Union.

Email: renukaul@lsr.edu.in



Dr. Anuradha - Associate Professor

Dr. Anuradha’s doctoral thesis was on ‘Probability Distributions of Overlapping Runs for sequences of $\{0,1\}$ -valued random variables’. Her areas of interest are Econometrics, Bio Statistics and Programming in C and SPSS. She has a great deal of experience in handling vital aspects of college administration. She has been convenor of Internal Assesment Committee.

Email: dranuradha@lsr.edu.in



Dr. Sanjoy Roy Chowdhury - Associate Professor

Dr. Sanjoy Roy Chowdhury is currently serving as Vice- Principal of the College. He was earlier the Bursar of the College. He was awarded a Ph.D. for his thesis is on ‘Some Contributions to Taguchi’s Linear Graphs’. His areas of interest are Design of Experiments, Real Analysis and Programming in C.

Email: srchoudhary@lsr.edu.in



Dr. Kailash Kumar - Assistant Professor

Dr. Kailash Kumar earned a doctoral degree for his thesis titled ‘Profit Analysis of Some Engineering System Models’. His areas of interest are Statistical Methods, Operational Research, Reliability Theory and System Modelling.

Email: kailashkumar@lsr.edu.in



Dr. V. Ravi - Assistant Professor.

Dr. V. Ravi was awarded a Ph.D. for his research titled ‘On the estimation of HIV/AIDS population in India and study of prognostic factors affecting the survival of patients undergoing Anti-retroviral therapy’. His areas of interest are Bayesian Inference, Econometrics, Computers and Programming in C. At LSR, he has been associated with the Garden Committee of the College.

Email: vravi@lsr.edu.in

CURRICULAR ASPECTS

The University of Delhi offered students either a B.A. or B.Sc. (Hons.) degree in Mathematical Statistics based on the choice of subsidiary papers. LSR offered only a B.A. (Hons.) degree given that science courses were not offered as subsidiary papers. The main papers taught at the time of the department’s inception are listed below.

Table 1: Syllabus for students admitted from year 1979 onwards

| Paper No. | NAME OF THE PAPER | MAX. MARKS |
|---------------|-------------------------------------|------------|
| PART I | | |
| I | Mathematics – A | 100 |
| II | Probability and Statistical Methods | 100 |
| | Practical I – (based on Paper II) | 75 |

| | | |
|-----------------|---|-------------|
| PART II | | |
| III | Mathematics – B | 100 |
| IV | Limit theorems, test of significance and Applied Statistics | 100 |
| | Practical II - (based on Papers III and IV) | 75 |
| PART III | | |
| V | Mathematics – C | 100 |
| VI | Statistical Inference | 100 |
| VII | Sample Surveys and Design of Experiments | 100 |
| VIII | Official Statistics, Operation Research and Econometrics | 100 |
| | Practical III - It consists of 2 parts | |
| | Part - I (Based on Papers V, VI and Computer programming) | 75 |
| | Part - II (Based on Papers VII and VIII) | 75 |
| | TOTAL MARKS | 1100 |

In 1992, there was a major revision in the structure of the existing B.A. (Hons.) Mathematical Statistics curriculum. It was renamed as B.Sc. (Hons.) Statistics – an integrated course, with no subsidiary subjects.

Table 2: Syllabus for students admitted from year 1991 onwards

| Paper No. | NAME OF THE PAPER | MAX. MARKS |
|---------------|---|------------|
| PART I | | |
| I | English | 50 |
| II | Mathematics – I | 100 |
| III | Mathematics – II | 100 |
| IV | Probability Theory and Statistical Methods – I | 100 |
| | Practical I - It consists of 2 parts | |
| | Part - I (Based on Papers III, IV) | 75 |
| | Part - II (Computer fundamentals and PC Software) | 75 |

| | | |
|--|---|-------------|
| PART II | | |
| V | Mathematics – III | 100 |
| VI | Probability Theory and Statistical Methods – II | 100 |
| VII | Applied Statistics | 100 |
| VIII | Sampling Theory and Methods | 50 |
| IX | Computer Programming in FORTRAN | 50 |
| Practical II - It consists of 2 parts | | |
| Part - I (Based on Papers VI, VII) | | 75 |
| Part - II (Based on Paper V, VIII and IX) | | 75 |
| PART III | | |
| X | Statistical Inference | 100 |
| XI | Regression Analysis | 50 |
| XII | Design of Experiments | 50 |
| XIII | Operational Research | 100 |
| XIV | Stochastic Processes | 50 |
| XV | Econometrics | 50 |
| Practical III - It consists of 2 parts | | |
| Part - I (Based on Paper X and Statistical Software/Package) | | 75 |
| Part - II (Based on Papers XI, XII and XV) | | 75 |
| TOTAL MARKS | | 1600 |

Table 3: Syllabus for students admitted from year 2000 onwards

| Paper No. | NAME OF THE PAPER | MAX. MARKS |
|----------------------------|--|------------|
| PART I | | |
| I | Mathematics – I | 50 |
| II | Mathematics – II | 100 |
| III | Mathematics – III | 100 |
| IV | Probability Theory – I | 100 |
| V | Statistical Methods – I | |
| VI | Applied Statistics –I | 75 |
| VII | Practical - I (Based on Papers IV, V and VI) | 75 |
| VIII | Practical - II (Computer fundamentals, Excel and Simple 'C' Programming) | 100 |
| Qualifying paper – English | | 100 |

| | | |
|--------------------|---|-------------|
| PART II | | |
| IX | Mathematics – IV | 100 |
| X | Mathematics – V | 100 |
| XI | Mathematics – VI | 50 |
| XII | Probability Theory – II | 50 |
| XIII | Statistical Methods – II | |
| XIV | Applied Statistics –II | 75 |
| XV | Sampling Theory and Methods | 75 |
| XVI | Computer programming in ‘C’ | |
| XVII | Practical - III (Based on Papers XIII, XIV and XV) | 75 |
| XVIII | Practical - IV (Based on ‘C’ programming) | 75 |
| PART III | | |
| XIX | Statistical Inference – I | 100 |
| XX | Statistical Inference – II | 50 |
| XXI | Linear Models | 50 |
| XXII | Design of Experiments | 100 |
| XXIII | Operational Research | 50 |
| XXIV | Stochastic Processes | 50 |
| XXV | Econometrics | |
| XXVI | Bio-statistics | 75 |
| XXVII | Practical -V (Based on Papers XIX, XX and XXV) | 75 |
| XXVIII | Practical - VI (Based on Papers XXI, XXII and XXVI) | |
| XXIX | Practical - VII (Statistical Package for Social Sciences) | |
| TOTAL MARKS | | 1600 |

In the light of the changes brought about by the University Grants Commission with respect to internal assessment, in 2003, students of the department meticulously prepared projects. These projects helped them in widening their horizons and deciding their future goals.

In 2011, the University underwent a major change by shifting from the annual mode to a semester mode across disciplines. Despite this change, the department of Statistics still maintained the integrated nature of its programme with English now being made a compulsory subject instead of a qualifying one. In 2013, the Four Year Undergraduate Program (FYUP) was introduced in the University of Delhi. The FYUP structure was similar to the semester structure with the addition of foundation and application courses with major and minor options. The University reverted back to the semester mode in 2014 which is currently being followed.

| Paper No. | NAME OF THE PAPER | MAX. MARKS |
|---------------------|--|------------|
| SEMESTER I | | |
| STH 101 | Technical Writing and Communication in English | 100 |
| STH 102 | Calculus – I | 100 |
| STH 103 | Algebra – I | 100 |
| STH 104 | Probability and Statistical Methods – I | 100 |
| Practical I | Part A: Based on papers STH103 and 104 Part B: Introduction to computer fundamentals and Electronic spreadsheet | 100 |
| SEMESTER II | | |
| STH 201 | Calculus – II | 100 |
| STH 202 | Algebra – II | 100 |
| STH 203 | Probability and Statistical Methods – II | 100 |
| STH 204 | Applied Statistics – I | 100 |
| Practical II | Based on papers STH 202, 203 and 104 | 100 |
| SEMESTER III | | |
| STH 301 | Real Analysis | 100 |
| STH 302 | Probability and Statistical Methods – III | 100 |
| STH 303 | Applied Statistics – II | 100 |
| STH 304 | Survey Sampling | 100 |
| Practical III | Based on papers STH 302,303 and 304 | 100 |
| SEMESTER IV | | |
| STH 401 | Numerical Analysis | 100 |
| STH 402 | Probability and Statistical Methods – IV | 100 |
| STH 403 | Operational Research | 100 |
| STH 404 | Computer programming in C | 100 |
| Practical IV | Part A: Based on papers STH 401 and 402 Part B: Based on STH 404 | 100 |
| SEMESTER V | | |
| STH 501 | Statistical Inference – I | 100 |
| STH 502 | Applied Statistics – III | 100 |
| STH 503 | Linear Models | 100 |
| STH 504 | Stochastic Processes | 100 |
| Practical V | Part A: Based on papers STH 501, 502 and 503 Part B: Introduction to Statistical Software/Packages | 100 |

| SEMESTER VI | | |
|--------------------|---|-------------|
| STH 601 | Statistical Inference – II | 100 |
| STH 602 | Design of Experiments | 100 |
| STH 603 | Econometrics | 100 |
| STH 604 | Bio-Statistics | 100 |
| Practical VI | Part A: Based on papers STH 601, 602, 603 and 604 | 100 |
| | Part B: Problem solving using Statistical Software/Packages | |
| TOTAL MARKS | | 3000 |

TEACHING-LEARNING AND EVALUATION

The B.Sc. (Honours) Statistics course offers an exciting context within which to engage with the quantitative language of the social, biological and physical sciences. Focusing on the increasing role of Statistics in diverse areas and its indispensability in marketing, finance and strategy-making, student statisticians are trained to acquire various tools in the areas of Applied Statistics, Statistical Methods and Analysis. Students are engaged in sample surveys, Econometrics, Biostatistics and Operations Research. In this course, students are taught rigorous methods, tools and techniques to sift through a maze of data and comment on it in an informed manner.

Statistics arose, partly, out of the interplay between Mathematics and the data analysis requirements of various applied sciences. Close linkages to Mathematics and to research oriented fields have prompted debates over the emergence of Statistics as a distinct field of study. Efforts to differentiate Statistics from Mathematics have drawn attention to its unique history, questions and content. Although Statistics is an evolving subject area with academic and practical ties to a number of disciplines and professions, it continues to benefit from the study of its origin, nature and evolution. Statistics provides tools to make predictions followed by quantitative measurement to verify those predictions. In recent years, evidence has shown that students are able to apply various algebraic formulae but need to strengthen their statistical understanding for reading and interpreting the results. They often struggle with indices, logarithms, ratios and proportions in their attempt to assess the validity of results obtained. For some students an innate fear of Mathematics is de-motivating but the able Statistician needs to have mathematical rigour for clarity in the subject. Once a sound mathematical foundation is built, students have the capacity to appreciate the power of statistical tools and methods. This in turn enables them to understand its wide range of applications in various disciplines like Economics, Ecology, Medicine, Psychology and Sociology among others.

Statistics provides students an appropriate context to practice and gain fluency in application-oriented skills. Statistical ideas should be developed qualitatively as well as quantitatively to enhance the understanding of budding statisticians to help them absorb the following:

- The algebraic manipulation of formulae
- Basic calculations, including the ‘reasonableness’ of answers
- Abstraction by the regular inclusion of symbols and graphs

- Concept of scale
- Handling data
- Recognizing patterns
- Linkages between various disciplines
- The role of Statistics as a service provider to other subjects, including the Arts and Sciences.

Statistics is a discipline in which many students experience a great deal of anxiety. Statistics textbooks may be perceived as dry. Statistics is typically taught via drill-and-practice through the traditional lecture-type pedagogy. As a result, students may see Statistics courses as unexciting. This is not advantageous to student learning. In many disciplines, traditional lecture-oriented pedagogy has been replaced at least, to some extent, by more discussion-oriented and student-engaged pedagogy. The pedagogy in the discipline of Statistics has not changed nearly as quickly as in most disciplines.

The primary goal of any successful educational initiative is the transmission of knowledge to the student. To achieve this goal, two important steps must be accomplished: breaking down student resistance to the material and then the actual explanation. Teachers must present concepts in a positive light. Whenever one tries to explain a foreign concept, a helpful technique is the use of metaphor. These help to relate statistical concepts to real world ideas that are already familiar to students. Incorporating current events into presentations works to help students grasp and remember the concepts more efficiently. Sports has emerged as an excellent means to generate student interest. For example, students pay close attention to a cricket related example because it is something they enjoy.

The use of humour helps to keep students attentive in the classroom. Humour alleviates Statistics related anxiety and fosters conceptual understanding. Anecdotes, short stories and poems also help to break down students' resistance towards the subject. This tool comes in handy especially in the beginning of the session to lessen the communication gap between the teacher and the student.

Teaching through relevant and meaningful examples emerges as an important pedagogical tool of Statistics. It is important to provide practice situations to students for creating a genuine interest and curiosity about the concept and ignite further discussions on the topic.

Overall, while the curriculum dictates the material, allowing the students' interests to determine the method of teaching is most effective.

To absorb the theoretical concepts taught in the classroom, young statisticians are asked to complete a requisite number of practicals in different fields of Statistics. Thus practical based pedagogy is another important tool of teaching Statistics. These practicals involve computations using suitable statistical formulae and then drawing statistical inferences in the light of given data. Students are then asked to record these practicals under a specific set of statistical norms. This enables them to link theory with the practical and provides additional space for raising various doubts and queries. The list of practicals is constantly updated, in view of the latest developments in the discipline. In addition, students also complete practicals based on the computer language C and software packages like Excel, Word and Statistical Package for Social

Sciences (SPSS). These practicals enhance the computer skills of students. In order to get the feel of the subject, they need to perform long and tedious calculations that cannot be completed in lecture classes. Thus, the Statistics Lab becomes a space where students learn to handle large amounts of data with the help of electronic calculators and understand the applications of these concepts.

One way in which Statistics has been made more interesting and engaging is through student projects and hands-on learning from various sources such as newspapers, magazines and journals. Young statisticians are encouraged to make different projects using available and self-collected data sets. The sources for these data sets may be newspapers, magazines, journals, publication and organisations such as CSO, NSSO, NSO, ORGMARG etc. Students are also encouraged to acquire the latest data available on the various internet sites. In the past students have visited qualified personnel (from public and private sectors) to collect first hand information related to their specific projects. Many projects involve simulation based activities to give students meaningful insights into the concepts and theorems derived in the classroom. Finally students present their project reports and confront the queries and discussions that follow.

For each paper, the division between lectures, tutorials and practicals is done as per University norms. Lectures are intended to cover the curriculum as per University guidelines. Tutorials and practicals are aimed at addressing queries/problems and enable students to learn practical application of theoretical concepts. The practicals are conducted on calculators and computers for which separate laboratories have been established. Besides regular classes and tutorials, extra time is devoted to assist students from less privileged sections of society.

The importance of attendance is impressed upon students at the time of their enrolment itself. Teachers remain vigilant in identifying students who may fall short of attendance requirements. Parents/guardians of the students are informed if necessary at appropriate junctures. The papers in the statistics course are such that the topics covered at any stage can only be comprehended if preceding topics have been comprehended. Therefore, regularity in attending classes is imperative. The compact nature of the semester system makes regularity in attendance extremely critical.

Teaching is not confined to the four walls of a classroom. It extends to providing hands-on experiences regarding the use of statistical techniques. Students of the department are encouraged to enhance their research abilities, attend seminars and to remain up-to-date on developments in the discipline. The department regularly organises workshops inviting eminent people from different walks of life to help students gain insight into practical applications of the subject. In line with this idea, in 1996, the Statistics Association screened a series of films on *Statistical Quality Control* with the help of Prof. B. Mazumdar of the Indian Statistical institute. A number of reading sessions were organised by the department in which the students presented papers on a wide variety of topics like ISO 9000, Weighted Means, and Statistical Quality Control etc. In 1997, students also presented papers on the works of the famous mathematician of ancient India, Aryabhata.

In 1998, a two-day workshop on 'Statistics in Everyday Life' was conducted by the department. It was followed by paper presentations by students on topics like 'Fountainhead of Statistical and Mathematical Concepts', 'The Sensitive Index and its Construction', 'SQC in Industry', 'Biological Statistics and Process Capability in Industry and Techniques Applied in Total Quality

Management'. In subsequent years, workshops on 'Application of Statistics', 'Sample surveys', 'Actuarial Science as a Career Option' etc. were successfully conducted. In the course of these workshops, students presented papers on topics like 'Surveys on Crimes against the Elderly Population in Delhi', 'Survey on Astrology', 'e-commerce', 'Computer Virus', 'Emotional Quotient', 'Criminal Statistics', 'Psychological Statistics', 'Vedic Mathematics', 'Biometric Systems' etc. During such workshops, eminent speakers urged students to approach the study of Statistics from the point of view of its applicability and relevance to the larger world rather than from a theoretical perspective. Presently, weekly wall papers are displayed to highlight new discoveries in the fields of Statistical Research and Computers.

The department has been organising educational trips to help the students relate theoretical knowledge about the subject with practical situations. In pursuit of this agenda, students of the department went to the Potato Research Institute at Shimla where they obtained first hand information on sampling techniques and collected data on potato research in India. Trips have also been organised to Jaipur's Institute of Health Management and Research, Maruti Udyog and Forest Coverage Area by Plantations (Nainital) in subsequent years to study SQC techniques and online procedures.

RESEARCH

Faculty Publications and Presentations

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of faculty publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Dr. Madhu Bala Jain

Paper Presented in National/International Conferences

- Jain, M.B. (1990). *Tests For Bivariate Mean Residual Life*, International Conference, University of Delhi, 1990.

Dr. Sunita Gupta

Paper Presented in National/International Conferences

- Gupta, S. (1978). *Chi-square goodness of fit test for EMRT*, 32th Annual Conference of the Society, Punjab Agricultural University, 21-23rd December, 1978.

Dr. Renu Kaul

Papers Presented in National/International Conferences

- Kaul, R. (2000). *Robust Economic Experimentation using 16-run Non Regular Designs*, International Conference on 'Teaching and Research in Statistics for the 21st Century', organised by the department of Statistics, University of Delhi, 2000.
- Kaul, R. (1987). *On Irregular Fractional Factorial Designs*, International Conference on 'Combinatorics, Optimization and Statistics', at Srinagar, 1987.

Dr. Sanjoy Roy Chowdhury

Papers Presented in National/International Conferences

- Chowdhury, S.R. (2003). *Linear Graphs for Three Level Combined Array*, one-day seminar organised by Delhi University of Delhi, 1st March, 2003.
- Chowdhury, S.R. (2001). *Group Structure for 3 level Fractional Factorial Designs*, International Conference on 'Design of Experiments - Recent Trends and Future Directions' 27-30th December, 2001.
- Chowdhury, S.R. (2000). *Interaction Graphs for Three Level Combined Array*, at IISA 2000-2001 Indian Joint Statistical Meeting, organised by University of Delhi, December, 2000.
- Chowdhury, S.R. (1999). *Interaction Graphs for Combined Array*, International Conference on 'Teaching and Research in Statistics for the 21st Century', organised by University of Akron, USA, Indian Statistical Institute and University of Delhi at Delhi, 8-10th January, 1999.
- Chowdhury, S.R. and Aggarwal, M.L. (1999). *Interaction Graphs for Two Level Combined Array*, Symposium on 'Design of Experiments' organised by University of Kalyani, 1999.
- Chowdhury, S.R. (1990). *Graphical Representation of OAL₃₂₍₂₎₃₁*, International Conference Recent Developments in Probability and Statistics, dedicated to the memory of Prof. C.G. Khatri, Department of Statistics, 22-24th December, 1990.

Others

- Choudhury, S.R. (2005). Talk at an International Conference on '*Design of Experiments: Theory and Methods*' Memphis, USA, 13-15th May, 2005.
- Choudhury, S.R. (1999). Talk on '*Making Use of Statistical Techniques in Quality Control*' during the course conducted by CDC_BITS M.S. (Consultancy Management), June, 1999.
- Choudhury, S.R. (1998). Talk on '*Statistical Techniques in Quality Control*' during the course conducted by CDC_BITS M.S. (Consultancy Management), June, 1998.
- Choudhury, S.R. (1997). '*Utilization of Statistical Techniques in Consultancy Services*' at monthly meet of CDC, Delhi, June, 1997.

Dr. V. Ravi

Article in Newspaper/ Magazines

- Ravi, V. (2009). 'Why Statistics?' in *Hindustan Times*, 4th June, 2009.

Papers Presented in National/International Conferences

- Ravi, V. (2013). '*Current practices in Mathematics, Statistics and Actuarial Science*', at the National Conference, Jalgaon, 7-8th March, 2013.
- Ravi, V. (2011). *Performance, prospects and challenges for South India*, at the X development convention on 'Millennium Development Goals', Hyderabad, 3-4th March, 2011.

Others

Ravi, V. (2004). Member of organising committee member and participant in 7th annual Conference of society of Statistics, Computer and applications, Delhi 22-24th December, 2004.

INFRASTRUCTURE AND LEARNING RESOURCES

The college provides a well-equipped Computer and Statistics laboratory for students of the department to conduct innovative and scientific experiments. The computer laboratory uses a unique sitting pattern to facilitate teaching and to give freedom of movement to the instructor for assisting individual students. The apparatus and PCs are constantly upgraded to meet the requirements of the University syllabi. A dedicated team of faculty members and enthusiastic students regularly organise workshops and paper presentations for intellectual enrichment and engagement with the world of work. With an eye on the increasing strength of students and widespread use of Information Technology in pedagogy, an extra laboratory was developed to accommodate more computers and students.

The Computer Laboratory, the Statistics Laboratory and all the classrooms are well-equipped with projectors and audio equipment. The Statistics Laboratory offers large tables and convenient chairs for every student. Students are also provided calculators and other statistical material such as tables and related references.

The College library has a separate Statistics section which boasts of an impressive collection of books.

STUDENT SUPPORT AND PROGRESSION

Activities in the Department

Several kinds of activities are conducted by the department for students' development and progression. Lectures delivered by eminent experts from India and abroad have greatly enhanced the intellectual acumen of students. The Newsletter Committee, comprising of the Editorial Board, Writers' Club and Design Team, collects articles from students, and edits them for publication in the department journal. The newsletter includes a section on the achievements of students, their experiences at LSR and their opinions on various issues. A brief of the events held in the department is also presented.

Alumnae

Students of LSR excel in their chosen fields within and outside college. A large number of our former students presently hold positions of power in their respective professions. Ms. Geeta Chandran (Batch of 1980-83) is a noted Bharatnatyam dancer and the founder president and artistic director of Natya-Vriksha Dance School. She is celebrated for her deep and composite understanding of the art of Bharatnatyam, and also for her expertise in Carnatic music, her work in television, video and film, theatre, choreography, dance education and dance journalism. Dr. Vandana Sarin Walia (Batch of 1981-84) has been teaching at Kirori Mal College, University of Delhi since 1988. Ms. Sandeepa Sahay (Batch of 1985-88) is the Deputy Programme Manager in the department of International Development. Ms. Anuradha Rajkunwar (Batch of 1991-94) is currently an Associate Professor in Ramjas College, University of Delhi. She was a brilliant

student and the President of the music society while she was a student at LSR. She was also associated with the college as lecturer in the years 1997-2004. Ms. Ranjana Guha from the (Batch of 1995-98) is the Assistant Director in the Ministry of Planning and Statistics, CSO. Ms. Nitika Gupta (Batch of 1995-98) also works in the same department.

In 1985, Dr. Veena Aggarwal instituted an academic prize titled 'The Chameli Kiran Aggarwal Prize' for the best student in Statistics. This prize was instituted in memory of her mother-in-law Chameli Kiran Aggarwal. Ms. Jaswinder Kaur, a final year student was the first recipient of the prize in 1986.

GOVERNANCE AND LEADERSHIP

Decision making processes in the department are democratic in nature. All important decisions and work allocations are undertaken by the Teacher-in-Charge (TIC) with sound participation from all faculty members. Minutes of every department meeting are scrupulously maintained by the Secretary of the department. The TIC is also a member of the Academic Affairs Committee of the College and the Student Moderation Committee of the department. The TIC is a member of the selection committee which appoints various members to the department as well as decides on the career advancement promotions of colleagues.

The department Secretary coordinates all activities in the department. S/he calls for department meetings informing faculty members about the date, time, venue and agenda for discussion. The Secretary convenes the meetings, keeps a record of issues raised during the discussions and formulates minutes of the meetings. All meetings begin with the Secretary informing other members of the decisions arrived at in the previous meetings.

The Library-in-Charge is responsible for identifying the textbooks required by students and faculty for various papers taught in the department and requesting the college Library to procure the same. The library is advised about updating its collection. The Library-in-Charge regularly reviews the books available in the Library, their quantity and their relevance and makes recommendations for purchase of new editions while keeping a prudent assessment of funds allocated for the specific purpose.

The Association-in-Charge is entrusted with organising activities that promote student learning outside of the classroom. All events conducted by the department, including cultural programmes, academic talks, lectures, projects and educational tours, are coordinated by the Association-in-Charge. These are decided through regular interaction with department teachers and students. Probable dates for the events are proposed and are then communicated to the Teacher-in-Charge, who seeks necessary approvals from the Administration.

INNOVATIVE PRACTICES

The department of Statistics has constantly endeavoured to scale new heights. The goal has been to move beyond classroom teaching and to motivate students to develop their skills as Statisticians. Over the years, the department has organised several lectures, seminars, workshops and talks to encourage students to explore new horizons.

The department Association creates the space for students to interact with the best minds in the discipline. Department assemblies have encouraged a cross fertilisation of ideas and department publications have grown in number and quality. In addition, the changes in curricula at the University of Delhi, have paved the way for greater inter-departmental collaborations.

Since its inception, the department invited well known experts for invigorating interactions. In 1982, the department of Mathematics and Mathematical Statistics invited Mr. T.N. Mishra to deliver a lecture on ‘Data Processing’. In 1987, the department hosted a two day seminar under the COHSSIP scheme. Prof. J. N. Kapur, Dr. S.P. Arya, Prof. M.P. Singh, Prof. A.R. Singal, Prof. K.R. Parthasarthy, Prof. Kanwar Sen and Prof. B.S. Yadav presented papers and also chaired various sessions. The seminar was covered by the monthly ‘Mathematics Today’. In 1990, Prof. K.R. Parthasarthy from the Indian Statistical Institute (ISI) was invited to give lectures on ‘Why Central Limit Theorem’. In the same year, the department organised lectures by Prof. Ramachandran and Prof. S.K. Jain. In 1993, the curriculum was revised and it was observed that the emphasis shifted towards market-oriented learning. In keeping with the change, the department organised a series of lectures by senior executives of corporate houses. In the following year, Prof. Alope Dey from ISI was invited to deliver a talk on ‘The Applications of Statistics’. In 1996, another eminent professor from ISI, Prof. B. Majumdar spoke on the ‘Applications of Statistical Quality Control (SQC) in Industrial Problem Solving’.

In 1997, Mr. S.C. Gupta spoke on ‘Statistics and its Applications in Day to Day life’. In 1999, Ms. Anuradha Sharma and Ms. Parul Bhargava (Statistics Alumni 1989) outlined career options in the field of Applied Statistics and spoke on recent developments in fields like Biostatistics, Market Research and Medical Research. In 2000-01, a number of lectures were organised centring on the practical application of Statistics. Mr. Sanjeev Donga spoke on issues of Social Survey Design and their statistical analysis. Prof. Arvind Seth talked on ‘Sampling and Quality Standards’. His lectures highlighted the use of statistical techniques in the industrial sector. Another talk by Prof. Kanwar Sen focused on the historical perspective of Statistics.

In 2002, the department invited Prof. Chand Midha, Head of the department, University of Akron, U.S.A., to speak on ‘Statistics-Educational Prospects Abroad’. In 2003, the department, in conjunction with the Mathematics department, organised an interesting talk by Prof. Rahul Roy from ISI on ‘History of Pythagoras Theorem’.

Prof. Arvind Seth was invited again in 2004 to elaborate on ‘The Applications of Statistics in Industry and Statistical Quality Control’. He discussed at length on how simple statistical tools can find great applications in quality assessment of products in manufacturing firms. Prof. Rajeev Karandikar, from ISI addressed the students on ‘Career Prospects in Advanced Probability and Related Fields’. He spoke on the Probability Theory and its applications in sectors like Biotechnology, Corporate Planning, Market Research and many others. In 2005, Mr. Amit Oberoi, Senior Management (Marketing), Lakshmi Cements was invited to give a talk on ‘Use of SQC in Cement Industry’.

The department of Statistics organised a talk on ‘Cryptography’ by Dr. Shanta Laishram, Assistant Professor of Mathematics at ISI, Delhi. Dr. Laishram is the recipient of the Microsoft Young Faculty Award 2010-11, and TAA-Harish Chandra Memorial Award 2008 for the best Ph.D. Thesis in Mathematics at TIFR, Mumbai.

The department organised a talk on ‘Statistics’ by Dr. Arvind Pandey, Director of the National Institute of Medical Statistics. In addition, Dr. Niladri Chatterjee, from the department of Mathematics, IIT Delhi, was invited to give a talk on ‘Rough Sets based Decision Making’.

The department organised an educational trip to the National Academy of Statistical Administration (NASA), Greater NOIDA. NASA functions under the overall guidance of the nation’s premier statistical organisation – the Central Statistics Office (CSO).

Another educational trip was organised to the Huber-Suhner plant in Manesar. This visit helped students gain an insight into the various aspects of Statistical Quality Control. A movie screening of *A Beautiful Mind* was also organised.

The department also publishes the annual newsletter ‘Degrees of Freedom’ which focuses on the use of Statistics for studying people, their attitudes, opinions and various global occurrences. The horrific incident of 16 December gang rape, led the Department to dedicate the newsletter to women and covered some powerful women who have contributed to Statistics. A small survey was also conducted for the newsletter about harassment faced by our students.

Students of the department organised a talk on ‘Actuarial Sciences and its Importance in the Real World Scenario’. The talk explained how mathematical and statistical methods are used to assess risk in insurance, finance and other industries and professions.

The department also organised a talk by Dr. Farzana Afridi of ISI on labour participation by women over the past twenty years. The talk involved analysing Indian women’s access to education and the labour market and stressed the importance of changing cultural stereotypes for genuine empowerment.

A panel discussion on ‘Stereotyping Women in Science’ was also organised by the department. This discussion focused on the effects of negative sex-based stereotypes. Various ways in which these negative stereotypes can be minimised to encourage women to take up career opportunities in the field of science were also discussed.

Annual Statistical Meet - *Moments*

The development of a student is incomplete without exploring dimensions beyond academics. Therefore, the department has constantly encouraged students to participate in cultural events both within and outside college.

The department has been holding its Annual Meet *Moments* since 1995 with the aim of introducing students to the importance of organisational abilities. Participation by students from other disciplines is encouraged. Prominent personalities are invited to inaugurate the meet. In 1997 the department invited Mr. M.V. Radhakrishnan to inaugurate *Moments 97*. *Moments* has emerged as a popular and eagerly awaited event and involves activities such as crosswords, quizzes and pictiography. Public speaking and theatre based activities are also conducted. Students are also encouraged to participate in events organised by other colleges.

VISION

LSR is an enabling space for young women to make informed choices and realise their dreams. The most valuable lesson that any young woman imbibes at LSR is that opportunities abound for every one provided one pursues goals with persistence.

Not very long ago, being proficient in a particular subject stream was considered ideal for a bright career and was observed as a general trend. However, research avenues were burgeoning in newer fields and paving paths for novel branches of study. With the advent of technology and the integral role that the internet plays in our everyday lives, this growth has been exponential. Nascent subjects from less than two decades ago have consolidated enough research to develop into independent subjects that assist in unspooling the yarn of today's complex web of data.

Statistics is fast emerging out of the shadows of its better known counterparts and is growing increasingly important for fields like the Natural Sciences, the Social Sciences and Applied Mathematics. Various statistical tools are used to make sense of data. In commercial organizations as diverse as banking, research, agriculture, pharmaceuticals, risk management and production. Be it modeling and predicting financial market trends or determining how long a species of bird will survive before extinction, statistical tools have the ability to 'torture data sets' until they reveal answers. As a direct consequence, new job opportunities have emerged for the students of Statistics and this trend is soon going to be more pronounced as more diverse applications are found.

The department of Statistics does not encourage statisticians to merely manipulate or interpret data, but allows them space for creativity and innovative visionary practice.

Statistics is not just a game of numbers or only numerical data. The faculty at LSR aims to inculcate a passion for the learning process and equip young scholars with the skills and knowledge needed to face the challenges of the world. Young minds are nurtured to explore possibilities in the outside world, whether in helping big corporates balance their "balance sheet", in assisting industries in acquisition decisions or helping the government make the country a better place to live in.

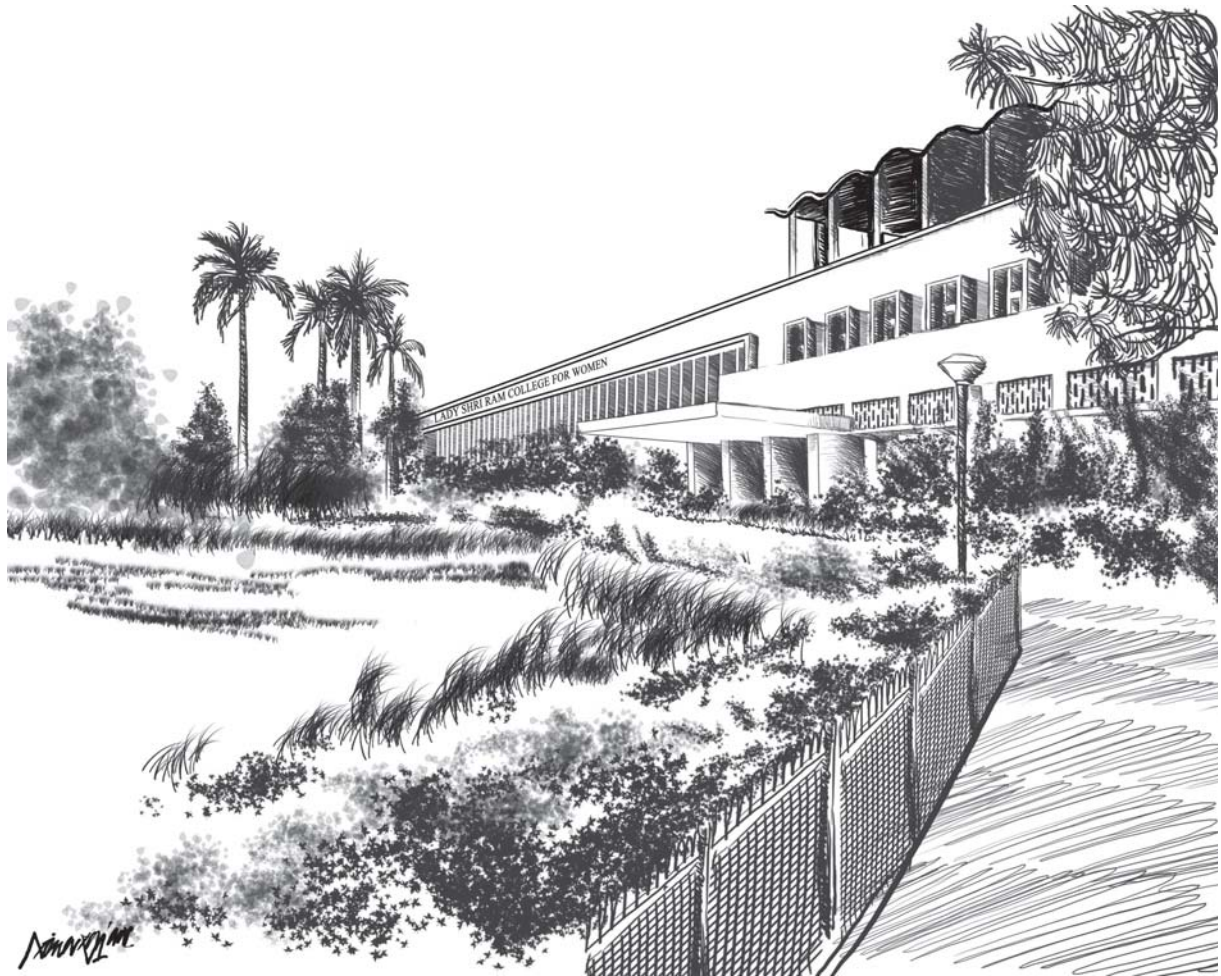
Beginning with annual surveys conducted by the department to releasing its annual newsletter, the relatively small cohort of faculty and students impacts the space around it significantly. Within the friendly environs that foster a *mélange* of the Arts and Sciences, it often happens that each stream finds itself sharing ideas with another. When applying the normal probability distribution to the measurement of psychometric traits among humans, Statistics finds itself being drawn into the realm of Psychology. Similarly when computing an efficient model to fit consumption data based on a fixed set of variables, the statistical methods of correlation and regression are imperative to the theory of Econometrics. A similar encouragement of interdisciplinary dialogue among students may thus be seen as an opportunity that would give impetus to the discovery of novel thoughts and ideas. In today's dynamic environment, it is innovation and a multi-dimensional thought process that allows for path breaking developments.

An exciting idea to take this further could be to invite say, a Sociologist and a Statistician who were researching in collaboration. This would then bring two diverse departments together, to explore how they may work together.

DEPARTMENT PROFILES 2015

It has been observed that the number of students considering Statistics as an option for studying at the undergraduate level has increased significantly. As the discipline grows in popularity and continues to make an impact, students may equip themselves better by exploring applications and not limiting themselves to the syllabus. Beyond an undergraduate degree, these newer developments offer students multifarious career possibilities.

There is no doubt that Statistics is the back-bone of all ongoing industrial and technical development. Statistics is the science of data analysis and data is ubiquitous, prolific and an invaluable tool for decoding the world. Inferring this data is impossible without the discipline of Statistics. The department of Statistics at LSR is therefore, uniquely and significantly positioned to open up crucial new vistas of understanding in the foreseeable future.



Department Profile

B.A. PROGRAMME

Lady Shri Ram College for Women



HISTORY

The department of B.A. Programme has withstood several ups and downs over the years. The transformation of the B.A. (Pass) course into the B.A. (Integrated) and now the B.A. Programme, is a culmination of the struggle and striving of students and teachers alike. B.A. (Pass) course had begun as the best course for an all-round education, at a time when specialised instruction was not the order of the day. Once the Honours courses began to grow in stature, gradually the B.A. (Pass) course began to lose its shine and was for long relegated to the status of a 'poor cousin' of the Honours courses under the University of Delhi. LSR, however, rejected this misguided notion. In fact at the time that this course was at its nadir, LSR decided to change the nomenclature from 'Pass' (which seemed to foreground a certain lacklustre quality) to 'Integrated' (which was to highlight the cohesive nature of this study and a sense of all-round development), and the course began to rise in importance and stature. As the ever-rising cut-off percentages for admissions indicate, the B.A. Programme is now second to none in its popularity. Students have realised the tremendous potential of this programme as it is able to tap into the students' interests, giving them a broader academic orientation, allowing them to choose from various discipline, application and language courses.

The former Principal, Dr. Meenakshi Gopinath called the B.A. Programme the 'Flagship Course of the College' and true to that, it now rightfully occupies its place of pride along with the Honours courses. Without compromising on its original intention of diversity, the programme has now been buttressed with subjects of contemporary and topical relevance. By introducing new pedagogical methods, hosting successful inter-college departmental Meets, launching its annual journal and holding interactive discussions and seminars, the B.A. Programme has set off on a good note.

Housed in a small temporary quarter in Daryaganj, the college as well as the course were brought into existence under the guidance of its first Principal, Dr. Dastoor, in 1956. Even before the Honours course began, the B.A. (Pass) Programme had already carved out a niche in LSR's academic and cultural life. There were two sections of B.A. (Pass) in 1958-59 and the number of students admitted to B.A. (Pass) was higher than that in B.A. (Honours) courses. The situation has dramatically changed now with only one section of about 60 students in B.A. Programme.

There was a wide gap between B.A. (Pass) and the B.A. (Honours) courses inherent in the way the course was envisaged by the University of Delhi. The B.A. (Pass) course appeared much less demanding and rigorous than an Honours course; in fact, it seemed that the B.A. (Pass) course was meant for students who were unable to get into an Honours programme or were not academically inclined. LSR has pioneered the attempt to make the B.A. (Pass) course into a challenging and fruitful option for the students who were hitherto considered to be incapable of coping with the pressures of the Honours courses. Many innovative additions were made to the course structure, like introduction of music as a subject in 1960. In these early years, faculty members like Dr. S.M. Luthra (Mathematics), Ms. U.J. Rana (History), Ms. Santosh Gupta (Mathematics), Dr. Sharda Jain (Philosophy), Dr. Kusum Vidya Ratan (Sanskrit) and Ms. Shashi Gupta (Economics) inspired and encouraged the students of B. A. (Pass).

One of the outstanding features of the B.A. (Pass) Course was the special emphasis laid on the study of Modern Indian Languages as an integral part of the curriculum. LSR was the only

college in those days to offer diverse languages like Bengali, Urdu, Tamil, Hindi and Sanskrit. These language courses reflected the rich linguistic diversity of India. The Language faculty was highly qualified and consisted of Dr. Indrani Manian (Tamil), Dr. Sabita Pal, Dr. Chirashree Chakraborty (Bengali), and Dr. S.M. Zaidi (Urdu). Currently only Urdu is being taught. The rechristening of the course as B.A. (Integrated) was accompanied by pedagogical and organisational changes. Subject combinations were re-examined and a separate department was set up with Ms. Sarla Kataria as Chairperson. These changes substantially improved the academic performance of students and in 1995, LSR got the first 12 positions in the University of Delhi. To motivate and encourage students, in 1997, Dr. U.S. Walia instituted the *Pragya Pratibha* Award for the best student of the department.

In 2004-05 Delhi University replaced the B.A. (Pass) course with a more challenging and dynamic B.A. Programme. This re-structured course laid emphasis on inter-disciplinarity and skill development with the introduction of foundation and application courses.

Since then the department has progressed in leaps and bounds under the able guidance of Dr. Jayshree Deshpande, Dr. Priti Dhawan, Ms. Anjani Kochak, Dr. Sushila Madan and Dr. Divya Misra and now has the unique position of having the highest percentage of first divisions in the University of Delhi. Details of faculty members of disciplines who also teach Honours courses are in their respective departmental profiles. Details of faculty members of disciplines that are not Honours courses are provided below:

FACULTY BIO-PROFILES

A short bio-profile of each of the faculty members of the department of B.A. Programme is given below. The details of research publications, awards, scholarships, fellowships and consultancies are provided in the college Self-Study Report 2015.



Dr. Sushila Madan - Associate Professor

Dr. Sushila Madan has to her credit two post-graduate degrees, M.Sc. in Applied Maths from I.I.T. Delhi and M.S. in System Software from BITS Pilani, followed by a doctoral degree from the University of Delhi in Security Risk Management in e-commerce.

Email: sushila_lsr@yahoo.com



Ms. Meenakshi Pahuja - Assistant Professor

Ms. Meenakshi Pahuja has an M.Phil. from Kurukshetra University and is currently pursuing her Ph.D from the University of Delhi. She has been teaching, both in the department of B.A. Programme and the B.El.Ed department. Her areas of interest are sports administration and organisation, sports management, sports psychology, sports medicine and nutrition. Ms. Pahuja has been a keynote speaker at several prestigious Universities. An International swimmer who has

won many laurels, Ms. Pahuja is a Limca Book record-holder for 2013. She is in charge of the NSO and NCC.

Email: meenakshipahuja@gmail.com

CURRICULAR ASPECTS

The popular B.A. (Pass) course was restructured and renamed the B.A. Programme in 2004. The course structure of the B.A. Programme has shifted from the annual to the semester mode.

- The annual mode examination, till the year 2010 consisted of four papers per year, i.e., 12 papers in three years.
- The semester mode examination, from 2000 onwards consisted of four papers per semester, i.e., 24 papers in three years.

As per the new pattern, this course gives students the opportunity to graduate in two discipline courses rather than one, which widens the scope for the future. The distinguishing feature of this particular course is its multi-disciplinary and dynamic approach. It enables students to explore their full potential and ensures the overall development of their personalities. It is a three year journey that exemplifies unity and diversity. Apart from the two main discipline subjects, it is structured to include languages, along with foundation and application courses.

| Semester/Paper | Paper I | Paper II | Paper III | Paper IV |
|----------------|------------------|--------------------|---------------------|----------------------|
| Semester I | Language-English | Language- Hindi | Discipline Course I | Discipline Course II |
| Semester II | Language-English | Language- Hindi | Discipline Course I | Discipline Course II |
| Semester III | Language-Hindi | Foundation Course | Discipline Course I | Discipline Course II |
| Semester IV | Language-Hindi | Foundation Course | Discipline Course I | Discipline Course II |
| Semester V | Language-English | Application Course | Discipline Course I | Discipline Course II |
| Semester VI | Language-English | Application Course | Discipline Course I | Discipline Course II |

Students are required to study courses of two disciplines in each semester. There is one paper each for the two disciplines in all the six semesters. The choice of discipline subject is available only in the first semester. Once a student has chosen the discipline subjects, they stay with her for all the six semesters.

| Discipline | I Year | II Year | III Year |
|-------------------|--|---|--|
| Economics | I. Principles of Microeconomics | II. Macroeconomics | III. Economic Development and Policy in India |
| History | I. History of India up to 8 th Century AD II. Cultures in Indian Sub-Continent | III. History of India: 8th to 18th Century AD IV. Cultural Transformations in Early Modern Europe: Circa 1500 to 1800 AD | V. History of India (c. 1750 to 1970) VI. Issues in World History: The 20th Century |
| Mathematics | I. Algebra and Calculus | II. Geometry, Differential Equations and Algebra | III. Analysis, Computer Programming; <i>and any one out of:</i> Numerical Analysis, Discrete Mathematics, Mathematical Statistics, Mechanics, Theory of Games. |
| Political Science | I. Political Theory and Thought | II. Indian Politics in Comparative Perspective | III. Option A: International Relations Option B: Administration and Public Policy |
| Psychology | I. Orientation to Psychology II. Practicum | III. Social Psychology IV. Psychological Distress and Well Being | V. Psychological Skills VI. Practicum |
| Computer Science | I. Computer: Fundamentals and Software Packages | II. Database and Internet Technologies | I) Programming in Visual Basic OR ii) Multimedia Systems and Applications |

This programme also provides language courses in English, Hindi and Urdu. Every student has to study a compulsory course in English in the first, second, fifth and sixth semester (that is, the first and third year). Students are also required to study a course in Hindi or a subject in lieu of

it in the first, second, third and fourth semester (that is, the first and second year). Students who have studied Hindi till class 8th have to opt for Hindi as their second language paper. Also, students can choose Urdu instead of Hindi provided they have studied Urdu till class 10 or 12. Students who have not studied Hindi or Urdu up to class 8 have the option of choosing another subject instead of Hindi or Urdu, a course in Economics/History/Political Science according to the discipline course combination.

| Combination of Discipline Courses | Subject in lieu of Hindi/ Urdu |
|-----------------------------------|--------------------------------|
| Computer Science and Mathematics | Economics |
| Computer Science and Economics | History |
| Computer Science and History | Economics |
| Mathematics and Economics | Political Science |
| Psychology and Political Science | Economics |
| Psychology and Economics | Political Science |
| History and Political Science | Economics |
| Economics and Political Science | History |
| Economics and History | Political Science |
| Mathematics and History | Economics |
| Mathematics and Political Science | Economics |

Students are required to opt for one foundation course in the third and fourth semester of the Programme. Foundation courses are interdisciplinary courses designed to familiarise the students with ideas, concepts and debates that relate to our contemporary world. They seek to foster critical thinking and enhance the individual's knowledge and learning. Two foundation courses are offered, namely, Human Rights, Gender and Environment and Language, Literature and Culture.

Each student is required to opt for one application course in the fifth and sixth semester of this course. Application Courses are a unique blend of theory and practice and seek to fill the crucial gap between learning and doing. They are innovatively designed to encourage learning beyond the classroom and focus on practical application through field studies and project work. The teaching-learning process develops skills through an interactive methodology. At present, Conflict Resolution and Peace Building (CRPB), Mathematical Statistics, Physical Education and Mass Communication are offered as application courses.

Introduction of the Four Year Undergraduate Programme

With the introduction of the Four Year Undergraduate Programme (FYUP) in the academic year 2013-14, several structural changes were introduced, first and foremost being the distribution of main papers over the respective semesters.

The B.A. Programme course was not part of the FYUP but all department courses were interdisciplinary on the lines of the B.A. Programme ideology. With the start of the academic year 2014-15, the University reverted back to the old three year semester system, thus restoring the B.A. Programme course.

TEACHING-LEARNING AND EVALUATION

Student Enrolment and Profile

LSR has been consistently ranked among the top Humanities colleges in India and enrolment in the B.A. Programme is therefore very competitive. There are around 62 students in the B.A. Programme. These students are constantly encouraged to do their very best with a well-rounded education. They are exposed to a plethora of ideas irrespective of their courses. These ideas shape strong-willed women in the years to come. Students from LSR have an intellectual edge over their peers and gain admission to the best post-graduate institutions across the globe where several also serve as teachers. LSR takes in students from varied sections of the society and from abroad and caters to a diverse body of students with different needs.

Teaching/learning process

It is a two way process where stress is laid on mutual learning through classroom interaction and brainstorming sessions. The faculty employs various pedagogical tools which include group discussions, debates, power point presentations, case studies and projects by both students and teachers. The greatest quality of the faculty of LSR rests in the fact that the teachers are easily approachable. Questions are encouraged and students are compelled to think out-of-the-box and explore their creativities.

Evaluation process and reforms

All evaluation follows the University criteria. Earlier, LSR used to follow an annual system with regular internal tests. Attendance accounted for 5% of a student's marks in a 100-mark paper. Recently, the University of Delhi has adopted a semester system, therefore, a three year B.A. course would have 6 semesters with internal assignments accounting for 25% of a student's marks, inclusive of attendance. The department handbook and website have the relevant details about the evaluation process consisting of distribution of marks for various components like assignments, tests, projects, attendance etc. There is a faculty member who, as the Internal Assessment In-Charge keeps track of the uploading of marks and attendance. The formative assessment involves learning through problem solving and project making. Both have been an integral part of the department's evaluation process. In addition to the University prescribed guidelines scrupulously followed, the faculty of LSR constantly works towards breaking stereotypical notions of education as a mere transaction of structured syllabus making the teaching-learning process one that reflects reciprocity.

Student performance and Outcomes

Regarding every student's performance, an intense analysis is carried out by the department, and progress and performance of students is reviewed periodically. The Internal Assessment marks are displayed on the college website. The students are given a chance to apply for rectification of discrepancy, if any. LSR students not only perform exceptionally well in academics, they are

also prepared for life once college finishes. The faculty aims at giving their students a well-rounded and holistic education that will help them in the present and in the years to come. Students from LSR go on to become bureaucrats, lawyers, journalists, politicians, writers, entrepreneurs, film makers and professional artists. Their academic excellence has been widely commended and they have proved their competence in higher studies and research activities.

RESEARCH

The faculty of the department of B.A. Programme at LSR is a team drawn from various departments and actively engaged in various academic endeavours including research. This department is vibrant, academically engaged and consistently striving for academic excellence.

Faculty Publications and Presentations

Details of faculty members of disciplines that also teach Honours courses are in their respective departmental profiles. This section presents details of faculty members of subjects that are not individual departments.

Please refer to the Evaluative Report of the department in the college Self-Study Report 2015 for details of publications: Books authored/edited, chapters in books, papers in journals, monographs, review articles and book reviews in journals. This section presents published work in newspapers/magazines/blogs, reports, talks, papers presented in conferences and other works.

Dr. Sushila Madan

Papers Presented in National/International Conferences

- Madan, S. and B. Kaur (2014). *A Fuzzy Expert System to Evaluate Customer's Trust in B2C E-Commerce Websites*, International Conference on 'Computing for Sustainable Global Development', Bhartiya Vidyapeeth, New Delhi, 2014.
- Madan, S. and R. Chopra (2013). *Reusing Black Box test Paths for White Box testing of Websites*, IEEE 3rd International Advanced Computing Conference (IACC), New Delhi, 2013.
- Madan, S. and B. Kaur (2013). *A Paradigm Approach to Generate Trust Index Using 3C3G Framework for B2C E-Commerce Websites*, in 'Advances in Information Technology', 6th International Conference, IAIT, Bangkok, Thailand, 2013.
- Madan, S. (2009). *Scrutinizing International Security Standards To Mitigate the Vulnerabilities arising through SQL Injection Attacks*, in OWASP meet, New Delhi, 31st January 2009. It is uploaded on the Website- https://www.owasp.org/index.php/Global_Chapter_Committee
- Madan, S. (2009). *Ameliorating Metaheuristics in Optimization Domains*, Third UK Sim European Symposium, Athens, Greece, 25-27th November, 2009.
- Madan, S. and Sahi, G. (2008). *Security Analysis of Credit Card Fraud Detection and Prevention Techniques in Internet Banking*, International conference on 'Data Management', IMT, Ghaziabad, 2008.
- Madan, S. and Madan, S. (2008). *Analyzing The Techniques To Secure Web Database Applications From SQL Injection Attacks*, International conference on 'Data Management', IMT, Ghaziabad, 26th February, 2008.

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- Madan, S. (2003). *Risk Assessment in E-Commerce*, International Conference on ‘Quality Reliability in Information Technology’, December, University of New Delhi, 2003.
- Madan, S. (2001). *A System Approach To Evaluation Of Information Security Controls In E-Commerce*, National conference on ‘E-Security and IT-Act’, Hyderabad, August, 2001.
- Madan, S. (1991). *Indexing the KBDBMS using T-tree structure*, CSI, New Delhi, 1991.

Ms. Meenakshi Pahuja

Papers Presented in National/International Conferences

- Pahuja, M. (2014). *Swimming: Physical activity for better life style management*”, International Congress on ‘Sports Psychology’, ICPS-2014, UGC Sponsored, jointly organised by Indira Gandhi Institute of Physical Education and Sports Sciences, department of Physical Education and Sports Sciences and Sports Psychology Association of India (SPAI), University of Delhi, 2014.
- Pahuja, M. (2010). *Swimming and Health*, 14th Commonwealth International Sports Science Congress (CISSC), Manav Rachna International University, 2010.
- Pahuja, M. (2011). *Physical Education in the Making of a Teacher*, National Seminar ‘Pedagogic Trajectory’, organised by Elementary Education department, LSR, 2011.

Others

- Pahuja, M. (2014). Compiled the Annual Statistical Swimming Bulletin 2006 to 2014.
- Pahuja, M. (2012). *Effect of Exercise on Various Physiological Systems: Respiratory* at workshop on ‘Fitness, Aerobics & Gym Operations’, Daulat Ram College, University of Delhi, 2012.
- Pahuja, M. (2010). *Swimming as one of the best Suggested form of Physical Activity*, Amity University, 2010.
- Pahuja, M. (2010). *Swimming and Health*, at School of Educational Sciences, Swami Ramanand Teerth Marathwada University, Nanded, 2010.
- Pahuja, M. (2009). Contributed to the two-day workshop on ‘Revisiting Application Course: Fitness, Aerobics & Gym-Operations’ organised by the department of Physical Education & Sports Sciences, University of Delhi, 2008.
- Pahuja, M. (2009). Attended and contributed in National Workshop on ‘Curriculum Design of P.G. courses in Physical Education’, organised by the department of Physical Education and Sports Sciences, University of Delhi, 2009.
- Pahuja, M. (2009). Panellist on ‘Career Prospects in Physical Education’ organised by Uttam Girls’ School, 2009.
- Pahuja, M. (2005). Article ‘Self Motivation: The Magic is Your Attitude towards Life’, *Annual Statistical Swimming Bulletin*, 2005.
- Pahuja, M. (2004). Article ‘You Can Break the National Record’, *Annual Statistical Swimming Bulletin*, 2004.

- Pahuja, M. (2004). Article 'Self Motivation', *Annual Statistical Swimming Bulletin*, 2004.
- Pahuja, M. (2003). Article 'Breathe Better – Swim Faster', *Annual Statistical Swimming Bulletin*, 2003.
- Pahuja, M. (2002). Article 'To Keep Fit, You Have to Protect Your Self from Common Problems', *Annual Statistical Swimming Bulletin*, 2002.
- Pahuja, M. (2001). Article 'Doping Drugs in Sports', *Annual Statistical Swimming Bulletin*, 2001.

Research Opportunities for Students:

Publications:

a. Department Journal:

Montage is the department journal of B.A. Programme which is released annually. *Montage* comprises of three sections in three languages- English, Hindi and Urdu. It mirrors the confluence of ideas and invites contributions from all fields ranging from politics to computers, quizzes to crossword, pictures and illustrations.

b. Innovation Projects:

The department recognises the synergy resulting from teamwork and trans-disciplinary collaborations. In this direction, the department participated in the Innovation Project, a Delhi university venture in which colleges undertake interdisciplinary project-works. Ms. Anjani K. Kochak, Dr. Anjana Singh and Dr. Saswati Bhattacharya were faculty investigators of the project titled 'The Successful Professional Woman: Work-Life Balance and Well-Being.' Ten students participated in the project of which four were from the B.A. Programme course. The report was submitted in March 2015.

INFRASTRUCTURE AND LEARNING RESOURCES

LSR is fortunate to be endowed with excellent resources and infrastructural facilities. Apart from this, each of the departments maintains several kinds of machines, stationery, cartridges and apparatus meant for experiments. Stock verification of the same occurs at the end of each academic year. New machines and apparatus are purchased annually and the department is provided with separate funding for the same. Also, separate funding is provided for annual maintenance. The Library takes pride in a stock of approximately 600 books in the computer application section and a Magazine *Digit*, and for other subjects like Economics, Hindi, Maths, Psychology, History, English, Political Science, etc., students access books from the respective main book section.

STUDENT SUPPORT AND PROGRESSION

At LSR, students are provided with all the support they need to achieve their goals and be confident of their opinions and thoughts. Within the department, the mentorship programme has been introduced with the aim to support the first year students with similar combinations, to cope with academics and other activities.

The students are active participants within the department and within the College. They are given the opportunity to try their hand at different activities like art, music, theatre, production, public speaking, slam poetry, environment consciousness, etc. At LSR, each student is expected to participate fully in one of the following co-curricular activities - National Service Scheme, National Cadet Corps or the National Sports Organisation, to attain their degree.

Tutorial Classes

After rigorous study hours in classes, tutorials in the department of B.A. Programme come as a breath of relief. These are spaces where students can interact with their teachers one-on-one and discuss not just their doubts, but also new arenas worth exploring in their course. The faculty encourages the entire department to go beyond their books and venture into areas not traversed before.

Mentorship Program

The first year of college is the time of one's first independent experience. The new students have many doubts, ranging from where to get their books to finding their way around campus. This is where the department mentorship programme comes to their aid. Each first year student is assigned a mentor from the second or third year who acts as her mentor and friend and provides the guidance that is required for understanding and enjoying college life. This serves as an ice breaker and helps immensely in intra-departmental interactions. Started a year back, this program is still in its budding stages but has received great response from all the three years. With undeterred support of the teachers and the dedication of seniors, the mentorship program is sure to be one of its kind soon.

Orientation Day

The department orientation day is the first event of the year, and is in reality a culmination of month-long preparations ranging from handbooks to presentations to ice-breaking sessions. This is the day when the department welcomes its first years and introduces them to the procedures of the department formally. This is done through explaining the various aspects of the handbook, emphasising on internal assessments, strict attendance norms, among many others. This formal session gives way to an informal orientation which is led by the Students' Union and executive body. Here, a free space is given to all the fresh entrants to introduce themselves and interact amongst each other. Ice-breakers like a general knowledge quiz, narrative story games, mentor-mentee competitions etc. encourage participation in the department and provide a platform for all the three years to exchange ideas with each other. A campus tour, also organised by the department for the new students, helps them get acquainted with the college surroundings. This helps the first years students feel at home in the college campus.

Department Board

Be it information about books or notices for trips, the department board serves as a medium to bring into notice the intra as well as inter-department happenings. Shifted recently from the tutorial block to the main corridor, it is a ritual for every student to check the board for notices almost every day. A design team maintained in the department takes care of the decor of the board and events.

Handbook

The department of B.A. Programme printed leaflets with details about the department and its activities to be distributed amongst the new students to facilitate their initiation to college. This leaflet has now been replaced by a handbook. The handbook for students is designed to orient them into the rich academic and social world of the department of B.A. Programme of LSR. It is meant to be a kind of a student's manual. In this handbook, students can find information on the options available to them and the resources that can help them. The handbook is the guide to academic interactions and the many activities that take place outside the classroom. Importantly, it clarifies the standards expected from the student in the college. The contents of the handbook is as follows:

- An Introduction to the department
- Department Activities
- Rules/Regulations
- Course Structure
- Course Content
- Faculty
- Students' Union and Committees

Distinguished Alumnae

All the students of this programme have scaled heights. Many have been placed in top companies like KPMG (Bhavna Morwani), Facebook (Shrestha), Google, and Ernest and Young. Many are continuing their education in top universities such as Jawaharlal Nehru University, IIM-Ahmedabad (Sejal Jain), Tata Institute of Social Sciences, London School of Economics and Political Science (Tvisha), National University of Singapore (Sandhya Sriram), King's College, etc. Students like Priyanka Lilaramani, Kritika Ashok and others have benefited through their extra-curricular activities and are working in corporate offices. Shriya Saran is now acting in films.

GOVERNANCE AND LEADERSHIP

When work is divided, the quality of work improves through team effort, while ensuring enhanced interest and involvement. Each department consists of a Students' department Union that works closely with the faculty members to execute events and workshops. Students are free to express their grievances and approach the student body member or the faculty members for queries related to academia, career prospects and guidance. At the department level, a group atmosphere is created which is supportive and cooperative. There is active participation and interaction between all members, the teachers and the students alike.

The role and responsibility of the Teacher-in-Charge is to coordinate and manage departmental activities-academic, administrative and developmental. The department work is divided into the following sections and is done by rotation:

1. Inchargeship
2. Time table
3. Attendance
4. Internal Assessment
5. Library
6. Department Secretary
7. Association
8. Admission

At the start of the academic session, the group analyses the work load and plans for the effective implementation of course curriculum according to the expertise of the teachers. An itinerary of the co-curricular activities such as seminars, invited talks, inter-college quiz and events etc. is planned at the beginning of the semester through consensus of all involved. The Association-in-Charge heads this team, which involves participation of other teachers and students. This team also maintains an association register as a record. The teaching work involves both the classroom and laboratory teaching. The time table in-charge makes the time table of all the faculty members.

The teachers assess students' achievements on a progressive as well as periodical basis based on the university rules. This is done through assignments, discussions, observations, etc. They also diagnose remedial needs for students, wherever required. The remedial action includes counselling and guiding students, encouraging slow learners to accelerate their pace, arranging special remedial classes based upon evaluation among others. The maintenance, compilation and submission of students' performance records in prescribed format required for academic-administrative purposes is supervised by the internal assessment in-charge. The record of student attendance is maintained and those short of attendance are informed periodically. These records are evaluated by the attendance in-charge on the basis of the records given by other faculty members. The library in-charge looks into the requirement of books. New books are ordered and old are weeded out.

The students also share a part of the responsibility for the functioning of the department. Each department in LSR has a department Students' Union. The department Students' Union has three Office Bearers, namely the Treasurer, Secretary and President. Elections are held annually in February/March for the members to the Union who take over the reins in the next academic session.

The various committees such as the Editorial Board, Design Team, Photography Team and Logistics Team help the Union in organising events in a systematic manner and also in channelling and engaging the students according to their forte.

The Executive Body acts as a medium of communication between the faculty and the students, and plays an important role in motivating the students to engage in different activities that take place throughout the academic session.

INNOVATIVE PRACTICES

The department makes special efforts to structure the undergraduate B.A. Programme course to make it more specialised, relevant and field oriented. The goal of the department, students and faculty alike, besides academic excellence is to foster an interdisciplinary approach towards the

subject. A concerted effort is made towards moving beyond the confines of the prescribed text and increasing the knowledge of the students about the practical application of B.A. Programme in many fields. To achieve this, classroom teaching is supplemented by a number of interesting activities.

- To evoke interest of students in the rich historical heritage of Delhi, every year a guided trip is organised to a heritage site like Humayun's Tomb, Red Fort, Qutub Minar, Lodi Gardens etc. Very often Ms. Biba Sobti accompanies the group and with her interesting narrative style makes history come alive.
- Inter and intra-college paper presentations are organised to encourage students to write and present papers on current issues. This motivates them to read beyond the curriculum and also hones their presentation skills.
- Given the interdisciplinary nature of the department, movies with a social message are screened every year e.g. *Smile Pinki*, *Khuda Ke Liye*, *Milk* etc. This is generally followed by a discussion on the issues highlighted by the film initiated by a resource person. This broadens the perspective of the students and enhances their abilities to understand the complexities of our society.
- Several eminent professors and scholars are invited to give talks and lectures which enrich the quality of learning e.g. on the tenth anniversary of the Gujarat massacre of 2002, Mr. Harsh Mander (NAC) was invited for a talk on 'Justice, Peace and Reconciliation in Gujarat.'

VISION

A much larger department is envisioned in the future. The speciality of the B.A. Programme department has been its diversity and the range of subjects it deals with. Multidisciplinarity is what makes this programme more far-reaching. Larger student intake would enable more subject combinations being offered. At the moment only 6 discipline subjects are offered namely Economics, Mathematics, Psychology, Political Science, Computer Science and History. Sociology, Sanskrit, Journalism, Philosophy, could be added. The number of application courses on offer should increase. Currently only 4 out of 21 application courses are offered. These courses have a practical aspect which aids skill development and capacity building. The range is diverse- from globalisation to art appreciation and mass communication. Offering more application courses would help students decide where their actual potential lies. Internships with corporates, NGOs and the Government could also be encouraged to increase employability. This would in turn attract more students. The department would seek to recover a number of Modern Indian languages taught like Tamil and Bengali.

